COURSE NUMBER: NURS 765
COURSE TITLE: DNP Residency
CREDIT HOURS: 4 (1:12): 1 hour Theory: 12 hours Clinical
PREREQUISITES: Admission to the DNP Program and NURS 719R, NURS725, NURS728, 729R, NURS732, and NURS767.
PLACEMENT IN CURRICULUM: Spring
COURSE DESCRIPTION: Residency to apply program concepts and develop and implement strategies for practice-level and/or system-wide practice initiatives to improve the quality of care.
COURSE DELIVERY METHOD: Online
FACULTY:
<table>
<thead>
<tr>
<th>COURSE LEARNING OUTCOME</th>
<th>DNP LEARNING OUTCOME</th>
<th>DNP ESSENTIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate conceptual and analytical skills in evaluating the links among practice,</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care</td>
<td>DNP Essential II, III, V</td>
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<td>organizational, population, fiscal, and policy issues.</td>
<td>and health care systems.</td>
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<td>3. Provide evidence-based practice through the application of analytical methods,</td>
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<td>information systems technology, and clinical research.</td>
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<td>2. Evaluate care delivery approaches using concepts related to community, environmental</td>
<td>1. Provide advanced nursing care to improve patient and population health care</td>
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<td>and occupational health, and cultural and socioeconomic dimensions of health to meet</td>
<td>outcomes in various direct and indirect settings.</td>
<td></td>
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<tr>
<td>current and future needs of patient populations based on scientific findings in nursing</td>
<td>3. Provide evidence-based practice through the application of analytical methods,</td>
<td></td>
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<tr>
<td>and other clinical sciences, as well as organizational, political, and economic science.</td>
<td>information systems technology, and clinical research.</td>
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<tr>
<td>3. Employ advanced communication skills processes to lead quality improvement and</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care</td>
<td>DNP Essential II, VI, VII</td>
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<td>patient safety initiatives in health care systems.</td>
<td>and health care systems.</td>
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<tr>
<td>4. Utilize consultative and leadership skills with individuals and teams to create</td>
<td>4. Collaborate with inter-professional teams to meet the healthcare needs of</td>
<td>DNP Essential VI, VII, VIII</td>
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<td>change in health care and complex healthcare delivery systems.</td>
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<tr>
<td>COURSE LEARNING OUTCOME</td>
<td>DNP LEARNING OUTCOME</td>
<td>DNP ESSENTIAL</td>
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<td></td>
<td>culturally and ethnically diverse individuals and populations.</td>
<td>DNP Essential VI, VII</td>
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<td></td>
<td>5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession.</td>
<td>DNP Essential VI, VII</td>
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<tr>
<td>5. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</td>
<td>4. Collaborate with inter-professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.</td>
<td>DNP Essential VI, VII</td>
</tr>
<tr>
<td>6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</td>
<td>1. Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.</td>
<td>DNP Essential II, IV, VI</td>
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</tbody>
</table>
REQUIRED TEXTS:
All texts from courses in previous semesters and any resources unique to the individual topic of student choice.

RECOMMENDED TEXT(S):

Required Technology:
A computer with word processing software capable of saving documents as either a Microsoft Word (not Works) document or docx file. Students must have regular, reliable access to the course on the UNLV Canvas website.

Recommended Technology:
Reference Manager: such as Refworks (free through the library). UNLV: (http://www.library.unlv.edu/help/refworks/index.html).

TEACHING/LEARNING METHODS:
This course is taught online and in an asynchronous format where students are expected to be self-directed as they progress through the semester and the requirements for successful course completion. Students and the Instructor meet via online mail within the course to discuss the Residency as necessary. Mentors for the students are invited to participate in the discussions as appropriate. Students are expected to interact with faculty or colleague students in a collegial (respectful interaction is expected and required) manner throughout the learning process. This respectful interaction is particularly important when participating in assignments via the Discussion Board, which is used as an integral teaching/learning strategy. It is the responsibility of the student to communicate with the instructor if assignments are unclear or if any other difficulty is encountered by the student in meeting the course objectives and expectations for time commitment to the Residency.

EVALUATION METHODS:
Students may begin late fall semester to identify where they will complete a Residency experience. Students identify an overall goal for the Residency and, using the course description and objectives as guidelines, develop personal objectives for the Residency. The purpose of the Residency is for students to engage in an immersion experience that allows for the application of knowledge gained from the DNP program to practice-level and/or system-wide initiatives to improve practice or the quality of patient care. Students select initiatives that apply to their areas of interest and advanced practice/leadership roles and work collaboratively with a qualified mentor(s) throughout the experience under the supervision of the faculty member. The instructor, student, mentor, and administrator of the agency where the Residency takes place develop either a Memorandum of Understanding (MOU) or Educational Contract (EC) (depending on the student’s goals) for the Residency that includes the students’ personal objectives for the experience, a plan to meet the objectives, a schedule mutually convenient for the mentor, student, and faculty member to meet, and a plan for evaluating the outcomes from the experience. The Residency requires a minimum of 180 contact hours during the course of the semester (ending the Friday immediately prior to the School of Nursing finals week).
Preparation work to secure the Residency facility, mentor, and the student’s individual objectives may contribute no more than 10 contact hours toward the 180-hour minimum. If the student requires some preparation or remediation related to content required to initiate the Residency experience, this is considered “homework” and does not contribute to the 180-hour minimum. Students must routinely post hours implemented in meeting one’s individual Residency experience, and include a brief explanation of what was accomplished during the various hours posted to E*Value.

**Mentors:**
Depending on the nature of the student’s Residency, a qualified mentor in the agency where the project takes place is identified by the student. Qualifications include education and experience in a healthcare discipline (preferably nursing, leadership, or medicine) that demonstrate expertise in the topic selected for the Residency. Mentors prepared at the doctoral level are preferred, but not required, if the mentor has advanced knowledge and experience that relates directly to the Residency experience or project. Mentors should be subject matter experts and may have clinical or technical expertise in the area the student is choosing for the Residency. The site for the experience may be in the student’s place of employment; but, the Residency hours must be documented to show that they are over and above (distinctly different from) that of routine employment expectations.

**Student Responsibilities:**
The student, in collaboration with the NURS 765 faculty member, develops a formal agreement with the mentor to serve as overseer, advocate, and coordinator of activities in the healthcare setting. A Memorandum of Understanding (MOU) or an Educational Contract (EC) between the mentor and the student is drawn up to specify the conditions under which the Residency takes place. An MOU is used if no direct patient contact/care is required to meet the student’s objectives for the course. If direct patient contact/care is required, an EC is required. It is not recommended that students consider a residency with patient contact and these ECs will be considered only after discussion between faculty and student. The student should be aware that if an EC is not already in place with a specific healthcare facility, it can take one month or longer to accomplish this task. **Either an MOU or an EC must be fully in force prior to the student’s beginning the activities required to complete the Residency Experience.**

After identification of the mentor, the DNP Coordinator, in collaboration with the faculty member (if different from the DNP Coordinator), maintains a list of the mentors with their credentials and brief resumes for documentation purposes. A mentor requested by the student must be approved by the course instructor prior to beginning Residency activities. Depending upon the nature of the Residency, students may have more than one required mentor. It is also the student’s responsibility to secure approval for individual objectives, prepared to allow the student to meet the course objectives, for the immersion experience the Residency course represents. The due dates for submission of the student’s individual objectives may be found in the course calendar/schedule. Activities related to the Residency experience may not begin before approval of the student’s individual objectives.
Documentation of Residency Hours:
This is a 4-credit course with 1 credit hour of theory and 3 laboratory credits earned at 4 contact hours per credit (12 contact hours per week total for this component). Therefore, students are expected to document at least 180 hours (12 contact hours/week for 15 weeks) spent on the Residency experience or project. These hours can be distributed evenly throughout the semester or in concentrated pieces of time. If an intermittent and/or concentrated Residency experience is requested, the student must communicate the rationale for this request prior to initiating an irregular timeframe involvement in the Residency.

An electronic spreadsheet for documenting the hours is provided via E*Value on the Web. Elizabeth Gardner is the point of contact for e-value and all questions. Students enter the documentation of the hours spent and activities as they relate to the course objectives. At mid-term (Week 8) and at the end of the semester (Week 15), students send a copy of the documentation of hours to the course instructor when turning in the mid-term and final report. Failure to complete the 180-hour minimum or meet the course and individual objectives, will result in an Unsatisfactory grade regardless of any other contributions to grade computation.

Evaluation Procedures and Grading Policy:

Students must invest a minimum 180 contact hours in the selected agency. Students document Residency activities and hours spent in E*Value. Periodic reports from the students are shared with other students in the Discussion Board area of the online course for peer comments and suggestions for enriching and improving the experience. At mid-term, the faculty member and the student meet (electronically or via telephone) to determine whether the student has satisfied the (formative) Residency requirements thus far, and if work on the Residency objectives and the Residency report is progressing satisfactorily. A final meeting (by telephone or online) occurs to determine if the student satisfactorily completed the Residency by meeting or exceeding the required hours, meeting personal and course objectives, and preparing an acceptable summary for presentation to other students and faculty on the Discussion Board. The following items apply to the grading of the Residency (Rubrics for earning the points are posted in the course).

Each student must document at least 180 total contact hours over the entire semester in the E*Value record. Time spent planning for the experience prior to the semester of registration may count toward the 180 hours, but this component is limited to 10 hours contributing to the total. (Fewer than 180 hours means failure in the course).

Students must earn satisfactory or above on the mentor(s) evaluation form of the student’s performance in the Residency. (Unsatisfactory means failure in the course)

All course assignments will be completed and turned in to the Canvas assignment tab by Monday at 11:59pm (Pacific Time) on the date identified in the assignment tab and course calendar. As this is a course in a doctoral program, students are expected to understand their own time management responsibilities and turn in assignments on time. As such, if an assignment is submitted late (even 1 minute) without prior approval, the student will only be eligible for 50% of the total potential points for that assignment prior to any evaluation of the assignment, NO EXCEPTIONS. Requests for late submission of an assignment must be based on extenuating circumstances beyond the student’s control, will be evaluated on a case-by-case basis, and approval is at the sole discretion of the instructor. If an assignment is approved for
late submission, a minimum of 10% and up to 50% of the potential maximum score will be deducted before any additional grading/evaluation is done. NO assignment will be accepted more than seven (7) days late.

Expectations for Student Success:

1. To get the most out of the course, receive course updates, and stay engaged with your learning progress and with colleague students, you are encouraged to login to Canvas every day.
2. Contact the instructor EARLY if you perceive difficulties with progression through the course. Remember, the instructor won’t know a student is having a problem unless it is communicated.
3. Master the Canvas learning management system. For technical questions, contact the IT help desk at 702-895-0777 or https://oit.unlv.edu/help/it-help-desk
5. In all interactions on the discussion board and other avenues throughout the course, be respectful in communications.

Course Requirements for Grading:
In addition to the 180 residency hours, students will be expected to provide written evaluation of their progress at the mid-term and a final summary at the end of the semester. These summaries will reflect the course objectives as noted in #7 of the residency objectives document as well as a written summary of the project completed along with supporting documents related to the project at the specific agency. For example, if a student created a project where a new process was developed with a flow chart and support documents, this would be submitted. Additionally, students must submit a reference list of research articles and sources used for their project.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible/Grade %</th>
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<tbody>
<tr>
<td>Student Introduction and Outline of Proposed Project</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Mid-term Summary</td>
<td>25 points/25%</td>
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<tr>
<td>Discussion posting (4 total @ 5points each)</td>
<td>20 points/20%</td>
</tr>
<tr>
<td>Final Summary</td>
<td>55 points/55%</td>
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<tr>
<td>Midterm and Final residency hours documentation</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

Students will make a brief self-introduction and their proposed project on Canvas by the end of week 2. This will be a little farther in the semester as students may still be solidifying their sites and ideas for residency projects. Please provide a brief outline of your project and tell us a little about yourself.

**Mid-term Evaluation Report (25 points /25% of final grade)**
Utilize the residency objectives document to update the project at the midterm. In addition, students will outline their goals met and their list of goals for the remainder of the semester from mid-term to final. Students should develop a list of specific goals and objectives with actions to meet them by the end of the semester. Students will turn in an e-value report of hours logged to date with their midterm evaluation report. This will be a separate file with the hours logged. **Due February 26, 2018 at 11:59pm. 25 points/25% of final grade.**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>1. Develops personal objectives for the residency that encompass personal and course objectives with a plan and schedule for the residency, its implementation, and evaluation in collaboration with the instructor and mentor.</td>
<td>6</td>
</tr>
<tr>
<td>2. Integrates conceptual and analytical skills to evaluate care delivery approaches for the residency using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</td>
<td>6</td>
</tr>
<tr>
<td>3. Evaluates care delivery approaches that integrate the needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</td>
<td>6</td>
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<tr>
<td>4. Submits an outline of the plan to develop and evaluate the final Summary of Residency Report and evaluation.</td>
<td>7</td>
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**Total possible points** 25

**For satisfactory performance by mid-term,** the student must earn at least 18 points. Fewer than 18 points earned will result in a mid-term warning. The student and instructor will develop a remediation plan that will be reviewed for satisfactory progress at least 3 weeks after mid-term.

**Final Evaluation Report (55 points /55% of final grade)**

Students will prepare a final summary of the DNP residency project. You will utilize the residency objectives document and build on the work done from the mid-term summary. In addition, students will include:

- Summary of completed 180 residency hours downloaded from e-value and submitted in a separate file
- Summary of the residency course objectives utilizing the Residency Objectives document. This final document builds on the proposal and mid-term work previously submitted.
- All documents related to the project will be submitted to demonstrate work completed.
- Reference list in APA format.

Due April 23, 2018 at 11:59pm. 55 points/55% of grade

<table>
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<tr>
<th>Criteria</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>1. Meets personal objectives and course objectives as reported in the Summary Report.</td>
<td>25</td>
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<tr>
<td>2. Prepares a written Summary Report of the Residency experience that</td>
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reflects a review and integration of theories and concepts from previous DNP courses, the literature and, other relevant resources.  

25


5

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**Total possible points**  

55

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**Module discussion (20 points total/20% of final grade)**  

There will be four discussions for each of the learning modules. Students will participate utilizing directions in each learning module. Your participation will be in reviewing the literature, synthesizing and reviewing theory as related to your residency, assessing methods of evaluation, and understanding how to apply evidence-based literature to the delivery of care and integration of nursing and clinical sciences.  

All initial postings are due by Tuesday of the week of discussion by 11:59pm. Late work will be marked down 50%. Students must participate in discussion with other classmates a minimum of 4 times during the week (each student must reply to every fellow classmates) with thoughtful, well-constructed replies with references. Please see module instructions for the discussion posting topics and requirements.  

**Individual discussion 5 points each/5% of total grade. Total discussion 20% final grade.**

Dates for module posting and discussions are noted below:  

Module 1: January 30- February 3, 2018  
Module 2: February 13-17, 2018  
Module 3: March 13-17, 2018  
Module 4: April 17-21, 2018

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**GRADING RUBRIC FOR DISCUSSION BOARD**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
<th>Criteria Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and understanding of content and applicability to professional practice. 2 points possible</td>
<td>Initial post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice. 0 points</td>
<td>Initial post and all responses show evidence of knowledge and understanding of course content and applicability to professional practice. 1 point</td>
<td>Initial post and both responses show evidence of knowledge and understanding of course content and applicability to professional practice include other resources that extend the learning of the community. 2 points</td>
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<tr>
<td>Generates learning within the group or learning community. 2 points possible</td>
<td>Initial posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper. 0 points</td>
<td>Submits initial post that attempts to elicit responses and reflections from other learners and all responses build upon the ideas of other learners to take the discussion deeper. 1 point</td>
<td>Initial post elicits responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper. 2 points</td>
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<tr>
<td>Quantity and timeliness.</td>
<td>Does not submit initial post on time and/or does</td>
<td>Submits thoughtful and substantive initial post on</td>
<td>Submits initial post in the session and submits</td>
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1 point possible
not submit required responses to other learners at various times during the session.
0 point
time, and thoughtful and substantive responses to other learners at various times during the session.
0.5 points
additional substantive posts (2 or more than the required number of responses) to other learners at various times during the session.
1 point

TOTAL 5

COURSE GRADING SCALE:
Grades will not be increased to the next highest number; for example, 82.99% will not be rounded up to become 83%.

100 – 93 = A  
92 – 90 = A-  
89 – 88 = B+  
87 – 83 = B  
82 – 80 = B-  
79 – 78 = C+  
77 – 75 = C  
74 – 70 = C-  
67 – 63 = D  
62 – 60 = D-  
< 60 = F

PASSING GRADE:
The minimum passing grade for graduate courses is 83%.

Grading Rubrics for earning the points on assignments throughout the semester are posted within the course or individual course modules.

COURSE MODULE CONTENT AND SCHEDULE:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Time Frame</th>
<th>Objectives</th>
<th>Assignment Due Dates</th>
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</table>
| Module 1: Evaluation of Health Care Delivery Approaches | Weeks 1-4 January 8-February 4 | - Integrate conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.  
- Evaluate care delivery approaches using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health to meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as | Student self-introduction and proposed project to Canvas discussion board  
Due: January 21, 2018  
Module 1 Discussion due January 23-27, 2018 |
| Module 2: Creating Change for Quality Assurance and Patient Safety | Weeks 5-8 February 5-March 4 | • Employ advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.  
• Utilize consultative and leadership skills with individuals and teams to create change in health care and complex healthcare delivery systems. | Module 2 Discussion due February 13-17, 2018  
Mid-term evaluation due February 26, 2018 |
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<tbody>
<tr>
<td>Module 3: Creating Change and Improving Healthcare</td>
<td>Weeks 9-12 March 5-April 8</td>
<td>• Synthesize concepts, including psychosocial dimensions and cultural diversity related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</td>
<td>Module 3 Discussion due March 13-17, 2018</td>
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</table>
| Module 4: Advanced Practice and Leadership | Weeks 13-15 April 9-April 27 | • Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. | Module 4 Discussion due April 17-21, 2018  
Final evaluation report due April 23, 2018 |

Instructor Response Time:

Students are encouraged to use the course email for communication. Phone calls left at the instructor’s office will not be responded to as rapidly as an email. For e-mails sent Monday through Friday (8:00am – 4:00pm, pacific time zone), responses will typically be within two
business days. For e-mails sent on weekends and holidays, responses will typically be within two business days from 8:00am (pacific time zone) on the first day following the weekend or holiday. Please note the instructor practices on Wednesday each week and this may cause delay in responses on this day of the week.

UNIVERSITY POLICIES

July 2017

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.
Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources
Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.
Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within Canvas is acceptable.

SCHOOL OF NURSING POLICIES

Academic Drop Policy -- A student who is registered for a course may drop that course (and receive no grade) on or before the day when 60% of the course is completed. The registrar determines the exact date. After this point, no drops will be allowed even with the instructor’s permission. Please check the course schedule (online) for this date.

Civility -- The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

Confidentiality -- An important part of nursing ethics is maintaining the client’s confidentiality. Therefore, written work submitted to the instructor must NEVER contain the client’s full name. Client’s problems must not be discussed with family or friends. If the Department ascertains that a client’s confidentiality has been violated, the student violating the confidence will be subjected to disciplinary action.

Required Equipment – This is not a clinical course, so you will need a computer, and MS Word computer program.

Computer Programs
♦ Word Processing Program: Microsoft Word preferred. Please use most current version.
♦ Presentation Program: PowerPoint.

Getting help in Canvas
http://ccs.unlv.edu/scr/support/webcampus/using.asp
You can call the Help Desk: 702-895-0761 if you have questions or need support

Instructor Response Time
For emails sent Monday through Friday (during normal business hours of 8:00 am to 4:00 pm Pacific Time), I will respond within 24 hours in most instances. For emails sent to me on weekends and holidays, expect response within 48 hours.

Student Responsibilities
Students are expected to take responsibility for their own learning. Successful completion of this course requires participation with Canvas based learning, reading of required/recommended materials, and meeting on campus for scheduled clinical workshops. Each student should monitor his/her progress throughout the semester, and ask for help when necessary. Numerical
averages as calculated above convert to letter grades consistent with those published in the School of Nursing Student Handbook.

**Instructor Responsibilities**
Students may need additional help throughout the semester. The instructor is expected to maintain weekly office hours. Office hours will be posted on the bulletin board of the faculty member’s office and they are also listed in the syllabus. Special arrangements could be made for meeting outside the documented office hours at the discretion of the instructor. Keep in mind with an online course faculty members are available to answer questions in a different manner. For emails sent Monday through Friday (during normal business hours), faculty should attempt to respond within 24-48 hours. It may take up to 72 hours for faculty to respond to your questions—especially after 5:00pm (1700) PST excluding weekends and holidays. Faculties are not online 24 hours a day, 7 days a week. Expect a reasonable response time for your questions. Generally, faculty will not respond to discussion forums after 5:00pm (1700) PST on Friday.

**NOTE:** The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course announcement board.

**Teaching Evaluations** – Evaluating the effectiveness of teaching at UNLV requires it to administer course evaluations at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

**UNLV School of Nursing**
Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. *The course objectives were clear.*
6. *My grades adequately reflected the quality of my performance in this course.*
7. *The instructor’s expectations for assignments were clear.*
8. *The instructor’s assessments reflected what was covered in the course.*
9. The instructor was well prepared for each session.
10. The instructor’s explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

**Key-- color or font:** Learning Ratings   Assessment Ratings   Instruction Ratings