



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Nursing and Health Innovation Department
Prefix NUR Number 300 Title Professional Nurse Concepts 1 Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials KK (Required)

Course description: This course introduces students to professional nursing attributes

Requested designation:

Mandatory Review: (Choose one)

Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Kim Vana E-mail kimberly.vana@asu.edu Phone 602-496-2230

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Katherine Kenny Date: 11/18/15

Chair/Director (Signature): Katherine Kenny

NUR 300 – Catalog Description

This course introduces students to professional nursing attributes.

Table of Content

Part I: Context of Professional Nursing Practice

1. A Brief History of Professional Nursing in the United States
2. Pathways of Nursing Education
3. Beyond Professional Socialization
4. Professional Nursing Roles
5. Theories and Frameworks for Professional Nursing Practice
6. Health Policy and Practice and the Nursing Practice Environment

Part II: Dimensions of Professional Nursing Practice

7. Economic Issues in Nursing and Health Care
8. Effective Communication
9. Think Like a Nurse: Essential Thinking Skills for Professional Nurses
10. Teaching and Learning in the 21st Century
11. Legal Aspects of Nursing Practice
12. Ethical Dimensions of Nursing and Health Care
13. Information Management
14. Diversity in Health and Illness

Part III: Themes in Professional Nursing Practice

15. Health and Health Promotion
16. Genetics and Genomics in Professional Nursing
17. Global Rural Nursing Practice
18. Violence Against Women: An Epidemic and a Health Issue
19. Telehealth in Nursing Practice
20. Patient Safety

Friberg, E. E. & Creasia, J. L. (2015). *Conceptual Foundations: The Bridge to Professional Nursing Practice* (6th ed.). St. Louis, MO: Mosby/Elsevier

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	NUR 300: Code of Ethics Project
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	NUR 300: Aesthetic Project and Paper Rubrics
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
NUR	300	Professional Nurse Concepts 1	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 Emphasizes the study of values; the development of philosophies, religions, ethics, or belief systems; and/or aesthetic experience.	Analyze ethical issues in nursing and how the Code of Ethics in Nursing will define nursing practice.	Students will develop a presentation on an assigned provision in the Code of Ethics in Nursing 2015. In syllabus, assignment is found under <i>Methods of Evaluation for Group Presentation</i> . Also assignment found under course Itinerary under Weeks 3 & 4.
4c Emphasizes aesthetic experience and creative process in literature, arts, and design.	The course examines how personal values, beliefs, interests, and needs contribute to the professional development of self. The students will be asked to create an aesthetic project to illustrate their development.	Students will be asked to create an aesthetic project that illustrates the students development of self as they have learned about the profession of nursing. In syllabus, assignment is found under <i>Methods of Evaluation for both a written assignment and presentation</i> . Also assignment found under Course Itinerary under Final.



Aesthetic Project NUR 330

Your project consists of 3 components:
Original Art Form, Narrative, Student Appraisal

Original Art Form

Each student will create an original artistic expression that represents an initial nursing perspective/experience. The perspective/experience should address nursing practice. This can be any artistic form, such as poetry, fiction, music, photography, sculpture, etc. No PowerPoint presentations or posters. Seek input from the course instructor if further clarification is needed.

The student will display (or perform) his or her aesthetic project in class.

NOTE: If your project requires any equipment or special arrangements, please communicate your needs to the course coordinator 10 days in advance.

Narrative

Prepare a typed narrative (no more than 2 pages) to accompany the art form.

- The narrative should be submitted with a **title page**. (No Reference page is required)
- Use a **level 1 heading (APA) for title of project and level 2 headings (APA) for inspiration and meaning** headings.
 - **INSPIRATION:** a description of what inspired you to create this form,
 - **MEANING:** what meaning this art form holds for you, and how this art form reflects your perception of the nursing experience?
- In addition to the **APA format**, your paper will be also be evaluated for **correct grammar and spelling**.
- The intellectual standards of clarity, specificity, logic and breadth will be applied.
- Include a Digital Photo of your art form.

Giddens: Concepts for Nursing Practice, 2nd Edition

Unit 1: Health Care Recipient Concepts

Theme: Attributes and Resources

1. Development
2. Functional Ability
3. Family Dynamics

Theme: Personal Preference

4. Culture
5. Spirituality
6. Adherence
7. Self-Management

Unit 2: Health and Illness Concepts

Theme: Homeostasis and Regulation

8. Fluid and Electrolytes
9. Acid-Base Balance
10. Thermoregulation
11. Sleep
12. Cellular Regulation
13. Intracranial Regulation
14. Hormonal Regulation
15. Glucose Regulation
16. Nutrition
17. Elimination
18. Perfusion
19. Gas Exchange
20. Clotting

Theme: Sexuality and Reproduction

21. Reproduction
22. Sexuality

Theme: Protection and Movement

23. Immunity
24. Inflammation
25. Infection
26. Mobility
27. Tissue Integrity
28. Sensory Perception
29. Pain
30. Fatigue

Theme: Resilience

31. Stress
32. Coping

Theme: Mood and Cognition

33. Mood and Affect
34. Anxiety
35. Cognition
36. Psychosis

Theme: Maladaptive Behavior

37. Addiction
38. Interpersonal Violence

Unit 3: Professional Nursing and Health Care Concepts

Theme: Nursing Attributes and Roles

39. Professional Identity
40. Clinical Judgment
41. Leadership
42. Ethics
43. Patient Education
44. Health Promotion

Theme: Care Competencies

45. Communication
46. Collaboration
47. Safety
48. Technology and Informatics
49. Evidence
50. Health Care Quality

Theme: Health Care Delivery

51. Care Coordination
52. Caregiving
53. Palliative Care
54. Health Disparities

Theme: Health Care Infrastructure

55. Health Care Organizations
56. Health Care Economics
57. Health Policy
58. Health Care Law

NUR 300: Professional Nurse Attributes
Code of Ethics Project

You will be assigned to a small group and your group will be assigned one of the 9 provisions in the *Code of Ethics for Nursing 2015*. The purpose of this assignment is to understand the Code of Ethics for Nurses and highlight some of the areas of nursing practice, which requires you as BSN prepared nurses to consistently contemplate, practice, and evaluate performance.

As a group, develop a presentation that addresses the following:

- Describe the provision
- Identify the ethical principles addressed by the provision
- Highlight therapeutic concepts that can be used when the provision is put into practice
- Presentation in a PowerPoint should not exceed 15 minutes

Group A has the following assignment:

- Describe the reason for the change to the Code of Ethics
- What are the most important changes
- How will this new Code of Ethics impact your future practice
- Presentation in a PowerPoint not to exceed 15 minutes

Following your presentation, your faculty will present you with a scenario. Your group will be asked to respond to the scenario based on what you know about the provision presented. This is not meant to put any individual or any group on the spot. It is meant to emphasize practical application and generate discussion. The rest of the class will be involved in every group's scenario discussion.

Rubric

	Excellent	Good	Poor (0-4)	Score
Content	Writing contains a description of the provision. Writing identifies the ethical principles in the provision. Writing highlights therapeutic concepts for practice.	Writing is mostly complete, but 1-2 of the required elements are missing.	Multiple elements are missing.	/9
	(8-9)	(5-7)	(0-4)	

	Excellent	Good	Poor (0-4)	Score
Depth	Writing contains evidence of thoughtful reflection with integration of course content. Writing contains evidence of critical thinking.	Writing contains little evidence of thoughtful reflection with integration of course content. Writing contains little evidence of critical thinking	Writing unrelated to assignment and/or contains no evidence of thoughtful reflection with integration of course content. Writing contains no evidence of critical thinking.	/9
	(8-9)	(5-7)	(0-4)	
APA Format Writing Mechanics	PowerPoint is aesthetically pleasing. No distractions caused by poor writing mechanics. APA standards regarding formatting are observed. 8-10 slides (not counting title and references). References are included on slide and citations are formatted correctly.	PowerPoint is not complete, references are not apparent, and speaker's notes are not formatted correctly. Few distractions caused by poor writing mechanics, slides are <2 or >2 required. APA standards regarding formatting are generally observed.	There is an overwhelming disregard for APA format, no references or citations are included, PowerPoint shows no evidence of development, and grammar and spelling errors take away from assignment. Slides are <4 or >4 required.	/2
	(1.5-2)	(1-1.5)	(0-1)	

ARIZONA STATE UNIVERSITY
College of Nursing & Health Innovation

<u>COURSE NUMBER:</u>	NUR 300
<u>COURSE TITLE:</u>	Professional Nurse Concepts 1
<u>CREDITS:</u>	3 credits
<u>GRADED COMPONENT:</u>	Lecture
<u>PRE-REQUISITES:</u>	Acceptance into the upper-division Nursing program
<u>PRE OR CO-REQUISITES:</u>	Concurrent enrollment in Junior 1 upper-division Nursing courses
<u>PLACEMENT IN CURRICULUM:</u>	Junior year
<u>FACULTY:</u>	TBD

CATALOG DESCRIPTION: This course introduces students to professional nursing attributes.

COURSE OVERVIEW: This course provides a focus on professional and personal accountability in nursing practice. Students will have opportunities to establish personal and professional boundaries, examine their own beliefs and values, and develop their personal philosophy of nursing through the examination of the following concepts: professionalism, care coordination, teamwork, and clinical reasoning/clinical judgment. (Humanities course)

LEARNING OUTCOMES: Upon completion of this course, the learner will:

CRITICAL THINKER

1. Examine how personal values, beliefs, interests, and needs contribute to the professional development of self.
2. Analyze the ethical issue of confidentiality of clients in healthcare systems.
3. Evaluate the ethical, moral, and legal conduct of a professional nurse in a given scenario.
4. Apply the Nursing Code of Ethics in a given nursing scenario.
5. Analyze how collaboration with other professionals contributes to the care of clients.
6. Develop a personal health promotion plan that identifies measurable outcomes.
7. Discuss the evolving relationship of critical thinking to nursing judgment.
8. Develop a plan of care based on the prioritization of client needs.

EVIDENCE-BASED PRACTITIONER

9. Summarize the roles of management and leadership in the nursing profession.
10. Compare and contrast the terms, leadership and management.
11. Define leadership styles.
12. Define the components of effective critical thinking.

INNOVATIVE PROFESSIONAL

13. Explore nursing behaviors that demonstrate professionalism.
14. Explain prominent nursing theories.
15. Identify legal responsibilities of the nursing profession.
16. Define the roles of interprofessional team members.
17. Describe the various roles of nursing in the healthcare system.
18. Describe partnerships with clients and community organizations.
19. Explain how interprofessional teams coordinate and revise the client's plan of care.
20. Identify how reconciliation and care transition improve safety and quality of care.
21. Explain the impact of serving in a volunteer role in healthcare, or in the community, for future career opportunities.
22. Identify personal leadership styles.
23. Illustrate essential characteristics of effective team dynamics.

TOPICAL OUTLINE:

- I. Professional Concept Analysis (PCO 1, 6, 8)
 - a. Prominent nursing theories
 - b. Strategies for professionalism
 - i. Personal attributes
 - ii. Confidentiality
 - iii. Legal responsibilities
- II. Ethics concept analysis (PCO 6)
 - a. Ethical, moral, and legal values in nursing
 - b. Nursing Code of Ethics
- III. Collaboration concept analysis (PCO 9)
 - a. Interprofessional practice
 - i. Roles of interprofessional team members
 - ii. Role of the nurse in today's health care environment
- IV. Care coordination concept analysis (PCO 2, 9)
 - a. Patient/family-center care and partnerships
 - b. Interprofessional plans of care
 - c. Reconciliation and care transition
 - d. Professional volunteerism
- V. Leadership/management concept analysis (beginning) (PCO 3, 7)
 - a. Leadership/management terminology
 - b. Leadership styles
- VI. Teamwork concept analysis (beginning) (PCO 3)
 - a. Effective team dynamics
- VII. Health promotion /disease prevention/health disparities concept analysis (PCO 4)
 - a. Development of health promotion plan
- VIII. Clinical reasoning/critical judgment concept analysis (beginning) (PCO 1)
 - a. Critical thinking/decision-making
 - b. Developing critical judgment
 - c. Prioritizing nursing care for a client

TEXTBOOK(S):

Giddens, J. F. (2016). *Concepts for Nursing Practice* (2nd ed.). St. Louis, MO: Elsevier.

American Nurses' Association. (2010). *Nursing's social policy statement: The essence of the profession* (3rd ed.). Silver Spring, MD: Author

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Friberg, E. E. & Creasia, J. L. (2011). *Conceptual foundations: The bridge to professional nursing practice* (6th ed.). St. Louis, MO: Mosby Elsevier.

College of Nursing and Health Innovation, A.S.U. *Undergraduate Handbook*. (2011). Retrieved from <http://nursingandhealth.asu.edu/students/forms>

COURSE FEES: N/A

METHODS OF INSTRUCTION: Lecture, Discussion, Problem-based learning

METHODS OF EVALUATION:

Case Studies:	4
In-class Activities	weekly
Written Assignments:	Aesthetic Project paper (how they view themselves in nursing)
Presentations:	Aesthetic Project
Group Project/Presentation:	Code of Ethics in Nursing

Total course points = To be determined

COURSE GRADING POLICIES:

Course grades will be assigned according to the following range:

A	=	93 – 100 %
B	=	85 – 92 %
C	=	77 – 84 %
D	=	69 – 76 %
E/F	=	< 68%

Grading procedures

In order to successfully pass this course, students must meet the following criteria:

- Attain a **cumulative** average of 77%
- Complete all course assignments

Upon successful completion of the course criteria outlined above, the final course grade will be determined as a percentage based on cumulative points earned.

- The total cumulative course points are carried out to the hundredths place but are not rounded.
- The final course percentage grade is rounded up at 0.5 or greater. (For example, a student who achieves 76.5% which results in a final course grade 77%. On the other hand, a grade of 76.4% results in a final course grade of 76%).

Course Itinerary To be announced

Week	Topic	Assignments	Course Prep & Reading Assignments
1 & 2	Professional Concept Analysis	Case Study	
3 & 4	Ethics concept analysis	Code of ethics for Nursing Presentation	
5 & 6	Collaboration concept analysis	Case Study	
7 & 8	Care coordination concept analysis		
9 & 10	Leadership/management concept analysis	Case Study	
11& 12	Teamwork concept analysis (beginning)		
13 & 14	Health promotion /disease prevention/health disparities concept analysis		
15	Clinical reasoning/critical judgment concept analysis (beginning)	Case Study	
Final		Aesthetic project & paper	

REQUIRED READINGS, ASSIGNMENTS, EXAMINATIONS:

See Blackboard

COURSE POLICIES:

SYLLABUS DISCLAIMER:

- The Course faculty views the course syllabus as an educational contract between the instructor and students.
- Every effort will be made to avoid changing the syllabus, but the possibility exists that unforeseen events will make changes necessary.
- The course faculty reserves the right to make changes to the syllabus as deemed necessary, other than grade and absence policies.
- Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements.

ABSENCE POLICY:

- All course assignments are due on the assigned due date. Late assignments are penalized 5 points per day. To receive points for the discussion board assignment, posts must be submitted on time. No points will be assigned to late discussion board posts.
- Religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices"

- University sanctioned events/activities that are in accord with [ACD 304-02](#), “Missed Classes Due to University-Sanctioned Activities”

EXPECTED CLASSROOM BEHAVIOR AND PROFESSIONAL EXPECTATIONS:

Students are expected to demonstrate the following behaviors:

- Review the course MyASU site frequently for announcements, changes to the course syllabi and course grades will be posted to the MyASU course site.
- Actively participate in all learning activities and successfully complete all course requirements.
- Submit all assignments by the due date.
- Adhere to behavior standards set forth in ASU Student Academic Integrity Policy (see [Student Academic Integrity Policy](#))
- Adhere to the behavior standards under the Student Code of Conduct (see [SSM 104-01](#))
- Avoid threatening behavior. Course faculty will manage any threatening behavior in accordance with [SSM 104-02](#), “Handling Disruptive, Threatening, or Violent Individuals on Campus”
- Adhere to behavior standards for Computer, Internet, and Electronic Communications (see [ACD 125](#))
 - Turn off or mute all electronic devices during all course related activities. May respond or initiate use of electronic devices only in emergent situations.
 - Understand that during course related activities, computers, laptops, tablets, smart phones, etc may be used for course related purposes only.
- Recognize that all lectures, lecture notes, handouts, and any other electronic, verbal, or written materials made available for this class are copyrighted. These materials may not be copied, marketed, or sold without consent of the professor (see [ACD 304-06](#), “Commercial Note Taking Services” for more information).
- Unless otherwise instructed, ALL assignments must include citations of reference and a reference list as described in the most recent edition of The Publication Manual of the American Psychological Association (APA).
- Because of the nature of the content of this course, there may be topics of a sensitive nature. It is not the intent of this course, the faculty, or the content to offend any individual, but to bring to light the content in the perspective of the management of a variety of situations. Should any particular topic be of a sensitive nature, please bring this to the attention of the faculty. As with our ethical obligation outlined in the Code of Ethics it is our obligation to provide information, so that all individuals may make informed choices. This also applies to guiding your role as a professional, and making informed choices so that you, as a future nurse, can provide the best care possible to your patients, or chose to delegate care or withdraw from a situation (but not abandon care) to another professional if any situation should deem this necessary.

ACCESSIBILITY STATEMENT:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Students requesting accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC to the Course Faculty. (See [SSM 701-01](#) for more information)

The DRC is located in the University Center Building, 411 N. Central Avenue, Suite 160. DRC staff can also be reached at: 602-496-4321 (V), 602-496-0378 (TTY), and at: [Disability-Q](#). Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Eligibility and documentation policies can be viewed at:

<http://www.asu.edu/drc>. *Disability information is confidential.*

Faculty agrees to:

- Maintain timely communication and posting of course related materials to course Blackboard shell.
- Be on time to class and return promptly at designated time following any breaks.
- Come to class prepared, use a variety of teaching strategies and invite questions and discussions.
- Recognize active participation in classroom activities: questions, group discussion and projects, simulations and games.
- Welcome identification of individual student learning needs, and their appropriate communication and clarification.
- Communicate expected times and/or dates that tests and assignments will be returned.
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that students' work is their own and will not be recorded, copied, marketed or sold without their consent.

Students agree to:

- Monitor course Blackboard shell daily, maintaining knowledge of announcements and communication posted by Faculty.
- Be on time to class and return promptly at designated time following breaks.
- Come to class prepared: This means bringing writing materials, my syllabus, and text/readings. I will review the class objectives, the readings, and any other required materials/activities prior to class and be prepared to discuss, question and apply them during class.
- Be an active participant in all classroom activities: questions, group discussion and projects, simulations and games.
- Identify my own learning needs, communicate these appropriately, initiate clarification and be self motivated and directed.
- Take tests and turn in assignments on the assigned dates.
- *Conduct myself in accordance with the University Student Code of Conduct. I understand that non-respectful or disruptive behaviors are not acceptable and will be dealt with according to University/College Policy.*
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that lectures, lecture notes, handouts, and any other verbal or written materials made available for this class are copyrighted; and they may not be recorded, copied, marketed or sold without consent of the professor.
- Complete learning activities as assigned and on time.
- Understand that non-respectful or disruptive behaviors are not acceptable and will be dealt with according to University/College policy.
- Not engage in multi-tasking during synchronous meetings.

ASU COMPUTER, INTERNET, AND ELECTRONIC COMMUNICATIONS POLICY

College of Nursing and Health Innovation students are expected to abide by the boundaries of acceptable use of ASU computing and communication resources, including computers, networks, electronic mail services, electronic information sources, voice mail, telephone services and other communication resources. The acceptable use policy may be viewed at:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

TECHNICAL ASSISTANCE

ASU uses a powerful course management system, *Blackboard*, as a platform for delivery of course content. A variety of resources exist for you to learn about *Blackboard* and to problem solve any difficulties related to the technology used for this class. It is important that you take the time now to learn about these resources and use them. It will save you time in the long run.

- To learn about operational issues related to *Blackboard*, access <http://help.asu.edu/search/node/blackboard>. You will find a number of resources that will assist you in learning how Blackboard works.
- A discussion thread is available for you to post questions about any aspect of the course, including technology, that any of your classmates or I may answer. In the early part of the class, I will check this thread frequently and respond to you there.
- If you run into technical difficulties, the telephone number for technical assistance is 480.965.6500.