

University of Colorado, College of Nursing
Graduate Course Syllabus

Course Number	Course Name			
NURS 6109	Evidence Based Practice: Evaluating the Evidence			
			Didactic:	Clinical
Term:	Spring 2025	Course Credits:	3	0
Course Website:	Canvas			

Instructor(s):	Shu-Yi (Emily) Wang, PhD, RN, CNS	Class Meeting: Day/Times	Canvas online course
Phone:	303-724-9125 303-258-6737 (Cell)	Class Location: Building/Room	NA
Email:	shuyi.wang@cuanschutz.edu		
Office Hours:	Mon & Wed 12-1PM or by appointment (via zoom)		NA

COURSE OVERVIEW

Welcome: This course is the first course in the research course series. It integrates beginning research and statistics knowledge, along with epidemiological concepts, to guide the BS/DNP student in the development of PICOT questions to address health priority issues. Skills in finding, appraising, and synthesizing evidence will be stressed. This course focuses on the advanced practice nurse's ability to synthesize information in a meaningful way to disseminate evidence needed to improve quality, safety, and cost effectiveness related to patient care.

University Course Catalog Description: NURS 6109 Evidence Based Practice:

This course integrates evidence sources, clinical judgment, and patient preferences for clinical and professional decision-making. Advanced skills in information retrieval, clinical epidemiology, critical appraisal, EBP models, and dissemination of EBP are emphasized to support implementation of evidence-based decisions in nursing.

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Course Overview: NURS 6109 is an online course. Students will be required to apply and integrate learning from undergraduate studies. Writing skills are emphasized in this course through group projects. This course teaches advanced skills in finding, appraising and synthesizing evidence to answer a clinical question. Patient preferences, quality and safety are considered when evaluating the evidence. The final product of this course is a group project that answers a clinical question through current evidence, synthesizing the evidence and developing an evidence table to support your conclusions.

The student will complete an online quiz in the first week of class to evaluate basic research knowledge. This is an open book quiz that the student must pass with an 80%. If the student does not pass after three attempts, they will be asked to drop the course prior to the drop add period of the semester.

All assignments are due by 11:59 pm on Sunday (see due dates within Canvas and the Syllabus). Discussion posts require the first post to be completed by 11:59 pm on **Wednesday** with subsequent posts completed by 11:59 pm on **Sundays**

All times for assignments are Mountain Standard Time Zone

Use of Artificial Intelligence

As a graduate student, authenticity in your work, is an expectation. For this course, the policy on Using AI and Large Language Models (LLMs) allows permitted use of Large Language Models (LLMs) and other Artificial Intelligence (AI) tools in coursework. While these tools may be used for basic writing assistance, their use must align with academic integrity standards.

Permitted Uses

Students may use LLMs and AI tools (such as ChatGPT or Grammarly) exclusively for:

- Proofreading for grammar and spelling
- Enhancing readability and writing style
- Improving sentence structure and flow

Prohibited Uses

The following uses of AI tools are not permitted:

- Generating original content or ideas
- Developing arguments or conducting analysis
- Writing complete sections or drafts
- Paraphrasing or summarizing source material

Required Disclosure

Students must disclose their use of AI tools in their assignments using this format on the title page of their work or at the start of any submission where AI was used:

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Acknowledgment: This paper was edited using ChatGPT [Version GPT-4], a large language model developed by OpenAI (<https://www.openai.com/chatgpt>). ChatGPT was used solely for the purpose of improving readability and language.

Student Accountability

Students remain fully responsible for:

- The originality and integrity of all submitted work
- The accuracy of all citations and references
- Verifying that AI assistance stays within permitted bounds
- Immediately reporting any accidental misuse of AI tools
- All submissions are checked by Turnitin for integrity

Resources:

- Flanagin, A., Kendall-Taylor, J., & Bibbins-Domingo, K. (2023). Guidance for Authors, Peer Reviewers, and Editors on Use of AI, Language Models, and Chatbots. JAMA, 330(8), 702–703. <https://doi.org/10.1001/jama.2023.12500>
- Flanagin, A., Pirracchio, R., Khera, R., Berkwits, M., Hswen, Y., & Bibbins-Domingo, K. (2024a). Reporting Use of AI in Research and Scholarly Publication-JAMA Network Guidance. JAMA. <https://doi.org/10.1001/jama.2024.3471>
- Flanagin, A., Pirracchio, R., Khera, R., Berkwits, M., Hswen, Y., & Bibbins-Domingo, K. (2024b). Reporting Use of AI in Research and Scholarly Publication-JAMA Network Guidance. JAMA, 331(13), 1096–1098. <https://doi.org/10.1001/jama.2024.3471>

Content Outline:

Making the case for EBP and cultivating a spirit of inquiry
Asking compelling clinical questions, and writing a PICOT
Finding the relevant evidence and levels of evidence
Beginning to critically appraise the literature: quantitative and qualitative research, systematic review and meta-analysis.
Review research article appraisal using the CONSORT and Clinical practice guidelines and AGREE
Synthesis and what it means to evidence and practice change
EBP, QI and Research principles
Organizational models of EBP and Implementation of EBP in practice

Course Outcomes:

By the completion of this course, the learner will be able to:

1. Evaluate EBP models to guide improvements in practice and outcomes of care.
2. Select appropriate patient-centered outcome measure and apply the PICOT format to appraise practice for priority health issues.
3. Critically appraise existing literature and other evidence for best practices in healthcare, including culturally competent care.
4. Synthesize the body of evidence/literature to support evidence-based practice in a chosen healthcare area.

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5. Assimilate EBP strategies into an interprofessional care team to support positive change in health care.

Course Prerequisites:

Undergraduate Research course

Passing the course Research quiz with an 80% within the first week of class.

Required Texts and Materials:

Melnyk, B.M. & Fineout-Overholt, E. (2023). *Evidence-based practice in nursing & healthcare: A guide to best practice* (5th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

Greenhalgh, T. (2019). *How to read a paper: The basics of evidence-based medicine* (6th ed.). Malden, MA: Blackwell.

In addition to the required texts above, it will be helpful to have a current research text (search the library for ebooks). You do not need to purchase one, but it is highly recommended to have one as a resource. One example of a research text is:

Polit, C.T. & Beck, D.F. (2020). *Nursing research: Generating and assessing evidence for nursing practice*. (11th ed.). Philadelphia: Wolters Kluwer.

Supplementary (optional) Texts and Materials:

APA 7th edition guidelines – https://owl.purdue.edu/owl/purdue_owl.html or current text

Websites:

Equator Network (Enhancing the Quality and Transparency of Health Research) www.equator-network.org

Strauss HealthSciences Library (CU) Evidence-Based HealthCare Site.
<https://library-cuanschutz.libguides.com/Evidence>

Strauss HealthScience Library (CU) Online Reference Resources
<https://library.cuanschutz.edu/resources/find-books-media>

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Course Schedule:

Date	Module	Topic	Required Reading	Assignment(s)
1/20-26	1	Making the case for EBP and cultivating a sense of inquiry	Chapter 1 Melnyk Chapter 1 Greenhalgh Articles in module Review Video on Statistics and Resources Module	Discussion Board Week 1 Getting to know you – Video due by Wednesday, 1/22 @11:59pm & responses due by Sunday, 1/26 @11:59pm Complete research quiz – open book due by Sunday, 1/26 @11:59pm
1/27-2/2	2	Asking compelling clinical questions – writing a PICOT Video on PICOT/brief lecture	Chapter 2 Melnyk Articles in module	Self-Sign up for Groups and Pairs in People Section of Canvas by Wednesday 1/29 @11:59pm. <i>Begin discussion of PICOT question; Please post/hold discussion within CANVAS discussion board for your group.</i>
2/3-9	3	Finding the evidence and levels of evidence	Chapter 1 (pp. 19-26) Chapter 3 Melnyk Chapter 2 Greenhalgh Articles in module	PICOT question Quiz due by Sunday, 2/9 @11:59pm PICOT question due Sunday, 2/9 @11:59pm (discussion board)
2/10-16	4	Beginning to critically appraise the literature for clinical	Chapter 4 & 6 (pp. 115-151) Melnyk	Working in pairs (see People Section of Canvas for pairs)

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		decision making with quantitative research	Chapter 3 & 4 Greenhalgh; and Appendix 1 for these chapters. Articles in module	critique the Quantitative Research article and complete form due by Sunday, 2/16 @11:59pm
2/17-23	5	CONSORT – RCT appraisal	Chapter 6 Melnyk (pp. 226-244) Chapter 5 Greenhalgh Podcasts Articles in module	Begin work on group EBP paper
2/24-3/2	6	Evaluation & Synthesis and what this means to evidence and practice change	Chapter 5 & 6 Melnyk and pp. 847-850 Articles in module	Continue to work in groups on Draft Paper evidence and synthesis tables
3/3-16 (two-week module)	7	Systematic reviews, Meta-analysis, PRISMA, and CASP	Chapter 6 Melnyk (pp. 218-227) Chapter 9 Greenhalgh and Appendix 1 for this chapter Articles in module	Working in pairs (see People Section of Canvas) critique the systematic review or meta-analysis article and complete the review form due by Sunday, 3/16 @11:59pm
3/17-23		<i>Spring Break</i>		
3/24-30	8	Clinical practice guidelines and AGREE Using evidence to influence health and organizational policy	Chapter 8 Melnyk Chapter 1 & 10 Greenhalgh Articles in Module	Draft Paper with Completed Evidence and Synthesis Tables. Upload all articles used in the tables due Sunday, 3/30 @11:59 pm Complete Midterm Matrix Peer Review form and Midpoint reflection by

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				Sunday, 3/30 @11:59pm
3/31-4/6	9	Critically appraising qualitative research studies, metasynthesis, and integration of patient preferences	Chapter 7 Melnyk Chapter 12 & 16 Greenhalgh and Appendix 1 for these Chapters Articles in module	Working in pairs (see People Section of Canvas for pairs) critique the Qualitative Research article and complete form due by Sunday, 4/6 @11:59pm
4/7-20 (two-week module)	10	Understanding QI The relationship of Research and EBP to QI processes	Chapter 10 & 12 Melnyk Chapter 14 Greenhalgh Articles in module	Quiz QI, EBP, and Research concepts due by Sunday, 4/20 @11:59pm
4/21-27	11	EBP models and Implementation and sustaining EBP in practice	Chapters 9, 14, & 16 Melnyk Chapter 17 Greenhalgh Articles in Module	Discussion Board: EBP Models and Translating evidence into practice. Due by Wednesday, 4/23 @11:59pm responses due by Sunday, 4/27 @11:59pm
4/28-5/11 (two-week module)	12	Final paper with revised evidence and synthesis tables Complete Matrix Peer Review and Final Reflection	None	Final group paper due Sunday 5/11 @ 11:59pm Complete Matrix Peer Review form and final reflection by Sunday 5/11 11:59pm
5/12-18	13	Wrap up	None	Course Evaluation

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Evaluation

I. Assignments

During this course, learning will be assessed in multiple ways to encourage varied interaction with the course materials, faculty and other students.

There are: 2 graded discussions, 3 article critiques working in pairs, and 1 group paper.

Learning activities include:

Discussion board – Modules 1 & 11

1. Students must post their response to the discussion board before they will be able to see other student's responses.
2. **Students are expected to engage in on-line discussions a minimum of twice a week with meaningful responses to at least two other students.**
3. The students should complete the first post by 11:59pm on Wednesdays. Remaining posts need to be completed by 11:59pm on Sundays
4. Working in Pairs (see people section of Canvas) students will complete three research article critiques, Modules 4, 7 & 9 (Quantitative-RCT; Systematic Review-Meta-analysis; Qualitative)
5. The Final group paper (Groups of 3-4 students) – Draft and Final paper with evidence and synthesis tables will be due in Modules 8 and 12

Learning Experiences:

1. Learning Guide and Canvas Discussion Board

Specific reading and web-based activities for each topic are presented. Students are encouraged to explore appropriate links and selected additional readings. Sharing additional identified resources by students and faculty is encouraged for the duration of the course. Postings are meant to be collegial conversations among students and are expected to be substantial in content and professional in nature. Responses to discussion questions are due by *Wednesdays, 11:59pm and responses to other students by Sundays, 11:59 pm*. Students are expected to review the Learning Guide, read and provide meaningful responses to other students, sharing clinical and research expertise as appropriate. Unless otherwise noted, faculty will respond to students by Fridays and Sundays.

Discussion Board will begin with **Week 1** and continue throughout the semester.

2. Evaluation of a Research Critiques (Quantitative and Qualitative Research Articles)

You will complete this assignment in groups of 2 (pairs) (see PEOPLE section of Canvas for names of students working together in pairs). The class will be given a research study of a health care intervention. You will find this article within the modules and working in pairs, complete the critique. Upload your critique into the grade book.

Each group will review the article and answer the questions in the critique form provided. Complete the checklist and decide whether you think the article you are reviewing provides the information requested, does not provide the information, or is unclear in its presentation of the information by

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indicating yes, no, or not applicable on the check-off sheet. Include the page number where this information is reported on the critique form.

You also need to answer the following question at the end of the template

- **Does the article answer or not answer the PICO/T question posed in the assignment?**

All written assignments will use the following naming convention for the file name and on the subject line of the email. Doing so facilitates faculty review of assignments.

Assignments working in Pairs: Last name, First initial (of both students)_Assignment name

Example: Raterink_J_Makic_M_AssignmentName

Group Assignments: Group LastNames_Assignment

Example: Raterink_Makic_Oman_Jenkins_AssignmentName

3. Critique of a Systematic Review- Meta-analysis. Complete the Systematic Review Meta-analysis checklist provided using understanding from prior assignments and modules stating whether you think the article you are reviewing provides the information requested, does not provide the information, or is not applicable in its presentation of the information by indicating yes, no or not applicable on the check-off sheet. Include the page number where this information is reported within the assigned research article. Turn in the critique form on the assigned date.

4. Qualitative Article Critique

This critique will be of a qualitative research article. A specific critique form will be provided for your use. A qualitative research article will be posted by the faculty in Module 9 along with a PICOT question. Working again in pairs, complete the critique with your partner, complete the form and include relevant comments to demonstrate your answer and determine if the article answers that particular PICOT question. Turn the form in by the due date.

5. Draft of Evidence Tables and Introduction to final EBP paper

The draft of the paper will include a completed introduction to the PICOT question, an in-depth outline of the literature review (or rough draft and the completed evidence and synthesis tables.

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One person from the group should submit the draft **and include a *pdf version of each of the 8 articles included in the evidence and synthesis tables.***

6. Final Paper – This is a group project!

- A. Introduction – should include reason for choosing topic or importance of the PICOT question.
- B. Literature review of the PICOT question chosen by the group. Why is this important in the overall scheme of health care? How will it change your health care?
 - This section also includes the search process - inclusion/exclusion criteria, search engines, process for selecting the 8 articles for detailed review. Unacceptable articles include quality improvement studies, opinion papers, scoping reviews, integrative reviews
 - Provide a one paragraph succinct critical review of each article
 - Address study purpose, methods, findings (including pertinent statistics), bias concerns if any, and conclusion
 - Each article critique paragraph should be 5-7 sentences
- C. *Synthesis of the evidence*
 - What is the evidence saying?
 - Is it all saying the same thing or are there discrepant research studies demonstrating other findings?
 - *This should not be a repeat of the review of literature; but a synthesis/summary of the evidence*
 - Use your understanding of the evidence using the synthesis table.
- D. Discussion
 - Go back to the introduction, how did the critical review of the evidence answer, support or refute the PICO question
 - Critically discuss the evidence, how certain studies support, refute, or do not support the PICO question
 - This should not be a repeat of the review of literature; but a discussion of the evidence as it related to the PICOT question.
 - In the discussion, refer to citations from the review of literature that support or conflict with your conclusion that you came to based on the evidence synthesis
- E. Conclusions and impact of evidence on patient outcomes/clinical practice

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- Does the evidence that you synthesized give you clear direction in answering the PICOT question?
- How does it answer or how does it not answer the PICOT question?
- What is the recommendation regarding moving this body of evidence you reviewed into practice (conclusion).
- Was your PICO question supported by evidence or not.
- Moving forward, how will you change your practice (or not) based on this review of evidence to answer a clinical question

Evidence table – can be placed in the appendix. Limit to 8 articles.

Synthesis table - can be placed in the appendix. Limit to 8 articles.

Articles in the evidence and synthesis table should include:

- Systematic review and/or meta-analysis (at least one) - one or both if available
- RCTs (at least 2-3)
- Qualitative or metasynthesis study on patient perceptions, if available
- Clinical Practice Guideline or Consensus paper, if available
- Nonexperimental studies (cohort, case-control studies) if pertinent and available

(Include PDFs of the studies in your evidence table when turning in your final paper)

You should have a total of 8 articles for your evidence and synthesis tables consisting of the types of articles listed above. ***Your articles should be from the past 5 years. (if evidence is lacking due to COVID, aka limited research was conducted, reach out to course faculty to discuss date range for articles).***

We have enabled Turnitin within CANVAS. This will allow you to see whether there are plagiarized portions within the paper. Remember that you need to give authors whose thoughts or ideas you are using, credit through a citation. ***We DO NOT want to see direct quotations throughout the paper. Use direct quotations sparingly if at all - PARAPHRASE and give credit in APA 7th edition.***

Discussion Board Forums

Discussion Board Module 1

You will be directed on creating a video to be placed on the discussion board about your background. In addition, I'd like you to talk about –

- a. Start with a little about yourself – name, where you go to school, how many years you have been a nurse and in what area do you work currently, why you are taking this course, and your area of interest in terms of nursing, DNP etc.
- b. What does EBP mean to you? (There are no right or wrong answers)

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c. Where do you see the need for EBP in your practice?

Discussion Board Module 2

Post PICO question for your group paper; faculty will review and approve your PICO question to facilitate your group paper success.

Discussion Board Module 11

Identify the EBP model used in your organization (If your organization does not use an EBP model, describe which model resonates with you and why).

Describe a real or hypothetical problem that you would address using the model. Outline the steps of the model and actions you would take to answer a clinical question following the chosen model. Support your post with evidence. Respond to a minimum of three individuals with thoughtful feedback/engagement.

II. Basis for Final Grade

FOR Discussion boards: First Post is due on Wednesdays by 11:59pm; Responses are due on Sundays by 11:59pm

Module	Assignment:	Due	Possible Points	Percent of Final Grade
1	Course Introduction	1/22; 1/26	10	1%
1	Research Quiz	1/26	30	3%
3	Group paper PICOT question	2/9	30	3%
3	PICOT Question Quiz	2/9	30	3%
4	Quantitative Research article critique	2/16	100	10%
7	Systematic Review/Meta-analysis Appraisal	3/16	100	10%
8	Draft of final paper, evidence and synthesis tables	3/30	100	10%
8	Matrix peer review and final reflection	3/30	10	1%
9	Qualitative Research article critique	4/6	100	10%
10	QI quiz	4/20	30	3%

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11	EBP model and practice translation discussion	4/23; 4/27	50	5%
12	Final paper and evidence table (Group project)	5/11	400	40%
12	Matrix peer review and final reflection	5/11	10	1%
	Total		1000	100%

I. Grading Scale

Letter Grade:	Points:	Percent:
A		94 – 100%
A-		90 – 93%
B+		87 – 89%
B		84 – 86%
B-		80 – 83%
C+		77 – 79%
C		74 – 76%
C-		70 – 73%
D+		67 – 69%
D		64 – 66%
D-		60 – 63%
F		0 – 59%

XIII. Grade Dissemination

All grading for this course will take place through Canvas. Grades will be updated within 7-10 days after the assignment due date and faculty will make an announcement in Canvas when grades for a specific assignment are posted. Students will get feedback on their submitted assignments in the course via Canvas gradebook. A student's grade can be accessed at any time in Canvas.

A student must achieve a B- or higher to pass graduate level coursework.

Policies

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

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

Course Procedures

I. Course Policies: Grades

a. Rounding of Final Course Grades

- i. Final Course letter grades are calculated and submitted to the registrar based on whole numbers. A minimum standard of rounding in all courses is necessary to provide consistency and transparency to students. Only the final course grade that represents the completion of all coursework will be used for rounding purposes. The calculated final course grade will be rounded using the number in the tenth position after the decimal of the final grade calculations. Final course grades of 0.5 and higher will be rounded up to the next whole number. When the number at the tenth decimal place is less than 0.5 the grade is rounded down to

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the next whole number. For example, a final course grade of 87.52% will be rounded up to 88%. A final course grade of 87.49% will result in a final grade of 87%.

b. Attendance Policy:

Class attendance and participation is a professional expectation.

1. Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
2. Class participation and completion of all learning activities is required for successful completion of this course.
3. Participate in discussions (in class or online) to define, interpret, summarize, give examples, make conclusions, etc. about the concepts discussed and about what your classmates have discussed.

UC Denver Student Attendance and Absences Policy:

https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7000-student-affairs/7030---student-attendance-and-absences.pdf?sfvrsn=beaffdba_4

c. Late Work Policy:

Due dates for assignments are clearly posted on the syllabus. It is your responsibility to submit these assignments on time and according to their defined critical elements. Late assignments turned in 24 hours after a posted deadline will not be graded and the student will receive a zero for that assignment unless previous arrangements have been made with the instructor.

d. Late work is defined as:

Any assignment turned in within 1 minute after the posted due date.

e. The consequence for late assignments is:

Assignments turned in within the 24 hours of the due date will be graded but have a 10% grade reduction for that assignment unless previous arrangements have been made with the instructor.

f. Make-up Exam Policy:

There will be no make-up of missed exams unless student contacts the course faculty prior to the exam. Accommodations will be made only with prior approval.

g. Extra Credit Policy:

There will be no extra credit in this class.

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h. Grades of Incomplete Policy:

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

i. Group Work Policy:

It is assumed that all members of a group will participate equally and in a professional manner. Midway through the semester and at the end of the semester, a group member evaluation tool (matrix peer review form) will be provided to all students for feedback on their respective group members contributions and work within the group. We expect that the feedback that we receive on this form is objective. This will be evaluated by course faculty and feedback will be given to students as deemed necessary. Students who are not participating in their groups work can potentially receive a lower grade than their group members.

II. Course Policies: Technology

a. E-Mail Policy:

Students and faculty are required to use University of Colorado assigned email addresses or Canvas for all email correspondence. CU Nursing reserve the right to send communications to student via email, and expects that these communications will be received and read promptly. Failure to read emails does not exempt students from the responsibilities associated with communications sent to their official email addresses or through Canvas. Additionally, students are expected to comply with the CU Nursing Email Communications Guidelines which delineate standards for civil and professional email communications.

For further details, please refer to the CU Nursing online Communication policy:
<https://nursing.cuanschutz.edu/student-life/student-handbooks/section-iv-policies-responsibilities#ac-student-email-6>

b. Canvas Policy:

Canvas will be the primary tool used to access class notes, announcements and track your grade for this course. It is your responsibility to access Canvas frequently for announcements and class materials, as well as information about your clinical assignments. Any questions about access or utilities on Canvas should first be directed to Canvas help site.

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c. Laptop and Mobile Device Usage Policy:

Laptops are allowed in class during all class lectures, but must be turned off and stored during exams. Turn off or mute cell phones and pagers during class time. NO cell phone conversations or text messaging is permitted during class or exam time.

d. Classroom Devices Policy:

A basic calculator for medication calculation exercises is allowed in class and during examinations. Please ask the specific lecturers regarding recording of their lectures.

e. Classroom Response Clickers:

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

III. Course Policies: Student Expectations

Students are expected to attend all class sessions and are responsible for all content and class work assigned and/or covered in class or online.

CU Nursing Policy Statement Professional Role Behaviors:

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

a. Professional Role Behavior and Honor Code:

Students are expected to engage in conduct that a) is consistent with designated policies and procedures of the course and college and b) demonstrates professional behaviors. Students are expected to have read and abide by the **CU-CON Policy Statement for Professional Role Behaviors and the Student Honor and Conduct code**: “The health professions are based on a high degree of trust by the individuals they serve. Students entering the health professions have a particular obligation, therefore, to conduct themselves at all times in a manner that reflects honesty, integrity and respect for others” (Student Handbook).

b. Graduate Program Policies and Procedures:

Please refer to the Student Handbook, which can be found online at the main College of Nursing webpage.

<https://nursing.cuanschutz.edu/student-life/student-handbooks>

c. Students Called for Military Duty:

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

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d. Course Ethics:

- i. Merriam-Webster's online dictionary (2005) defines plagiarizing as: *To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source...to commit literary theft: present as new and original an idea or product derived from an existing source.* (Merriam-Webster's Online Dictionary, <http://www.m-w.com>, accessed 08/26/07).
- ii. The CU College of Nursing Student Honor and Conduct Code policy requires that course professors and fellow students who suspect plagiarism discuss the potential violation with the student immediately. Potential consequences may include termination of the student's enrollment in the College of Nursing.
- iii. Your personal integrity is something that takes you a lifetime to build, but only seconds to destroy. Faculty will expect that all work submitted by you is authentic; and that all online testing answers are your individual work, without any assistance from any other person, the Internet, or any other sources, unless I have stipulated that you may use a specific source to complete the assignment.

e. Professional Behavior:

- i. The expected outcomes of the student's ability to conduct oneself in a professional manner, and to lead and to engage in effective group interaction will be demonstrated by the student's professional behaviors in the classroom and to their peers. Successful achievement of these outcomes is based on the following critical elements: The student will:
 1. Adhere to the CON Guidelines for Professional Role Behaviors and the UCD Student Honor and Conduct Code.
 2. Be considerate of your classmates and faculty and help promote an effective learning atmosphere.
 3. Communicate to faculty and peers in a professional and respectful manner at all times.
 4. Email: Professional communication is expected in all emails sent to faculty or other students. Use of professional titles, appropriate subject lines, and proper written communication structure.
 5. Turn off or mute pagers and cell phones during class time. NO cell phone conversations or text messaging is permitted during class or exam time.
 6. Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
 7. Class participation and completion of all learning activities is required for successful completion of this course. Participate in discussions (in class or online) to define, interpret, summarize, give examples, make conclusions, etc. about the concepts discussed and about what your other classmates have discussed.

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8. Children are not allowed in classrooms. Students must find alternative childcare during class time.
 - **Professional Behavior:** refer to the CU Nursing Policy Statement Professional Role Behaviors: <https://nursing.cuanschutz.edu/student-life/student-handbooks/section-vii-conduct-focused-policies#ac-professional-role-behaviors-prb-1>
 - CU Nursing Children in the Workplace and/or Classroom Policy: <https://nursing.cuanschutz.edu/student-life/student-handbooks/section-iv-policies-responsibilities#ac-learning-environmentphysical-space-8>

f. Civility:

Our commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. We ask that you make a similar commitment.

g. Inclement Weather Policy:

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

UC Denver Emergency Weather: (877) 463-6070 or
<https://www.cuanschutz.edu/police/cu-alerts/anschutz-alerts>

CU CON Inclement Weather Policy (refer to the policy for Anschutz, AMC and South):
<https://nursing.cuanschutz.edu/student-life/student-handbooks/section-iv-policies-responsibilities#ac-inclement-weatherfacility-closure-9>

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

The purpose of the team is to assess whether individuals pose a risk to themselves or others and to intervene when necessary and, more generally, to identify and provide assistance to those in need. The team takes a preventive approach to risk assessment by offering resources, referrals, and support to both the concerning individual and those impacted by their behavior. Additional information regarding this resource may be found at: <http://www.ucdenver.edu/life/services/CARE/Pages/default.aspx>

i. Writing Center:

Writing assistance is available through the Writing Center. Additional information regarding this resource may be accessed at: <https://clas.ucdenver.edu/writing-center/locations/writing-center-cu-anschutz>

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j. *Religious Observances:*

The University of Colorado Denver, Anschutz Medical Campus has a legal obligation to accommodate students who must be absent from an educational activity in order to observe religious holidays or other observances. Students should speak to the faculty member to request accommodations for religious observances in advance during the first week of class. Requests received by faculty must be kept confidential and should be considered unless they create an undue hardship. If the student and faculty member cannot agree on an accommodation, the matter should be referred to the Assistant Dean for Graduate Programs for resolution.

University Policies

I. Access

- I. **Disability Access:** the University of Colorado Anschutz Medical Campus is committed to providing equitable access to our programs for students with disabilities (e.g., psychological, attentional, learning, chronic health, sensory, and physical).
- II. To engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings please contact **The Office of Disability, Access, and Inclusion** at: disabilityaccess@cuanschutz.edu or begin the process via the website: <https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion>. Accommodations are not provided retroactively, therefore, students are encouraged to begin this process early.

II. Nondiscrimination and Sexual Misconduct:

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

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

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III. Academic Honesty

IV. Student Code of Conduct:

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

V. Plagiarism

- I. 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.

VI. Cheating

- I. 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.

VII. Fabrication

- I. 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.

VIII. Multiple submissions

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

IX. Misuse of academic materials

- I. 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

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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.

X. ***Complicity in academic dishonesty***

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

Important Dates to Remember

The College of Nursing academic calendar is available at

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