Course Information

Course Description
This course integrates computer, information, and nursing sciences in tandem with healthcare and communication technologies to deliver, integrate, and coordinate nursing care. Students demonstrate meaningful use of technology by analyzing and ethically managing aggregate data to guide decisions and improve outcomes. Using information systems, emerging technologies, and electronic health records, students will develop an evidence-based informatics project to inform or influence care.

Course Credits
Three semester credit hours (3-0-0)
This course meets completely online using Blackboard as the delivery method.

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 on-line course delivery. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through Ram Port. The ASU Graduate Nursing Handbook should be reviewed before taking this course.

MSN Program Outcomes
Upon completion of the program of study for the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to QSEN Competencies</th>
</tr>
</thead>
</table>
| Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to nursing education, research or nursing practice. | • Discussion Boards  
  • Formal paper  
  • MSN Comprehensive Examination Assignment  
  • Course textbook readings | 5,9 | 5,9 | 1,6 |
| Utilize computer technology and outcome data for documentation, communication, client education, professional development and networking. | • Discussion Board Forums  
  • Formal paper  
  • MSN Comp Exam Assignment  
  • Course textbook readings | 5,9 | 5,9 | 1,2,6 |
| Explore the use of online environments for instruction, content sharing, commerce and the provision of | • Discussion Board Forums.  
  • Formal paper  
  • MSN Comp Exam Assignment  
  • Course textbook readings | 4,5 | 4,5 | 3,4,5,6 |

Assignment(s) or activity(ies) validating outcome achievement:

- Discussion Boards
- Formal paper
- MSN Comprehensive Examination Assignment
- Course textbook readings
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to QSEN Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to: health-related services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Discuss and use principles of usability, learnability, memorability, likeability, readability and aesthetics in the context of nursing informatics in education and practice. | • Discussion Board Forums.  
• Formal paper  
• MSN Comp Exam Assignment  
• Course textbook readings | 5 | 5 | 1,3 |
| Customize an online environment to teach a selected nursing topic. | • Discussion Board Forums.  
• Formal paper  
• MSN Comp Exam Assignment  
• Course textbook readings | 5 | 5 | 2,6 |
| Utilize current and emerging technologies in the care environment to support lifelong learning for self and others. | • Discussion Board Forums.  
• Formal paper  
• MSN Comp Exam Assignment  
• Course textbook readings | 5,9 | 5,9 | 1,3,4,6 |

**Course Delivery**

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU’s Blackboard Learning Management System.
Required Texts and Materials

Recommended Texts and Materials

Technology Requirements

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](#)

Topic Outline

Unit 1  Introduction to Health Information Technology and Advanced Practice Roles in Inter-professional Teams

Unit 2  Point-of-Care Technology; Telehealth

Unit 3  Data Management
Unit 4  Patient Safety, Quality and Population Health

Unit 5  New and Emerging Technologies
Time Zone
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.

Communication
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.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

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

Use Good “Netiquette”:
- Check the discussions 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.
- Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted. Feel free to use emoticons such as 😊 to let others know you are being humorous.

(The above “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/Points of Total Grade</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
</table>


Discussion Board Forums (9 worth 100 points each–5% each) 900 points total 35%

Comprehensive Exam Preparation Assignment 100 points 20%

Research Paper (Sections 1&2 worth 100 points, Sections 3&4 worth 100 points, Final paper 100 points) 45%

Total 1300 points 100%

Bonus Points
Course Surveys
(Midterm 2 points & Final Course IDEA Survey 3 points) 5 points

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
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
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. There is an “Introduce yourself” discussion board in Week 1 that is non-graded. There are an additional 5 graded discussion boards in this course. A portion of your course grade (25%) is based on your participation in discussions with your classmates and instructor. The DB guidelines and grading rubric, found on BlackBoard, are intended to help you achieve the grade you desire for the discussion board portion of your course grade. 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.

Discussion Board posts should demonstrate substance and contribute to the understanding and application of ideas by:

- Reflection about meaning: Describes thoughtfully what something means or new insight it provides, or raises a question as a seed for clarification or further discussion.
- Analysis: Discuss relevant themes, concepts, main ideas, components or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
- Elaboration: Builds on ideas of others found in the readings by adding details, examples, a different viewpoint, or other relevant information and references.
- Application: Provides examples of how principles or concepts can be applied to actual situations, or discusses the implications of theory for practice.
- Synthesis: Integrates multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
- Evaluation: Assess the accuracy, reasonableness, or quality of ideas.

**MSN Comprehensive Examination Study Assignment:** This assignment will allow the student to complete selected items on the (1 – 4) on the MSN Comprehensive Examination Study Guide – Informatics and aides in preparation for the MSN Comprehensive Examination. Four of the Discussion Board Forums will be Instructor-selected items from the MSN Examination Study Guide and will allow students to investigate, post, share and discuss with their colleagues their primary findings. The fifth (5th) and sixth (6th) item on the MSN Examination Study Guide will need to be turned under the Assignments tab by the due date listed on the Course Schedule.

**Self-Selected Informatics Research Paper:** The self-selected topic research project provides the opportunity to explore an Informatics topic in-depth with a focus on application of Informatics in the role(s) of an advanced practice nurse. Sections of your Formal Paper will be submitted throughout the semester (See Course Calendar for due dates of sections) to allow you to receive feedback from your Instructor as you develop your primary focus regarding your selected topic. The Project will also include development of a PPT, Kaltura, Knowmia, or a YouTube presentation submitted and posted on the appropriate Discussion Board Forum for your Instructor and classmates to review and provide feedback. You are expected to carefully
review and use the Rubric (found in Course Documents in the Blackboard course). Completing all the necessary items will provide a pathway to achieve the grade you desire on this assignment.

**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. Be sure to keep a backup of all work. As with all assignments, be sure to “Save” your work frequently and keep a backup of all your hard work. All due dates/times are Central Standard Time (CST) and are listed on the Course Schedule.

**Late Work or Missed Assignments Policy**

**Late Work 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 course calendar posted in Course Documents within Blackboard. Late assignments are not accepted without prior approval of faculty. If you experience extenuating circumstances hindering your submission of your assignment on time, please contact your course Faculty immediately. Failure to submit your assessments/assignments on the assigned date, except in the case of an emergency situation or personal misfortune and/or without prior approval by course faculty, will result in a grade of zero (0). Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

**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

**Student Responsibility and Attendance**

**Online:** 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.

**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](#).

**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.

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.

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.

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.
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

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Aug 23-28</td>
<td><strong>TOPIC:</strong> Unit I: Introduction to Health Information Technology in a Policy and Regulatory Environment; Advanced Practice Roles in Inter-professional Teams; Theoretical Foundations</td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic and Assignments</td>
<td>Due Date</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 1:         | *for Driving Improvement*  
READINGS: McBride & Tietze – Chapters 1 - 3  
ASSIGNMENT: Self-Introduction Discussion Board Forum                                                                                                        | Opens 8/23. Post due by 8/25, 2359pm                                   |
|                 | **Week 2: Aug 30-Sept 4**  
TOPIC: *Unit I: National Healthcare Transformation and Information Technology; Consumer Engagement/Activation Enhanced by Technology*  
READINGS: McBride & Tietze – Chapters 4 & 5  
ASSIGNMENT: Week 2 Discussion Board Forum - Initial posting about your area of interest related to Informatics paper for feedback from your Colleagues and Instructor; Discussions on Unit 1 readings | Opens 8/30. Initial post by 8/31. Closes 9/4, 2359pm                    |
| Week 3: Sep 7-11 | **TOPIC: Unit II Point of Care Technology: Computers in Healthcare; Systems Development Life Cycle for Achieving Meaningful Use; Electronic Health Records**  
READINGS: McBride & Tietze, Chapters 6, 7, 8  
ASSIGNMENT: Week 3 Discussion Board: Comprehensive Examination Study Guide Question #1; Discussions of Unit II readings | Opens 9/7. Initial post by 9/8. Closes 9/11, 2359pm                      |
<p>| Sep 6th is a holiday |                                                                                                                                                                                                                                               |                                                                          |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Week 4: Sep 13-18  | **TOPIC:** Unit II –Point-of-Care Technology: National Standards for Health Information Technology, Public Health Data to Support Healthy Communities in Health Assessment Planning & Personal Health Records and Patient Portals  
**READINGS:** McBride & Tietze, Chapters 11, & 14  
**ASSIGNMENT:** Week 4 Discussion Board Comprehensive Examination Study Guide Question #2; Discussion of Unit II readings  
Continue to investigate and develop your Self-Selected topic of interest Sections 1 & 2 | Opens 9/13. Initial post by 9/14. Closes 9/18, 2359pm                  |
| Week 5: Sep 20-25  | **TOPIC:** Unit II –Point-of-Care Technology: National Standards for Health Information Technology, Public Health Data to Support Healthy Communities in Health Assessment Planning & Personal Health Records and Patient Portals  
**READINGS:** McBride & Tietze, Chapters 12, 13 & 15  
**ASSIGNMENT:** Continue to investigate and develop your Self-Selected topic of interest Sections 1 & 2 |                                                                                     |
| Week 6: Sep 27-Oct 2 | **TOPIC:** Unit II–Telehealth  
**READINGS:** McBride & Tietze, Chapter 16  
**ASSIGNMENT:** Week 6 Discussion Board-Telehealth | Opens 9/27. Initial post by 9/28. Closes 10/02, 2359pm                  |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7: Oct 4-9</td>
<td>Continue to investigate and develop your Self-Selected topic of interest as Sections 1 &amp; 2 will need to be submitted under the Assignment Tab During Week 7.</td>
<td></td>
</tr>
</tbody>
</table>
| Week 7: Oct 4-9 | **TOPIC:** Unit III: Data Management: Data Management and Analytics: The foundations for Improvement  
**READINGS:** McBride & Tietze, Chapter 18  
**ASSIGNMENT:** Submit Sections 1 & 2 (Introduction, Background and Quality of Innovation) under the Assignments Tab | 10-07-21, 2359pm |
| Week 8: Oct 11-16 | **TOPIC:** Unit III – Data Management: Strategic Thinking in Design and Deployment of Enterprise Data, Reporting and Analytics & Clinical Decision Support Systems  
**READINGS:** McBride & Tietze – Chapters 17 & 19  
**ASSIGNMENT:** Week 8 Discussion Board –MSN Comprehensive Examination Study Guide Question #3; Discussion of Unit III readings | Opens 10/11. Initial post by 10/12. Closes 10/16, 2359pm |
| Week 9: Oct 18-23 | **TOPIC:** Unit IV: Patient Safety, Quality and Population Health: Health Information Technology and Implications for Patient Safety and Developing Competencies in Nursing for an Electronic Age of Healthcare.  
**READINGS:** McBride & Tietze – Chapters 20 & 24  
**ASSIGNMENT:** Complete the Midterm Course Survey | October 18, 2359pm |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Week 9 Discussion Board Forum–Comprehensive Examination Study Guide Question #4; Discussion of Unit IV readings</td>
<td>Opens 10/18. Initial post by 10/19. Closes 10/23, 2359pm</td>
</tr>
<tr>
<td>Week 10:</td>
<td><strong>TOPIC:</strong> Unit IV – Patient Safety, Quality and Population Health: Quality Improvement Strategies and Essential Tools</td>
<td></td>
</tr>
<tr>
<td>Oct 25-30</td>
<td><strong>READINGS:</strong> McBride &amp; Tietze, Chapter 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENT:</strong> Submit Sections 3 &amp; 4 (Stakeholders &amp; Organizational Impacts) of your Self-Selected Formal Paper</td>
<td>10-27-21, 2359pm</td>
</tr>
<tr>
<td>Week 11:</td>
<td><strong>TOPIC:</strong> Unit V - New and Emerging Technologies: Social Media: Genomics and Implications for Health Information Technology; Big Data and Advanced Analytics</td>
<td></td>
</tr>
<tr>
<td>Nov 1-6</td>
<td><strong>READINGS:</strong> McBride &amp; Tietze – Chapter 25, 27, 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENT:</strong> Comprehensive Examination Assignment Questions (#5 &amp; #6)</td>
<td>11-4-21, 2359pm</td>
</tr>
<tr>
<td>Week 12:</td>
<td><strong>TOPIC:</strong> Unit V: New and Emerging Technologies: Enhancing Cybersecurity in New and Emerging Health Informatics Environments; Interprofessional Application of Health Information Technology in Education</td>
<td></td>
</tr>
<tr>
<td>Nov 8-13</td>
<td><strong>READINGS:</strong> McBride &amp; Tietze – Chapter 29,30</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENT:</strong> Week 12 Discussion Board- New &amp; Emerging Technologies</td>
<td>Opens 11/01. Initial post by 11/02. Closes 11/06, 2359pm</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic and Assignments</td>
<td>Due Date</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Week 13: Nov 15-20</td>
<td>Continue to work on your Power Point or YouTube Presentation and formal Paper</td>
<td></td>
</tr>
<tr>
<td>Week 13: Nov 15-20</td>
<td><strong>TOPIC:</strong> Unit V- <em>Current and emerging technologies in the care environment</em></td>
<td></td>
</tr>
<tr>
<td>Week 13: Nov 15-20</td>
<td><strong>READINGS:</strong> None</td>
<td></td>
</tr>
<tr>
<td>Week 13: Nov 15-20</td>
<td><strong>ASSIGNMENT:</strong> Week 13 Discussion Board: Post the Self-Selected Informatics Topic PPT/Youtube on DB to obtain &amp; give feedback</td>
<td>Opens 11/15. Initial post by 11/16. Closes 11/20, 2359pm</td>
</tr>
<tr>
<td>Week 13: Nov 15-20</td>
<td>Continue to work on your formal Paper to submit under the Assignments Tab.</td>
<td></td>
</tr>
<tr>
<td>Week 14: Nov 22-27</td>
<td><strong>TOPIC:</strong> Unit V- <em>Current and emerging technologies in the care environment</em></td>
<td></td>
</tr>
<tr>
<td>Week 14: Nov 22-27</td>
<td><strong>READINGS:</strong> None</td>
<td></td>
</tr>
<tr>
<td>Week 14: Nov 22-27</td>
<td><strong>ASSIGNMENT:</strong> Continue to work on your formal Paper to submit under the Assignments Tab next week (Week 15).</td>
<td>11-23-21, 2359</td>
</tr>
<tr>
<td>Week 14: Nov 22-27</td>
<td>Complete IDEA survey to receive 3 bonus points</td>
<td></td>
</tr>
<tr>
<td>Week 15: Nov 29-Dec 4</td>
<td><strong>TOPIC:</strong> Unit V- <em>Current and emerging technologies in the care environment</em></td>
<td></td>
</tr>
<tr>
<td>Week 15: Nov 29-Dec 4</td>
<td><strong>READINGS:</strong> None</td>
<td></td>
</tr>
<tr>
<td>Week 15: Nov 29-Dec 4</td>
<td><strong>ASSIGNMENT:</strong> Submit Formal Paper under Assignments Tab</td>
<td>12-4-21, 2359</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic and Assignments</td>
<td>Due Date</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Week 16: Dec 6-10</td>
<td>Course Wrap Up Finals Weeks</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Rubrics**
Grading rubrics will be included in assignment instructions inside of the Blackboard Learning Management System.

**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.

**Student Learning Objectives for Course Evaluation Surveys**

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

---

1 [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2 [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
3 [https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php)
4 [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5 [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
6 [https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php)
End of Syllabus