

University of Colorado, College of Nursing  
 Course Syllabus

Course Number	Course Name
NURS 6023	<b>Veteran and Military Health Care Systems</b>

Term:	Fall 2023	Course Credits:	3	Didactic:	0	Clinical
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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 28 to December 15, 2023
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:	Open Office Hours by Appointment - <a href="https://calendly.com/mona-pearltreyball/meeting-45-minutes">https://calendly.com/mona-pearltreyball/meeting-45-minutes</a>	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 the unique aspects of the VA and Military Health Systems (MHS). The military and veteran population is unique, their health care system is unique, and the issues they face are related to either specific service-connected conditions, the systems within which health care is delivered, and the psyche/culture embodied by the service members, Veterans, and their families. 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. Enjoy the journey!

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

Sociopolitical, economic, ethical, and current national health care issues confronting the veteran and military health care delivery systems. Examination of overall structure, functions, and processes, and influence of these contextual elements on policies guiding/regulating the organization/delivery of services.

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

The VA and Military Health System (MHS) are unique in the US health care systems. Being a single payer, congressionally mandated system and the largest health care system in the country, making change is literally an act of Congress. The system is vast with over 30 million potential beneficiaries, an annual budget of over \$200/billion, and over 100,000 licensed personnel. Many of the beneficiaries choose to find care in the civilian sector and overall, one in every ten patients is a veteran. Undeniably, there is room for improvement and leadership within these systems and in delivering the best health care to our nation's veterans and service members.

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**IV. Content Outline**

- I. Veterans Administration (VA) and Military Health System (MHS) Care Delivery
  - a. Structure and Regulations
  - b. Functions, Missions, and Mandates
  - c. Processes, Operations, and Organizational Behavior
- II. Policies Regulating and Guiding Health Care Delivery
  - a. History of Regulation
  - b. Regulation of Health Care Providers and Institutions/Hospitals
  - c. Regulation of Drugs and Health Care Products
  - d. Regulation of Health Care Finance, Administration, and Business Relationships
- III. Current Issues and Health Care Trends
  - a. Medical Readiness for Service Members
  - b. Disability Evaluation
  - c. Veteran Access to Care
- IV. Sociopolitical, Economic and Ethical Factors
  - a. Congressional Influence
  - b. Economies of Scale
  - c. Tricare
  - d. Ethical Issues of the Economics of MHS and VA Care
- V. Public Policy and Legal Considerations
  - a. Legislative Process for Change
  - b. National Defense Authorization Act
  - c. Legal Authorities
- VI. Ethical Implications of Nursing and Medical Care
  - a. Triage
  - b. Battlefield Care
  - c. Medical Readiness
  - d. Pre, During, and Post Deployments
  - e. After Discharge
- VII. Local, State, National, and International Considerations
  - a. Policies
  - b. Interests
  - c. Trends
- VIII. Future Innovations
  - a. Virtual Electronic Health Record Integration
  - b. Transition of Care

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**V. Course Outcomes:**

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

1. Examine the impact of sociopolitical, economic, and ethical factors on delivery of care in the military and veteran health care delivery systems.
2. Analyze policies guiding/regulating the organization and delivery of care for veterans and service members.
3. Explore current issues facing veteran and military health care systems and associated legal and ethical implications.
4. Examine local, state, national, and global health care trends, and the effects on veteran and military health care.
5. Apply critical and analytical thought to creatively design an innovation for veteran and military health care delivery.

**VI. Course Prerequisites:**

Accepted/admitted to current CON degree/certificate program or through WICHE, NEXUS, or Extended Studies.

**VII. Required Texts and Materials:**

Gordon, S. (2018). *Wounds of War: How the VA Delivers Health, Healing, and Hope to the Nation's Veterans*. Ithaca, NY: ILR Press.

Shulkin, D. (2019). *It shouldn't be this hard to serve your country: Our broken government and the plight of Veterans*. New York, NY: Public Affairs.

*We have so few accounts of executive leadership in both MHS and VA. This book by David Shulkin gives the best account of the bigger picture and the forces at play behind big overarching policies. Dr. Shulkin was appointed under both Presidents Obama and Trump, and in this book, he attempts a bipartisan perspective with a focus on Veterans and putting the mission of caring for them as paramount. It's a great case study of executive leadership in the VA amid political and Congressional oversight and constraints. This is a reality for executive leaders in both the MHS and VA. Available as audiobook, e-book, or text.*

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**VIII. Supplementary Resources:**

**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.

Gordon S. (2017). *The Battle for Veteran's Health Care*. Ithaca, NY: Cornell University Press.

Longman, P. (2012). Best care anywhere: Why VA health care would work better for everyone (3<sup>rd</sup> Ed). San Francisco, CA: Berrett-Koehler Publishers.

**Other Resources:**

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

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.**

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://health.mil)

VA News – [VA.gov](http://VA.gov)

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**IX. Course Schedule: Aug 28 – Dec 15, 2023 -**

**ZOOM Classes highlighted in blue**

**Assignment Deadlines are highlighted in yellow**

Module Dates	Content	Forums, Assignments and Due Dates
Module 1: Aug 28 - Sep 10	Introduction and Course Orientation Review of objectives and assessments  <b>Module 1 - Veteran Administration (VA) and Military Health System (MHS) Care Delivery</b> Structure and Regulations Functions, Missions, and Mandates Processes, Operations, and Organizational Behavior	<b>Post introduction by Sep 3<sup>rd</sup></b>  <b>Synchronous Discussion</b> <b>Thursday Sep 7<sup>th</sup></b> <b>5-7 PM MST</b>  OR  <b>Asynchronous Discussion-Postings due by Sep 10<sup>th</sup></b>
Module 2: Sep 11– Sep 24	<b>Module 2 - Policies Regulating and Guiding Health Care Delivery</b> History of Regulation Regulation of Health Care Providers and Institutions/Hospitals Regulation of Drugs and Health Care Products Regulation of Health Care Finance, Administration, and Business Relationships	<b>Synchronous Discussion</b> <b>Thursday Sep 21<sup>st</sup> 3-5 PM</b> <b>NOTE – Change in time!</b>  OR <b>Asynchronous Discussion</b> <b>Postings due Sep 24<sup>th</sup></b>
Module 3:  Sep 25 – Oct 8	<b>Module 3 - Current Issues, Health Care Trends and Future Innovations</b> Medical Readiness for Service Members Disability Evaluation Veteran Access to Care Virtual Electronic Health Record Integration Transition of Care	<b>Asynchronous Discussion</b> <b>postings due Oct 8<sup>th</sup></b>
Module 4: Oct 9 - Oct 22	<b>Module 4 - Sociopolitical, Economic and Ethical Factors</b> Economies of Scale Tricare Ethical Issues of the Economics of MHS and VA Care	<b>Synchronous Discussion –</b> <b>Thursday Oct 12<sup>th</sup> 5-7 PM</b> <b>Note this occurs in the first week!</b> OR <b>Asynchronous Discussion-Postings due Oct 22<sup>nd</sup></b>

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Oct 23– Oct 29	<b>Independent Week MIDTERM Assignment Application of Content</b>	<b>Policy Brief/ Issue Paper – Oct 29<sup>th</sup></b>
Module 5:  Oct 30 – Nov 12	<b>Module 5 - Public Policy and Legal Considerations</b>  Legislative Process for Change National Defense Authorization Act Legal Authorities	<b>Synchronous Discussion– Thursday Nov 9<sup>th</sup> 5-7 PM</b>  OR  <b>Asynchronous Discussion Postings by Nov 12<sup>th</sup></b>
Module 6:  Nov 13 – Nov 27	<b>Module 6 - Ethical Implications of Nursing and Medical Care</b>  Triage Battlefield Care Medical Readiness Pre, During, and Post Deployments After Discharge	<b>Asynchronous Discussion Postings due Nov 27<sup>th</sup></b>  <i>Module extended to Monday due to Thanksgiving Holiday!</i>
<b><i>Thanksgiving Holiday! Many thanks for all that you do!</i></b>		
Module 7:  Nov 28 – Dec 10	<b>Module 7 - Local, State, National, and International Considerations</b>  Policies Interest Trends	<b>Synchronous Discussion– Thursday December 7<sup>th</sup> 5-7 PM</b>  OR  <b>Asynchronous Discussion Postings due Dec 10<sup>th</sup></b>  <b>Assignment for DNP and PhD students – Dec 5<sup>th</sup></b>
Dec 11 – Dec 15	<b>Final Project Independent Work</b>	<b>Final project – Dec 13<sup>th</sup></b>

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**Evaluation**

**X. Assignments**

**Midterm Assignment - Policy Brief/Issue Paper (25 points):**

This paper can be described as an advocacy brief with the goal of educating and influencing policymakers and/or leadership within the VA or MHS systems. The brief is intended to be a concise description of a problem or issue that can be addressed through a recommended policy or process initiative. Key components of the brief include an introduction to the issue, exploration of the issue with evidence supporting your recommended approach to the problem, and specific, actionable, policy or process recommendations that will address the issue. The intended audience for the brief is leadership, public officials and/or policy makers. The policy brief should be approximately 2-4 pages, single spaced or can be constructed as an infographic. Faculty recommends an infographic or to use graphics in your policy brief.

An article is posted online in the assignments section to give you more guidelines on how to write a policy brief:

Wong, S.L., Green, L.A., Bazemore, A.W., & Miller, B.F. (2017). How to write a health policy brief. *Families, Systems, & Health*, 35(1), 21-24.

The paper should be attractively designed to include a picture, illustration, table, or other graphic and white space.

The general organization of the policy brief should be as follows:

- I. Introduction: The issue is introduced; relevant background or history is presented (4 points).
- II. Exploration and Evidence: An exploration of the issue and then persuasive, evidence supporting a particular approach to the problem (8 points).
- III. Recommendation(s): The policy/process recommendations should be feasible and actionable. The recommendation(s) should include clear steps or actions that leadership/ policymakers need to take (10 points).
- IV. The brief should use clear, easy to understand language and be attractively designed (3 points).  
References should be embedded within the text or footnoted.

Highly Recommend use of the Writing Center: The Writing Center is available as a resource.

<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>



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**Final Project (40 points):** Creative Innovation Final Project

This project is an in-depth exploration of a healthcare related problem that could be addressed via an innovation in the system of health care delivery. How would you fix the system? What ideas do you have for improvement? The assignment can be approached creatively and articulated in a paper or another format such as a power point or poster. For general guidance if doing a paper, the length of the paper should be approximately 8 double spaced pages in APA format. Introduction and background sections should be well referenced. You may work as a team.

Elements to be included:

- 1) Title – Capture the essence of your topic!
- 2) 250–300-word abstract (5 points) (HINT: Write this last!). Required even if doing this as a power point presentation or poster.
- 3) The Problem: Description of the issue addressed by the innovation, populations affected, human and fiscal costs, key interested parties, etc. (15 points)
- 4) Analysis of Solutions: Analysis of the existing system/policy and your recommended innovation. The analysis should include an evaluation of 1-2 different courses of action, selection of the preferred course of action, challenges to implementation, criteria for evaluating success of the policy, and identification of any unintended consequences. (15 points).
- 5) References and APA format (5 points)

**Application to Practice Assignment** (Required only for 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 PhD dissertation 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. This assignment is graded complete/incomplete.

**Online discussions / participation (35 points):** see grading rubric below

**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 zoom class) or asynchronous threaded discussion. If you cannot attend the synchronous discussion, then you are required to post in in the asynchronous discussion. For asynchronous discussions at least two posting are required as explained in the guidelines.

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**Synchronous Discussions (5 points each)**

To facilitate a richer understanding of the material, five synchronous discussions will be held in Zoom (you will also have the option to dial in). These forums are to provide additional student engagement, 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 an asynchronous 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. Grades for the synchronous discussion will be listed in the same grade column as the asynchronous discussion. Dates for the Synchronous Discussions are listed in the calendar.*

**Asynchronous Discussions (5 points each)**

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

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

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.

### *A Note from Faculty*

*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, the seven discussions are divided into 5 synchronous seminars and 2 asynchronous discussions. If you chose not to attend the synchronous discussion, you always have the option to post asynchronously.*

*Philosophically, it is important to us as faculty 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 us to know your thoughts, ideas, and how you are processing the content.*

*As faculty, we will rarely participate in the asynchronous discussions, as we 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, we will join in or add comments to the end of module/welcome to next module student notes or address them in the next synchronous class. If you have questions for us – please ask via email or at the next synchronous seminar. We will give individual feedback to each student on every discussion both synchronous and asynchronous. We find that the individual feedback has been more helpful to students than a general summary.*

### **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.

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

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

Contributions	Description	Points Assigned
Provocative	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

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**XI. Basis for Final Grade**

Assignment	Possible Points Percent of Final Grade	Due Date
Policy Brief/Issue Paper	25	Oct 29 <sup>th</sup>
Discussions - Substantive contributions to online or asynchronous discussions (5 points x 7 modules = 35 points)	35	At end of each module
Final Project	40	Dec 13 <sup>th</sup>
Application to Practice Assignment (Only Required for Doctoral Students)	Complete/ Incomplete	Dec 5 <sup>th</sup>
Total	100	

**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>

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**XIV. UNIVERSITY POLICIES**

Course Procedures

I. Course Policies: Grades

*a. Rounding of Final Course Grades*

- 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:*

- 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:

[https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7000-student-affairs/7030---student-attendance-and-absences.pdf?sfvrsn=beaffdba\\_4](https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7000-student-affairs/7030---student-attendance-and-absences.pdf?sfvrsn=beaffdba_4)

*c. Late Work Policy:*

- 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.

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f. *Make-up Exam Policy: N/A*

g. *Extra Credit Policy: As stated in assignments.*

h. *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.

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.

## II. Course Policies: Technology

a. *E-Mail Policy:*

- 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://nursing.cuanschutz.edu/student-life/student-handbooks/section-iv-policies-responsibilities#ac-student-email-6>

b. *Canvas Policy:*

- 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:*

- 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.

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*d. Classroom Devices Policy:*

- 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. Responseware 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://nursing.cuanschutz.edu/student-life/student-handbooks/section-vii-conduct-focused-policies#ac-professional-role-behaviors-prb-1>

*a. Professional Role Behavior and Honor Code:*

- 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:*

- 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:*

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

*d. Course Ethics:*

- 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*



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*product derived from an existing source.* (Merriam-Webster's Online Dictionary, <http://www.m-w.com>, accessed 08/26/07).

- 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.
- Your personal integrity is something that takes you a lifetime to build, but only seconds to destroy. Faculty will expect that all work submitted by you is authentic; and that all online testing answers are your individual work, without any assistance from any other person, the Internet, or any other sources, unless I have stipulated that you may use a specific source to complete the assignment.

### *e. Professional Behavior:*

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

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- **Professional Behavior:** refer to the CU CON Policy Statement Professional Role Behaviors: <https://nursing.cuanschutz.edu/student-life/student-handbooks/section-vii-conduct-focused-policies#ac-professional-role-behaviors-prb-1>
- CU CON Children in the Workplace and/or Classroom Policy: <https://nursing.cuanschutz.edu/student-life/student-handbooks/section-iv-policies-responsibilities#ac-learning-environmentphysical-space-8>

### *f. Civility:*

- 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:*

<https://ucdenver.edu/emergencymanagement#ac-natural-disasters-and-severe-weather-conditions-1>

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 Legacy) <https://nursing.cuanschutz.edu/student-life/student-handbooks/section-iv-policies-responsibilities#ac-inclement-weatherfacility-closure-9>

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

- 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:*

- 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:*

- 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

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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.

#### 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: <https://www.ucdenver.edu/offices/equity>.

#### 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/students/plagiarismturnitin>

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### 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; 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>

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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>

### **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!

