Instructor: Jenni Price-Fierro, DNP, RN, CNE, CHPN, CHSE, CHSOS
Email: jennifer.price@angelo.edu
Phone: (325)763-8397
Office: 318A3
Office Hours: Virtual office hours by email, telephone, or Collaborate can be made by arrangement with the instructor. Please arrange virtual office appointments with instructor via email.

Course Information

Course Description
The course presents an overview in hospice and palliative care including standards of practice, admission criteria, symptom management, and interdisciplinary teamwork. The course provides a foundation for working with patients and families throughout the dying process, in and outside of the hospice and palliative care setting.

Course Credits
(3-0-0)

Prerequisite and Co-requisite Courses
None.

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. 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.

BSN Program Outcomes
Upon completion of the program 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>Assignments or activities 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>1. Define the Standards of Practice and Standards of Professional Performance for hospice and palliative care nursing.</td>
<td>Module Exams, Discussion Board Activities.</td>
<td>5,8,9</td>
<td>IX, VIII</td>
<td>PCC</td>
</tr>
<tr>
<td>2. Evaluate regulatory guidelines for hospice and palliative care admission, barriers to referral, and outcomes of early referral.</td>
<td>Module Exams, Discussion Board Activities.</td>
<td>9</td>
<td>V</td>
<td>PCC</td>
</tr>
<tr>
<td>3. Analyze patient care and nursing implications of selected pathophysiologic findings in clients seeking palliative care.</td>
<td>Module Exams, Discussion Board Activities.</td>
<td>3,6</td>
<td>I</td>
<td>PCC</td>
</tr>
<tr>
<td>4. Demonstrate how the nursing process, critical thinking, ethical principles and legal standards develop in palliative care patients</td>
<td>Module Exams, Discussion Board Activities, Research Paper, Ethical/Legal Assignment.</td>
<td>1,2,3,6</td>
<td>III, IX</td>
<td>QI, EBP</td>
</tr>
<tr>
<td>5. Develop communication techniques for the dying patient including the process of grieving and coping for patients, families, and healthcare staff.</td>
<td>Module Exams, Discussion Board Activities.</td>
<td>6,7,9</td>
<td>VI</td>
<td>PCC</td>
</tr>
</tbody>
</table>
Course Delivery
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course can be accessed at http://blackboard.angelo.edu. IT Support is available at 325-942-2911 or 866-942-2911. For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course. Students should plan to have access to computer and internet (see technology requirements further down in syllabus) and are required and expected to check email and the Blackboard course daily.

Required Texts and Materials
Publication Manual of the American Psychological Association (7th ed.)
ISBN: 978-1-4338-3216-1 (paperback)
OR
ISBN: 978-1-4338-3217-8 (spiral)
Publisher: American Psychological Association/Washington DC

Technology Requirements
Computer with MAC or Windows Operating System

High Speed Internet Access

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

Topic Outline
Week 1 – An Overview of Hospice and Palliative Care, Interdisciplinary Collaborative Practice in Hospice and Palliative Settings, Advance Care Planning and Goals of Care
Communication

Faculty will respond to email and/or telephone messages within 24-36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2020) 7th edition guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

A note about professional communication: I expect all email correspondence to be professionally written. This means it should begin with a salutation (e.g., “Hi Dr. Smith,” “Dear Dr. S,” “Dr. Smith,”), end with a valediction (e.g., “Thank you, Tom,” “Sincerely, Joan,” “Best,” “Take care,” etc... the possibilities are endless!), and, for the love of professionals everywhere, do NOT include text/shorthand (e.g., “lol,” “pls.”).

I reserve the right NOT to reply to emails that are unprofessionally written.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Zoom, etc.

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 unless invited by faculty to use a less formal approach.
- 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 😂 or 😊 to let others know you are being humorous.
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>Discussion Board &amp; Case Studies with Discussion</td>
<td>25%</td>
</tr>
<tr>
<td>APA Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Unit Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Respondus Monitor Practice Test &amp; Webcam Check</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</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)

Teaching Strategies and Methods
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.

- Online lecture and discussion
- Online content and activities via Blackboard
Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Discussion Board Activities
Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

Research Paper
Students will choose a specific culture or religion and research the practices of the group regarding death and dying. The student will utilize evidence based research to present their topic in a comprehensive APA style paper.

Unit Exams
Unit exams will be utilized to assess student’s comprehension of the material in the course topics and learning modules. All exams will be taken via Respondus Monitor (Please see section Testing via Respondus Monitor). See the course calendar for exam dates.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at jennifer.price@angelo.edu 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. Failure to submit your assignments on the assigned date will result in a five point deduction for each day after the posted deadline. No assignment will be accepted more than one week past the assigned due date. Please see the Discussion Board rubric for details regarding missed points for late Discussion Board posting.

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
June 7: Classes officially begin
June 25: Last day to drop a class or withdraw from the University for Summer Semester
July 9: Final exam/Last day of class.

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

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 Day 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 is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the ASU Writing Center.

**Social Media Policy**

The Angelo State University Nursing Program supports the use of social media in personal/nonacademic or non-professional contexts. Students may encounter confidential information within the academic or patient care environment during clinical practicum and must demonstrate professional behaviors and communication. Consistent with Code of Ethics for Nurses with Interpretive Statements [ANA, 2001], Nursing: Scope and Standards of Practice [ANA, 2nd ed., 2010], Nursing’s Social Policy Statement [ANA, 2010] and the ASU Confidentiality Statement all students sign at the beginning of their program, it is the Students’ responsibility to refrain from the following:

- Uploading images/videos of yourself in a clinical environment or uniform*
- Discussing patients, visitors, vendors, or organizational partners
- Talking about physicians, hospital/facility/clinical staff
- Discussing clinical events or news stories involving clinical partners
- Giving medical advice online
- ‘Friending’ or requesting to friend patients (even when they are no longer patients), Department/College faculty, or staff.
- The only exceptions are individual or group photos of the clinical group and faculty.

ASU nursing faculty reserves the right to order the immediate removal of inappropriate items (HIPPA violations, etc.) that are posted on a student’s social media site. Students preparing to enter the nursing workforce have a professional obligation to understand the nature and
consequences of participating in social networking of all types [blogs, Twitter, Facebook, etc.]. Patient privacy is a fundamental ethical and legal obligation of nurses. Although social networking venues offer opportunities for mentoring and sharing needed health related education and information among colleagues and the lay public it also presents risk. The use of privacy settings and the separation of personal from professional information is not guaranteed from being shared or made public in less protected forums. Online content and behavior has the potential to enhance or undermine the individual student’s career and/or the academic institution they attend. Students should consider the “unintended consequences” of any information they share outside the context in which it was learned. [adapted from Principles: Social Networking and the Nurse [Draft 25 April 2011], American Nurses Association]

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
Note, as a faculty member at Angelo State, I am 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](http://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><strong>Week 1</strong></td>
<td>Course Orientation/Module 1/Chapters 1, 2, 9. DUE 6/9/21 by 2359* Review START HERE page. Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to the terms of the course and ASU’s policies and access course content. Review Welcome Orientation Module. Complete Lockdown Browser Respondus Monitor Practice Test and Webcam check. Post to Self-introduction in Discussion Board tab. DUE 6/11/21 by 2359* Select an ethnicity/culture/religion that is not your own for your research topic. Post it to the wiki sign-up under the Assignments tab. Module 1 group discussion board initial posting DUE 6/13/21 by 2359* Module 1 group discussion board peer response</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Module 2/Chapters 3, 4, 5. DUE 6/18/21 by 2359* Complete Module 1 exam, opens 6/16/21 and closes 6/18/21. Covers Chapters 1, 2, 9. DUE 6/18/21 by 2359* Module 2 group discussion board initial posting DUE 6/20/21 by 2359* Module 2 group discussion board peer response</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td></td>
<td>Module 3 group discussion board initial posting</td>
</tr>
<tr>
<td></td>
<td>DUE 6/27/21 by 2359*</td>
</tr>
<tr>
<td></td>
<td>Module 3 group discussion board peer response</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4/Chapters 11, 12.</td>
</tr>
<tr>
<td>6/28/21 – 7/4/21</td>
<td>DUE 6/2/21 by 2359*</td>
</tr>
<tr>
<td></td>
<td>Complete Module 3 exam, opens 6/30/21 and closes 7/2/21.</td>
</tr>
<tr>
<td></td>
<td>Covers Chapters 6, 7, 10.</td>
</tr>
<tr>
<td></td>
<td>DUE 7/2/21 by 2359*</td>
</tr>
<tr>
<td></td>
<td>Module 4 group discussion board initial posting</td>
</tr>
<tr>
<td></td>
<td>DUE 7/4/21 by 2359*</td>
</tr>
<tr>
<td></td>
<td>Module 4 group discussion board peer response</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 5/Chapter 8.</td>
</tr>
<tr>
<td>7/5/21 – 7/9/21</td>
<td>DUE 7/9/21 by 2359*</td>
</tr>
<tr>
<td></td>
<td>Complete Module 4 exam, opens 7/7/21 and closes 7/9/21.</td>
</tr>
<tr>
<td></td>
<td>Covers Chapters 11, 12, 8.</td>
</tr>
<tr>
<td></td>
<td>DUE 7/7/21 by 2359*</td>
</tr>
<tr>
<td></td>
<td>Module 5 group discussion board initial posting</td>
</tr>
<tr>
<td></td>
<td>DUE 7/9/21 by 2359*</td>
</tr>
<tr>
<td></td>
<td>Module 5 group discussion board peer response</td>
</tr>
</tbody>
</table>

*all times are 2359 CST unless otherwise specified
# Grading Rubrics

## Discussion Board Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Submission</strong></td>
<td></td>
<td></td>
<td>5 Points</td>
<td>10 Points Initial posting was no more than 1 day late.</td>
<td>12.5 Points Met submission deadlines for initial postings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Posted beyond 1 day late.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peer Responses Submission</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not post.</td>
<td>Posted to only one peer by the submission deadline</td>
<td>Posted to 2 peers by the submission deadline</td>
<td>Posted a minimum of 3 peer responses to peer posts by the submission deadline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Posts any responses to peers. Posts response(s) after the submission deadline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not participate during the week</td>
<td>Participates 3 times with postings all on 1 day per week</td>
<td>Participates 3 times with postings on 2 days per week</td>
<td>Participates 3 or more times with postings on 3 or more days per week</td>
<td></td>
</tr>
<tr>
<td><strong>Initial Assignment Content</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Posts no assignment.</td>
<td>*Does not address or develop all aspects of the task/topic *No reference included or reference is not in APA format</td>
<td>*Fully addresses and develops all aspects of the task/topic *No reference included or reference is not in APA format</td>
<td>*Fully addresses and develops all aspects of the task/topic; *1 APA formatted reference included</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Response Postings</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Posts no follow up responses to others.</td>
<td>Posts shallow contribution to discussion (agrees/disagrees)</td>
<td>Elaborates on an existing posting with further</td>
<td>Demonstrates analysis of others' posts; extends meaningful</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Levels of Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Good</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>does not enrich discussion.</td>
<td>comment or observation.</td>
<td>discussion by building on previous posts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Content Contribution</td>
<td>0 Points Posts information that is off topic; incorrect or irrelevant to discussion.</td>
<td>7 Points Repeats but does not add substantive information to the discussion.</td>
<td>10 Points Posts information that is factually correct but lacks full development of concept or thought.</td>
<td>12.5 Points Posts factually correct, reflective and substantive contribution; advances discussion. Adds to current discussion and literature.</td>
<td></td>
</tr>
<tr>
<td>References &amp; Support on Peer Responses</td>
<td>0 Points *Includes no references or personal supporting experience *10+ APA formatting errors</td>
<td>7 Points *Uses minimum of 1 reference to literature, readings, or 1 personal experience to support comments * 1 or more references were not peer reviewed, evidence-based, or professional journal *5-9 APA formatting errors</td>
<td>10 Points *Uses minimum of 1 reference to literature, readings, or 1 personal experience to support comments *All references were peer reviewed, evidence-based, or professional journal *1-4 APA formatting errors</td>
<td>12.5 Points *Uses minimum of 1 reference to literature, readings, or 1 personal experience to support comments *All references were peer reviewed, evidence-based, or professional journal *No APA formatting errors</td>
<td></td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>0 Points Posts long, unorganized or rude content that may contains 11+ grammar and/or spelling errors</td>
<td>7 Points Communicates in friendly, courteous and helpful manner with 6-10 grammatical and/or spelling errors.</td>
<td>10 Points Contributes valuable information to discussion with 1-5 grammatical and/or spelling errors.</td>
<td>12.5 Points Contributes to discussion with clear, concise comments formatted in APA style that is free of grammatical or spelling errors.</td>
<td></td>
</tr>
<tr>
<td>Rubric Category</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>*Topic and purpose is well defined and grabs the interest of the reader</td>
<td>*Proficient introduction that is interesting to the reader</td>
<td>*Basic introduction that states the topic, but lacks interest</td>
<td>*No introduction present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Clear, concise introduction statement reflecting the chosen topic</td>
<td>*Clear introduction statement reflecting the chosen topic</td>
<td>*Introduction statement is somewhat clear</td>
<td>*Purpose of the paper is unclear and the body does not reflect the introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Introduction statement reflects the entire body of the paper</td>
<td>*Introduction statement and body of the paper are consistent</td>
<td>*The introduction and body of the paper are lacking consistency</td>
<td>*Introduction statement is weak or missing</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>*Exceptionally clear, logical, mature, and thorough development of the topic with excellent transitions between and within paragraphs</td>
<td>*Clear and logical order that supports the topic with good transitions between and within paragraphs</td>
<td>*Somewhat clear and logical development with basic transitions between and within paragraphs</td>
<td>*Lacks development of ideas with weak or no transitions between and within paragraphs</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>*Paper is exceptionally researched, extremely detailed, and historically accurate</td>
<td>*Information relates to the main topic</td>
<td>*Information relates to the main topic, few details and/or examples given</td>
<td>*Information has little or nothing to do with the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Information clearly relates to the topic</td>
<td>*Paper is well researched in detail and from a variety of sources</td>
<td>*Shows a limited variety of sources</td>
<td>*No conclusion present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Excellent summary of topic with concluding ideas that is not a repetition of the introduction</td>
<td>*Good summary of topic with clear concluding ideas that does not repeat the introduction</td>
<td>*Basic summary of topic with some final concluding thoughts; mimics the introduction</td>
<td>*Repeats the introduction</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>*Introduces no new information</td>
<td>*Introduces no new information</td>
<td>*Introduces no new information</td>
<td>*Introduces no new information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Control of grammar, usage, and mechanics is present with 0-5 spelling, punctuation, and/or grammatical errors</td>
<td>*Contains 6-10 spelling, punctuation, and/or grammatical errors</td>
<td>*Contains 11-15 spelling, punctuation, and/or grammatical errors</td>
<td>*Contains 16+ spelling, punctuation, and/or grammatical errors</td>
<td></td>
</tr>
<tr>
<td>Grammar, Usage,</td>
<td>*Entries entirely correct to APA format</td>
<td>*1-4 errors in APA format</td>
<td>*5-9 errors in APA format</td>
<td>*10+ errors in APA format</td>
<td></td>
</tr>
<tr>
<td>and Mechanics</td>
<td>*Paper is entirely free of APA formatting errors</td>
<td>*1-4 errors in APA formatting</td>
<td>*5-9 errors in APA formatting</td>
<td>*10+ errors in APA formatting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*All references listed on the reference page are utilized a minimum of 1 time within the paper</td>
<td>*1 reference listed on the reference page is not utilized a minimum of 1 time within the paper</td>
<td>*2 references listed on the reference page are not utilized a minimum of 1 time within the paper</td>
<td>*3 or more references listed on the reference page are not utilized a minimum of 1 time within the paper</td>
<td></td>
</tr>
</tbody>
</table>
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. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

i https://www.angelo.edu/student-handbook/
ii https://www.angelo.edu/catalogs/
iii https://www.angelo.edu/dept/nursing/handbook/index.php
iv https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of