Instructor: Jennifer Braziel, DNP, RN, ACNP-BC
Email: jennifer.braziel@angelo.edu
Phone: 325-486-6862
Office: HHS 318 K
Office Hours: posted on Blackboard

Instructor: Pam Darby, MSN, RN, FNP-BC
Email: pam.darby@angelo.edu
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Office Hours: posted on Blackboard

Instructor: Paul Osmanski, MSN, RN,
Email: paul.osmanski@angelo.edu
Phone: 325-486-6858
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Office Hours: posted on Blackboard

Instructor: Billie Sheeran, MSN, RN
Email: billie.klesch-sheeran@angelo.edu
Phone: 325-486-6854
Office: HHS 318X
Office Hours: posted on Blackboard
Course Information

Course Description
A clinical immersion course designed to strengthen and broaden baccalaureate nursing skills, judgements, and decision making. Students are supervised by their faculty member and a community preceptor to synthesis and apply evidence-based skills and knowledge to nursing practice. The residency may focus on one specific setting or be an experience in which a variety of settings are merged.

Course Credits
(0-0-200)
Hybrid course consisting of classroom work, clinical simulations, clinical practice and on-line assignments.

Prerequisite and Co-requisite Courses

PREREQUISITE COURSES
NUR 4411 – Adult Health Nursing II and NUR 4321 - Adult Health Nursing II Practicum

CO-REQUISITES
NUR 4325 Nursing Concept Synthesis. Students must successfully complete the Capstone Synthesis course (NUR 4325). Failure to successfully complete the Capstone Synthesis course will result in a grade of “no credit” for NUR 4404.

Prerequisite Skills
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook and all students are required to have access to a dependable computer with a reliable Internet Service Provider. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (http://www.angelo.edu/dept/nursing/handbook/index.html).

BSN Program Outcomes
Upon completion of study for the Generic BSN, the graduate will be prepared to:
1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Perform, synthesize, prioritize, and document nursing assessments and patient care using a variety of appropriate resources for multiple patients with complex health deviations.</td>
<td>Case study, Weekly discussion board – self- reflection on practice, Direct patient care at clinical site – Clinical evaluation, Simulation exercises</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>I, II, III, IV, VI, VII, VIII, IX</td>
<td>PCC, EBP</td>
</tr>
<tr>
<td><strong>2.</strong> Integrate principles of safety and quality utilizing evidence-based interventions for multiple patients with acute and complex problems.</td>
<td>Case study, Weekly discussion board – self- reflection on practice, Direct patient care at clinical site – Clinical evaluation, Simulation exercises, Review of evidence-based practice literature</td>
<td>1, 2, 3, 8, 9</td>
<td>I, II, III, VIII, IX</td>
<td>QI S</td>
</tr>
<tr>
<td><strong>3.</strong> Deliver and coordinate compassionate, culturally, ethnically and patient-centered care based on evidence, guidelines, standards, and legal statutes/regulations.</td>
<td>Case study, Weekly discussion board – self- reflection on practice, Direct patient care at clinical site – Clinical evaluation, Review of evidence based practice literature</td>
<td>1, 3, 6, 8, 9</td>
<td>I, III, VI, VIII, IX</td>
<td>PCC EBP</td>
</tr>
<tr>
<td><strong>4.</strong> Provide and accurately document effective health teaching addressing risk reduction, health promotion, preventive care and discharge planning for patients experiencing health deviations.</td>
<td>Case study, Weekly discussion board – self- reflection on practice, Direct patient care at clinical site – Clinical evaluation</td>
<td>1, 3, 4, 7, 9</td>
<td>I, III, IV, VII, IX</td>
<td>PCC EBP</td>
</tr>
<tr>
<td><strong>5.</strong> Refine leadership skills through effective communication, patient advocacy, and good stewardship of</td>
<td>Direct patient care at clinical site – Clinical evaluation</td>
<td>2, 4, 6, 9</td>
<td>II, IV, VI, IX</td>
<td>TC Qi</td>
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</tbody>
</table>
resources to enhance system-wide improvements.

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<tbody>
<tr>
<td><strong>6.</strong> Collaborate with peers, colleagues and interprofessional health team members to facilitate positive patient outcomes, identify patient resources, and promote professional clinical environment.</td>
<td>Case study, Weekly discussion board – self-reflection on practice, Direct patient care at clinical site – Clinical evaluation, Simulation exercises, Review of evidence-based practice literature</td>
<td>2, 6, 9</td>
<td>II, VI, IX</td>
</tr>
<tr>
<td><strong>7.</strong> Exhibit behaviors and attitudes that reflect nursing standards of moral, ethical, professional and legal conduct at all times and successfully complete the nursing jurisprudence exam.</td>
<td>Direct patient care at clinical site – Clinical evaluation</td>
<td>1, 2, 8, 9</td>
<td>I, II, VIII, IX</td>
</tr>
</tbody>
</table>

**Course Delivery**

The Capstone Residency course is delivered in a hybrid format. There will be some face to face class hours scheduled during the semester but most of the course hours are in precepted clinical hours with interactions and assignments conducted within the ASU Blackboard. Blackboard can be accessed at [http://blackboard.angelo.edu](http://blackboard.angelo.edu). Students are required to have ready access to computer and internet services. Students will be expected to check email and the Blackboard course daily for announcements or other communication.

**Required Texts and Materials**

Texts will include all texts used in the Nursing Concept Synthesis course and all previous nursing courses.

**Recommended Texts and Materials**

Recommended texts and materials will include all other texts and materials used in the Nursing Concept Synthesis course and all previous nursing courses.

**Technology Requirements**

To successfully complete this course, students need:

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- ATI and EHR TUTOR account current and active
- Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education/](http://www.angelo.edu/distance_education/)
To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](https://example.com)

**Topic Outline**

**Communication**

Please use the email address/phone numbers provided under Faculty Information. Should an emergency arise or if you have a pressing need please call faculty directly using the numbers provided. Faculty will usually respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. If you do not get an email response within 24 hours call them directly. Written communication via email will be done exclusively through your ASU email address.

**Use Good "Netiquette":**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User)
Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Evaluation</td>
<td>29%</td>
</tr>
<tr>
<td>Clinical Case Study (3 @ 11% each)</td>
<td>33%</td>
</tr>
<tr>
<td>Webinar Week Assignments</td>
<td>7%</td>
</tr>
<tr>
<td>ATI Real Life</td>
<td>8%</td>
</tr>
<tr>
<td>Critical Access Hospital Assignment</td>
<td>7%</td>
</tr>
<tr>
<td>ATI Pharmacology Proctored Exam</td>
<td>8%</td>
</tr>
<tr>
<td>Clinical Simulations Written Assignment</td>
<td>8%</td>
</tr>
<tr>
<td>Dosage Calculation Exam (100% score required)</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Clinical Simulations Scenario Completion</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Clinical Skills Validation</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

Note: All grades to include final course grade, assignments, and evaluations are not rounded up to the nearest whole number.

Teaching Strategies and Methods
Precepted direct patient care, critical access assignment, dosage calculation validation, clinical skills validation, clinical case studies, webinar week assignments, ATI Real Life assignment, ATI Pharmacology Proctored Exam, simulation scenario performance and simulation written assignment are used to evaluate students.
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

PRECEPTORSHIP
The Capstone Residency is a clinical immersion course preparing students to evolve into the role of the professional baccalaureate graduate nurse (GN) as an entry level generalist. The residency is designed to ease the transition into practice. Students will be mentored by a preceptor conducting nursing assessments, interventions, and evaluating patient outcomes based on the nursing care provided. Students will work as an inter-professional team member to refine communication and time management skills. Students are expected to start with an assignment of 2 patients in the precepted clinical setting on a moderate-acuity medical-surgical clinical setting and progress to 4-5 patients toward the end of the residency. Higher acuity preceptorships like the ICU and ED will start with 1 patient and progress to more patients based on acuity. Students are expected to enter the practicum at a "developing" level proficiency and progress into a "competent or accomplished" level of proficiency by the end of the course. Sophistication of clinical reasoning skills and patient management are significant components within the residency course. Students will usually complete nine (9) twelve (12) hour shifts to fulfill the required direct care precepted practicum hours. Clinical shifts less than four (4) hours in a scheduled day (i.e. call offs or illness after starting a shift) cannot count towards the total requirements.

CRITICAL ACCESS ASSIGNMENT
Students will attend a rotation in a critical access facility either in Big Lake or Sonora. They will be precepted by nurses working in those facilities that day and will write a paper relating their experiences and research about critical access hospitals within 48 hours of rotation completion.

CLINICAL EVALUATIONS
Clinical evaluations are the basic component of the clinical experience and clinical grade. Preceptor clinical evaluations and faculty Midterm/Final Evaluations will be completed for every student. The Clinical evaluation tools are progressive in nature leading to a competency level for successfully passing the clinical course. Students are responsible for making appointments for both Midterm and Final clinical evaluations with their faculty.

CLINICAL EVALUATION TOOL
Prior to the beginning of the clinical experience each student will review the preceptor handbook which contains the clinical evaluation tool. Once clinicals have begun an evaluation is to be completed after every 36 hours of clinical (for a total of 3 clinical preceptor evaluations during preceptorship) and signed by both the student and preceptor.
That evaluation must be submitted in Blackboard within 48 hours. Students participate in self-evaluation and comment on their own performance during preceptor and Midterm/Final faculty evaluations. The Midterm and Final Clinical Faculty evaluations will be completed with feedback and input from both the preceptor and the faculty member. The midterm/final clinical evaluation is determined by using the preceptor evaluation of the student, site visits, and all other coursework and activities. The midterm evaluation will be completed after approximately half of the total hours of the clinical rotation have been completed. The final evaluation will be completed after all clinical hours are completed and all paperwork is submitted. Students will make individual appointments with faculty to review their final clinical evaluation. Students must submit completed the Practicum Hours Documentation form in Blackboard before their final evaluation. Students must achieve a score of 75.0% or more in each of the four main areas in the final clinical evaluation to successfully pass the course.

**CLINICAL CASE STUDIES**
During preceptorship students will choose one (1) patient for each case study required. The case study will be written using APA format and will include a comprehensive history and senior level baccalaureate physical assessment; a discussion of the pathophysiology involved; patient medications; diagnostic exams and lab work. The case study also includes a section in which the student demonstrates clinical reasoning through correlation of pathophysiology, medications, diagnostics and how they relate back to each other and the physical assessment of the patient citing appropriate resources. Students must then utilize online library resources for evidence-based information and report evidence-based articles that are similar in scope and treatment to what their patient experienced. The student will then write a brief summary that may support or critique why this patient's care paralleled evidence based information or why it did not and cite references at the end of the paper using APA format. There is no specific length as long as it adequately meets the objectives. The case study is due 48 hours after completing every 36 hours of clinical. Do not use any direct patient identifiers in your paper because it may be a HIPPA violation. However, please keep identifiers available for faculty who may choose to research the patient's electronic medical record. The case study grading rubric is posted in COURSE DOCUMENTS on the Blackboard course site.

**WEBINAR WEEK ASSIGNMENTS**
You will have one or several webinars to complete related to current health issues facing our nation. You will complete the assignment during the week that you do not have ATI Real Life scenarios or simulations scheduled.

**ATI REAL LIFE**
ATI Real Life scenarios provide students with the opportunity to practice clinical reasoning. In a Real Life scenario students will make clinical decisions that impact the care, treatment, and outcomes for virtual clients with mental health disorders. Each scenario has a list of objectives. The key to students’ success in Real Life is to accomplish these objectives and to understand how the decisions they make impact the client’s well-being. Students will be
assigned a week in which these scenarios are to be completed and must be submitted by midnight Friday of the assigned week.

**ATI PROCTORED PHARMACOLOGY EXAM**
Students will be required to complete the ATI proctored Pharmacology exam as scheduled for the semester.

**CLINICAL SIMULATION SCENARIOS**
Students will participate in advanced, multiple patient clinical simulation experiences. Clinical simulations are designed to enhance clinical reasoning and decision making along with refining time management skills. This is a pass/fail for the scenario performance and students who are not successful during the performance of scenarios are required to attend remediation plus they may receive an “UNSATISFACTORY CLINICAL PERFORMANCE”. Clinical simulation scenarios must be successfully completed prior to beginning the precepted clinical assignment. There is a graded written assignment for simulations. The simulation grading rubric is posted in course documents on the Blackboard course site.

**DOSAGE CALCULATION EXAM**
A dosage calculation validation exam is required for this course just as all other clinical courses. This exam must be passed prior to providing direct patient care. Students must score 100% on the dosage calculation exam at the beginning of their clinical practicum course. A student will require remediation in unsuccessful. Failure of three dosage calculation exams demonstrates evidence of a student’s inability to meet clinical objectives and results in course failure. The student will be withdrawn from the clinical course with a grade of “F”.

**SKILLS VALIDATION**
Students are required to successfully validate clinical skills before simulations. Possible skills being evaluated include: urinary catheter insertion and removal, medication administration (any route), CVC dressing change, initiating and providing IV therapy and sterile dressing change or other sterile procedures. Students should practice and review procedures before being evaluated by faculty or staff. This is a pass/fail assignment and may result in a clinical unsatisfactory. Skills validation will be scheduled on an appointment basis during designated times and dates. Students unsuccessful with skills validation will have an opportunity to repeat after remediation. If the student is unsuccessful after three attempts they may be dismissed from the course receiving a “F”.

**ASSIGNMENT SUBMISSION**
In this class, all assignments need to be submitted through the "Submit Assignments" link in the Blackboard course site. This is for grading purposes. Issues with technology may arise from time to time. If a technology issue does occur regarding an assignment submission, email your instructor and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having
problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**LATE WORK or MISSED ASSIGNMENTS POLICY**

Due dates and times for assignments are posted in the syllabus. Failure to submit your assignments on the assigned date will result in a twenty percent (20%) deduction for one day (24 hours) after the posted deadline and thirty-five percent (35%) for two days (48 hours). No papers or postings will be accepted more than 48 hours past the assigned due date unless negotiated prior to the due date. Contact your faculty member if you need an extension for assignments.

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog
- Undergraduate Nursing Student Handbook

**Important University Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17 (F)</td>
<td>First day of classes for NUR 4404</td>
</tr>
<tr>
<td>January 20 (M)</td>
<td>Martin Luther King Holiday; University is closed. No classes.</td>
</tr>
<tr>
<td>March 9-13 (M-F)</td>
<td>Spring Break; University is closed; No classes.</td>
</tr>
<tr>
<td>March 26 (R)</td>
<td>Last day to drop a class or withdraw from the University; Spring 2020</td>
</tr>
<tr>
<td>April 10 (F)</td>
<td>Spring Holiday. University is closed. No Classes.</td>
</tr>
<tr>
<td>May 8 (F)</td>
<td>Nursing Pinning Ceremony; UC Ballroom; 1800 hours</td>
</tr>
<tr>
<td>May 9 (Sat)</td>
<td>Commencement/ Graduation; Junell Center 1000 hours</td>
</tr>
</tbody>
</table>

**Student Responsibility and Attendance**

It is essential for students to recognize the importance to be present for all planned experiences. The student is expected to be present for all scheduled classroom and clinical experiences.

In the event of extenuating circumstances preventing a student from attending a clinical or other experience, the student will notify their faculty and preceptor before scheduled time to report to clinical. In the case of an emergency the student must call as soon as possible. Failure to call in or meet the time frames stated above will result in an UNSATISFACTORY for that clinical day.

Due to the nature of the Capstone Residency course students missing more than one clinical day (or 12 clinical hours) during this course must contact the faculty immediately of the absence so the faculty may review the student’s ability to meet course objectives and reschedule lost time with the preceptor. Three tardies (over 5 minutes late for lecture, campus activities or clinical) will equal 1 hour of absence.
**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Days for more information.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

**Plagiarism**

Plagiarism at ASU is a serious topic. The Angelo State University’s Academic Integrity policy in the ASU Student Handbook gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php)

**Social Media Policy**

The Angelo State University Nursing Program supports the use of social media in personal/nonacademic or non-professional contexts. Nursing students are expected to engage in professional behavior during didactic/lecture sessions. This professional behavior excludes engaging in social networking (blogs, Twitter, Facebook, texting, surfing the internet, etc.) during lecture time. Any student caught during lecture time engaging in social media, not otherwise authorized by the instructor, will be asked to leave the class and will receive an unexcused absence for that lecture time. It is acceptable to engage in social networking before class, during lecture time breaks and after class time. Please refer to the Department of Nursing Undergraduate Student Handbook, on the Nursing website, for further clarification of expected professional behavior related to social networking.

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services,
programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Nursing Weblinks
- Board of Nursing for the State of Texas
- BSN Student Resources
Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

As a note, every faculty member at Angelo State is a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-3/ January 13-31</td>
<td>Dosage Exam, Skills validation, Case Studies</td>
</tr>
<tr>
<td>Weeks 4-6/ February 3-21</td>
<td>Simulations, ATI Real Life, Webinar Assignment</td>
</tr>
<tr>
<td>Weeks 7-8/ Feb. 24-March 6</td>
<td>HURST REVIEW, Complete preceptor paperwork, ATI Pharmacology exam</td>
</tr>
<tr>
<td>Weeks 9-14/ March 16-April 25</td>
<td>Capstone clinicals</td>
</tr>
<tr>
<td>Weeks 15-16/ April 27-May 8</td>
<td>Complete all required paperwork for precepted clinicals and final clinical evaluation with faculty</td>
</tr>
</tbody>
</table>

Grading Rubrics

Posted in Blackboard

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Acquiring skills in working with others as a member of a team
5. Developing skill in expressing oneself orally or in writing
6. Learning how to find, evaluate, and use resources to explore a topic in depth
7. Learning to apply knowledge and skills to benefit others or serve the public good
End of Syllabus

2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of
6. https://www.angelo.edu/services/disability-services/
7. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
8. https://www.bon.texas.gov/