UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

Course Number	Course Name
NURS 6017	**On the Homefront: Supporting Veteran and Military Families**

				Didactic:	Clinical
Term:	Spring 2024	Course Credits:		3	0

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) Jan 22, 2024, to May 17, 2024
Phone:	Office Phone: 303-724-8539 Cell Phone: 505-553-4776	Class Location: Building/Room	On-Line via Canvas
Email:	Mona.PearlTreyball@cuanschutz.edu		
Office Hours:	By Appointment – make an appointment at your convenience on my calendar https://calendly.com/mona-pearltreyball/meeting-45-minutes	Co-requisites:	None

Communication with Faculty:

Faculty can be accessed through the Canvas system, direct email, or telephone. In-person 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.

Canvas:

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

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

Course Overview

I. Welcome:

Welcome to the course. During the semester we will be exploring various conditions and concerns associated with supporting the families of veterans and service members. There is much to learn in this class! Take advantage of this special time to read, reflect, learn more about concerns for this population, your nursing practice, and your role as an advocate, professional, and change agent. Enjoy the journey!

II. University Course Catalog Description:

Dynamics and attributes of military/veteran families during & after military service. Explores issues of deployment, reintegration, parenting, compassion fatigue, and living with sequelae of combat stress (family violence, suicide, homelessness, PTSD). Evaluates preparation of civilian providers and family care interventions.

III. Course Overview:

This course will first explore the attributes and diversity of military families. The next modules will explore issues, concerns, and family management related to deployments, reintegration, parenting, and some of the major challenges military/veteran families face, such as frequent moves, living with the sequelea of a parent exposed to combat, family violence, substance abuse, financial issues, suicide and homelessness. Due to the multitude of issues that families face, compassion fatigue and resiliency is integral to supporting the overall health of the family. The last two modules will focus on preparing civilian providers to care for this population and various therapeutic interventions. Overall this course allows for great reflection on the special needs of military and veteran families and how they can be best supported.

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

IV. Content Outline

I. Family Attributes and Military Culture
   a. Military Culture for Family Dynamics
   b. Types of Families
   c. Dual Military Couples
   d. Reserve and Guard
II. Deployments
   a. Preparing for Deployment
   b. Family Readiness
   c. Managing the Family during Deployment
   d. Communications during Deployments
III. Reintegration
   a. Reintegration of the Service Member into Community, Work and Family
   b. Family Coping with the Changes of the Service Member
IV. Parenting
   a. Young Children
   b. Adolescents
   c. Young Adults

V. Major Challenges of Military Families
   a. Frequent Moves/Deployments
      i. Schools for Children – Changing Schools, School Personnel Awareness of Military Children Needs
      ii. Support Networks – Potential isolation
      iii. Guard and Reserve Deployments
   b. Living with the Effects of War on the Service Member
      i. PTSD/TBI
      ii. Trauma/Injury
   c. Family Violence
   d. Substance Abuse
   e. Finances
   f. Suicide
   g. Homelessness
VI. Compassion Fatigue and Resiliency
   a. Caring for the Care Givers
   b. Building Resiliency in Military Families

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

VII. Required Texts and Materials:

Required- None Texts will be suggested and recommended to accompany module resources

Writing Guidelines

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.**

VIII. Supplementary Resources:

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

Citing military/government manuals, directives, etc. -- here are a few sources that you can use as a
model:
        http://academicguides.waldenu.edu/writingcenter/apa/references/military
        https://libguides.unf.edu/c.php?g=177030&p=1164309
        http://libguides.nps.edu/citation/apa

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

    Military Health System Updates – health.mil

    VA News – VA.gov

Highly Recommended Texts

D'Aoust, R.F. & Rossiter, A. (2022). Caring for Veterans and Their Families: A Guide for Nurses and
    Healthcare Professionals. Burlington, MA: Jones & Bartlett Learning.

Hall, L.K. (2016). Counseling military families: What mental health professionals need to know (2nd
    ed.). New York: Routledge, Taylor and Francis Group.

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

Newmark, A. & Hope, M. (2017). Chicken soup for the soul: Military Families 101 stories about the force behind the forces. Chicken Soup for the Soul Publishers, LLC.

National Academies of Sciences, Engineering, and Medicine. (2019). Strengthening the Military Family Readiness System for a Changing American Society. Washington, DC: The National Academies Press. https://doi. org/10.17226/25380.

Recommended Texts

Bannerman, S. (2015). Homefront 911: How families of Veterans are wounded by our wars. Arcade Publishing.

Blaisure, K.R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., & Dombro, A.L. (2016). Serving military families: Theories, research and application, (2nd ed.). New York: Routledge, Taylor and Francis Group.

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

Everson, R.B. & Figley, C.R. (Eds.). (2011). Families under fire: Systemic Therapy with military families. New York: Routledge, Taylor and Francis Group.

Gewirtz, A.H. & Youssef, A.M. (2018 reprint of 2016 edition). Parenting and children's resilience in military families. New York: Springer.

Hughes-Kirchubel, L., Wadsworth, S.M., & Riggs, D.S. (2018). A battle plan for supporting military families: Lessons for the leaders of tomorrow. New York: Springer.

Kay, E. (2012). Heroes at home: Help and hope for America's military families (3rd ed.). Minneapolis, MN: Bethany House Publishers.

Moelker, R., Andres, M., Bowen, G., & Manigart, P. (2018). Military Families and War in the 21st Century: Comparative perspectives (1st Ed.). New York: Routledge, Taylor and Francis Group.

Snyder, D.K. & Monson, C.M. (Eds.). (2012). Couple-based interventions for military veteran families: A practitioner's guide. New York: The Guilford Press.

Waddell, M.C. & Orr, K.K. (2013). Wounded warrior, wounded home: Hope and healing for families living with PTSD and TBI. Grand Rapids, MI: Revell, Baker Publishing Group.

Wadsworth, S.M., & Riggs, D.S. (Eds.). (2014). Military deployment and its consequences for families. New York: Springer.

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

IX. Course Schedule: January 22- May 17, 2024

Module	Content	Due Dates

Module 1: Jan 22 – Feb 4	Module 1: Family Attributes and Military Culture
	    Military Culture for Family Dynamics
	    Types of Families
	    Dual Military Couples
	    Reserve and Guard
		Jan 29 - Post introduction and biography
		Synchronous Discussion – Wed Jan 24th 5-7 PM MST
		OR **–**
		Asynchronous Discussion Due Feb 4

Module 2: Feb 5 – Feb 18	Module 2:
	Deployments
	    Preparing for Deployment
	    Family Readiness
	    Managing the Family during Deployment
	    Communications during Deployments
		Asynchronous Discussion Due Feb 18

Module 3: Feb 19 – Mar 3	Module 3:
	Reintegration
	    Reintegration of the Service Member into Community, Work and Family
	    Family Coping with the Changes of the Service Member
		Your choice of
		Synchronous Discussion – Wed February 28th 5-7 PM MST
		OR **–**
		Asynchronous Discussion Due Mar 3rd

Module 4: Mar 4 – Mar 17	Module 4:
	Parenting
	    Young Children
	    Adolescents
	    Young Adults
		Your choice of
		Synchronous Discussion – Wed March 13th 5-7 PM MST
		OR **–**
		Asynchronous Discussion Due Mar 17th

	Spring Break Mar 18-22, 2024 – Enjoy! 	

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

Mar 25- Mar 31	Independent Work Week – Mid Term Assignment	**Mar 31st - Mid Term Assignment Due**

Module 5:
Apr 1 –
Apr 14
	Module 5:
	Major Challenges of Military Families
	    Frequent Moves/Deployments
	        Schools for Children – Changing Schools, School Personnel Awareness of Military Children Needs
	        Support Networks – Potential isolation
	        Guard and Reserve Deployments
	    Living with the Effects of War on the Service Member
	        PTSD/TBI
	        Trauma/Injury
	    Family Violence
	    Substance Abuse
	    Finances
	    Suicide
	    Homelessness
		Your choice of
		Synchronous Discussion –
		  Wed Apr 10th
		  5-7 PM MST
		OR –
		Asynchronous Discussion
		Due Apr 14th

Module 6:
Apr 15 –
Apr 28
	Module 6:
	Compassion Fatigue and Resiliency
	    Caring for the Care Givers
	    Building Resiliency in Military Families
		Asynchronous Discussion
		Due Apr 28th

Module 7:
April 29 –
May 12
	Module 7:
	Veteran Family Care and Preparing Civilian Providers to Care for Military/Veteran Families
	    Transition of Service Member from Military to Community and Effects on Family
	    Transition of Family from the Military to Veteran Communities
		May 5 - Doctoral Assignment Due – only for DNP and PhD students
		
		Your choice of
		Synchronous Discussion –
		  Wed May 8th

	Accessing Resources for Military and Veteran Families Key Attributes of Veteran and Military Culture for Civilian Providers Caring for Bereaved Family Members Therapeutic Interventions Cognitive Behavior Therapy Solution Focused Brief Therapy Family Systems Therapy Systemic Therapy Play Therapy Couples Therapy Pastoral Counseling	5-7 PM MST OR – **Asynchronous Discussion** Due May 12th
Final Week May 13 – May 17	Final Project Independent Work Week	**Final Project** **Assignment Due** – **May 15**

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

Evaluation

X. Assignments

Mid-Term Learning Activity – (25 points):

Choose One:
1. Interview a Family Member – what is their experience of being in a military family? What was difficult? What skills did that person develop being a family member? What stands out for them? What advice would they give to other family members of service members/veterans? Follow this with your analysis of their story and how this is reflective or not reflective of the literature and what we have studied in this course.
2. Select two to three stories from this text:
   Newmark, A. & Hope, M. (2017). Chicken soup for the soul: Military Families 101 stories
       about the force behind the forces. Chicken Soup for the Soul Publishers, LLC.
   Recount a synopsis of these stories and analyze based on the readings in this course. Max 5
       pages, using references and APA format.

Final Assignment (40 points):
Create a presentation or inservice educating your peers or civilian providers/community on one of the elements in this course or a course objective. ***You may work as a group***. Your presentation should include:
1. Abstract (5 points) (HINT: write the abstract last – it is a short summary – less than 300 words – of the entire presentation.)
2. Introduction/Background/Description (5 points)
3. Best Practices (can be clinical guidelines, assessments, etc.) (10 points)
4. Analysis of Best Practices – what are the limitations, implications, unintended consequences, evaluation, etc. (10 points)
5. Recommendations for future research and practice (5 points)
6. References (5 points) – Must include at least 5 peer-reviewed references/textbooks

Alternatively - you can create a pamphlet of resources for family members of veterans. This pamphlet could be used as a support through Family Readiness Groups, Ombudsmen, MWR, Veteran Centers, at the VA, local organizations, and other places of veteran/family interaction. Along with this pamphlet submit an abstract summarizing your pamphlet w/background and include list of references. Using the rubric above, the pamphlet will count for 20 points (#3, 4, & 5 on the rubric above).

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

Application to Practice Assignment - (Only Required for Doctoral Students) Complete/Incomplete
There is great latitude for this assignment. Please 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. 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. This assignment
is graded complete/incomplete.

Online discussions / participation (35 points):

Seven Discussions (5 points each/35 points total**) -** There will be a discussion associated with each
module. For many modules you have a choice between a synchronous discussion (online) or
asynchronous threaded discussion. You must choose one or the other. For asynchronous discussion at
least two postings are required as explained in the guidelines.

Synchronous Discussions (5 points each)

To facilitate a richer understanding of the material, 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 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 discussion 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.

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

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

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

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

Regarding the inclusion of references in asynchronous postings--
For readings from the module, the author's name and date is sufficient. All other references need a full reference in APA format.

General Guidelines for Assignments and Discussions

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

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

Submitting Assignments:
Assignments should be submitted by midnight on the day they are due. Credit will be deducted for late papers, unless 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.

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

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. A second discussion is posted in response to a classmate.	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. No second discussion posting in response to a classmate (two-point deduction).	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 and no response to a classmate.	0

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

A Note from Dr. Pearl Treyball

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

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

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

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

XI. Basis for Final Grade

COURSE ASSIGNMENTS

Course Requirements	Points/ Percentage of Final Grade	Due Date
Mid-Term Learning Activity	25	March 31st
End of Term Culminating Learning Activity	40	May 15th
Seminars/Discussions - Substantive contributions to synchronous and asynchronous discussions associated with each module (5 points each x 8 modules = 40 points). This includes a substantive posting using the literature, a reply to your peers using the course materials, and participation in synchronous seminars.	35	Dates listed in calendar
Doctoral Students must complete an additional assignment. This assignment has great flexibility and is designed to have application to your practice.	Complete/ Incomplete	May 5th

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

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

XIV. UNIVERSITY POLICIES

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

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

Course Procedures
I. Course Policies: Grades
   a. *Rounding of Final Course Grades*
      - 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: http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/7XXX%20Student%20Affairs/7030%20-%20Student%20Attendance%20and%20Absences.pdf

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.*

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

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

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: N/A – no group work required*

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-

UNIVERSITY OF COLORADO

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UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

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.

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:*
- 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://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*

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

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 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:*
   - 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

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

be demonstrated by the student's professional behaviors in the classroom and to their peers. Successful achievement of these outcomes is based on the following critical elements: The student will:

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

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

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

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 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 OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

University Policies

I.   Access

   I.   **Disability Access:** the University of Colorado Anschutz Medical Campus is committed to providing equitable access to our programs for students with disabilities (e.g., psychological, attentional, learning, chronic health, sensory, and physical).

   i.   To engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings please contact **The Office of Disability, Access, and Inclusion** at: disabilityaccess@cuanschutz.edu or begin the process via the website: https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion. Accommodations are not provided retroactively, therefore, students are encouraged to begin this process early.

II.   Nondiscrimination and Sexual Misconduct:

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

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

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

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

II. Plagiarism

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

III. Cheating

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

IV. Fabrication

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

V. Multiple submissions

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

VI. Misuse of academic materials

- includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

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

Important Dates to Remember
The College of Nursing academic calendar is available at

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

UNIVERSITY OF COLORADO-DENVER, ANSCHUTZ MEDIAL CAMPUS

COLLEGE OF NURSING

Course Syllabus

My Learning Word Art Philosophy
One of my students wrote me: *"The Professor is the person who gives the students wings to fly."*

I certainly aspire to do this!