

UNIVERSITY OF COLORADO COLLEGE OF NURSING
Graduate Course Syllabus

Course Number	Course Name			
NURS 6019	<u>Wounds of War:</u> <u>Military and Veteran Disability Evaluation</u>			
			Didactic:	Clinical
Term:	Summer 2023	Course Credits:	3 credits	none
Course Website:	https://passport.ucdenver.edu/login.php or https://ucdenver.instructure.com			

Instructor(s):	Mona Pearl Treyball, PhD, RN, CNS, CCRN-K, FAAN Colonel (Ret.), USAF, NC Professor and Specialty Director Veteran and Military Health Care Academic Programs	Class Meeting: Day/Times	On-line via Canvas LMS (Learning Management System) June 5 – Aug 4, 2023
Phone:	Office Phone: 303-724-8539 Cell Phone: 505-553-4776	Class Location: Building/Room	Canvas and online via Zoom
Email:	Mona.PearlTreyball@cuanschutz.edu	Lab Location: Building/Room (if applicable)	N/A
Office Hours:	By Appointment: https://calendly.com/mona-pearltreyball/meeting-45-minutes		

Communication with Faculty

Faculty can be accessed through the Canvas system, direct email, or telephone. Zoom meetings may be arranged by appointment using the Calendly link - <https://calendly.com/mona-pearltreyball/meeting-45-minutes>. Communication is very important to the faculty and if there are any concerns, issues, or clarifications, faculty encourages students to call or email at the earliest opportunity.

Canvas

Course will be delivered synchronously and asynchronously in Canvas online learning management environment. Course assignments, postings, group communication will be submitted via Canvas and graded tests and assignments will be returned via Canvas.

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Course Information

I. Welcome:

Welcome to the course! This is one of the most pivotal courses continually changed by current events relating to veteran benefits. Understanding and knowing the basis in law for how illness, injury, and wounds are evaluated is key to being able to promote your practice in a way that protects and advocates for your service member's or veteran's access to care and benefits. Take advantage of these modules to deepen your understanding and having the foundation to become a change agent in a very complex system.

II. University Course Catalog Description:

Detailed examination of the military/ veteran integrated disability evaluation system including processes, policies, clinical conditions, and complex case studies. Investigate benefits associated with service-connected disabilities, special considerations for Reserve/ Guard members, and assistance in preparing for disability evaluation and appeals.

III. Course Overview:

This course provides an introduction to the Disability Evaluation System (DES). We will explore the standards set by Federal Law – specifically, the Veterans Affairs Schedule for Rating Disabilities (VASRD). Understanding the law, processes and policies are key to being able to apply disability ratings to all service-connected conditions. Documenting appropriately through an understanding of the policies and law, will protect the benefits for service members and veterans and allow them to access compensation, treatment, and a host of other benefits. There are specific concerns for the Reserve components who are in special statuses when they serve and do their tours of duty. Preparing all veterans and service members is key for receiving maximal benefits given by law. A review of complex case studies allows for applications of the material.

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IV. Content Outline

- I. Introduction to the Disability Evaluation System (DES)
 - A. Standards set by Federal Law – Veterans Affairs Schedule for Rating Disabilities (VASRD)
 - B. Integrated DES (IDES) Overview
 - C. Service Specific Considerations
 - D. Civilian Providers and the IDES
 - E. Historical Basis and possible Future Innovations
- II. Integrated Disability Evaluation System - Processes
 - A. Military Evaluation via Informal and Formal Physical Evaluation Boards
 - B. Referral into IDES
 - C. VA Rating of Disability
 - D. Rating Service Connected and Non-Service Connected Disabilities
 - E. Temporary Disability Retirement List (TDRL) and Re-evaluation
 - F. Appeals of Military Evaluation during IDES
 - G. Appeals of VA Disability Rating during IDES
 - H. Appeals after the DES Process
- III. General Policies in Rating Disability using the VASRD
 - A. Interpretation of Examination and Evaluation of Evidence
 - B. Congenital/Developmental Defects
 - C. Functional Impairment
 - D. Pyramiding
 - E. Bilateral Factor
 - F. Application of Rating Schedule
 - G. Zero Percent Evaluations
 - H. Combined Ratings
- IV. Disability Ratings
 - A. Musculoskeletal System
 - B. Organs of Special Sense
 - C. Impairment of Auditory Acuity
 - D. Infectious Diseases, Immune Disorders, and Nutritional Deficiencies
 - E. Respiratory System

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- F. Cardiovascular System
 - G. Digestive System
 - H. Genitourinary System
 - I. Gynecologic Conditions and Disorders of the Breast
 - J. Skin Conditions
 - K. Endocrine System
 - L. Neurological Conditions and Convulsive Disorders
 - M. Mental Disorders
 - N. Dental and Oral Conditions
- V. Benefits associated with Service-Connected Disabilities
- A. Compensation
 - a. Combined Ratings Compensation
 - b. Special Monthly Compensation
 - c. Concurrent Retirement and Disability Compensation
 - d. Combat Related Special Compensation
 - e. Dependency and Indemnity Compensation
 - B. Treatment
 - a. Service-Connected Disabilities
 - b. Permanent and Total Disability Access to Care
 - C. Other Benefits
 - a. Adaptive Housing Grants
 - b. Insurance
 - c. Education
- VI. Considerations for the Guard and Reserve
- A. Ongoing Evaluation while in Service
 - B. Line of Duty Documentation
 - C. Retirement under IDES
- VII. Preparing Veterans & Service Members for Disability Evaluation
- A. Legal Representation and Veteran Service Organizations (VSO)
 - B. Documentation
 - C. Appeals and Personal Appearances
- VIII. Complex Case Studies
- A. Post-Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI)
 - B. Loss of limb complicated with environmental exposure and infectious disease
 - C. Sleep apnea and chronic fatigue syndrome
 - D. Low back pain and bilateral carpal tunnel syndrome
 - E. Breast cancer and trigeminal neuralgia
 - F. Agent Orange exposure and Leukemia
 - G. Gulf War Syndrome

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V. Course Outcomes:

At the conclusion of this course students will be able to:

1. Examine the Integrated Disability Evaluation System (IDES) processes, policies, historical basis, and possible future innovations.
2. Apply the policies of rating disabilities to complex clinical presentations.
3. Explore the benefits of service-connected disabilities and the considerations for the Reserve and Guard.
4. Analyze the issues related to preparing individuals and cases for disability evaluation and appeal.

VI. Course Prerequisites:

None

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VII. Required Texts and Materials:

Required Texts and Materials

Required

Texts will be suggested and recommended to accompany module resources

Online Resources

Schedule for Rating Disabilities, 38 C.F.R. § 4 – electronic version updated daily on ecfr.gov

National Academies of Sciences, Engineering, and Medicine. (2019). Evaluation of the disability determination process for traumatic brain injury in veterans. Washington, DC: The National Academies Press. Available online at <https://www.nap.edu/download/25317>

Simmons, M. M., Farmer, C.M., Cherney, S. and Krull, H. (2021). Evolution of Department of Defense Disability Evaluation and Management of Posttraumatic Stress Disorder and Traumatic Brain Injury: Overview of Policy Changes, 2001–2018. Santa Monica, CA: RAND Corporation. https://www.rand.org/pubs/research_reports/RR3173.html .

Veterans Administration. (2021). Federal Benefits for Veterans, Dependents, and Survivors. https://www.va.gov/opa/publications/benefits_book/2021_Federal_Benefits_for_Veterans_Dependents_and_survivors.pdf

Resources

University of Colorado AMC Health Sciences Library Compiled Resources on Veterans Health –

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>

NOTE:

Organize all submitted written course assignments using APA writing style, the primary style for professional writing in nursing. Professional writing is a skill that requires ongoing attention and development. Use of the writing center resource at CU Denver (see navigation area in Canvas), and the “How to Guides” within the “resources” tab in particular support development of this skill.

The use of the Writing Center is free and HIGHLY RECOMMENDED.

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VIII. Supplementary Resources:

Other Resources:

Military Health System Topics - <https://www.health.mil/Military-Health-Topics>

Citing military/government manuals, directives, etc. -- here are a few sources that you can use as a model:

<http://academicguides.waldenu.edu/writingcenter/apa/references/military>

<https://libguides.unf.edu/c.php?g=177030&p=1164309>

<http://libguides.nps.edu/citation/apa>

Updates/News Feeds: (you can customize your choices for updates and news)

Military Health System Updates – health.mil

VA News – [VA.gov](http://va.gov)

Recommended

Anaise, D. & Anaise-Benham, S. (2017). *Medical Evidence in Veterans' Disability Rating*. Tuscon, AZ: University of Arizona Libraries.

Blair, R. (2018). *VA Disability Claim Approved!: A Step by Step Guide on How to Win Your VA Benefits!* Grace Haven Publishing.

Edwards, N.Y. (2021). *Navigating Choppy Waters: A Basic Training Guide to Understanding and Maximizing Veterans' Disability Claims*. Purposely Created Publishing Group.

Reese, B. (2021). *You Deserve It: The Definitive Guide to Getting the Veteran Benefits You've Earned*. Lioncrest Publishing.

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IX. Course Schedule: June 5 – Aug 4, 2023

Module	Content	Forums, Assignments, & Due Dates
Module I: June 5 – June 11	<p>Introduction and Course Orientation Review of objectives and assessments Introduction to the Disability Evaluation System (DES)</p> <ul style="list-style-type: none"> • Standards set by Federal Law – Veterans Affairs Schedule for Rating Disabilities (VASRD) • Integrated DES (IDES) Overview • Service Specific Considerations • Civilian Providers and the IDES • Historical Basis and possible Future Innovations <p>Processes</p> <ul style="list-style-type: none"> • Military Evaluation via Informal and Formal Physical Evaluation Boards • Referral into IDES • VA Rating of Disability • Rating Service Connected and Non-Service-Connected Disabilities • Temporary Disability Retirement List (TDRL) and Re-evaluation • Appeals of Military Evaluation during IDES • Appeals of VA Disability Rating during IDES • Appeals after the DES Process 	Post introduction by June 10 Choice of Synchronous Discussion – Wednesday June 7 – 5-7 PM MST OR Asynchronous discussion posts due June 11
Module 2: June 12 – June 18	<p>Module 2: General Policies in Rating Disability using the VASRD</p> <ul style="list-style-type: none"> • Interpretation of Examination and Evaluation of Evidence • Congenital/Developmental Defects • Functional Impairment • Pyramiding • Bilateral Factor • Application of Rating Schedule • Zero Percent Evaluations • Combined Ratings 	Choice of Synchronous Discussion – Wednesday June 14 – 5-7 PM MST OR Asynchronous Discussion – Due June 18

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<p>Module 3: June 19 – June 25</p>	<p>Module 3: Disability Ratings</p> <ul style="list-style-type: none"> • Musculoskeletal System • Organs of Special Sense • Impairment of Auditory Acuity • Infectious Diseases, Immune Disorders, and Nutritional Deficiencies • Respiratory System • Cardiovascular System • Digestive System • Genitourinary System • Gynecologic Conditions and Disorders of the Breast • Skin Conditions • Endocrine System • Neurological Conditions and Convulsive Disorders • Mental Disorders • Dental and Oral Conditions 	<p>Choice of</p> <p>Synchronous Discussion – Wednesday June 21 – 5-7 PM MST</p> <p>OR</p> <p>Asynchronous discussion posts due June 25th</p>
<p>Module 4: June 26 – July 2</p>	<p>Module 4: Benefits associated with Service-Connected Disabilities</p> <ul style="list-style-type: none"> • Compensation <ul style="list-style-type: none"> Combined Ratings Compensation Special Monthly Compensation Concurrent Retirement and Disability Compensation Combat Related Special Compensation Dependency and Indemnity Compensation • Treatment <ul style="list-style-type: none"> Service-Connected Disabilities Permanent and Total Disability Access to Care • Other Benefits <ul style="list-style-type: none"> Adaptive Housing Grants Insurance Education 	<p>Asynchronous discussion posts due July 2nd</p>

Happy Independence Day July 4th!
Thank you to all those who keep our country safe and strong!

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Mid- Term July 5– July 9	Mid Term Assignment	Mid Term Assignment Due July 9th
Module 5: July 10 – July 16	Module 5: Considerations for the Guard and Reserve <ul style="list-style-type: none"> • Ongoing Evaluation while in Service • Line of Duty Documentation • Retirement under IDES 	Choice of Synchronous Discussion – Wednesday July 12 – 5-7 PM MST OR Asynchronous discussion posts due July 16
Module 6: July 17 – July 23	Module 6: Preparing Veterans & Service Members for Disability Evaluation <ul style="list-style-type: none"> • Legal Representation and Veteran Service Organizations (VSO) • Documentation • Appeals and Personal Appearances Complex Case Studies <ul style="list-style-type: none"> • Post-Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI) • Loss of limb complicated with environmental exposure and infectious disease • Sleep apnea and chronic fatigue syndrome • Low back pain and bilateral carpal tunnel syndrome • Breast cancer and trigeminal neuralgia • Agent Orange exposure and Leukemia • Gulf War Syndrome 	Choice of Synchronous Discussion – Wednesday July 19 – 5-7 PM MST OR Asynchronous Discussion Postings Due July 23 rd
Final Week July 24 – July 30		July 27 - Doctoral Assignment Due if in DNP or PhD Program July 30 - Final Paper or Project

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Evaluation

X. Assignments

Mid-Term Learning Activity – (30 points): Due July 9th

Choose one:

- 1) Prepare an annotated bibliography of 10 articles or websites related to military and/or veteran disability evaluation. Provide the citation, a synopsis of the resource, and a critique.
- 2) Find three examples of different IDES experiences/stories as reported by a service member or a veteran– what are the similarities? Differences? What critique of the system do you have based on these examples?
- 3) Consider a military member with a wound of war who wants to continue to serve in the military, but based on the current rating system, may be forced into medical retirement. Examine this wound of war in depth and provide an analysis of the injury/illness, explore what elements would need to be met in order for the member to remain in the military, and the advantages/disadvantages for both the member and the Service. An example of this may be the loss of a limb.
- 4) Devise an infographic for a veteran on how to apply for disability benefits based on a service-connected condition(s).

End of Term Learning Activity (40 points) - Due July 30th

Choose One:

1. Design a brochure on the Disability Evaluation System –4-6 panels either for a service member /veteran to apply for services or for a provider to understand the system. Pay attention to graphics and spacing.
2. Create a PowerPoint presentation to explain to civilian and MHS/VA providers why it is important to know the Disability Evaluation System and how it applies to their practice.
3. Pitch an innovation to the Disability Evaluation System in either Power Point (15 slides or less) or as a single poster with at least 6 sections.
4. Create a complete alternative to the DES. Describe in 5 to 8 pages.

Application to Practice Assignment Due July 27th - (Required for Doctoral Students)

Complete/Incomplete

Propose an assignment to faculty that will be applicable in your practice at the VA, MHS, or related to the VA/MHS system or beneficiaries. Assignment must be approved in advance. Examples of applications could be creating a WIKI, Cellular Application, Process Redesign, etc. The application to practice assignment should have a concrete outcome that is applied in your practice or supports your doctoral work.

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Doctoral students are expected to complete additional requirements in this course, so this extra assignment is required for course completion. If not accomplished, it will result in an incomplete. This assignment is graded complete/incomplete.

Highly Recommend use of the Writing Center: The Writing Center is available as a resource.
<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

Online discussions / participation (30 points):

Six Discussions (5 points each/30 points total) - There will be a discussion associated with each module. For some modules you have a choice between a synchronous discussion (online) or asynchronous threaded discussion. If you cannot attend the synchronous discussion, then you are required to post in the asynchronous discussion. For asynchronous discussion at least two postings are required as explained in the guidelines.

Synchronous Discussions (5 points each)

To facilitate a richer understanding of the material, five synchronous discussions will be held in Zoom. These forums are to provide additional student support, engagement with faculty and peers, and discuss the content in the module. Synchronous discussions are also substantive, and you will be expected to have the course materials open and available for the discussion. **Come prepared to summarize at least one of the readings.** These seminars are designed to provide additional student support, engagement with faculty and peers, and clarify and/or enrich content exploration. It is preferred that you keep your camera on during these class discussions. *Guest Speakers may attend some of these synchronous forums.*

Participation in the synchronous seminar will take the place of posting a discussion. You are welcome to do both, but not required to do both. If you cannot attend the synchronous zoom class, you are required to do the asynchronous discussion.

Dates for the Synchronous Discussions are listed in the calendar.

Asynchronous Discussions (5 points each)

Students are expected to engage at least twice in the asynchronous discussions in order to be present in the course and establish a dialogue. Plan to engage in a read-reflect-response process. Read or view the assigned materials for the topic of the week; reflect on the meaning of the material; and respond to the discussion online by selecting a question in the module. In responding to a question, include a critical analysis of selected readings, share your perspective, and/or interpretation of the readings, share relevant personal experiences, and respond to the postings of others.

Asynchronous Discussions – require a minimum of two substantive postings per module. An initial response to the question, and a response to a classmate.

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A substantive posting shows well-developed thoughts and responses to a question in the module. This includes evidence of thoughtful consideration of readings, illustrate critical thinking (e.g., evidence of analysis and synthesis of information), and include references or resources to support your point of view. Sharing of relevant personal and professional experiences and how they have influenced your thoughts are required to show application.

Minimize non-substantive posts. For example, if you agree with a posting, instead of just posting, “I agree” respond by elaborating on why you agree, provide additional resources, or ask add-on questions to further the conversation. At a minimum, you need to post twice; once to respond to the discussion topic/questions with your own substantive and referenced ideas and once to respond to someone in the class in a substantive manner. It is a good idea to create your posting in a word processing application and save it prior to posting; then you can cut/paste the text into your posting.

Regarding the inclusion of references in asynchronous postings--

For readings from the module, the author’s name and date is sufficient. All other references need a full reference in APA format.

A Note from Dr. Pearl Treyball

My Discussion Philosophy – I think it is important to discuss and reflect on the content in different ways. Some students prefer the synchronous seminars where we see each other and can discuss the content in real time; while other students like to take time to reflect and thoughtfully think about the concepts and process the information over time. I think it is best to offer a balance of both approaches. To that end, the eight discussions are divided into 6 synchronous seminars and 2 asynchronous discussions. If you cannot attend the synchronous discussion, you always have the option to post asynchronously.

Philosophically, it is important to me as an instructor to know what you are thinking, so that I can challenge, guide and/or offer alternate points of view to widen your perspectives. Sometimes in the synchronous seminars there is not enough time to really gauge your thoughts and perspectives, so the asynchronous discussions are an essential way for me to know your thoughts, ideas, and how you are processing the content.

As faculty, I will rarely participate in the asynchronous discussions, as I do not want to bias the conversation or your dialogue. If there is something missing or if the conversation does not cover all the important points, I will join in or add my comments to the end of module/welcome to next module email or address them in the next synchronous class. If you have questions for me – please ask via email or at the next synchronous seminar. I will give individual feedback to each student on every discussion both synchronous and asynchronous. I find that the individual feedback has been more helpful to students than a general summary.

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General Guidelines for Assignments and Discussions

To be successful in this course, you need access to a reliable internet connection and to an updated computer (webcam, microphone, current internet browser); if you have questions or need technical assistance with Canvas, contact the 24/7 Canvas support line at 855.631.2250, or click Help!

Course will be delivered asynchronously in Canvas online learning management environment.

Course assignments, postings, group communication will be submitted via Canvas and graded assignments will be returned via Canvas. Students are expected to engage regularly to be present in the course and establish a dialogue. Minimum participation is two substantive postings per module in which an asynchronous discussion is required.

Submitting Written Assignments: Assignments should be submitted by midnight on the day they are due. Credit will be deducted for late papers, unless a serious life event has occurred and/or you have made other arrangements with faculty. Once you follow the submission steps, you can confirm submission when you see an exclamation point under *My Grades* in *Student Tools*. If you work as a group – each member of the group should upload the assignment into Canvas. Papers will be graded in canvas and faculty comments can be seen under *My Grades* in Canvas.

The grading rubric for online postings is as follows:

Contributions	Description	Points Assigned
Provocative	<p>Response goes beyond simply answering the prompt; attempts to stimulate further thought & discussion</p> <p>Thoughtful responses that integrate multiple views and/or serve as a seed for further reflection or discussion. Responses are evidence of educational growth and knowledge of the topic. Responses include relevant citations and references.</p>	5 Points
Substantial	<p>Response provides most of the content required by the prompt, but does not require further analysis of the subject</p> <p>Response(s) do not build upon class readings, other postings, or move the dialogue further.</p>	3-4 Points
Superficial	Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning	1-2 Points
None	No response provided to the prompt	0

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XI. Basis for Final Grade

COURSE ASSIGNMENTS

Course Requirements	Points/ Percentage of Final Grade	Due Date
Mid-Term Learning Activity	30	July 9 th
End of Term Learning Activity	40	July 30 th
Seminars/Discussions - Substantive contributions to synchronous and asynchronous discussions associated with each module (5 points each x 8 modules = 40 points). This includes a substantive posting using the literature, a reply to your peers using the course materials, and participation in synchronous seminars (unless excused from synchronous seminars).	30	Synchronous Seminar dates listed in calendar above Asynchronous Discussions – Postings are due by last day of module
Doctoral Students must complete an additional assignment. This assignment has great flexibility and is designed to have application to your practice – Propose an assignment to faculty that will be applicable in your practice at the VA, MHS, or related to the VA/MHS system or beneficiaries.	Complete/ Incomplete	July 27 th

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XII. Grading Scale

Letter Grade:	Points/Percent:
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	0 – 59%

XIII. Grade Dissemination

Assignments in this course will be returned via the course's on-line course shell, Canvas. You can access your scores at any time within the Canvas grade book.

CU Denver utilizes web grading which is accessed through UCDAccess. All web grading information can be found at

<https://passport.ucdenver.edu/login.php>

XIV. UNIVERSITY POLICIES

Please refer to the University of Colorado, College of Nursing student handbook for detailed information about college policies and expectations.

Handbooks are located at: <https://nursing.cuanschutz.edu/student-life/student-handbooks>

Course Procedures

I. Course Policies: Grades

a. Rounding of Final Course Grades

- i. Final Course letter grades are calculated and submitted to the registrar based on whole numbers. A minimum standard of rounding in all courses is necessary to provide consistency and transparency to students. Only the final course grade that represents the completion of all coursework will be used for rounding purposes. The calculated final course grade will be rounded using the number in the tenth position after the decimal of the final grade calculations. Final course grades of 0.5 and higher will be rounded up to the next whole number. When the number at the tenth decimal place is less than 0.5 the grade is rounded down to the next whole number. For example, a final course grade of 87.52% will be rounded up to 88%. A final course grade of 87.49% will result in a final grade of 87%.

b. Attendance Policy:

- i. Class attendance and participation is a professional expectation.

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1. Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
2. Class participation and completion of all learning activities is required for successful completion of this course.
3. Participate in discussions (in class or online) to define, interpret, summarize, give examples, make conclusions, etc. about the concepts discussed and about what your classmates have discussed.

UC Denver Student Attendance and Absences Policy:

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/7XXX%20Student%20Affairs/7030%20-%20Student%20Attendance%20and%20Absences.pdf

c. Late Work Policy:

- i. Due dates for assignments are clearly posted on the syllabus. It is your responsibility to submit these assignments on time and according to their defined critical elements. Late assignments turned in 24 hours after a posted deadline will not be graded and the student will receive a zero for that assignment unless previous arrangements have been made with the instructor.

d. Late work is defined as: An assignment turned in after the posted deadline.

e. The consequence for late assignments is as defined in CON policy.

f. Make-up Exam Policy: N/A – no exams

g. Extra Credit Policy: N/A – no extra credit

h. Grades of Incomplete Policy:

- i. The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

i. Rewrite/Resubmit Policy: If faculty requests rewrite/resubmit then a date will be assigned as appropriate.

j. Group Work Policy: N/A – no group work required

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II. Course Policies: Technology

a. E-Mail Policy:

- i. Students and faculty must use University of Colorado assigned email addresses or Canvas for all email correspondence. The College of Nursing has the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion. Not reading e-mail does not absolve a student from the responsibilities associated with communication sent to his or her official e-mail address.

CU CON Online Communication Policy:

<https://www1.ucdenver.edu/docs/librariesprovider2/student-resources/student-handbooks/all-student-handbook.pdf#page=27>

b. Canvas Policy:

- i. Canvas will be the primary tool used to access class notes, announcements and track your grade for this course. It is your responsibility to access Canvas frequently for announcements and class materials, as well as information about your clinical assignments. Any questions about access or utilities on Canvas should first be directed to Canvas help site.

c. Laptop and Mobile Device Usage Policy:

- i. Laptops are allowed in class during all class lectures but must be turned off and stored during exams. Turn off or mute cell phones and pagers during class time. NO cell phone conversations or text messaging is permitted during class or exam time.

d. Classroom Devices Policy:

- i. A basic calculator for medication calculation exercises is allowed in class and during examinations. Please ask the specific lecturers regarding recording of their lectures.

e. Classroom Response Clickers:

- i. Response ware technology will be used throughout the course for interactive participation in class.

III. Course Policies: Student Expectations

Students are expected to attend all class sessions and are responsible for all content and class work assigned and/or covered in class or online.

- CU CON Policy Statement Professional Role Behaviors:

<https://www1.ucdenver.edu/docs/librariesprovider2/student-resources/student-handbooks/all-student-handbook.pdf#page=18>

a. Professional Role Behavior and Honor Code:

- i. Students are expected to engage in conduct that a) is consistent with designated policies and procedures of the course and college and b) demonstrates professional behaviors. Students are expected to have read and abide by the *CU-*

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CON Policy Statement for Professional Role Behaviors and the Student Honor and Conduct code: “The health professions are based on a high degree of trust by the individuals they serve. Students entering the health professions have a particular obligation, therefore, to conduct themselves at all times in a manner that reflects honesty, integrity and respect for others” (Student Handbook).

b. Graduate Program Policies and Procedures:

- i.** Please refer to the Student Handbook, which can be found online at the main College of Nursing webpage.

<https://nursing.cuanschutz.edu/student-life/student-handbooks>

c. Students Called for Military Duty:

- i.** Please contact the course coordinator if you are called for military duty. Plans will be made according to the length of military service and class or clinical time missed.

d. Course Ethics:

- i.** Merriam-Webster's online dictionary (2005) defines plagiarizing as: *To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source...to commit literary theft: present as new and original an idea or product derived from an existing source.* (Merriam-Webster's Online Dictionary, <http://www.m-w.com>, accessed 08/26/07).
- ii.** The CU College of Nursing Student Honor and Conduct Code policy requires that course professors and fellow students who suspect plagiarism or other violations of the honor code must immediately report the incident to the Student Honor and Conduct Committee. This committee evaluates the situation and determines the appropriate consequences. Potential consequences include termination of the student's enrollment in the College of Nursing. If you are caught violating the honor code, faculty will recommend your dismissal to this committee and to the Dean.
- iii.** Your personal integrity is something that takes you a lifetime to build, but only seconds to destroy. Faculty will expect that all work submitted by you is authentic; and that all online testing answers are your individual work, without any assistance from any other person, the Internet, or any other sources, unless I have stipulated that you may use a specific source to complete the assignment.

e. Professional Behavior:

- ii.** The expected outcomes of the student's ability to conduct oneself in a professional manner, and to lead and to engage in effective group interaction will be demonstrated by the student's professional behaviors in the classroom and to

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their peers. Successful achievement of these outcomes is based on the following critical elements: The student will:

1. Adhere to the CON Guidelines for Professional Role Behaviors and the UCD Student Honor and Conduct Code.
2. Be considerate of your classmates and faculty and help promote an effective learning atmosphere.
3. Communicate to faculty and peers in a professional and respectful manner at all times.
4. Email: Professional communication is expected in all emails sent to faculty or other students. Use of professional titles, appropriate subject lines, and proper written communication structure.
5. Turn off or mute pagers and cell phones during class time. NO cell phone conversations or text messaging is permitted during class or exam time.
6. Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
7. Class participation and completion of all learning activities is required for successful completion of this course. Participate in discussions (in class or online) to define, interpret, summarize, give examples, make conclusions, etc. about the concepts discussed and about what your other classmates have discussed.
8. Children are not allowed in classrooms. Students must find alternative childcare during class time.

Professional Behavior: refer to the CU CON Policy Statement Professional Role Behaviors:

<https://www1.ucdenver.edu/docs/librariesprovider2/student-resources/student-handbooks/all-student-handbook.pdf#page=18>

CU CON Children in the Workplace and/or Classroom Policy:

<https://www1.ucdenver.edu/docs/librariesprovider2/student-resources/student-handbooks/all-student-handbook.pdf#page=33>

f. Civility:

- i. Our commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. We ask that you make a similar commitment.

g. Inclement Weather Policy:

<http://www.ucdenver.edu/anschutz/studentresources/student-assistance/organizations/senate/Documents/Inclement%20Weather%20Procedure-1.pdf>

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CU CON Inclement Weather Policy (refer to the policy for Anschutz, AMC and South): <https://www1.ucdenver.edu/docs/librariesprovider2/student-resources/student-handbooks/all-student-handbook.pdf#page=34>

h. Campus Assessment, Response & Evaluation (CARE):

- i. The purpose of the team is to assess whether individuals pose a risk to themselves or others and to intervene when necessary and, more generally, to identify and provide assistance to those in need. The team takes a preventive approach to risk assessment by offering resources, referrals, and support to both the concerning individual and those impacted by their behavior. Additional information regarding this resource may be found at:
<http://www.ucdenver.edu/life/services/CARE/Pages/default.aspx>

i. Writing Center:

- i. **Writing assistance is available through the Writing Center. Additional information regarding this resource may be accessed at:**
<https://clas.ucdenver.edu/writing-center/locations/writing-center-cu-anschutz>

j. Religious Observances:

- i. The University of Colorado Denver, Anschutz Medical Campus has a legal obligation to accommodate students who must be absent from an educational activity in order to observe religious holidays or other observances. Students should speak to the faculty member to request accommodations for religious observances in advance during the first week of class. Requests received by faculty must be kept confidential and should be considered unless they create an undue hardship. If the student and faculty member cannot agree on an accommodation, the matter should be referred to the Assistant Dean for Graduate Programs for resolution.

University Policies

I. Access

- I. **Disability Access:** the University of Colorado Anschutz Medical Campus is committed to providing equitable access to our programs for students with disabilities (e.g., psychological, attentional, learning, chronic health, sensory, and physical).
 - i. To engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings please contact **The Office of Disability, Access, and**

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Inclusion at: disabilityaccess@cuanschutz.edu or begin the process via the website: <https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion>. Accommodations are not provided retroactively, therefore, students are encouraged to begin this process early.

II. Nondiscrimination and Sexual Misconduct:

The University of Colorado Denver is committed to maintaining a positive learning, working and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities. University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation.

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. The University Title IX Coordinator is available to explain and discuss: your right to file a criminal complaint; the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. Students may report allegations of discrimination or harassment through the Office of Equity: <http://equity.ucdenver.edu/>.

III. Academic Honesty

I. Student Code of Conduct:

- a. Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty.
- b. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

II. Plagiarism

- is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word- for-word copying of another person's ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation

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marks when including direct quotes, even on material that is otherwise acknowledged.

III. Cheating

- involves the possession, communication or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

IV. Fabrication

- involves inventing or counterfeiting information - creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

V. Multiple submissions

- involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

VI. Misuse of academic materials

- includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

VII. Complicity in academic dishonesty

- involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

Important Dates to Remember

The College of Nursing academic calendar is available at

<https://nursing.cuanschutz.edu/student-life/academic-calendar-and-resources>

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My Learning Word Art Philosophy

One of my students wrote me: *“The Professor is the person who gives the students wings to fly.”*

I certainly aspire to do this!

