**NURS 6859 ADVANCED PROFESSIONAL ROLES**

**Summer 2023/ Fall 2023**

|  |  |
| --- | --- |
| Instructor(s): | Emily Cheshire, DNP, FNP-BC |
| Phone: | 303.724.4767 |
| Email: | Emily.cheshire@cuanschutz.edu |
| Office Hours: | **By Appointment AND 3 optional Zoom Meetings:**  Thursday, September 14 9-10 am  Wednesday, October 11 11am-12 pm  Tuesday, October 24 12- 1 pm  <https://ucdenver.zoom.us/j/96591916433?from=addon>  Meeting ID: 965 9191 6433 |
| Class times: | Online 10 weeks |
| Credits | 2 didactic |

**Course Overview**

1. **Welcome:**

|  |
| --- |
| Welcome to Advance Practice Nursing: Role Concepts and Professional Issues. We will discuss the various healthcare provider roles to enable a deeper understanding not only of our own but those colleagues we may be working or collaborating with or referring to |

1. **University Course Catalog Description:**

|  |
| --- |
|  |
|  | |

1. **Content Outline**

|  |
| --- |
| **General Guidelines for Course**  1. Please look at the "open forum discussion” periodically. Feel free to ask questions and respond to other student's questions related to the course that would be valuable for the entire class! This will be checked by faculty once or twice a week. For personal or urgent questions, please use Canvas or Outlook email. If you use outlook please identify yourself as to course name, number, and section  2. **This class runs for 10 weeks.** Be aware that grades for each assignment should be looked at as a smaller piece of a bigger puzzle not as one whole piece. *Example: A grade of 13 out of 15 is 2 points out of the full course total of 100 points.*  3. There will b**e two non-mandatory zoom meetings this semester.** This is intended to provide another mechanism for communication and learning.  **Discussion Guidelines**   * Several Assignments will include discussion posts as part of completing the exercise. **Although Discussions post will not always add points toward the course grade - lack of participation can result in 25% of the points being deducted from the assignment.** * **Discussion posted are expected to be uniquely created by the student posting -all copy write APA rules apply.** * Each assigned discussion will focus on a topic of relevance to your development of the advanced practice role. Informed participation is critical to successful online discussions. Each student is expected to prepare in advance to participate in on-line small group discussions and to comply with all small group discussion guidelines. * Each discussion will last for 1 week (Monday through Sunday) and include a response to either a topical or reflective question posted by course faculty with responses to at least 2 classmates. All posts must be substantive and reflect your analysis, critical thinking, thoughts, and opinions on the topic. Primary Responses or uploads to the course question/assignment must be made by **THURSDAY at 12MN- Unless otherwise indicated**. In order to assure engagement throughout week -**No peer posts are allowed during initial posting time (If postings are found up to 25% of assignment can be deducted). Responses to your peers may begin any time after the initial posting period is completed and before the end of the discussion period- SUNDAY 12 MN.** *For topical questions, at least 2 scholarly references are required for both faculty and peer responses;* ***APA FORMAT 7TH EDITION must be used, and References used in all writings must be withing 5 years****.* For reflective questions, references are not expected. All posts should remain on topic and be a **maximum of 400 words unless otherwise instructed.** * Course Faculty will monitor the discussions and may comment on your initial post, post a summative comment and/or interject additional comments or questions. Responses to faculty comments will be considered a peer response as long as it meets posting requirements.   **MODULE #1: Introduction of Self to Classmates**   * Developing a community of peers can be challenging in online education. In this course, you will get to know each other starting with a unique way. Instead of writing a paragraph about yourself, you will be building your own personal music play list and then attribute characters to the music that help describe you as a person and nursing professional. * Head over to play **spotify.com** site and create an account (or login if you already have one). Next, click on the Your Music button (shown to the right), and click New Playlist at the top of the page. * Now, search for and add 3 songs to your playlist that represent your passion for nursing. Be creative—think about experiences, cultural and social elements, and anything else that may have contributed to your personal connection with your profession—and then share the playlist with the class by copying the link into the discussion post! * After sharing your link, tell us a little bit about why you chose each song. Look (and a listen) at your classmates’ posts as well. This is a fun way to get to know each other, and to make a little soundtrack for our course. * Visit as many classmates as possible to get to know them as you casually ***respond to 10.***   **MODULE #2: Role Matrix: PowerPoint development and Video debriefing/ discussion**   * During week two**/ Part one of Role Matrix** will include a PowerPoint development within a group with discussion, peer review and Final Power Point upload. **Week three/Part two of the matrix** will include comment/reaction to EACH of the APRN presentations (outside of your own-total assigned) followed by individual audio debriefing /discussion.   The Role Matrix assignment is designed to facilitate your understanding of the education, roles, and scope of practice of those you might collaborate with as an advanced practice nurse: **CNE, CNS,** **CNL,** **CNM, CRNA, MD, DO, NP, PA, and RN.** To accomplish this, you will be randomly divided into small groups. The number of roles assigned, and final group numbers will be based on class size.   * Each group will be assigned a **specific practice role**. (Note: most likely you will not be assigned to the specialty group in which you are enrolled in the program). You will find your Group Assignment under the Matrix tab in the “People” Forum. You will find a Word copy of the Matrix grid (WORKSHEET/GUIDELINE) that can be used for your online group discussion and serve as the basis for your group PowerPoint presentation. Refer to specific instructions for the Matrix below. *Please refer to the Matrix grading form in Assignments for the grading rubric*.   ***Part One of Role Matrix Assignment***  As you prepare your PowerPoint presentation, all discussions and file sharing will occur within your assigned group within the Matrix small group forums. ***Do not conduct your discussion in the Main Course Discussion Board. If you choose a google doc to share development-invite the professor*.** The faculty will monitor the group discussions to ensure everyone participates. The Role Matrix group discussion and preparation of your final PowerPoint product must be completed, and the PowerPoint posted in the appropriate Matrix Role Discussion Forum in the Main Course Discussion Board by the end of week three.  Critical Elements for Role Matrix:   * Read representative articles, assigned chapters, and view appropriate websites for your Group Discussion. * Discuss in your assigned Matrix Small Group Forum the elements described on the Matrix grid. You may use any additional resources (e.g., information from the Internet but not Wikipedia) to complete this assignment. **This will be monitored by faculty and is *50% of the grade for the Matrix***presentation. Everyone must participate. **Lack of participation in the discussion and preparation of the PowerPoint will result in a reduction in your grade up to 25 percent.** * Develop a PowerPoint presentation of your discussion including the core categories identified in the Matrix grid (Maximum 20 slides including title and references. FONT size no smaller than #20). Post the Power Point **within your group** by the end of week ***for approval by all members***. * Post your Group’s approved and final product in the Matrix Forum in the Main Discussion Board under the appropriate Group name by designated date. * Please use the posted rubric to develop your PPT. To narrate your PPT, you may use the audio   feature in PPT or zoom.  Zoom: <https://www1.ucdenver.edu/offices/office-of-information-technology/software/how-do->  i-use/zoom (Links to an external site.)   * A peer review evaluation of your collaboration on the project will be completed by each group participant.     **MODULE #3: Part Two of Role Matrix**   1. Each student will then review all presentations and post a minimum of one comment in each Matrix Role Discussion Forum different from the role assigned. You are also expected to respond to comments/questions made by your colleagues about your Group’s presentation within your Group forum (someone in your group may choose to take the lead on this or anyone of you may respond). 2. Please record an audio of yourself using the Record/Upload Media button in Canvas. Share in a 2-3-minutes your key takeaways from the roles matrix activity and the content from the first 3 weeks of the course. The following questions **may be used** to spark your imagination, but do not feel confined by them -be authentic in your reflection. *Use the following questions as guide.*  * What information was confirmed/debunked about your chosen APRN role? * What did you find surprising about a different APRN role? * How do you envision the role you play as a nurse expanding as your knowledge, skill, and authority grow? * What gaps in knowledge do you hope to address further in this course?   **Please share your thoughts to the discussion by the posted due date, and be sure to check out and comment on --some of your classmates’ posts to advance the conversation.**  **MODULE #4: Personal Philosophical Statement for Advanced Practice Nursing**  Every discipline has its philosophical foundation. Nursing philosophy attempts to answer the questions of what nursing is, why it exists, and what ethics and values underpin these beliefs. It is what directs and drives research and knowledge development to advance the discipline and articulates the discipline’s core beliefs. A personal philosophy serves as an introduction to you as a nursing professional, focusing on your beliefs and values. A nursing philosophy is a key statement of you as a nurse and your commitment to accountability, professionalism, and compassion for those under your care. A personal philosophy may/may not be influenced by a theory or theorist. However, nursing theory is integral to our practice as APRNs. As an APRN, it is essential that you understand your personal beliefs and ethical principles related to how you will provide care to patients/clients. ***As an APRN how do you see evidenced base practice and nursing research influencing your practice?***  Critical Elements for Philosophy Statement Development:  In 250-500 words, describe your personal philosophy of nursing. Focus on what you believe about patients, nursing and nursing practice and why. (Include references as appropriate to support your philosophy).   * Using the information gained from contemplating your personal beliefs and philosophies, structure your ideas into an outline by grouping similar ideas together. * Write the introduction, beginning with a strong sentence that clarifies who you are. You may wish to consider telling a brief story about a significant event or person and then explaining how this connects to your philosophy. * Write about each of the sections of your outline, incorporating a topic sentence and adding supporting details. * End with a paragraph summarizing your main points and overall philosophy. * Generate the materials so they:   + Use standards of critical thinking: clear, accurate, precise, relevant, and logical.   + Keep your words and ideals original to you (Do not plagiarize the words and ideas of others as dictated by academic protocols and APA format).   + General APA FORMAT 7TH EDITION should be used for the paper.   + <http://www.ehow.com/how_6575395_write-personal-philosophy-statement.html>   **MODULE# 5: Doctoral Degree: PhD or DNP**  During this personal inquiry, you are to interview an advance practice nurse with a PhD or DNP and ask and answer the following questions:  Describe position/ title of interviewee and years in the role?   * What doctoral degree do you have? * When did you achieve your doctoral degree? * What determined for you the decision for your doctoral degree? * How do you see that it has affected your career and or the profession of nursing? * What words of wisdom would you give to someone seeking your degree today?   Summarize your encounter in 250 words in APA format. After your inquiry, reflect on which of doctoral degree you would most probably seek and why? How do you see it affecting your career? Reflectively respond on the post of two other classmates. ***You will be randomly assigned to one of two groups for this discussion; please post only in your assigned group.***  **MODULE #6: Healthcare Delivery, Policy and APRN Regulation and Your Timeline Activity**  Understanding the career requirements for your advance role is of utmost importance as you begin your journey. You spent time looking up information on the different types of roles and read up on descriptions and requirements. Review the posted PowerPoint presentations and materials for background and specific information. Each student will provide two (posts) the first will consist of one to two paragraphs. The second is a document with a written time line (no more than a page). **You will be randomly divided into two groups- please post within your group.**   * **1st Part of Post:** You are to identify any issues/concerns related to the CO Nurse Practice Act and discuss how these may be related to your specific practice. CONSIDER: What questions do you have about practice regulations? Are their specific concerns for your role? How do the regulations affect your ability to interface with other professions/professionals? What are APRN responsibilities for healthcare policy? How do you get involved? What did you learn from the Matrix PowerPoints and how did the discussion affect your thoughts about regulations?   Post by midweek and respond to two of your classmate’s post as you discover new ideas before end of week.   * **2nd Part of Post:** **Use the state you are planning to practice in and the regulatory and health delivery guidelines to assist in your planning.** Write a time line as to how long from graduation to actual practice role it will take you to be in your advanced practice role in terms of certification, etc. What are the steps that you will need to take? * Use two references within the last two years.   **MODULE # 7: Cultural Awareness, Advocacy, Ethical Decisions**  Reflective practice is defined as “the process of making sense of events, situation, and actions. The process requires that we identify our feelings and evaluate our experiences, drawing conclusions while considering new options for action. Reflecting on your beliefs and values and how you perceive others is an essential skill in managing the care of diverse populations. In this module you will use the process of reflection by thinking about yourself, your practice and the assumptions on which it is built. Review the posted PowerPoint presentations and complete the readings for background and specific information.  The assignment for this module has two parts but only requires discussion.  **Part one,** reflect on your culture, believes, and values and how they affect your health care decisions? day-to-day activates? Or where you live or what you purchase? Make a list of 20  words that best describes the answers to the reflective questions. Create a Word Cloud to highlight the  outcome of your reflective words. To do this, use the following free word cloud generators.  <https://www.wordclouds.com/> <https://wordart.com/create> <https://monkeylearn.com/word-cloud/>  Save your word cloud as a .png *file and post it in this discussion board with a short*  *sentence that explains the highlights of your reflection and Word Cloud*.  **Part 2, Pick two of the following questions and post on discussion board (maximum of one- two paragraphs).** How do you define cultural humility? Can we expect to be culturally competent in practice? Why is it important to have initiatives that increase the number of underrepresented populations in nurses? What ethical dilemmas do you expect to face as an APRN? How does the ANA Code of Ethics influence your practice? How can you best be an advocate for patients who have different values then your own?  Read as many of your classmates post to gain understanding of others cultures, believes, values and how it affects their professional views. *Respond to two classmates where you discovered one similarity and one new value.*    **MODULE #8: Legal Issues, Scope of Practice and Malpractice**  Advanced practice increases liability risk for the independent provider.  Review the ANA Scope of Practice/The Consensus Module/ and APRN student resources. Look up several malpractice coverage policies for advanced practice nurses- particularly Nurse Practitioners/ Midwives/ Certified Nurse Anesthetist.  Write a paper **(2-page (500 words) maximum body- not including references**).   * Reflect on how the specific scope of practice for your specialty in advanced practice affects the procedures and competencies you are required to have and the population you are limited in serving. * Explain how your scope as a student differs from a licensed APRN and the limitations of your practice until licensed. * Describe the type of malpractice coverage that is required for your advanced practice role and explain the differences and rationale for rates depending on the specialty.   **MODULE # 9: Leadership, Role Transitions and Outcomes Discussion**  Review the posted PowerPoint presentations and complete the readings for background and specific information. Possible questions to consider are: *How do you see your leadership role(s) evolving as you move into your APRN role? What will be your biggest concerns and challenges as you progress into the APRN role? How will you resolve them? Do you have a mentor? What are your beliefs/feelings about mentorship – both being a mentor and being a mentee? How will you evaluate your practice?*  ***Elevator Speech and PowerPoint Slide***  An Elevator Speech is a short speech that allow you to sell an idea, promote a business or succinctly market your role or specific aspects of your role that you hope would be of interest to others. The concept of an elevator speech is a metaphor for an unexpected opportunity to talk with someone you might not otherwise access. It can be used in an elevator. It can also be used if someone asks what you do or suggests another provider would be a better fit for a job (i.e., a PA in primary care rather than a NP) or if you want to start the ball rolling on that great CNS position the hospital could have in your specialty. You will create a short speech (less than 2 minutes) and upload a video file for your assignment. It may be simpler to think like what you could tweet or place succinctly on Facebook or LinkedIn or the like.   * Choose the audience you are appealing to. * Let the speech reflect who you are and the role/ideas/concepts you are trying to convey. * Review the grading rubric found in the Assignments tab of Canvas. * Upload the video file of your Speech to the Speech tab in Assignments.   •**Critical Elements for Elevator Speech**:   * **Create a 30 second to 2-minute Elevator Speech** that publicizes/promotes your role as an APRN to a professional or lay audience. Create these materials as if you have already graduated and passed your certifying exams (so publicize yourself as Nancy Nurse MS, RN, CNS, for example). * **Create a one slide PowerPoint to portray the highlights** of your presentation. Make it bold, bright, and include your title. Post the slide to the same post as your video presentation. * Be brief, creative, and persuasive. Make your case (logical and clear but peak the listener’s curiosity), be creative (have a “hook” or an opening line that grabs your “audience”), and make a request at your conclusion (what do you want to happen?). * Make it personal (Why you?). Consider adding professional statistics.   Suggested ***Guidelines*** for constructing your speech (there are many suggestions, this is from http://mindtools.com/pages/article/elevator-pitch.htm):   * Identify your goal * Explain what you do * Communicate your unique selling proposition * Engage with a question * Pull it all together * Once you have it all together, Practice!   Important guidelines:   * Introduce yourself * Provide a key message * Be creative and passionate * Describe how you could be of benefit * Use a hook to make yourself memorable.   Use the video recorder in Canvas.  Review several of your classmate’s elevator speeches and choose four that stand out. Make comments on their post about why you were attracted to their speech, who you would recommend to their services and one thing that they should add or delete to make themselves more marketable.  **MODULE # 10: Initiate Portfolio Development with CV/Resume & Course Reflection**  **Portfolio/ CV/Resume**  This exercise is intended to develop each student’s understanding of how to highlight your role, competency, and assist you in marketing your APRN services to a prospective employer. This will be the beginning of a portfolio format that you will carry out throughout your program. Various courses will have specific elements to add to the portfolio. By the time you have finalized your degree, you should have a completed portfolio that will showcase projects and activities related to achieving the advanced practice role. You should be able to use most/the entire Portfolio in your professional life after graduation.  **Review the posted PowerPoint presentations and complete the readings for background and specific information. Peruse the Internet for free electronic portfolio formats (Google, WIX); Canvas also has a portfolio function.**  **Initiate a portfolio shell and update and upload your Adv Roles Syllabus, CV/Resume, and Timeline.**  **Essential information for your CV/Resume:**  What certifications do you have, and/or should you obtain prior to entering the workforce in your APRN role? What organizations do you belong to and how will you demonstrate in an interview or portfolio your engagement in profession organizations, lifelong learning, and engagement in teamwork? RN license number, date and state and dates and other specifics about any certifications (ACLS, SANE, etc.).  What volunteer work have you done that would advance your profession? Post your CV/Resume (**You will build on this as you expand your experiences in the program (include clinical hours) and profession.**  **Course Reflection and Future Directions**   * Share with your classmates what you have learned from this course and the one or two most important things you will take away with you as you progress through this program. References are not required but if included APA format must be used. Please limit your response to max of 250 words or a 3-min video recording. |
|  |

**Course Outcomes:**

|  |
| --- |
| Upon completion of this learning experience, the student will be able to:  1. Differentiate the role of the advanced practice nurse from other healthcare providers 2. Critically evaluate philosophic, theoretic, and research-based literature for relevancy, impact, and application to advanced practice nursing. 3. Develop strategies to advocate the advanced practice nursing role to the public, health care professionals, policy makers, and others. 4. Explore the legal and ethical parameters of advanced nursing practice including licensure, certification, and scope of practice, prescriptive authority, and standards of care. 5. Reflect on the knowledge, skills, judgement, and personal attributes needed for transition into the advanced practice nursing role. |

**Course Prerequisites: None.**

**Required Texts and Materials:** DeNisco, S.M., & Barker, A.M. (Eds.). (2024). Advanced practice nursing: essential knowledge for the profession. (5th.ed.). Burlington, MA: Jones & Bartlett Learning. Other readings as assigned in modules.

# Supplementary Texts and Materials: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mondays**  **Dates/Week** | **Module# / Topics** | **Summary of Assignments and Due Dates** | **Readings** |
| **Week 1**  **8/28** | **Module 1**  **Roles and Role Responsibilities: Nursing as art and science** | Post Introduction Activity by On Spotify **8/30**  Discussion: Read all introductions Respond to 10 of your peers by **9/1** | DeNisco  Chapters 1 (req); Chapters 2 (optional)  Websites and readings |
| **Monday 9/4** | **Labor Day Holiday** |  |  |
| **Week 2**  **9/5** | **Module 2**  **Introduction to Advance Roles: Research each discipline to understand scope.** | **Matrix Part One:** Discussion in your small groups and develop  PowerPoint presentation  **9/5-9/11**  **S**ubmit Peer Review form **9/10**  Post PP within own group **9/11** | DeNisco:  Chapters Introduction, 5, 6-18 (req); |
| **Week 3**  **9/11** | **Module 3**  **Introduction to Advance Roles: React to the discovery of each discipline and understand interprofessional collaboration** | **Matrix Part Two**:  Post Matrix Power Point for whole class discussion **9/11**  Make 1 post outside of your specialty group for each by **9/14**  Debriefing by **9/17**  **Optional ZOOM Meeting #1**  Thursday, Sept 14 9-10 am | DeNisco:  Chapters 5, 6, 18  Any additional readings in module (2) |
| **Week 4**  **9/18** | **Module 4**  **Theoretical Foundations** | Review materials identified  Post: Advance Practice Personal Philosophy Statement by **9/24** | DeNisco:  Chapters 2, 18 (req)  Any additional readings in module (2) |
| **Week 5**  **9/25** | **Module 5**  **PhD or DNP: Research** & **Evidence-based Practice** | Review materials identified.  Post Interview of PhD or DNP  **9/28**  Respond in discussion by **10/1** | DeNisco:  Chapters 3,4, 19-21  Any additional readings in module (5)  DNP Essentials |
| **Week 6**  **10/2** | **Module 6**  **APRN Regulation & Healthcare Delivery & Policy**  (Certification, credentialing & prescriptive authority) | Post Timeline activity for own specialty by **10/5**  Review materials identified.  Discussion/2 posts **by 10/8**  **Optional Zoom # 2**  Wednesday, October 11 11am-12 pm | DeNisco:  Chapters 7, 8, 9, 13  Skim as needed: 10  Website Discovery  Certification Websites: AACN, AANP etc. |
| **Week 7**  **10/9** | **Module 7**  **Culture Awareness, Ethics, Social Justice, and Advocacy** | Review materials identified.  Part1 Sharing Cultural Experience  In Word Cloud by **10/12**  Part 2 Discussion/ 2 comments by **10/15** | DeNisco: 24, 26, 27  ANA Code of Ethics  Any additional readings in module (2) |
| **Week 8**  **10/16** | **Module 8**  **Legal Issues and Scope of Practice** | Review materials identified.  Paper: Explore own Specialty Scope/ Malpractice by **10/22** | DeNisco: Liability Risks Page 190-191, 186  Any additional readings in module (2)   * Professional Org Sites * Liability Sites |
| **Week 9**  **10/23** | **Module 9**  **Leadership, Role Transitions & Outcomes** | Review materials identified.  Submit Elevator Speech- PowerPoint by **10/26**  Discussions/ 4 posts by **10/29**  **Optional Zoom #3**  Tuesday, October 24 12- 1 pm | DeNisco:  Chapters 5, 6, 28, 29  Any additional readings in module (2)  MS Essentials |
| **Week 10**  **10/30** | **Module 10**  **Class Wrap up**  **Class Reflection & Future Direction** | Submit Portfolio format, Resume and CV Timeline activity (previously done) and personal reflection by **11/2** | Any additional readings in module (2) |

PLEASE REMEMBER TO COMPLETE COURSE EVALUATIONS LAST WEEK OF CLASS

**Evaluation/Assignments**

|  |
| --- |
| This course requires online discussion. Please post throughout the week rather than on a single day or at the end of the week. Discussion online requires engagement with each other’s thoughts (posts). Please use content from assigned readings to support your post/discussion. Consistent posting at the end of the week or in a single date/session will result in points deducted from the topic/session. |

**Basis for Final Grade**

|  |  |  |
| --- | --- | --- |
| Assignment: | Possible Points: | Percent of Final Grade: |
| Introduction (Presentation) | 5 | 5 |
| Matrix Part One (Presentation/Discussion)  Peer Review | 10 | 10 |
| Matrix Part Two  Discussion/ Video Debrief | 10 | 10 |
| Personal Philosophy Statement | 10 | 10 |
| Interview a PhD and DNP Reflection | 10 | 10 |
| Timeline Activity | 10 | 10 |
| Sharing Cultural Experiences (Word cloud/Discussions) | 10 | 10 |
| Explore your specialty/Scope  (Paper 2 Page) | 15 | 15 |
| Elevator Speech/ PowerPoint Slide | 10 | 10 |
| Portfolio Initiation & CV &  Reflection & Timeline | 10 | 10 |
|  | 100 | 100 |

**Grading Scale**  **Grade Dissemination**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Letter Grade: | Points: | Percent: |  | -Students will be able to check their individual grades on Canvas  -All grades will be posted on Canvas in the Gradebook.  -Comments /feedback on assignments should be reviewed.  -As possible, grades will be posted within 2 weeks of the due date for each assignment; if grades are delayed, you will be notified in advance of the expected return date by course announcement.  Basis for Final Grade  -A final grade of at least 80points (B-) is required to pass this course and continue progression in the program. For specific Master’s Degree and Doctor of Nursing Practice Program Policies and Procedures, please refer to the UC Denver College of Nursing Student Handbook, which can be found online under the Student Central section of the school webpage. |
| A | 94 – 100 | 94 – 100% |  |
| A- | 90 – 93 | 90 – 93% |  |
| B+ | 87 – 89 | 87 – 89% |  |
| B | 84 – 86 | 84 – 86% |  |
| B- | 80 – 83 | 80 – 83% |  |
| C+ | 77 – 79 | 77 – 79% |  |
| C | 74 – 76 | 74 – 76% |  |
| C- | 70 – 73 | 70 – 73% |  |
| D+ | 67 – 69 | 67 – 69% |  |
| D | 64 – 66 | 64 – 66% |  |
| D- | 60 – 63 | 60 – 63% |  |
| F | 0 – 59 | 0 – 59% |  |

**Policies**

Please refer to the University of Colorado, College of Nursing student handbook for detailed information about college policies and expectations. Handbooks are located at: <http://www.ucdenver.edu/academics/colleges/nursing/students/Pages/handbooks.aspx>

**Course Procedures**

**Course Policies: Grades**

Class attendance and participation is a professional expectation.

* Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
* 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 classmates have discussed.

UC Denver Student Attendance and Absences Policy: <http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf>

**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.

**Late work is defined as:** hour past the time designated to post and up till 24 hours of designated time frame.

**The consequence for late assignments is:** Unless previously discussed with professor, Late assignments will receive a 50% reduction; materials received more than 24 hours late will NOT be graded and will receive a 0.

**Make-up Exam Policy: No exams in this course.** Assignments are due on designated dates- no make.

**Extra Credit Policy: Extra credit is not offered in this course.**

**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.

**Rewrite/Resubmit Policy: N/A**

**Group Work Policy:**

Each group member is expected to participate in group activates. Peers will evaluate others participation as well as professors. Lack of participation can result in up to 25 % deducted from assignment.

**Course Policies: Technology**

**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.

**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.

**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.

**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.

**Classroom Response Clickers**:

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

**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.
  + 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).

* + Graduate Program Policies and Procedures: please refer to the Student Handbook, which can be found online at the main College of Nursing webpage.
  + 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.
  + **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).

* + 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.

* + **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 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:
  + Adhere to the CON Guidelines for Professional Role Behaviors and the UCD Student Honor and Conduct Code.
  + Be considerate of your classmates and faculty and help promote an effective learning atmosphere.
  + Communicate to faculty and peers in a professional and respectful manner at all times.
  + 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.
  + 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.
  + Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
  + 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.
  + Children are not allowed in classrooms. Students must find alternative childcare during class time.
* **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.
* **Inclement Weather Policy**: UC Denver Emergency Weather: (877) 463-6070 or URL

The College of Nursing (CON) understands that under certain extreme weather conditions, students cannot and should not attempt to travel to campus or clinical sites. We recognize the Anschutz Medical Campus (AMC) rarely closes due to the nature of its education, practice, and research obligations that emphasize keeping the campus open. Please adhere to the following campus wide University policy located at: [www.ucdenver.edu/alerts](http://www.ucdenver.edu/alerts)

The CON will officially close if the Anschutz Medical Campus closes. Should this occur:

* + - Students are not expected to attend clinical assignments.
    - Students are expected to contact the appropriate clinical supervisor as soon as possible to notify him or her.
    - Students are not expected to attend class.
    - Students will be responsible for any academic work missed due to absences caused by severe weather conditions.
    - It is the individual student's responsibility to take the initiative to make up any missed class work.
    - It is the faculty member's responsibility to provide a reasonable opportunity for students to complete assignments or examinations missed due to inclement weather.
    - Faculty members have discretion in determining whether additional classes will be added for the class or if additional work is assigned due to a closure or delayed opening.

When there is inclement weather:

* + - All students are expected to exercise individual judgment regarding their ability to travel safely to campus when inclement weather is in the area.
    - Students are not expected to place travel for class attendance or clinical rotation above individual safety.
    - Students must assume responsibility for deciding if weather conditions are too hazardous to permit safe driving.
    - Students must notify their appropriate instructor(s)/preceptor/supervisor as soon as possible if not attending class or clinical.

If the Anschutz Campus delays opening, the CON will as well. The following guidelines apply:

* Students are expected to follow local media and the web site to find the specific time of opening: [www.ucdenver.edu/alert](http://www.ucdenver.edu/alert)
* Students are expected to report to their regularly scheduled classes when the campus opens.
* All classes scheduled prior to the set time of opening are cancelled for the day.

If a faculty member needs to cancel a class due to his/her inability to get to campus:

* + The faculty will make every attempt to notify all students in that course as early as possible via Canvas or email.
  + Students will be responsible to check their email or Canvas platform for information
  + It is the faculty member's responsibility to provide a reasonable opportunity for students to complete assignments or examinations missed due to inclement weather.
* Faculty members have discretion in determining whether additional classes will be added for the class or if additional work is assigned due to a closure or delayed opening.
* **For the CU South Denver Location:** The College’s south Denver location is at a higher altitude and may receive very different snow totals than AMC. CU South Denver will follow the recommendations of their own Assistant Vice-Chancellor regarding delays or closures. The Assistant Vice-Chancellor will notify CU South Denver employees, students, and faculty by email and text message using the Ready Op notification system. This will be tested regularly and is updated based on CU South Denver’s badging system. Students and faculty for CU South Denver will follow this notification process for delayed openings or closure.
* **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/CARE>
* **Writing Center**: Writing assistance is available through the Writing Center. Additional information regarding this resource may be accessed at: <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>
* **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 Policies**

**Access**

The University of Colorado is committed to providing reasonable accommodation and access to programs and services to persons with disabilities.

For students requesting accommodations, you will need to contact the **Office of Disability Resources & Services** (DRS) located in Building 500, Rm. W1103. The physical address is 13001 E. 17th Place, and the phone number is (303) 724-5640. Their staff will assist in determining reasonable accommodations as well as coordinating the approved accommodations.

* **Accommodation**: 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 of Undergraduate Programs for resolution.
* **Title IX, Notice of Nondiscrimination**: The University of Colorado does not discriminate on the basis of sex, gender or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual assault.

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 to Karey Duarte, Deputy Title IX Coordinator of Investigations, [Karey.Duarte@ucdenver.edu](mailto:Karey.Duarte@ucdenver.edu).

Additional information regarding Title IX is available at: <http://equity.ucdenver.edu/>

**Academic Honesty**

* **Student Code of Conduct**: 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.

For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at - <http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf>

* **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.
* **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.
* **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.
* Multiple submissions involve submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.
* Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.
* Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.