Course Information

Course Description
This course focuses on the study of advanced pharmacologic principles of drug categories used by advanced practice nurses.

Course Credits
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

Prerequisite and Co-requisite Courses
None but must be of Graduate Status

Prerequisite Skills
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Nursing Program. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Student Handbook should be reviewed before taking this course.
The ASU Graduate Nursing Handbook found on the Nursing home page should be reviewed before taking this course.
http://www.angelo.edu/dept/nursing/student_resources/grad_info.php

MSN Program Outcomes
Upon completion of the program of study for the MSN, 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 AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the pharmacokinetics and pharmacodynamics of broad categories of pharmacologic agents.</td>
<td>Reading Assignments Discussion Board Case studies Competency exams Evidence-Based Clinical Practice Guidelines</td>
<td>#1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. #9- Practice at the level of a Master’s prepared nurse.</td>
<td>#1.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>Scientific Foundations 1.1- Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
<tr>
<td>Integrate knowledge of chemistry, physiology, and pathophysiology to the pharmacotherapeutics of drugs as they impact specific disease processes.</td>
<td>Reading Assignments Discussion Board Competency exams Case studies Evidence-Based Clinical Practice Guidelines</td>
<td>#1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>#1.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>Scientific Foundations #1.1- Critically analyzes data and evidence for improving advanced nursing practice. Scientific Foundations #1.2- Integrates knowledge from the</td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Assignment(s) or activity(ies) validating outcome achievement:</td>
<td>Mapping to MSN Program Outcomes</td>
<td>Mapping to AACN Essentials</td>
<td>Mapping to NONPF Competencies</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>#9- Practice at the level of a Master’s prepared nurse.</td>
<td>#1.5- Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.</td>
<td>#5.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.</td>
<td>#9.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Reading Assignments Discussion Board</th>
<th>#1- Integrate nursing and</th>
<th>#1.1- Integrate nursing and</th>
<th>Scientific Foundations #1.1- Critically analyzes data and</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Reading Assignments Discussion Board</th>
<th>#1- Integrate nursing and</th>
<th>#1.1- Integrate nursing and</th>
<th>Scientific Foundations #1.1- Critically analyzes data and</th>
</tr>
</thead>
</table>

3.
<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 AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to: knowledge base of drug therapy into the holistic management of acute and chronic health problems of patients across the lifespan.</td>
<td>Competency exams, Case studies, Prescriptive Authority Assignment, Evidence-Based Clinical Practice Guidelines</td>
<td>related sciences into the delivery of advanced nursing care to diverse populations. #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.</td>
<td>related sciences into the delivery of advanced nursing care to diverse populations. #1.5- Synthesize evidence for practice to determine appropriate application of interventions across diverse populations. #5.5- Use information and communication technologies, resources, and principles of learning to teach patients and others. #8.1- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies. #9.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze</td>
<td>evidence for improving advanced nursing practice. Practice Inquiry #4.2- Generates knowledge from clinical practice to improve practice and patient outcomes.</td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Assignment(s) or activity(ies) validating outcome achievement:</td>
<td>Mapping to MSN Program Outcomes</td>
<td>Mapping to AACN Essentials</td>
<td>Mapping to NONPF Competencies</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Evaluate the impact of biologic, psychosocial, and economic factors on patient compliance to a pharmacological therapeutic regimen.</td>
<td>Reading Assignments Discussion Board Competency Exams Case Studies Evidence-Based Clinical Practice Guidelines</td>
<td>#1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>#1.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>Scientific Foundations #1.1- Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#8- Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease</td>
<td>#1.5- Synthesize evidence for practice to determine appropriate application of interventions</td>
<td>Scientific Foundations #1.2- Integrates knowledge from the humanities and sciences within the context of nursing science.</td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Assignment(s) or activity(ies) validating outcome achievement:</td>
<td>Mapping to MSN Program Outcomes</td>
<td>Mapping to AACN Essentials</td>
<td>Mapping to NONPF Competencies</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>prevention strategies. #9- Practice at the level of a Master’s prepared nurse.</td>
<td>across diverse populations. #5.5- Use information and communication technologies, resources, and principles of learning to teach patients and others. #8.1- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies. #9.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes. #9.6- Use epidemiological, social, and environmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment(s) or activity(ies)validating outcome achievement:</td>
<td>Mapping to MSN Program Outcomes</td>
<td>Mapping to AACN Essentials</td>
<td>Mapping to NONPF Competencies</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **Student Learning Outcome**  
By completing all course requirements, students will be able to: | | | |
| | | | |
| **Analyze the potential drug interactions of single and multiple drug regimens on patients’ health and disease processes to help improve practice processes and patient outcomes.** | Reading Assignments  
Discussion Board  
Case Studies  
Competency exams  
Evidence-Based Clinical Practice Guidelines | #1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.  
#9- Practice at the level of a Master’s prepared nurse. | #1.5- Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.  
#5.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
#9.4- Use information and communication technologies to advance patient education, | Scientific Foundations #1.1- Critically analyzes data and evidence for improving advanced nursing practice.  
Scientific Foundations #1.3- Translates research and other forms of knowledge to improve practice processes and outcomes.  
Practice Inquiry #4.2- Generates knowledge from clinical practice to improve practice and patient outcomes.  
Health Delivery System #7.3- Minimizes risk to patients and providers at the individual and systems level. |
<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 AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td>enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.</td>
<td>#9.7- Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.</td>
<td></td>
</tr>
<tr>
<td>Design patient-centered education for prescribed pharmacologic agents including: the drug’s action, potential side effects or adverse reactions including (drug-drug and drug-food), and when the patient/family should seek medical attention.</td>
<td>Reading Assignments Discussion Board Case Studies Competency exams Evidence-Based Clinical Practice Guidelines</td>
<td>#4- Integrate best research evidence to improve health outcomes.</td>
<td>#5.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.</td>
<td>Scientific Foundations #1.1- Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#9- Practice at the level of a Master’s prepared nurse.</td>
<td>#8.1- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.</td>
<td>Leadership #2.6- Communicates practice knowledge effectively, both orally and in writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#8.3- Design patient-centered</td>
<td></td>
<td>Quality #3.4- Applies skills in peer review to promote a culture of excellence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Technology and Information Literacy. Translates technical and scientific health information appropriate for various users’ needs #5.2a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assesses the patient’s and caregiver’s educational needs to provide effective, personalized health care.</td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Assignment(s) or activity(ies) validating outcome achievement:</td>
<td>Mapping to MSN Program Outcomes</td>
<td>Mapping to AACN Essentials</td>
<td>Mapping to NONPF Competencies</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
<td>and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations. #9.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.</td>
<td></td>
</tr>
<tr>
<td>Integrate safe, evidenced-based and therapeutic prescriptive practices by the advanced practice nurse into case studies and coursework.</td>
<td>Reading Assignments Discussion Board Case Studies Competency exams Evidence-Based Clinical Practice Guidelines Prescriptive authority activity</td>
<td>#2- Apply organizational and systems leadership skills. #4- Integrate best research evidence to improve health outcomes. #9- Practice at the level of a Master’s prepared nurse.</td>
<td>#4.5- Apply practice guidelines to improve practice and the care environment. #5.5- Use information and communication technologies, resources, and principles of learning to teach patients and others. #9.4- Use information and communication</td>
<td>Scientific Foundations#1.1- Critically analyzes data and evidence for improving advanced nursing practice. Leadership #2.6-Communicates practice knowledge effectively, both orally and in writing. Quality #3.1- Uses best available evidence to continuously improve quality of clinical practice.</td>
</tr>
</tbody>
</table>
### Student Learning Outcome
By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.</td>
<td>Quality #3.4- Applies skills in peer review to promote a culture of excellence. Practice Inquiry #4.6- Analyzes clinical guidelines for individualized application into practice.</td>
<td></td>
<td></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 site can be accessed at [ASU’s Blackboard Learning Management System](https://blackboard.asu.edu).

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.

### Required Texts and Materials

### Recommended Texts and Materials
An advanced drug resource for advanced practice nurses (apps like Epocrates, UpToDate, etc. or a text like Nursing 2021 Drug Handbook, ISBN 9781975138394)

Treatment recommendations for all types of infections, updated monthly with the latest information. Includes bacteria and drug information, spectra of activity, dosing tables, calculators, and more. Updated monthly.

Tarrascon Pocket Pharmacopoeia (Apps available for iphones/androids and a pocket edition)

Epocrates online or phone app
Medscape online or phone app

UpToDate app

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

Topic Outline
*Foundations for professional practice
*Influence of Medications on/by Body System:
  - autonomic nervous system
  - central nervous system
  - immune/inflammatory processes
  - respiratory
  - integumentary
  - cardiovascular
  - renal
  - hematology
  - endocrine
  - reproductive
  - gastrointestinal
  - eye
  - ear
*Antimicrobials
*Analgesics
*Special populations

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 ASU email addresses. Please check your ASU email daily for announcements and policy changes. The ASU Help Desk (800-942-2911 or 325-942-2911) can help you get your ASU email on your cell phone to assist with this essential communication.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, FlipGrid, Collaborate, etc.

Preferred method of communication: General questions may be asked on the Discussion Board ‘I have a question’ forum where other students can have the same questions answered. More urgent questions may be asked by email. Routine Phone meeting appointments may be scheduled. Emergent questions/contact may be accomplished via phone or text. If I miss a phone call, I will return all calls as soon as possible. Please use the contact method that meets the urgency of your need.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
  • ALL CAPS IMPLIES THAT YOU ARE SHOUTING - Please do not do this!
  • Watch your “tone” - it's written, not verbal communication. It can be very easy to misinterpret someone's meaning online.
  • Check your spelling - Always!
  • Never “say” anything that you would not want posted on the wall of a face to face classroom, because it could be!
  • Behave as you would in a face-to-face classroom.
  • Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
  • Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face-to-face classroom).
  • Think about what you have written before you submit it.
  • 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. Quotes should be used sparingly, if at all. 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.
• 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. Be sure to summarize, rather than copy information from the internet or an article.
• 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.


Grading

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (6)</td>
<td>600</td>
<td>32%</td>
</tr>
<tr>
<td>Prescriptive Authority Assignment</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (7)</td>
<td>700</td>
<td>33%</td>
</tr>
<tr>
<td>Case Study Project</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>1500</td>
<td>100%</td>
</tr>
<tr>
<td>Surveys (MidTerm &amp; Final IDEA)</td>
<td>4 bonus points (2 each)</td>
<td></td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon successfully completing all 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 Boards:** There is an “Introduce yourself” discussion board in Week 1 that is non-graded. There are an additional 7 graded discussion boards in this course. A portion of your course grade (32%) 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. Discussion Board posts should demonstrate critical analysis of the topic, have 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.

**Quizzes:**

Unit quizzes (competencies) are scheduled throughout the semester to ensure understanding of the course material. Each quiz is timed and must be completed within that time frame (posted with each quiz). You may use your textbook along with additional resources, just as one would use them while in the practice setting. The use of resources, though, should be limited to allow for completion of the quizzes within the allotted time. The competency quiz schedule is located on the Course Schedule/Calendar. There is no mid-term or final in this course. Collaboration with other students is UNACCEPTABLE for exams.

**Case Study Project:** This project allows the student to complete a case study (may utilize an actual patient they have had contact with) to analyze and discuss the patient’s pharmacological management. Focus will be made on analyzing the patient’s medications specific to the patient’s medical history. Attention will be discussed regarding if the patient’s pharmacotherapeutic regimen is safe, efficient, and evidence-based. The student will then design a patient-centered education based on the patient’s current medications to include drug(s) action, potential side effects, adverse reactions, and when the patient/family should seek medical attention. Specific details about this assignment are found in BlackBoard under the respective link in the instructions and grading rubric.
**Prescriptive Authority Activity:** The purpose of this activity is to get the student familiar with where to find information on APRN prescriptive authority in the state of Texas and have a basic understanding of the content, rules and regulations. The student will answer a series of questions with discussion surrounding the regulation of prescriptive authority for the APRN in Texas.

**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 dgoddard@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.

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

**Late Work or Missed Assignments Policy**
The course is set up on weekly modules. The week begins on Monday and ends on Saturday at 11 pm CST. Assignment due dates are shown on the schedule. _Late submissions are not accepted without prior approval of faculty._ Students must complete all work for this course to pass this course, _even if the late submission is not accepted for a grade._ Faculty reserve the right to deduct points if late assignments are accepted past the original due date. The instructor also maintains the right of refusal to accept severely and/or continuously late assignments.

**General Policies Related to This Course**
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook¹
- Angelo State University Catalog²
- ASU Graduate Catalog  [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)

**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

¹ Angelo State University Student Handbook
² Angelo State University Catalog

https://www.angelo.edu/catalogs/
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. The course is set up so that students can work ahead which assists with time-management and timely completion of course objectives.

Full participation in the course is a professional expectation and required for successful and satisfactory completion of all course objectives. Online classroom attendance is evidenced by timely participation in the discussion assignments and other assigned activities. Failure to contribute in a timely fashion to any weekly discussion is considered an absence, could result in an evaluation of the student's ability to meet course objectives, and may result in failure of the course.

You are expected to check the course site at least 3 days per week to attend discussion forums and to check for announcements. The weeks begin on Monday and postings will be accepted until Saturday at 2359 pm.

Students should check their email at least daily. ASU email addresses are REQUIRED. No other email addresses will be acceptable. Please note: students from other institutions, taking a one-time ASU course, are bound by ASU policies in this course.

**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
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.

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 on the IDEA evaluation include:
1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. 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/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
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/content/files/14206-op-1019-student-absence-for-observance-of