Advanced Neonatal Nursing Theory III
Course Syllabus - Spring Semester 2019

Excluding textbooks, the information on this syllabus is subject to change. For the most up-to-date syllabus, check this page on the first day of classes.

Program Information

This course is offered as part of the online Neonatal Acute Care concentration of the M.S. in Nursing degree program.

Course and Instructor Information

Course Title: NURS 5385: Advanced Neonatal Nursing Theory III
Credits: 3
Prerequisites: NURS 5375
Format: Online via HuskyCT

Instructor: Mary Whalen DNP, NNP-BC, APRN
Assistant Professor Graduate School of Nursing
Email: mary.whalen@uconn.edu

Availability: Monday – Friday, response time minimum of 2 days and up to 2 weeks per University policy. If I expect to be away due to illness, travel or family obligations, I will make every attempt to notify you in advance. Personal one-to-one phone discussion can be arranged at an agreed upon date and time.

Course Description

This course focuses on the components essential for preparation of students for advanced practice in neonatal nursing.

Course Materials

Required Course Materials:


Recommended Resources:


Additional course readings, articles, and media are as assigned by instructor and are available within HuskyCT, through either an Internet link or Library Resources.

Course Objectives

By the end of the semester, students should be able to:

1. Compare and contrast leadership skills requisite for advanced practice nurses.
2. Incorporate the teaching role into practice with respect to programs for family members, staff, health personnel, and community groups.
3. Integrate consultation skills into the advanced practice role.
4. Synthesize the research role into clinical practice with an emphasis on formulating testable hypotheses from nursing problems.
5. Analyze the impact of the organizational structure on the delivery of nursing care for neonates and family units.
6. Demonstrate advanced practice expertise in managing specific neonatal target groups.
7. Synthesize nursing and related theories to form a basis for clinical practice.
8. Evaluate philosophical and ethical issues and perspectives that impact on advanced nursing practice.
9. Gain expertise in primary care management of high-risk infants and families during the first year of life.
An online course requires discipline, self-motivation, collaboration, and organization. Although this course is offered online, it remains a 3 credit graduate course and requires you to accomplish the same learning you would during a face-to-face course. Although there is greater flexibility for “when” you to complete your work in an online course than there is in a face-to-face course, there are specific due dates throughout the semester. Class participation is expected. You should expect to spend upwards of 12 hours per week working and learning in this course. Please plan your time accordingly. All written assignments should be in APA (2010) format, 6th edition.

NOTE: The regular semester schedule will be facilitated asynchronously online. Finals Week (May 3 and 4) requires you to come to the Storrs campus for Simulations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quizzes (Total of 11)</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation of the Infant with a Chronic Illness (group work)</td>
<td>20%</td>
</tr>
<tr>
<td>Questions of the Week (Total of 5)</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Reflections in VoiceThread (Total of 14)</td>
<td>N/A</td>
</tr>
<tr>
<td>Quality Improvement Initiative (group work)</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Simulations 7-12</td>
<td>15%</td>
</tr>
</tbody>
</table>

NOTE: Please be sure to read all the grading criteria outlines before submitting anything for grading. All components as listed in the outline must appear for each assignment or points will be deducted as described in the syllabus.

Module Quizzes (10%):

A quiz will follow each module to assess mastery of the theory presented. These quizzes are graded lightly and your participation is required and will be part of your final grade as presented above. The quiz will be available on the Friday at 12:00PM EST of each module week and close Saturday at 12:00PM EST of each module week. Use these quizzes to strengthen your standardized test taking skills and assess areas requiring more study.

Specific expectations for module quizzes are provided in the course. Due dates are specified in the Topics Outline and Calendar course menu area.

Group Work

Group work is important for the building of leadership and collaboration skills. You will be expected to work together as a group for the next two assignments as described in this syllabus (Presentation of the Infant with Chronic Illness and Quality Improvement Initiative). Only once, at the end of the semester week 12, you will be expected to submit a group grade. Please use the template below to grade yourself. A copy of this template is located in the HuskyCT course under the left menu item titled “Group Information”. Select a leader of the group to compile the results and submit a combined report only with a conclusive statement to the instructor. Submit electronically to HYPERLINK "mailto:Mary.whalen@uconn.edu" Mary.whalen@uconn.edu no later than 5PM, 4/22/19.

<table>
<thead>
<tr>
<th>Somewhat</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>
Contributed to group presentation

Completed the assignment requirements

Facilitated teamwork

Participated in group discussions

Acted as a team player

Note: You are expected to grade one another on contributions to the group. Check the group grading rubric to see full expectations before you start working together. Your group will submit ONE summary group grade to me at the conclusion of these group assignments.

Presentation of the Infant with a Chronic Illness (20%): (Group Presentation)

The purpose of this assignment is to recognize the limitations of treatment and the special needs of the infant with a chronic illness and begin developing skills to educate others. Keep in mind that you are educating professionals about the pathophysiology, genetics (where applicable), treatments, long-term morbidity & mortality, family and community considerations inherent in a chronic illness. Utilization of a Case study to enhance learning if available to you is desirable. In other words present the chronic illness from a case-based perspective, first presenting the history and pertinent data of a patient with the disease then moving through elements in the outline below. A HuskyCT ‘Sign Up Sheet’ has been set up for your group to ‘signup’ / select the topic your group would like to present. There are 4 weeks available for these presentations.

Together your group will:

- Present a comprehensive description of the pathophysiology, genetics and treatments of the disease in question including a description of differences in the pathophysiology by gestation, should it apply.
- Discuss the chronic nature of the disease and long term morbidities/mortality
- Discuss complexities involved in the transition to home, equipment, family education, home nursing
- Discuss the potential morbidities as they relate to family dynamics, financial concerns and community burden.
- Address possible recommendations for family/staff supports given the disease in question. (This may be palliative care, or organizations that provide support groups, research and experimental treatments for both families and health professionals.) This would include direction to websites that provide information and education materials as well.

Specific expectations for this group presentation (including a Grading Rubric) are provided in the course. This assignment is facilitated in a Discussion Forum. Due dates are specified in the Topics Outline and Calendar course menu area.
Questions of the Week (10%):

There will be 5 ‘Questions of the Week’. For this course the Question of the week will be related to theory/knowledge acquired through this program including Advanced Nursing Theory I & II as well as the Practicum courses. The detail and focus of the questions will include the chronic and potentially ethical considerations that surround disease. They are meant to broaden critical thinking and clinical application of disease and to begin review for the boards. Therefore the questions will not directly reflect theory presented in the current Module.

These questions will be linked in certain modules found on HuskyCT. (Note: you can also navigate to these questions via the Assignments area.) Your response will be posted in Husky CT. Your individual response to the ‘question of the week’ will be submitted **no later than 5pm on Friday** the week it is presented.

*Please be sure to read the question thoroughly before you formulate your answer.* Once everyone has submitted their response, the instructor will post the answer. The Question of the Week Grading Rubric is attached to each assignment.

Weekly Reflections (Not graded, but required)

This is a reflective area available to you each week in VoiceThread (a web 2.0 tool enabling us to easily have ‘verbal’ conversations using your computer’s microphone or webcam). In this space you may post to your fellow students and the instructor, questions and comments about concepts/theories. Broad questions about the role of the NNP and how it applies to the theory discussed will also come up. Use this tool to seek clarification or just general content discussion. For example; *you may wish to pose a question to a fellow student and a few others join in the discussion. If I find that the explanation or understanding is going in the wrong direction I will redirect the discussion. Please refer to the question you are commenting on by mentioning the authors name, ie: In response to Sally’s comment about gastroschisis.....* Remember this VoiceThread area and the discussion threads are our simulation tool for “in classroom discussion”. As our best mode of communication please do not hesitate to pose questions about the materials presented. Most likely someone else has the same question, therefore, all will benefit from the discussion. Stupid questions are only the ones not asked!

Further resources and best practices for using VoiceThread area available in HuskyCT. Due dates are specified in the Topics Outline and Calendar course menu area.

Quality Improvement initiative – The application of Evidence into clinical practice – Group presentation 20%

The purpose of this assignment is to expand your knowledge and experience with the utilization of research in practice. This is a very important competency revered by the NNP, and supported by the Institute of Medicine (IOM), National Association of Nursing (NANN), American Association of Colleges of Nursing (AACN) and National Organization of Nurse Practitioner Faculties (NONPF). This assignment will give the student the opportunity to implement this competency as a leader and facilitator of change. Using the latest evidence the NNP will develop an education program aimed at Quality improvement in practice. Keep in mind that this will ultimately be presented to staff, families, other health professionals and community, as appropriate. Use the articles and tools you have learned through Evidenced Based Practice covered both in NURS 5365 & NURS 5375 to assist your search.

Each group will choose a topic to present from the list of Hot Topics provided in Husky CT. Each topic has an article attached that describes the problem and how others have attempted to implement change. Use
the article as a starting point. Be sure to examine the literature for the latest evidence, practice guidelines and or recommendations to support the development of your program. Be sure to look to the professional organizations of your patient foci for position statements and guidelines should they exist. A grading rubric is provided in the course.

Presentations should include:

- **Background:** description of the problem, population involved
- **Foreground:** description of what needs to change with a link to the background information
- **Recommendations for change:** describe what you plan to change and how. Be sure to include the population that the change is directed toward (nursing, medical providers, parents, families, mothers, etc)
- **How you plan to implement the change:** Your education program, (include population you are educating). This section might include a presentation for staff, an algorithm to follow, support materials for the population.
- **Expected outcomes:** This goes back to your Foreground description, what you intend on changing.
- **Evaluation of outcomes measures**: This section will describe the evaluation process. How will you evaluate that your program is successful or needs further revision or instruction. Be sure to include how you plan to track the results and at what intervals (1 week, 2 months and so on...) you plan to evaluate whether your program has made a difference. Be realistic, if your topic is improving breastfeeding rates for example before 6 months is probably not useful. However, if you are looking at improving nursing compliance with “back to sleep” positioning 1 month is adequate.

A HuskyCT ‘Sign Up Sheet’ has been set up for your group to ‘signup’ / select the topic your group would like to present. Make sure you have indicated both your ‘topic’ and your ‘week’ (there are 3 weeks available for presentation). There will be no repeats. Powerpoint will be the best way to present your findings. Therefore, links to your VoiceThread Powerpoint presentations will be posted on the appropriate HuskyCT discussion forum on the Wednesday by 5PM EST for discussion through Friday at 5PM EST according to the week slot you chose in the discussion forum/ sign-up area.

**Discussion Forums (10%):**

Online discussions will be our way of communicating with each other to discuss material that is presented for each module. The discussion will begin with a question or questions posed by the instructor or class group. You will post your response and then you will join the general discussion with your peers, where you will be expected to respond to others comments. You will be graded on your participation. At least two (2) responses per discussion are required. This includes your initial response to the question and at least one response to the discussion thread. Only one absence per semester is forgiven. Exceptions require permission from the instructor.

Specific expectations for these graded discussions are provided in the course. Due dates are specified in the *Topics Outline and Calendar* course menu area.

**NOTE:** Your original discussion forum post is called a ‘thread’. I want each of you to begin each discussion with an authentic/original thought (without being influenced by others). Therefore, you will NOT be able to see any of your classmates’ threads *until* you have created your own original thread.

**Final Exam (15%):**

The final exam will be administered via ProctorU at the end of Week 13 of the course and will be offered
from Friday @ 12:00PM noon EST through Saturday @ 12:00PM EST. Advanced planning will be necessary to arrange your time with ProctorU, detailed instructions appear further along in the syllabus. The exact time, date, and availability will be specified in the Topics Outline and Calendar course menu area. This Final Exam is a comprehensive (all theory covered in this course), multiple choice and true/false questions, closed book, objective exam. There will be one bonus question. This is an individual exam. Each student’s exam questions will be pulled from a large pool of questions. Therefore, no two students will have the exact same exam. All questions from the exam pool will assess the course and module learning objectives. It will be in the format of the NCC certification exam for NNPs.

**Simulations - 15%**

On campus simulations will take place during UConn’s final exams week at the Storrs campus (05/09/19 - 05/10/19). Modules 12, 13, and 14 contain materials specific to each simulation scenario labeled accordingly below:

- Module 12 - Simulation #7 & 8 –Clinical deterioration of a ventilated 30 week infant & Emergency vascular access in the Full-Term newborn
- Module 13 - Simulation #9 & 10 – Delivering Bad New in the Delivery Room & Handoff of a Complex Micro-premature Infant
- Module 14 - Simulation #11 & 12 – Mystery Case: Evaluating an Infant with Atypical Movements & Consult/FAmily Requesting Elective C-section birth @ 35 weeks gestation

Further expectations for simulations are provided in the course modules and during simulation week.

The final course grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Due Dates & Late Policy:**
POLICY ON LATE or MISSING ASSIGNMENTS: Late papers and assignments are subject to grading penalties of one letter grade per day that the assignment is late (A+ to A, A to A-, etc), unless permission has been secured prior to the due date. Late assignments may also separately impact the Professionalism and Accountability evaluation within your PRAXIS assessment. A failing PRAXIS assessment is a potential consequence of late submission of assigned work, which in turn will result in failure of the course pursuant to PRAXIS.

The Topics Outline and Calendar course menu item in HuskyCT lists all due dates for the course. All course deadlines are based on Eastern Standard Time (EST); if you are in a different time zone, please adjust your submittal times accordingly.

ProctorU will be used for the MidTerm and Final Exams, follow the guidelines found here:

Exam Proctoring

IMPORTANT: This course requires students to use the online service ProctorU for the real time proctoring of exams. In order to use ProctorU, you must meet certain technical, software, location, and identity verification requirements.

It is critical that you review these requirements and fully test the computer on which you will take your exam prior to the official start of classes and no later than the second day of the course. Please complete the following:

- Follow the steps at ProctorU’s Get Started web page (https://www.proctoru.com/portal/uconn/gettingstarted)
- Sign up for your exam time slot at least 72 hours (3 days) prior to your exam’s scheduled time or you will be charged a late fee. The University of Connecticut will not pay for student late fees incurred as a result of your failure to meet this deadline.
- Use Chrome or Firefox browsers only. You will be prompted to download a browser extension.

Possible Problems and Notes

- Access to ProctorU from some foreign countries may be limited or prohibited. While using UConn’s VPN may or may not allow you to gain access to take the exam, it is your responsibility to be aware of and abide by any laws and regulations where you are located.
- The exam taking location must be a private controlled environment. ProctorU considers MacDonalds/Starbucks unacceptable locations but public libraries acceptable. You can specify if you do not wish students to take an exam in a Library, as well.
- Chromebooks, tablets (including Android, iPads, and Surface RT), and Linux operating systems are not supported.
- Safari and Edge are not supported. Use Chrome or Firefox.
- Faculty may send students to ProctorU earlier to set up accounts and test their systems, but until the exam is session is created and approved, students will not be
able to sign up for exams.

- **Again:** Submit the “New Exam” form at least 3 weeks before the scheduled exam. Students must sign up at least 72 hours prior to the exam or they will have to pay a late fee to ProctorU.

**POLICY ON MISSED EXAMS:** Exams will be offered online according to the schedule on the syllabus. Students are expected to take exams at the regularly scheduled exam time (Quizzes/MidTerm/Final). Any student not taking a scheduled course exam, for any reason, must contact the instructor prior to the time of the exam. A make-up exam will be provided with different questions from the original one.

**RELIGIOUS OBSERVANCES:** Policy on conflicts related to religious observances: In the event of a conflict with a religious observance, students should inform the instructor within the first 3 weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.

---

**Course Outline and Calendar**

Refer to the HuskyCT *Topics Outline and Calendar* course menu item for all topics and official deadlines. This can be found on the left-hand navigation in HuskyCT.

Note: The instructor reserves the right to change due dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Guest lecturers are a valuable resource to the UCONN NNP program, and as such, will be accommodated in the event of cancellations or the need to reschedule. Students will be notified as soon as possible so that they may complete assigned readings prior to class.

Below is a quick snapshot of the course (see HuskyCT *Topics Outline and Calendar* for complete details):

**Course at a glance:**

**Week #1** – Tuesday January 22 2019
Introduction and Overview
Module 1: Collaboration and Safety/Choose dates & topics for Group Presentations of a Infant with a Chronic Illness and Quality improvement initiative

**Week #2** – Sunday, January 27, 2019
Module 2: Role Transition and NNP as Educator/Scholarly writing and the Role of Research

**Week #3** – Sunday, February 3, 2019
Module 3: Metabolic & endocrine Dysfunction

**Week #4** – Sunday, February 10, 2019
Module 4: Surgical Emergencies and Pain Management/Presentation of an Infant with a Chronic Illness

**Week #5** – Sunday, February 17, 2019
Module 5: Role of Primary Care Provider/Presentation of an Infant with a Chronic Illness

**Week #6** – Sunday, February 24, 2019
Module 6: Normal and Abnormal Development through Age 2/ Presentation of an Infant with a Chronic Illness

Week #7 – Sunday, March 3, 2019
Module 7: Ethics and the Child with a Chronic Condition/ Presentation of an Infant with a Chronic Illness

Week #8 – Sunday, March 10, 2019
Module 8: Financing the Medical Home & Palliative Care/Quality improvement initiative Presentation

Spring Break March 17 - March 24

Week #9 – Sunday, March 25, 2019
Module 9: Late Preterm Infant and follow-up of the High Risk Infant/Quality improvement initiative Presentation

Week #10 – Sunday, March 31, 2019
Module 10: Follow-up of the High Risk Infant-Immunizations/ Quality improvement initiative Presentation

Week #11 – Sunday, April 7, 2019
Module 11: Credentialing, Certification and Legal Issues/Quality improvement initiative Presentation

Week #12 – Sunday, April 14, 2019
Module 12: Simulation Review #s 7 & 8/ Quality improvement initiative Presentation

Week #13 – Sunday, April 21, 2019
Module 13: Simulation Review #s 9 & 10
Final Exam

Week #14 – Sunday, April 28, 2019
Module 14: Simulation Review #s 11 & 12

FINALS WEEK SIMULATIONS ON CAMPUS - Thursday, May 9, 2019 and Friday, May 10, 2019

---

**Student Responsibilities and Resources**

School of Nursing Specific Policies:
As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include: [http://ecampus.uconn.edu/policies.html](http://ecampus.uconn.edu/policies.html)

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**
You are responsible for acting in accordance with the [University of Connecticut’s Student Code](http://www.uconn.edu/policies.html), available at
Review and become familiar with these expectations. Refer to the University Student Code – Responsibilities of Community Life: The Student Code Suggested: “As members of the university community students have an obligation to uphold the Student Code” – please refer to the Student Code at [http://www.dosa.uconn.edu](http://www.dosa.uconn.edu). In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through Peoplesoft.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University’s Academic Calendar contains important semester dates.

School of Nursing Policies:
Policy and Procedures for missed exams/coursework

Laptop Policy and Recommendation

Course Evaluation Policy
In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through . Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at http://publicsafety.uconn.edu/emergency/. It is essential to keep your information updated within UConn’s Emergency Alert System and to keep your permanent address and emergency contact information current in Peoplesoft. Read the UConn Emergency Hazard Guide to learn how to prepare for and respond to different types of emergencies at https://publicsafety.uconn.edu/emergency/ . In case of emergency (police, fire or medical) call 911. Provide the location of the emergency, your name and location, incident details and follow instructions.

**Safeguarding Your Health and Well-Being**

Students may experience challenges that interfere with their learning and interpersonal interactions including stress, anxiety, depression, sleep difficulties, substance use or addiction, feeling hopeless or suffering due to loss or concern for a friend or family member. There are numerous campus resources available to students including University Counseling and Mental Health Services (860-486-4705 or at https://counseling.uconn.edu/ ), University Health Services (860-486-4700) and the Wellness and Prevention Services (860-486-9431). In addition, you can call the National Suicide Prevention Lifeline 1-800-273-8255 or text 1-800-799-4889 or the Alcohol & Drug Abuse Action Helpline 1-800-799-7233.

**Student Email Standard**

Email is considered an official method of communication at UConn School of Nursing. Students are expected to check their official UConn email on a frequent and consistent basis (recommended daily) in order to remain informed of University-related communications. Students are responsible for the consequences of not reading, in a timely fashion, University and School-related communications sent to their official UConn student email account.
UConn instructional faculty, administrators and staff maintain confidentiality of student records and disclose information in accordance with the Family Educational Rights and Privacy Act (FERPA). This means that UConn officials may disclose student record information without the consent of the student in certain situations. To support University operations, for example, UConn officials share information about students with other educational officials as necessary to perform their job duties. FERPA permits this disclosure to school officials who have a legitimate educational interest in the student information. In addition, UConn officials have obligations to report information shared by a student depending on the content of that information, for example in compliance with UConn’s policy on the duty to report. Unless FERPA permits a certain disclosure, UConn general requires consent from a student to disclose information from their education record to another individual. You may find additional information on the UConn FERPA website at https://ferpa.uconn.edu/

Retaining Syllabi and Other Student Records
It is highly recommended that students retain the course syllabus and other documents acquired throughout the program as part of your professional portfolio, as these may be needed to pursue other scholarly activities beyond or following program completion. As life-long learners, graduates are encouraged to build their professional portfolio during the program and after graduation. Please note that the School of Nursing is only responsible for retention of student records for 7 years and therefore your records may not be accessible after this period of time.

Copyrighted Materials
My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other mate

Students with Disabilities

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at https://equity.uconn.edu/ and https://titleix.uconn.edu/ You have the right to report concerns impacting discrimination or discriminatory harassment to equity.uconn.edu. You have the right to be graded according to this course syllabus.
Software and Platform Requirements

- VoiceThread account (‘free’ web 2.0 collaborative platform: Register with your UConn email address at www.voicethread.com) NOTE: The instructor will send you an email (via your uconn.edu address) with registration details.
- Microphone access (to allow you to “voice” comment in VoiceThread)
- Webcam access (to allow you to use “video” to comment in VoiceThread). Note: Many laptops provide built-in webcam and microphone capabilities. If you do need to purchase a webcam, the prices are reasonable, usually under $20.
- Word processing software
- Presentation software (either PowerPoint or Google docs ‘Presentation’)
- Internet access
- Microsoft Silverlight (a free browser plug-in to watch and listen to the instructor provided video lectures through the UConn MediaSite server).
- This course may use Mediasite to stream video content. To ensure that your computer is set up for a smooth Mediasite experience, review the minimum requirements to run the Mediasite Player and test your connection: http://www.sonicfoundry.com/site-requirements. Refer to Mediasite viewing tips for more help and troubleshooting.

UConn HuskyCT Support: This course is facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, call the Digital Center (DLC) at (860) 486-1187, or visit its online help (including remote help) at http://dlc.uconn.edu.

Blackboard 24/7 Support: HuskyCT is a product of Blackboard, Inc. As an eCampus online student, you now have access to 24x7 support for HuskyCT through Blackboard, Inc. This 24x7 access includes live chat, phone and support documents through www.ecampus24x7.uconn.edu. (Note: You still also have access to the existing in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu) noted above).

VoiceThread Support: VoiceThread troubleshooting and tips are found on the main VoiceThread website at http://voicethread.com/support/howto/Basics/. VoiceThread Accessibility information is available at http://voicethread.com/about/features/accessibility/. You are also able to ask VoiceThread a question directly via email during normal business hours at http://voicethread.com/support/contact/ (their advertised turnaround time for questions is 1 - 2 business days, but it is usually quicker. You may enter a phone number on the contact website for VT to reach you at if you would like to speak to someone personally over the phone.) Further tutorials and tips are located on our HuskyCT course menu under “VoiceThread Expectations”.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use of electronic mail with attachments.
- Save files in commonly used word processing and presentation program formats.
- Copy and paste text, graphics, or hyperlinks.
- Use Microsoft Word (or other Word processing software).
- Develop Presentations (PowerPoint or other presentation software like Google Docs)
‘Presentation’)

- Use VoiceThread to upload files and hold verbal conversations (microphone and webcam use)
- Work with two or more browser windows simultaneously.
- Open and access pdf files.
- Use the HuskyCT content editor to link students to your group’s VoiceThread (see Blackboard content editor tutorial. Scroll down to read about ‘Using the Link Function’).

### Evaluation and Course Feedback

Students will be provided an opportunity to evaluate instruction in this course using the University’s standard procedures, which are administered by the Office of Institutional Research. There will also be two informal opportunities to provide your instructor with anonymous feedback during the course. There will also be two informal opportunities to provide your instructor with anonymous feedback during the course.