Instructor: Wrennah Gabbert, PhD, RN, CPNP, FNP-BC, APRN

Email: wrennah.gabbert@angelo.edu
Phone: 325-486-6182 (You can leave a message & it will be relayed to my cell phone)
Office: Archer 318G
Office Hours:
Monday: 3:00pm – 5:00pm (in Lecture 11:30am – 2:20pm)
Tuesday: 2:00pm – 5:00pm (in Lecture 8:00 – 10:50am)
Thursday: by appointment
Friday: by appointment

• Please contact me by email for an appointment so we can arrange a mutually agreeable time to meet.

Course Information

Course Description
This course focuses on theory-based nursing care of aggregates, communities, and vulnerable populations in a global, multicultural society. The RN student is introduced to public health concepts as well as characteristics of community health nursing in a variety of settings.

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 Ram Port. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before the beginning of this course. ([Undergraduate Student Handbook](#))

### Program Outcomes

#### BSN Program Outcomes

Upon completion of the program of study for the ASU Nursing program, 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>Synthesize knowledge from nursing, the humanities, biophysical, psychological, and social sciences in assessing, intervening, and evaluating nursing practice with groups, communities, and vulnerable populations</td>
<td>Quizzes Discussion Boards Windshield Survey Community Action Assignment Cultural Attitudes Assessment</td>
<td>1,2,3,4, 5,6</td>
<td>6</td>
<td>EBP</td>
</tr>
<tr>
<td>Analyze nursing, epidemiologic, and social data in order to draw</td>
<td>Public Health in the News</td>
<td>3,5</td>
<td>2,3,5</td>
<td>PCC, S, I</td>
</tr>
</tbody>
</table>
ANGELO STATE UNIVERSITY
Department of Nursing

<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>inferences and conclusions regarding a community's health status.</td>
<td>Windshield Survey Discussion Boards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze and incorporate research findings into nursing practice with groups and communities</td>
<td>Windshield Survey Community Action Assignment Public Health in the News</td>
<td>3,5</td>
<td>1,6</td>
<td>EBP</td>
</tr>
<tr>
<td>Apply all steps in the nursing process at the individual, family, and aggregate</td>
<td>Windshield Survey Community Action Assignment</td>
<td>1,2,3,4,5,6</td>
<td>1,6,7</td>
<td>PCC</td>
</tr>
<tr>
<td>Identify the goals and objectives of Healthy People 2020.</td>
<td>Windshield Survey Community Action Assignment Public Health in the News</td>
<td>4,5</td>
<td>1,2,6,7</td>
<td>PCC</td>
</tr>
</tbody>
</table>

Course Delivery
This course is delivered in a hybrid method which includes both in-class activities and assignments on the Blackboard course site. While this class is scheduled as a 16-week course, the didactic portion will be presented in 8 weeks with clinical assignments in the field to allow ANGELO STATE UNIVERSITY Department of Nursing (1.04.2021) students to participate in a capstone clinical experience. A final community poster presentation is completed at the end of the semester. The Blackboard portion of this course site can be accessed at ASU’s Blackboard Learning Management System.

Required Texts and Materials
2. ATI Community health (included in your electronic ATI package)

Recommended Texts and Materials
None

Technology Requirements
To successfully complete this course, it is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course
assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls. Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “Test your Browser” option located under the Browser Test header. Please see computer requirements for BSN classes at this link:http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

You will 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**

Orientation to course - Health/Public Health Nursing and Competencies
Epidemiology & Environmental Health
Health Promotion
Frameworks for Health Promotion
Community Assessment Models – Change Theories
Community Health Across Populations
Public Health Issues
Communicable Diseases
Non-communicable Disease
Mental Health
Cultural Diversity
Substance Use
Health of Communities
Injury and Violence
Community/Public Health Applications across Ages and Stages
Adolescent Health
Disasters, Bioterrorism, & Environmental Health
Public Health
Health Disparities and Social Justice

Week 15: Project Presentations

Communication
- Please use the email address/phone numbers provided under faculty information in the syllabus or information in blackboard to contact your faculty
- Although most of the time, email is answered within a few hours, please allow 24 hours minimum for a response (Monday-Friday)
- Use email first, unless there is an emergency
- Should an emergency arise please call instructor directly using her cell or office number.

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. If you text message, please identify yourself in the body of the message.

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. Students are expected to check email a minimum of twice a week.

Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

On Blackboard- 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 J or :) to let others know you are being humorous.
(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

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 Activities: Ghost Map &amp; Infectious disease (2 @ 7.5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes (5 @ at 5.0 pts. ea.)</td>
<td>25</td>
</tr>
<tr>
<td>Public Health in the News – Article assignment</td>
<td>10</td>
</tr>
<tr>
<td>Cultural Attitudes Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Windshield Survey Assignment</td>
<td>15</td>
</tr>
<tr>
<td>Community Action Teaching Assignment/Poster</td>
<td>20</td>
</tr>
<tr>
<td>ATI Community Health Practice Quizzes, A &amp; B (2 @ 2 points each)</td>
<td>4</td>
</tr>
<tr>
<td>ATI Proctored Exam</td>
<td>6</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)

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

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located in the Blackboard Learning Environment.

Quizzes
Five quizzes will be given either online or in class. Quizzes will cover material from readings (textbook chapters, study guides) and viewing videos assignments. Quizzes may include a combination of multiple choice, true/false, matching questions or short answer questions. Quiz dates are noted in the class schedule.

ATI Community Health Practice Questions & ATI Proctored Exam
All students will complete the RN Community Health Online Practice 2019 A and B exams prior to taking the comprehensive Community Health Proctored Exam. Students must receive an 85% or higher on each practice exam in order to be eligible to take the proctored exam. The instructor is able to view each student’s results on the ATI website (no additional turn-in is needed). All students will take the comprehensive Community Health Subject Exam at the designated date and time. If a student receives “below level 1” on their Community Health proctored ATI exam, they will need to meet with the instructor to review their score in addition to discussing a remediation plan which will be due within a week of the exam date. Failure to submit adequate remediation paperwork will result in further points taken from the exam score as determined by the course instructor.

Small Group Work
Community/Public Health nurses rarely work alone; rather, they frequently work in teams to promote the health of populations. Therefore, students normally will work in small groups throughout the semester to complete various assignments. Some preparation prior to coming to class may be required, so carefully read instructions for each activity.* Please note that due to COVID-19 small group work assignments may be deferred and/or adjusted to individual work.
Public Health in the News (Article assignment) See grading rubric in Blackboard.

There are two goals for this assignment: (1) To raise your awareness of public health endeavors covered by the media; (2) To help practice writing PHN interventions, identifying primary, secondary, tertiary prevention goals, and exploring the Health Impact Pyramid and Public Health Nursing Intervention Wheel and its application in improving Public Health outcomes.

Locate a recent article on a public health issue from a current print media such as a newspaper or magazine (examples: San Angelo Standard Times—or any other local paper, New York Times, CNN, USA Today, Newsweek, Time Magazine). Instructions for completing this assignment:

1. This assignment will be completed as an individual including the following:
   a) What is the public health issue/problem(s) addressed in the article?
   b) Was the information presented in that article reliable (i.e., based on reliable, evidenced based, medical/public health facts/information) OR was the information written as a personal opinion piece?
   c) Why is the article of relevance to public health nurses?

2. Once you have answered the above questions you will:
   a) Identify three interventions from the Public Health Nursing Intervention Wheel that could be implemented to address the public health issue identified in the article. Give an example for each type of intervention (e.g., “Screening: taking blood pressures at the state fair”)
   b) Identify what level of the Health Impact Pyramid each intervention would fit under and why
   c) Identify whether each intervention is primary, secondary, and tertiary prevention and why

3. You will submit a brief document:
   a. This document will be submitted under Assignments in Blackboard with a copy of/or link to your article (s) by the end of the week in which it is due.
   b. Your document should include: (a) Your name(s), (b) A summary of your article (2-3 paragraphs), (c) Why you chose this article to discuss, (d) Three interventions from the Public Health Nursing Intervention Wheel, (e) what level of the Health Impact Pyramid each intervention would fit under and why, and (f) Identify whether each intervention is primary, secondary or tertiary and why.

Personal Cultural Assessment
The purpose of this online assignment is to assist the student in defining and better understanding their attitudes towards cultural humanity and diversity. Students are to complete The Comfort in Social Situations Worksheet and then honestly reply to the review questions. The completed worksheet with review questions is to be submitted to Blackboard by the date on the Course Calendar.
Windshield Survey --SNAP SHOT OF: Communities/Neighborhoods

This will be an individual assignment. Each student should choose a neighborhood they do not live in either in San Angelo or an adjacent surrounding area. Students are to complete a Windshield survey of their assigned neighborhood. In public health nursing, the client is frequently a community. A windshield survey is the motorized equivalent of a physical assessment for an individual patient. But in this case the community is the client. Just as a nurse in a hospital setting can assess each system in the human body (e.g., listening to heart sounds), public health nurses can assess various “systems” in the community by driving or walking through neighborhoods in the community. The observations made during a windshield survey provide important first steps that can inform the public health nurse about “systems” in the community that need more thorough assessment. For example, if, during the windshield survey, a nurse observes many overweight people, he or she may hypothesize that proper nutrition and exercise are areas of weakness for the community. This could lead to an examination of the availability and usability of parks, sidewalks or other areas for exercise, etc. Of course, the nurse is visiting only a limited section of the neighborhood during a specified time, so it is a given that the perceptions performed in a windshield survey are subjective. The next step is to verify these perceptions of the health of the community by doing a comprehensive community assessment (e.g., looking at demographic and epidemiologic data, interviewing key stakeholders in the community).

ALWAYS consider your personal safety and put your safety first, always! We will discuss further in Class orientation.

Directions for completing the assignment:
1. Decide the best day/time to complete the windshield survey
2. Carefully drive around your community making observations.
3. Make notes or record your verbal observations in your chosen neighborhood. Consider recording your impressions on your digital devices (phone, iPad, etc.). Safety first always record or write your notes when your vehicle is parked
4. In addition to driving through the community, you will need to visit (at least one time) a business in the community. Examples include, but are not limited to, eating at a local restaurant, church services, shopping at a local pharmacy, grocery store, or other local store. This is also considered participant observation, so observe your surroundings long enough to be able to make informed statements about the community, as you will be asked to comment on this experience on the poster you create. For your safety, please be sure and observe COVID precautions (mask, social distancing as indicated) as recommended at the time of your visit to your chosen neighborhood.
5. You may also wish to take pictures of your chosen community (schools, hospitals, industry, etc. Please be mindful of individuals’ privacy and strive NOT to include people in any pictures you take. Posters should include the following information, typed and formatted on your PowerPoint Slide. Include the following information on your poster: (all additional criteria
identified in the rubric below can be typed in bullets on an additional PowerPoint slide that you will submit as part of your poster PPT). Please submit to the submission tab in Blackboard by the due date noted in the course calendar.

1. Title (include name of the community/neighborhood you assessed)
2. Your name
3. Identify the boundaries of the community (include a map and highlight the area you assessed) 4. Give overview of your community and any statistical/epidemiologic/demographic data that is significant (example: 65% Hispanic population, 60% residents over 65). Do not list all points from this section of the rubric on your poster.
5. Describe two (2) identified needs/problems in this community. Share your goals and objectives for one of your identified problems.
6. Identify two real or potential strengths of your assigned community.
7. Describe the Public Health Intervention(s) from the Wheel that you would use in planning to address the potential problems or concerns of the assigned community.
8. Identify ways the community is or is not meeting the goals/objectives of Health People 2020.
9. Who would you collaborate with to implement your interventions and achieve your stated goals? What resources would you use?
10. Include pictures of your community, where appropriate.

*Make sure references are included somewhere on the poster or additional PPT slide

Community Action Teaching Assignment

In this assignment students will choose a Community Needs topic. Students will identify how this need affects San Angelo, the community resources available to address this need, and develop a teaching plan to “teach” the class. The purpose of this assignment is to, quite literally, have students walk one day in the shoes of a patient in need of public health services. After identifying a consumer need develop a plan for your “patient” to connect with community resources. Research how this problem affects San Angelo; find agency resources available to your patient and develop a teaching plan that you will present to the rest of the class. The teaching plan can be a handout/pamphlet, a poster, short video or an activity that you will “teach” to the rest of the class.* This is a chance for students to be creative and put your critical thinking skills into action.

SAN ANGELO COMMUNITY NEEDS ASSIGNMENT presentations – You will discuss and present your thoughts from your research during our last class. You will be expected to share answers to the following questions.

In the interest of time please only include the following during your presentation:
• Description of the problem- identify the role in the community and how it relates to Healthy People 2020. Describe your process for conducting your assessment. How did you find out more about this topic?
• What did you learn?
• What challenges did you encounter?
• What surprised you?
• How will this experience impact your nursing practice when caring for underserved clients?
• Present your teaching plan to the rest of the class. If you have handouts/pamphlets make sure you have enough for everyone. (See the grading rubric for more criteria related to this assignment) You will also submit a complete summary of your experience, in PowerPoint format that includes a Title page, headings, in-text citations, and a References page for any statistics or information you gathered from a source other than yourself. Be sure to include all items on the grading rubric. You will submit this PowerPoint and a copy of the teaching material through the "Submit Assignments" link PRIOR to class.

Note: This assignment cannot be made up if you are not able to attend class on the day when the groups present on their community assessments.

Discussion Board Forum Assignments:

(1) The Ghost Map Reading Discussion Board Forum
The purpose of this online assignment is to facilitate discussion about your required course reading from the book The Ghost Map. Prior to posting, all students must read the assigned chapter, review the discussion questions and post a response to the discussion board on Blackboard.

(2) Infectious Disease Discussion
The purpose of this online assignment is to facilitate discussion about the current COVID-19 pandemic. Students are asked to consider what role they see nurses playing in terms of infectious disease care? What can nurses do to help reduce the spread of this virus? Do you think the media coverage is helping or scaring the population? Be specific. Students must post an initial post and a response to one peer post.

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 wrennah.gabbert@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
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date. Requests for extensions will be considered only for emergency situations (e.g., death in family, health emergency of self/family member). The student must notify their instructor prior to the absence, unless there is an emergency, and must make arrangements with the instructor, within 48 hours after the absence. Faculty has the right to offer an alternative form of an exam or assignment and/or to deduct up to 10 points from the grade. Instructor reserves the right to require documentation for emergencies that delay submission of assignment. ***Unless informed otherwise, all assignments must be submitted through Blackboard! If you miss an exam or quiz, you will receive a zero for the missed exam or quiz. There are no make-up exams/quizzes. If you are late to an exam/quiz, then you will only be allowed the remaining dedicated time for that exam.

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
August 23  First day of fall semester
September 6  Labor Day
September 8  Census Day for Fall 2021
September 9  “W” Period begins
November 22  Last day to drop a class or withdraw from the University for the
November 24  Thanksgiving Holiday
Nov. 25 – 26  Thanksgiving Break
December 6 – 10  Final exams
December 11  Fall Commencement

Student Responsibility and Attendance
Face-to-Face: this class is scheduled as a face-to-face class and students will also have asynchronous online course activities and assignments to complete. There are readings which you will have to complete to be able to adequately participate in activities and assignments. In order to complete this course successfully, you will need to participate in all course activities i.e. discussion boards, course projects, 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. It is our goal to create a classroom environment that respects the rights of students and teachers to focus on the tasks of the day without distractions.

**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 Department of Nursing supports the use of social media in personal/non-academic 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 student’s 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, Instagram, 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:
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.

Course Schedule
Course Schedule/Calendar to be posted in Blackboard.

Grading Rubrics
See Blackboard for grading rubrics.

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.
Areas of evaluation include:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/dept/nursing/handbook/index.php
4 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of
5 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/services/disability-services/
9 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
10 https://www.bon.texas.gov/
11 https://www.angelo.edu/dept/nursing/student_resources/undergrad_info.php