

University of Colorado, College of Nursing  
 Course Syllabus

Course Number	Course Name
NURS 6024	<b><u>Caring for Veterans: Aging, Chronicity, &amp; End of Life Care</u></b>

	Didactic:	Clinical	
Term: <span style="border: 1px solid black; padding: 2px;">Fall 2022</span>	Course Credits: <span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">0</span>	

Course Website: Access via Canvas Course Shell at <https://ucdenver.instructure.com>

Faculty:	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) August 29 to December 16, 2022
Phone:	Office Phone: 303-724-8539 Cell Phone: 505-553-4776 I encourage you to text me if you have an immediate concern.	Class Location: Building/Room	On-Line via Canvas
Email:	<a href="mailto:Mona.PearlTreyball@cuanschutz.edu">Mona.PearlTreyball@cuanschutz.edu</a>		
Office Hours:	By Appointment	Co-requisites:	None

**Communication with Faculty**

Faculty can be accessed through the Canvas system, direct email, or telephone. In-person or zoom meetings may be arranged by appointment. 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. Faculty will put out a call to all students around mid-term for individual meetings. Please sign up at that time.

**Canvas**

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

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### Course Overview

#### **I. Welcome:**

Welcome to our course! During the semester we will be exploring various conditions and concerns associated with the aging veteran population. Many service-connected conditions are chronic in nature and some have presented at a time distant from service. End-of-life is a special time in the life cycle and because military service is often a part of the veteran's identity, reflection during the process of dying often involves reflections related to service. There is much to learn in this class! Take advantage of this special time to read, reflect, learn more about these systems, your nursing practice, and your role as an advocate, professional, and change agent. It is up to you as to how much you choose to engage. I highly recommend the zoom classes for us to come together to reflect and process the materials. Enjoy the exploration and journey of learning!

#### **II. University Course Catalog Description:**

Explores aging/chronicity in veteran populations, environmental exposures in military environments, and long-term effects of chemical, biological, radiological, nuclear, explosive materials. Examines specific service-connected conditions for veterans of Vietnam, Gulf War, and Iraq/Afghanistan and end-of-life care.

#### **III. Course Overview:**

This course will first define the population of aging veterans and examine their access to care. Next will be an overall look at service-connected conditions and chronic illness, as well as the psychological effects of living with those conditions. The five middle units in this course will look at a variety of exposures that may lead to specific aging concerns. The exposures could be related to environment, training, deployment, or exposure to disease elements encountered in war time service, such as Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) agents, Agent Orange in the Vietnam War, or Gulf War Syndrome. An examination of the current exposures and health concerns related to the current conflicts in Iraq and Afghanistan includes both the visible and invisible effects of war. The culminating unit will be focused on assisting veterans as they enter the final phases of their life and finding meaning in their military service as they prepare themselves at the end of life. Overall this course allows for great reflection on how military service often continues to effect health, well-being, chronic concerns from service-connected conditions, aging, and dying.

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**IV. Content Outline**

- I. Population of Aging Veterans
  - a. Demographics and Characteristics of Population
  - b. Access to Care – Tricare for Life, VA, and Community
- II. Chronicity and Service-Connected Conditions
  - a. Military-Veteran Culture and the Concept of Chronic Illness
  - b. Service-Connected Chronic Illnesses and Injuries
  - c. Psychological Effects of a Chronic Condition that is Service Connected
- III. Environmental Exposures in Military Environments with Potential Long-Term Health Effects
  - a. Machinery – Airplanes, Ships, Tanks, etc.
  - b. Flight lines, Shipyards, Wilderness/Austere Environments
  - c. Training Environments
  - d. Deployment Environments
- IV. Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) Materials – Care from Exposure
  - a. Health effects of CBRNE agents
  - b. Long term care of exposure to CBRNE materials
- V. Vietnam Veterans - Agent Orange Exposure
  - a. Assessment, Diagnosis
  - b. Epidemiology
  - c. Complications and Co-Morbidities
  - d. Treatment
  - e. Barriers to Care
- VI. Gulf War Veterans – Gulf War Syndrome
  - a. Assessment, Diagnosis
  - b. Epidemiology
  - c. Complications and Co-Morbidities
  - d. Treatment
  - e. Barriers to Care
- VII. Veterans of Iraq & Afghanistan - Operations Iraqi Freedom and Enduring Freedom
  - a. Environmental Exposure - Burn Pits, extreme weather conditions
  - b. Blast Exposure – Traumatic Brain Injury, Explosive Injuries/Amputations
  - c. Invisible Wounds of War - Post-Traumatic Stress Disorder
- VIII. Caring for the Veteran at End of Life
  - a. Psychological Considerations for Veterans at End of Life
  - b. Palliative Care for Veterans
  - c. Caring for Veterans’ Family at End of Life
  - d. Benefits Accorded to Veterans and Families at End of Life

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**V. Course Outcomes:**

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

1. Assess the characteristics and culture of the aging veteran population and their access to care.
2. Explore the concept of chronicity in relation to the veteran population and service-connected conditions.
3. Evaluate the long-term effects of environmental exposure in military environments.
4. Examine the health effects and long-term care of veterans exposed to chemical, biological, radiological, nuclear, and explosive (CBRNE) materials encountered in service.
5. Investigate specific illnesses and injuries for veterans of Vietnam, Gulf War, and operations in Iraq and Afghanistan and associated care considerations.
6. Articulate end of life care considerations for veterans and their families.

**VI. Course Prerequisites:**

Accepted to a current Master Nursing program, Certificate Program, WICHE program, NEXUS student, or Extended Studies student.

**VII. Required Texts and Materials:**


None required

**VIII. Supplementary Resources:**

University of Colorado AMC Health Sciences Library Compiled Resources on Veterans Health – <http://hslibraryguides.ucdenver.edu/c.php?g=259562>

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>

 [http://www.widener.edu/about/campus\\_resources/wolfgram\\_library/documents/apa\\_govt\\_guide.pdf](http://www.widener.edu/about/campus_resources/wolfgram_library/documents/apa_govt_guide.pdf)

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

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

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American Psychological Association. (2020). *Publication manual of the American psychological association*. (7th ed.). Washington, D.C.: APA

**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.**

Highly Recommended

Many Highly Recommended Texts will be listed within the course modules.

Day, T. (2020). How to apply for Department of Veterans Affairs benefits for senior veterans and their survivors. Salt Lake City, UT: Senior Veterans Service Alliance. Available online: [https://www.veteransaidbenefit.org/how\\_to\\_apply\\_for\\_va\\_benefits.htm](https://www.veteransaidbenefit.org/how_to_apply_for_va_benefits.htm)

Elliott, B., Chargualaf, K.A., & Patterson, B. (2021). *Veteran Centered Care in Education and Practice: An Essential Guide for Nursing Faculty*. New York, NY: Springer.

Recommended

Bass, E., & Golding, H. L. (2012). *The Veterans Health Administration's treatment of PTSD and traumatic brain injury among recent combat veterans*.

<https://www.cbo.gov/publication/42969>

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.

Cozza, S. J., Goldenberg, M. N., & Ursano, R. J. (2014). *Care of military service members, veterans, and their families*. Arlington, VA: American Psychiatric Publishers.

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.

Kennedy, C.H. & Moore, J.L. (Eds.). (2010). *Military neuropsychology*. New York: Springer Publishing Company.

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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.

Moore, B. A., & Penk, W. E. (2019). *Treating PTSD in military personnel: A clinical handbook (2<sup>nd</sup> Ed.)*. New York, NY: The Guilford Press.

Rosen, A. (2008). *Keeping memories alive: Our aging veterans tell their story*. Bloomington, IN: Xlibris.

Tick, E. (2005). *War and the soul: Healing our nation's veterans from post-traumatic stress disorder*. New York, NY: Quest Books.

Wilcox, F.A. (2011). *Waiting for an Army to die: The tragedy of Agent Orange*, (2<sup>nd</sup> ed.). New York: Seven Stories Press.

**IX. Course Schedule: Aug 29 – Dec 16, 2022 -**

**ZOOM Classes highlighted in blue**

**Assignment Deadlines are highlighted in yellow**

<b>Module Dates</b>	<b>Content</b>	<b>Forums, Assignments and Due Dates</b>
Module I: Aug 29 - Sep 11	<p><b>Introduction and Course Orientation</b> Review of objectives and assessments</p> <p><b>Module 1: Population of Aging Veterans, Chronicity and Service-Connected Conditions</b></p> <ul style="list-style-type: none"> <li>• Demographics and Characteristics of Population</li> <li>• Access to Care – Tricare for Life, VA, Community</li> <li>• Military-Veteran Culture and Chronic Illness</li> <li>• Service-Connected Chronic Illnesses and Injuries</li> <li>• Psychological Effects of a Chronic Condition that is Service Connected</li> </ul>	<p><b>Post introduction by Sep 3<sup>rd</sup></b></p> <p><b>Course Introduction Tuesday Aug 30<sup>th</sup> 4-5 PM MST</b>  <a href="https://ucdenver.zoom.us/j/91730124568">https://ucdenver.zoom.us/j/91730124568</a></p> <p><b>Asynchronous Discussion by Sep 11<sup>th</sup></b></p>

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<p>Module 2: Sep 12 – Sep 25</p>	<p><b>Module 2: Environmental Exposures in Military Environments with Potential Long-Term Health Effects</b></p> <ul style="list-style-type: none"> <li>• Machinery – Airplanes, Ships, Tanks, etc.</li> <li>• Flight lines, Shipyards, Wilderness/Austere Environments</li> <li>• Training Environments Deployment Environments</li> <li>• Machinery – Airplanes, Ships, Tanks, etc.</li> <li>• Flight lines, Shipyards, Wilderness, Austere Environments</li> <li>• Training Environments</li> <li>• Deployment Environments</li> </ul>	<p><b>Synchronous Discussion</b> Wednesday Sep 21<sup>st</sup> 5-7 PM MST <a href="https://ucdenver.zoom.us/j/94331341411">https://ucdenver.zoom.us/j/94331341411</a></p> <p>OR <b>Asynchronous Discussion by Sep 25<sup>th</sup></b></p>
<p>Module 3: Sep 26 – Oct 9</p>	<p><b>Module 3: Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) Materials – Health effects</b> <b>Care from Exposure</b></p> <ul style="list-style-type: none"> <li>• Health effects of CNRNE agent</li> <li>• Long term care of exposure to CBRNE materials</li> </ul>	<p><b>Synchronous Discussion - Wednesday</b> Oct 5<sup>th</sup> 5-7 PM MST <a href="https://ucdenver.zoom.us/j/96420149549">https://ucdenver.zoom.us/j/96420149549</a></p> <p>OR <b>Asynchronous Discussion postings due Oct 24<sup>th</sup></b></p>
<p>Module 4: Oct 10 – Oct 23</p>	<p><b>Module 5: Vietnam Veterans and Agent Orange Exposure</b></p> <ul style="list-style-type: none"> <li>• Assessment, Diagnosis</li> <li>• Epidemiology</li> <li>• Complications and Co-Morbidities</li> <li>• Treatment</li> <li>• Barriers to Care</li> </ul>	<p><b>Synchronous Discussion – Wednesday Oct 19<sup>th</sup></b> 5-7 PM MST <a href="https://ucdenver.zoom.us/j/95564320142">https://ucdenver.zoom.us/j/95564320142</a></p> <p>OR <b>Asynchronous Discussion by Nov 7<sup>th</sup></b></p>
<p>Oct 24– Oct 30</p>	<p><b>Independent Week MIDTERM Assignment Application of Content</b></p>	<p><b>Interview of a Veteran Midterm Project – Oct 30<sup>th</sup></b></p>

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Module 5: Oct 31 <sup>st</sup> – Nov 13	<b>Module 5: Gulf War Veterans – Gulf War Syndrome</b> <ul style="list-style-type: none"> <li>• Assessment, Diagnosis</li> <li>• Epidemiology</li> <li>• Complications and Co-Morbidities</li> <li>• Treatment</li> <li>• Barriers to Care</li> </ul>	<b>Synchronous Discussion–          Wednesday November 9<sup>th</sup>          5-7 PM MST</b>  <a href="https://ucdenver.zoom.us/j/96191169403">https://ucdenver.zoom.us/j/96191169403</a>  <b>OR</b>  <b>Asynchronous Discussion          postings due Nov 21<sup>st</sup></b>
<b><i>Thanksgiving Holiday! Many thanks for all that you do!</i></b>		
Module 6: Nov 14 – Nov 28	<b>Module 6: Veterans of Iraq and Afghanistan - Operations Iraqi Freedom, Enduring Freedom, New Dawn</b> <ul style="list-style-type: none"> <li>• Environmental Exposure - Burn Pits, extreme weather conditions</li> <li>• Blast Exposure – Traumatic Brain Injury, Explosive Injuries/Amputations</li> <li>• Invisible Wounds of War - Post-Traumatic Stress Disorder</li> </ul>	<b>Asynchronous Discussion          due Nov 28<sup>th</sup></b>  <i>Module extended to          Monday due to          Thanksgiving Holiday!</i>
Module 7: Nov 29 – Dec 11	<b>Module 7: Caring for the Veteran at End of Life</b> <ul style="list-style-type: none"> <li>• Psychological Considerations for Veterans at End of Life</li> <li>• Palliative Care for Veterans</li> <li>• Caring for Veterans’ Family at End of Life</li> <li>• Benefits Accorded to Veterans and Families at End of Life</li> </ul>	<b>Synchronous Discussion          Wednesday December 7<sup>th</sup>          5-7 PM MST</b>  <a href="https://ucdenver.zoom.us/j/98610863186">https://ucdenver.zoom.us/j/98610863186</a>  Or <b>Asynchronous          Discussion by Dec 11</b>  <b>Assignment for DNP &amp; PhD          Due Dec 4<sup>th</sup></b>
Dec 12 – Dec 16	<b>Final Project Independent Work</b>	<b>Final project – Dec 14<sup>th</sup></b>



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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.

**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.

### Evaluation

#### X. Assignments

**Mid-Term Learning Activity - Interview of a Veteran (20 points):** Interview a veteran (can be a family member). What are the issues that they are facing? How has military service impacted their aging process? Do they have any chronic conditions that are military related? What is their access to care? Think about and encourage your vet to share their story through the Veterans History Project - <https://www.loc.gov/vets/>

Submit online a 3-5 page summary of your interview and an analysis based on course objectives. If you cannot find a Veteran, you can use a story in literature. Go beyond simply recounting the interview. Think and reflect on their story and provide insight based on what we have studied in this course and/or in the program.

**End of Term Project (40 points)-- Choose one:**

Create a presentation educating your peers, newly licensed nurses, or civilian providers on one of the elements in this course or one of the course objectives. *You may work as a team.* Use the voice over function in power point to narrate your presentation.

You are invited to present your work to a group of post-baccalaureate VA nurses. You will also have the option of creating a lesson plan using an existing template under the guidance of a mentor. The lesson plan includes components that are necessary for accreditation and continuing education credit. These two components are optional and not graded.

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The project should include at least 20-30 substantive slides that cover the following:

1. Title – Capture the essence of your topic! Think of a catchy title that helps someone know why the issue you selected is important.
2. 250–300-word abstract (4 points) (HINT: Write this last!). Even though this is generally not part of a power point presentation, it is an important component that summarizes all that is included in your presentation. Do this last and include it as the first slide after your title slide.
3. Learning Objectives (4 points)
4. The Issue/Problem: Description of the issue you want to address. Consider the population(s) affected, systems affected, human and fiscal costs, key communities of interest, etc. (12 points)
5. Analysis: Analysis of the existing system/policy and your recommendations for practice. The analysis should include an evaluation of different courses of action, challenges to implementation of policies, criteria for evaluating success, identification of any unintended consequences, and application to nursing practice with specifics for Veterans/ Servicemembers. (15 points).
6. References – at least 5 peer reviewed references (5 points)
7. Optional – Present powerpoint to newly licensed nurses (extra credit – 5 points)
8. Optional – Complete a curricular lesson plan using a template provided by a mentor. Components of this template include content outline, learning objectives, evaluation of content/speaker, handouts or research articles, alignment with *Commission on Collegiate Nursing Education (CCNE)* - Nurse Residency Standards., alignment with VA Key Elements, etc. (extra credit 5 points)

Mentor for these optional components is Allison Boyrer (the first VMHC MS Graduate!)

**ALLISON E. BOYRER, MS, MA, BSN, RN** | U.S. Department of Veterans Affairs  
Post-Baccalaureate Registered Nurse Residency Program Director  
Certified VHA Mentor  
Eastern Colorado Health Care System  
[1700 N Wheeling St, Aurora, CO 80045](https://www.va.gov/1700-N-Wheeling-St-Aurora-CO-80045) | office 720-723-3133; A3-247B  
e-mail: [Allison.Boyrer@va.gov](mailto:Allison.Boyrer@va.gov)  
Website: [Post-Baccalaureate Registered Nurse Residency \(PBRNR\) Program](#)

Some suggestions for topics:

- Issues related to the delivery of care for Veterans and Servicemembers, e.g. care coordination
- Clinical conditions such as Agent Orange Exposure Related Diseases; sequela of deployment-related Immunizations (Anthrax, Botulinum Toxoid, Smallpox, etc.); Deployment-related Infectious Diseases (Malaria, West Nile Virus, etc.); Burn Injuries; Blast injuries; etc.

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- The new PACT Act. Probably a huge increase in need for care. What symptoms, diseases, conditions are now included in this act and their history and era of exposure.
- Suicide Prevention
- PTSD and TBI and possible focus within a specific era of Veteran
- Veteran Homelessness
- Using best evidence when providing Veteran-centered care, while striving to improve Veteran outcomes and decrease costs
- Smoking & impact to care burden of Veterans
- Incorporating the American Nurse Associations Code of Ethics with interpretative statements into daily practice with Veterans and Servicemembers
- Professional boundaries of the Veteran-nurse relationship and employing strategies to avoid boundary violations and strategies to enhance a therapeutic relationship
- Incorporating appropriate technology to support quality and efficient communication and Veteran care delivery, to include telehealth, virtual health, and the electronic health record
- Ways that a safe environment impacts the well-being of Veterans/Servicemembers, family, nurse, and other members of the interprofessional team
- Stoicism as an ethical issue related to disparities in health seeking behaviors and healthcare delivery
- Transition from a Military Culture/Health Care system to VA and Civilian health care
- Military- And Veteran-Centric Care (Patient and Family Centered Care)

There are many topics you can choose, and this list is not all inclusive. If you have other ideas, discuss with faculty for approval.

**Application to Practice Assignment** (Required for DNP and PhD Doctoral Students) Complete/Incomplete

There is great latitude for this assignment. Feel free to discuss with faculty. The assignment can support your ideas for your dissertation (PhD) or DNP project. The assignment can be applicable in your practice at the VA, MHS, or related to the VA/MHS system or beneficiaries. Examples can be detailed presentation, literature review, policy brief, creating a WIKI, process redesign, etc. The application to practice should have a concrete outcome that is applied in your practice, dissertation, or DNP project. Doctoral students are expected to complete additional requirements in this course, so this assignment is required for course completion. If not accomplished, it will result in an incomplete for the course. Graded complete/incomplete.

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

**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. It is a good idea to create your posting in a word processing application and then copy it into the discussion board.

**Synchronous Discussions (5 points each)**

To facilitate a richer understanding of the material, six 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 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/times 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 colleague. 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

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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.

*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. I suggest doing at least 3 asynchronous discussions but will leave the timing up to you.*

*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 notes. 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. Students have reported that the individual feedback has been more helpful than a general summary.*

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

<b>Contributions</b>	<b>Description</b>	<b>Points Assigned</b>
Provocative	<p>Response goes beyond simply answering the prompt; attempts to stimulate further thought &amp; 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

**XI. Basis for Final Grade**

Assignment:	Possible Points Percent of Final Grade	Due Date
Mid-term Learning Activity - Interview of a Veteran	25	Oct 30 <sup>th</sup>
Seminars/Discussions - Substantive contributions to synchronous and asynchronous discussions associated with each module (5 points each x 8 modules = 40 points).	35	At end of each module
End of Term Project (Extra credit up to 10 points available)	40	Dec 14 <sup>th</sup>
Application to Practice Assignment – (Only Required for Doctoral Students – PhD & DNP)	Complete/ Incomplete	Dec 4 <sup>th</sup>
Total	100	

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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**

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.
  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.

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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](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: Extra credit is allocated for optional components in the final project.
- 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: Group work is optional but not required. If you choose to do the midterm or final assignment as a group, you will be equally responsible for what is submitted. Feedback will be given back to the group. Each individual in the group should upload the assignment in canvas so a grade can be assigned.



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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>

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- 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-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 /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

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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>

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>

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

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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).
- b. 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.

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### II. Nondiscrimination and Sexual Misconduct:

- I. 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 <https://clas.ucdenver.edu/writing-center/faculty/academic-honesty-turnitin-resources-faculty>

#### II. Plagiarism

- a. 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.

#### III. Cheating

- a. 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;

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collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

### **IV. Fabrication**

- a. 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**

- a. 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**

- a. 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**

- a. 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>

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>

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**Mona's 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!

