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| Course Number | Course Name | | | |
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| NURS 6018 | **Home From the Battlefront:**  **Psychological Health Care for Veterans And Service Members** | | | |
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|  |  |  | **Didactic:** | **Clinical** |
| Term: | Spring 2023 | **Course Credits:** | 3 credits | none |
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| Course Website: | <https://passport.ucdenver.edu/login.php> or  <https://ucdenver.instructure.com/courses/508629> | | | |

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| Instructor(s): | Lori L. Trego PhD, CNM, FAAN  Colonel (Ret.), USA  Associate Professor  Director, Consortium for Veteran & Military Health | Class Meeting:  Day/Times | Jan 23, 2023 to May 19, 2023 |
| Phone: | Office Phone: 303-724-9125  Cell Phone: 210-606-3839 | **Class Location:**  **Building/Room** | On-line via Canvas LMS (Learning Management System) |
| Email: | [Lori.Trego@cuanschutz.edu](mailto:Lori.Trego@cuanschutz.edu) | **Lab Location:**  **Building/Room  (if applicable)** |  |
| Office Hours: | By Appointment | n/a |

**Course Overview**

This course is structured in 7 learning modules. In the first two modules, we will explore veteran and military culture and identity and then place this within a historical context. The next modules will investigate PTSD, TBI and suicidality – three big concerns for veterans today. Due to the multitude of issues that families encounter – the next module will explore parenting and family issues from the veteran perspective. The last module will focus on issues related to diversity, reintegration, and discharge. Overall, this course allows for reflection on understanding this unique population and potential psychological concerns, and how the advanced practice professional can best support the veteran’s care.

# Welcome:

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| Welcome to the course! This is the most foundational course in the Veteran and Military Health Care (VMHC) curriculum. In order to provide holistic care, it is important to have an in-depth understanding and appreciation of the military/veteran identity, culture, and ethos. This course will also look at factors that affect the psychological health. There is SO much to learn in this class! Take advantage of this special time to read, reflect, learn more about concerns for this population, your nursing practice, and your role as an advocate, professional, and change agent. Enjoy the journey! |

# University Course Catalog Description:

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| Introduction to veteran/ military culture and historical perspectives of war. Exploration of post- traumatic stress disorder, traumatic brain injury, suicidality, and effects of psychological health on family and parenting. Issues related to diversity, reintegration, redeployment, health care navigation, and ethics. |

# Content Outline:

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| I. Introduction to Veteran and Military Culture   1. Military Culture and the Psyche of the Service Member 2. Veteran Culture and the Psyche of the Veteran 3. Civilian and Community Understanding of the Military and Veteran Culture   II. Historical Perspectives   1. Psychological Responses to War and Conflict Through History 2. World War I and II 3. Korean War 4. Legacies of the Vietnam War 5. Iraq and Afghanistan   III. Post-Traumatic Stress Disorder (PTSD)   1. PTSD Assessment, Diagnostic Criteria and Differential Diagnosis 2. Epidemiology 3. Neural Underpinnings of PTSD 4. Treatment    1. Pharmacologic    2. Psychotherapy    3. Integrative Medicine and Holistic Therapies    4. Emerging Evidence-Based Therapies   i. Prolonged Exposure Therapy  ii. Cognitive Processing Therapy  iii. Eye Movement Desensitization and Reprocessing  iv. Virtual Reality Exposure Therapy   1. Comorbid Conditions    1. Traumatic Brain Injury    2. Substance Abuse    3. Polytrauma 2. Barriers to Care    1. Stigma    2. Fitness for Duty    3. Criminal Justice Issues 3. Prevention/Protective Factors such as Resiliency Training   IV. Traumatic Brain Injury (TBI)   1. TBI Assessment and Diagnostic Criteria 2. Pathophysiology and Outcome in TBI 3. Blast Effects 4. Polytrauma and Comorbid Conditions 5. Assessment 6. Head Injury Rehabilitation   V. Suicidality   1. Suicidality Diagnostics and Assessment 2. Suicidality Prevention 3. Introduction to Suicide and Homicide Risk Management   VI. Family and Parenting   1. Military and Veteran Family Attributes 2. Impact of Deployment on Military Families and Children 3. Effects of Service Member/Veteran PTSD/TBI on the Family 4. Caregiver Fatigue   VII. Reintegration and Discharge from the Military   1. Diversity: Gender, Age, Racial and Ethnic Considerations 2. Reentry and Redeployment – Fitness for Duty 3. Reintegration into Work, Family, and Community 4. Reserve and Guard Considerations 5. Discharge – Transition from Service Member to Veteran 6. Health System Navigation, Referrals and Scope of Practice 7. Ethical Considerations |

# Course Outcomes:

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| At the conclusion of this course students will be able to:   1. Analyze military and veteran culture, its effects on the psyche, and how it is perceived by those in the community. 2. Explore historical perspectives of war and how they have impacted psychological health of service members. 3. Evaluate assessments, treatments, and considerations for Post Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI). 4. Assess the issues related to suicidality assessment, prevention, and risk management. 5. Investigate the effects of psychological health of the service member on family dynamics and parenting. 6. Examine the ethics and issues related to diversity, reintegration, redeployment, health care navigation, and scope of practice. 7. Articulate special considerations related to the psychological health of Guard and Reserve service members and families. |

# Course Prerequisites:

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| Accepted to a current Master of Science Nursing program, Certificate Program, WICHE program, NEXUS student, or non-Degree student. |

# Required Texts and Materials:

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| Required Texts and Materials  1. Required and optional readings and media are located within each module. 2. There is an online simulation you will be required to purchase from the [bookstore](https://cuanschutz.bncollege.com/). The simulation is available online 24/7. Clients have access to usage reports and evaluation data via the Kognito client portal.   Kognito. (2019). *Together Strong* (Version 1.0). Kognito.com. <https://go.kognito.com/rs/143-HCJ-270/images/Kognito_Product-Sheet-Together-Strong.pdf>   1. APA Format is required for academic writing in the Master of Science Nursing.   American Psychological Association. (2020). Publication manual of the American Psychological Association. (7th ed.). Washington, D.C.: APA |

# Supplementary (optional) Texts and Materials:

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| **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](http://www.health.mil/)  VA News – [VA.gov](http://va.gov/)  Other texts are *suggested*/*recommended* to accompany each module.  Highly Recommended Texts  Cozza, S. J., Goldenberg, M. N., & Ursano, R. J. (2014). Care of military service members, veterans, and their families. Arlington, VA: American Psychiatric Publishers.  Moore, B. A., & Penk, W. E. (2019). *Treating PTSD in military personnel: A clinical handbook (2nd Edition)*. New York, NY: The Guilford Press.  Recommended  Bush, S. S. (2012). *Neuropsychological practice with veterans*. New York, NY: Springer Publishing Company.  Camp, N. M. (2014). *US Army psychiatry in the Vietnam War: New challenges in extended counterinsurgency warfare*. Fort Sam Houston, TX: Borden Institute.  Carlson, K., Kehle, S., Meis, L., Greer, N., MacDonald, R., Rutks, I., & Wilt, T. J. (2009). *The assessment and treatment of individuals with history of traumatic brain injury and post-traumatic stress disorder: A systematic review of the evidence*. Washington, DC: Department of Veterans Affairs, Health Services Research & Development Service.  Finley, E. P. (2011). *Fields of combat: Understanding PTSD among veterans of Iraq and Afghanistan*. Ithaca, NY: Cornell University Press.  Hoge, C. W. (2010). *Once a warrior-always a warrior: Navigating the transition from combat to home-including combat stress, PTSD, and mTBI*. Guilford, CT: Globe Pequot.  Hrivnak, E. (2013). Wounded: A legacy of Operation Iraqi Freedom. North Charleston, SC: CreateSpace Independent Publishing Platform.  Kelly, D. C., Howe-Barksdale, S., & Gitelson, D. (2011). *Treating young veterans: Promoting resilience through practice and advocacy*. New York, NY: Springer.  Kennedy, C.H. & Moore, J.L. (Eds.). (2010). Military neuropsychology. New York: Springer FOR Publishing Company.  Kenny, D. (2014). *Military and veteran innovations of care*. New York, NY: Springer Publishing Company.  Lawhorne-Scott, C., & Philpott, D. (2012). *Military mental health care: A guide for service members, veterans, families, and community*. New York, NY: Rowman & Littlefield Publishers.  Ritchie, E. C. (2012). *Suicide and the United States army: Perspectives from the former psychiatry consultant to the army surgeon general.* Paper presented at the Cerebrum: the Dana forum on brain science.  Tick, E. (2005). *War and the soul: Healing our nation's veterans from post-traumatic stress disorder*. New York, NY: Quest Books. |

# Course Schedule:

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| **Module** | **Content** | **Due Dates** |
| Module 1: Jan 23 – Feb 5 | **Introduction and Course Orientation**  **Review of objectives and assessments**  **Module 1:**  **Introduction to Veteran and Military Culture**  Military Culture & Psyche of the Service Member  Veteran Culture and the Psyche of the Veteran  Civilian and Community Understanding of the  Military and Veteran Culture | Jan 29 - Post introduction and biography  **Synchronous Discussion Forum–**  Friday\* February 3rd  5-7 PM MST  \*Note that this is a Friday    If unable to attend synchronous seminar – Asynchronous Discussion Due Feb 5 |
| Module 2:  Feb 6 – Feb 19 | **Module 2: Historical Perspectives**  Psychological Responses to War and Conflict  Through History  World War I and II  Korean War  Legacies of the Vietnam War  Iraq and Afghanistan | **Asynchronous Discussion**  Due Feb 19th |
| *February 20th Presidents Day* | | |
| Module 3:  Feb 21 – Mar 5 | **Module 3: Post-Traumatic Stress Disorder**  **(PTSD)**  PTSD Assessment, Diagnostic Criteria and  Differential Diagnosis  Epidemiology  Neural Underpinnings of PTSD  Treatment  - Pharmacologic  - Psychotherapy  - Integrative Medicine and Holistic Therapies  - Emerging Evidence-Based Therapies  - Prolonged Exposure Therapy  - Cognitive Processing Therapy  - Eye Movement Desensitization and  Reprocessing (EMDR)  - Virtual Reality Exposure Therapy  Comorbid Conditions  - Traumatic Brain Injury  - Substance Abuse  - Polytrauma  Barriers to Care  - Stigma  - Fitness for Duty  - Criminal Justice Issues  Prevention/Protective Factors such as Resiliency | **Synchronous Discussion Forum–**  Thurs March 2nd  5-7 PM MST  Or  **Asynchronous Discussion** Due Mar 5th |
| Module 4:  Mar 6 – Mar 19 | **Module 4: Traumatic Brain Injury (TBI)**  TBI Assessment and Diagnostic Criteria  Pathophysiology and Outcome in TBI  Blast Effects  Polytrauma and Comorbid Conditions  Head Injury Rehabilitation | **Asynchronous Discussion-**  Due Mar 19 |
| ***Spring Break Mar 20-24, 2023 – Enjoy!*** | | |
| Module 5:  Mar 27 – Apr 9 | **Module 5: Suicidality**  Suicidality Diagnostics and Assessment  Suicidality Prevention  Introduction to Suicide and Homicide Risk  Management | **Mar 29th - Mid Term Assignment Due**  **Synchronous Discussion *Guest* *Speaker*–**  Thurs Apr 6th  5-7 PM MDT  Or  **Asynchronous Discussion** Due Apr 9th |
| Module 6: Apr 10 – Apr 23 | **Module 6: Family and Parenting**  Military and Veteran Family Attributes  Impact of Deployment on Families and Children  Effects of Service Member/Veteran PTSD/TBI on the Family and Caregiver Fatigue | **Asynchronous Discussion**  Due Apr 23rd |
| Module 7:  Apr 24 – May 7 | **Module 7: Reintegration and Discharge from the Military**  Diversity: Gender, Age, Racial, and Ethnic Considerations  Reentry and Redeployment – Fitness for Duty  Reintegration into Work, Family, and Community  Reserve and Guard Considerations  Discharge – Transition Service Member to Veteran  Health System Navigation, Referrals and Scope  of Practice  Ethical Considerations | **May 7th - Doctoral Assignment Due**  **Synchronous Discussion Forum–**  Thurs May 4th  5-7 PM MDT  Or  **Asynchronous Discussion** Due May 7h |
| May 8 – May 14 | Independent work week – End of Term Assignment |  |
| Final Week  May 15-19 | End of Term Assignment | **End of Term**  **Assignment Due** – **May 15th**  **(Note this is a Monday)** |

# Evaluation

## Assignments

**Mid-Term Learning Activity (25 points)**:  **Due March 29th**

Complete the Kognito “Together Strong,” an interactive role-play simulation that builds understanding and appreciation of the challenges faced by veterans and prepares users to lead real-life conversations with veterans struggling to adjust to civilian life.

* + Access the simulation training here [Together Strong Demo Link Links to an external site.](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdemos.kognito.com%2F%3Fk%3Dd1ee3fdddd4030408b4a4f127ad7e37c&data=05%7C01%7Clori.trego%40cuanschutz.edu%7C17d929dde0504627ceb708db0ae71670%7C563337caa517421aaae01aa5b414fd7f%7C0%7C0%7C638115761238602580%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Y6qPm%2F4GgUpxHxZbQtAMlB5T4oHk8pyhR%2FL1QCoPPUQ%3D&reserved=0) An information page is attached below.
  + As you work through the simulation, be sure to explore all the options – do not worry about “right” or “wrong” choices. The more you explore, the more tips and skills you will learn.
  + For the Mid-term Learning Activity, you will **write a reflective paper** on your simulation experience:
    - How did the simulation strengthen your abilities to talk with a veteran in psychological distress? How confident are you that you could motivate them to connect with mental health or other support services?
    - In your current role/position, how comfortable have you been talking to a veteran about their military service, particularly when they exhibit signs of psychological distress? How do you see yourself using the skills you learned through the simulation in your current role/position?
    - Choose 1 course objective that you feel the simulation most contributed to and synthesize your experience in the simulation with the course objective.
    - Use references and reading materials to support your responses.
    - Use APA Format; 3-4 pages, single spaced (not including title page, references).

**End of Term Learning Activity/Project (40 points): Due May 15th**

**Activity/Project Options**

* Individual Term paper on a topic of your choice related to the course objectives (4-5 pages, single spaced, not including title page, abstract, references, appendices) in APA Format

OR

* Power Point Presentation on a topic of your choice related to the course objectives.
  + You may work as a group.
  + You can also think of the presentation as a way to share some of the course material with your peers in your workplace.

*Regardless of selected option, paper or presentation must include:*

1. Title page/Opening Slide
2. Abstract (5 points) (also required if submitting a Power Point presentation)
3. Introduction/Background/Problem: Description of your chosen topic (15 points)
4. Analysis: Analysis of the current situation and your recommendations for the future (15 points)
5. References in APA format (5 points) – Must include at least 5 peer-reviewed references/textbooks

* See Canvas Assignment for grading rubric.

**Students in a Doctoral Program - Application to Practice Assignment Due May 7th -** (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 \*\*\*\*please discuss proposed project with faculty **no later than the end of Module 2**, either via email or by appointment\*\*\*\*\*.

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.

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.

**Online discussions / participation (35 points)**:

**Seven Discussions (5 points each**/**35 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 in the asynchronous discussion. For asynchronous discussion at least two posting are required as explained in the guidelines.

**Synchronous Discussions**

To facilitate a richer understanding of the material, four synchronous discussions will be held in Zoom (you will also have the option to dial in). 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 attend some of these synchronous forums*.

Participation in the synchronous seminar will take the place of posting a discussion (asynchronous). 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, Zoom links will be provided.

**Asynchronous Discussions**

There are two required asynchronous discussions, and 5 *optional* asynchronous discussions. Students are expected to engage in two required asynchronous discussions in order to be present in the course and establish a dialogue with their peers. 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.

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. Trego, course faculty, and Dr. Pearl-Treyball, VMHC Program Director*

*Our Discussion Philosophy – We 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. We think it is best to offer a balance of both approaches. To that end, 4 of the 7 Module discussions are offered as synchronous seminars AND/OR asynchronous discussions. If you cannot attend the synchronous discussion, you always have the option to post asynchronously. Note that Module 2 is asynchronous, only.*

*Philosophically, it is important to us to know what you are thinking, so that we 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.*

**The grading rubric for online postings is as follows:**

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| **Contributions** | **Description** | **Points Assigned** |
| Provocative | Response goes beyond simply answering the prompt; attempts to stimulate further thought & discussion  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. | 5 Points |
| Substantial | Response provides most of the content required by the prompt, but does not require further analysis of the subject  Response(s) do not build upon class readings, other postings, or move the dialogue further. | 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 |

**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.

**NOTE:** Organize all submitted written course assignments using APA 7th edition 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**](https://ucdenver.instructure.com/courses/508629/external_tools/34219) **is free and HIGHLY RECOMMENDED.**

## Basis for Final Grade

**Course Assignments**

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| --- | --- | --- |
| Course Requirements | Points/ Percentage of Final Grade | Due Date |
| Mid-Term Learning Activity | 25 | March 29th |
| End of Term Learning Activity | 40 | May 15th |
| 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). | 35 | Dates listed in calendar |
| Doctoral Students must complete an additional assignment. This assignment has great flexibility and is designed to have application to your practice and support your PhD dissertation/DNP project. | Complete/  Incomplete | May 7th |

1. Grading Scale **IV. Grade Dissemination**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Letter Grade: | Points: | Percent: |  | Graded tests and assignments in this course will be returned via the course’s Canvas course shell. You can access your scores at any time within the Canvas grade book. |
| 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% |  |

# 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

### Course Policies: Grades

#### Rounding of Final Course Grades

* + 1. 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%.

#### Attendance Policy:

* + 1. Class attendance and participation is a professional expectation.
       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>

#### Late Work Policy:

* + 1. 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.

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

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

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

* 1. ***Extra Credit Policy: N/A - no extra credit***

#### Grades of Incomplete Policy:

#### 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.

* 1. ***Rewrite/Resubmit Policy: If faculty requests rewrite/resubmit then a date will be assigned as appropriate.***
  2. ***Group Work Policy:*** 
     1. All team members will reference all ideas, words, or other intellectual property from other sources used in the completion of this project. A proper bibliography will be included, which includes acknowledgement of all sources used to complete this assignment. Each group project will be the first time that any member of the group has submitted the content in the assignment (either partially or entirely) for academic evaluation. Each member of the group will read the full content of the submission to assure that the content is free of violations of academic integrity. All team members will identify their individual contributions to the work submitted such that if violations of academic integrity are suspected, then the student(s) primarily responsible for the violations may be identified. Note that the remainder of the team may also be subject to disciplinary.

### Course Policies: Technology

#### E-Mail Policy:

* + 1. 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>

#### Canvas Policy:

* + 1. 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.

#### Laptop and Mobile Device Usage Policy:

* + 1. 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.

#### Classroom Devices Policy:

* + 1. A basic calculator for medication calculation exercises is allowed in class and during examinations. Please ask the specific lecturers regarding recording of their lectures.

#### Classroom Response Clickers:

* + 1. NA

### 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>

#### Professional Role Behavior and Honor Code:

* + 1. 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-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).

#### Graduate Program Policies and Procedures:

* + 1. 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>

#### Students Called for Military Duty:

* + 1. 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.

#### Course Ethics:

* + 1. 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).
    2. 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.
    3. 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.

#### Professional Behavior:

1. 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 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>

#### Civility:

* + 1. 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.

#### Inclement Weather Policy:

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

UC Denver Emergency Weather: (877) 463-6070 or <https://www.cuanschutz.edu/police/cu-alerts/anschutz-alerts>

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>

#### Campus Assessment, Response & Evaluation (CARE):

* + 1. 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>

#### Writing Center:

* + 1. 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>

#### Religious Observances:

* + 1. 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

### Access

* 1. **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).
  2. 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 Inclusion** at: [disabilityaccess@cuanschutz.edu](mailto: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.

### 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/>.

### Academic Honesty

#### ***Student Code of Conduct***:

* 1. 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.
  2. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at <https://clas.ucdenver.edu/writing-center/students/plagiarismturnitin>

1. Plagiarism
   1. 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 marks when including direct quotes, even on material that is otherwise acknowledge.

#### ***Cheating***

* 1. 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.

#### ***Fabrication***

* 1. 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.

#### ***Multiple submissions***

* 1. 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.

#### ***Misuse of academic materials***

* 1. 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.

#### ***Complicity in academic dishonesty***

* 1. 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>