UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

COLLEGE (check one):		Arts and Sciences	X	Business		Education	
Proposal Submitted By:			Date Prepared:				
Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)			October 28, 2016				
Course Title:	Health Promotion and Maintenance in Advanced-Practice Family Nursing						
Dept/Discipline and Course No:	NURS 560						
Prerequisites:	NURS 520, 530, 540, 550						
Co-Requisites:	NURS 580, 590						

*Course number must be approved by the Office of the Registrar <u>before</u> the proposal is submitted.

Number of credits:	2	Will this course meet for at least 700 contact minutes for each credit hour proposed? *If no, provide a credit hour justification.*	YES	X	NO	
Will this be a *new*, *repeatable* "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	X	YES	

Date of first offering of this *new* course:	Fall 2019
Proposed frequency of offering of the course:	Annually
List the faculty who will likely teach the course:	Nursing Adjunct

Are ANY new resources required?	**NO**		**YES**		*Document in attached impact statement*

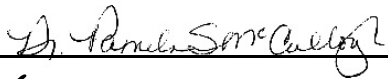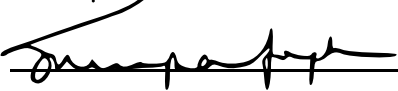| This new course will be (check all that apply):					
Required in the major	X	Required in the minor		General Elective	
Elective in the major		Elective in the minor		**General Education	

**AFTER the new course is approved, a separate proposal <u>must be</u> sent to the General Education Committee.

Catalog Description (50 words or less, if possible):
This course provides the student with a theoretical foundation for wellness, health promotion and disease-prevention. Students will assess population health models, frameworks and practice guidelines to address health status of individuals and groups.

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	**YES**		**NO**	X
Course Number and Title of Previous Course		**Semester Offered**		**Enrollment**	
CHECK HERE if the proposed course is to be *equated* with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).					

<u>NOTE:</u> If the proposed course has not been previously offered as a topics or experimental course, **explain in the attached rationale statement** why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. **Rationale Statement:** Explain what purposes it will serve.
2. **Credit Hour Justification** (if required): Explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. **Impact Statement:** Provide details about the library, space, staffing, budget and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. ***Any change that impacts another department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.***
4. **Sample Syllabus**

Department Chair Approval: _____ Date: ___10/28/16___

CCC Chair Approval: _____ Date: ___11/19/16___

UCC Chair Approval: _Patricia Reynolds_ Date: ___12/12/2016___

REQUIRED ATTACHMENTS

Rationale

With changes in healthcare payments to hospitals and other providers generated by passage of the Affordable Care Act (ACA), and with recognized best practices in mind, there is a strong need for educational opportunities that will help nurses gain a Master's of Science in Nursing (Family Nurse Practitioner track) to improve access to healthcare. Reimbursements of hospitals and clinics for patient care now provide significant incentives and penalties that promote decreased admissions and readmissions. To conform to this new environment, hospitals recognize that they need to increase primary care services, to include health promotion and disease prevention in the community. These goals require an increase in the presence of primary care providers locally, state-wide and nationwide. However, there is currently a recognized shortage of primary care providers because primary care practices receive lower reimbursement rates than specialty practices. Within the Fredericksburg area alone, Mary Washington Healthcare (MWHC) estimates that at least 90 additional family practice providers are needed to manage care in the community.

In the spring of 2016 MWHC approached UMW seeking collaboration in building an MSN program for Advanced-Practice Family Nurse Practitioners. UMW and MWHC created a planning group which has met regularly for five months. The planning committee developed a request for funding from the Mary Washington Hospital Foundation, which included start-up costs and guaranteed tuition costs for MWHC's qualified, BSN-prepared registered nurses (RNs). In total, the UMW MSN-FNP Program will be supported with $1.4 million of funds from the MWH Foundation.

CCNE, the accreditation body of the UMW BSN Completion Program, requires the educational component of the MSN-FNP track be developed by a nationally-certified Family Nurse Practitioner. The MWH Foundation provided funding for the consultation services of Dr. Micah Alderman Scott to develop this course proposal. She is a PhD, FNP-BC, Assistant Professor, and Interim FNP Program Coordinator at the University of North Carolina's School of Nursing. Dr. Scott's previous position was the FNP Program Coordinator at Old Dominion University.

This course has been created at the request of the Dean of the Colleges of Arts and Sciences and the Provost as part of the proposed MSN-FNP program. The MSN-FNP curriculum will include 18 courses (one existing course and 17 new courses). The seven-semester curriculum will consist of 46 credits. This course is **#4** of 17 newly proposed courses for the program. Combined, the 18 MSN-FNP courses meet the requirements of:

- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011);
- *Criteria for Evaluation of Nurse Practitioner Programs, 5th Ed*.(National Task Force on Quality NP Education (2016); and
- *Family/Across the Lifespan Population-Focused Nurse Practitioner Competencies* (AACN, Population–Focused Competencies Task Force, 2013).

Credit Hour Justification

This course will be offered during the **fall** semester and has a minimum of **28 contact** hours of online activity. The weekly modules will be designed to deliver course content over 14 weeks at 100 minutes per week. Students are expected to have a minimum of two hours of outside-of-class responsibility (homework, assigned projects, class preparation, writing assignments, etc.) for each credit hour.

Impact Statement

The proposed MSN program will enroll 15 students each January. The students will progress in a cohort manner, through a 46-credit curriculum over 27 months. The program will generate significant additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. The President and the Provost have stated a commitment to cover costs necessary to bring the new degree program to UMW. Additional space is not needed for this online course. Additional library resources are estimated to be $40,000 for the MSN-FNP program as a whole. This specific course does not add to that cost. The Executive Director of the Division of Teaching and Learning Technologies (Jesse Stommel) has met with the BSN-C Program Director and proposed additional online learning resources for faculty and students. At the date of this proposal, both Rosemary Arneson and Jesse Stommel are completing an impact assessment to determine the additional funding required by their departments.

Sample Syllabus (See Attached)

COURSE SYLLABUS

Course No.:	**NURS 560**
Course Title:	**Health Promotion and Maintenance in Advanced-Practice Family Nursing**
Dates:	**TBA**
Semester:	**Fall 2019**
Course Format:	**Online**
Total Credits:	**2**
Prerequisites:	**NURS 520, 530, 540, 550**
Co-Requisites:	**NURS 580, 590**
Instructor:	**TBA**
Preferred Communication:	**TBA**
Virtual Office Hours:	**TBA**

TABLE OF CONTENTS

Topic	Page
Table of contents to be filled out by instructor.	

WELCOME TO THE COURSE

COURSE DESCRIPTION

      This course provides the student with a theoretical foundation for wellness, health promotion, and disease prevention. Students will assess population health models, frameworks, and practice guidelines to address health status of individuals and groups.

COURSE OBJECTIVES   **Upon completion of this course, the student will be able to:**
1. Identify local, national, and global trends affecting health and health promotion.
2. Apply appropriate theory to promote the health of individuals and groups.
3. Analyze the impact of culture on health promotion.
4. Analyze risk factors and recommended prevention strategies to improve population health..
5. Integrate principles of behavioral change and anticipatory guidance in the development of culturally relevant and linguistically appropriate health education, communication strategies and interventions.
6. Evaluate the effectiveness of health promotion and disease prevention programs on individual and population-based health outcomes.

Method of Instruction

Recognizing the diverse learning styles present in any group of students, a variety of instructional techniques will be used to encourage learning. Examples include the following teaching-learning strategies:

- Class attendance and participation
- Two tests and a health promotion project presented in Power Point format (these must be completed on-time and the student will discuss the readings and assignments during class/on Canvas discussion board)
- Independent inquiry
- Required readings
- Additional readings from other sources are **strongly recommended**

Teaching and Learning Strategies:
- Students will complete the class sessions as assigned online
- Each week, students will complete reading assignments related to the topic
- Students will complete:
    o Graduate level discussion board posts for at least three different discussion board forums
    o A group health promotion PowerPoint that will be presented to class
    o Two tests

Required Textbooks/Resources

Raingruber, B. (2016). *Contemporary Health Promotion in Nursing Practice*. Burlington, MA: Jones and Bartlett Learning.

Required Software

- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Exam software: Respondus

Expectations

The course is managed through Canvas, which is the learning management system (LMS) used by UMW. All course content is available on the course's Canvas page. Students are expected to log into the course page every one-three days to ensure prompt communication with the instructor and peers.

All assignments, homework, readings and activities will be posted on the Canvas page. Students are expected to use the course Canvas page to upload all graded assignments to ensure correct grading because grading is done through the LMS.

- The week starts on Monday at 12:00am ET and ends Sunday at 11:59pm ET.
- Students' assignments must be uploaded to Canvas by SUNDAY at 11:59 pm ET.
- The grade will be zero (0) assigned to late submissions.
- The instructor will use grading rubrics for all graded assignments and exams. ALWAYS follow the grading rubric. It is recommended that you perform a "self-grading" exercise using the grading rubric prior to submitting your assignment to the instructor.

Students are expected to do their own, original work on each assignment. A plagiarized assignment will result in a zero (0) for the assignment. The student will be referred to the Honor Counsel.

You are expected to do the following:
1. Online assignment reading
2. Submit all assignments on-time (on or before the specified deadline)
3. Adhere to the Honor Code
4. Maintain appropriate online conduct
5. Attach grading rubric to each assignment
6. Check email and Canvas sites several times each week

Submission of Assignments

You are expected to turn in assignments on-time. Any assignment received after the deadline will receive no higher than an 83 or equivalent grade. Should you have difficulty or questions regarding an assignment, please contact the course instructor *before* the assignment is due.

Each written assignment must be formatted in APA style and presented professionally with appropriate cover page, citations, reference list and appendices as needed (an example cover page can be found on the OWL APA website: https://owl.english.purdue.edu/owl/resource/560/18/).

Errors in spelling, grammar, sentence structure, punctuation and format will result in a significant point deduction from the total point score for the assignment. **Proofread your assignments before turning them in**. If you have difficulty proofreading, have someone else proofread your assignment. It is expected that all assignments will meet the standard for graduate level work. The course instructor reserves the right to refuse to grade any assignment that does not meet the expected standard for professional preparation and appearance. This may result in a score of zero for the assignment and a failure for the course.

Guidelines for grading are provided in this syllabus for each course assignment. Please be sure to follow them to ensure that you have addressed all required components for an assignment. A grading summary will be returned with each assignment that will outline your performance in each of the required components of the assignment. If you have questions or comments about a grade please contact the course instructor.

Attendance and Make-Up Policy

Students are expected to participate in all assignments during the designated timeframe. Should an absence be necessary, the student is responsible for the material covered during the absence. Excessive absences make it almost impossible for a student to meet the academic objectives of a course and frequently cause a student to receive a lower grade, even though the absence may be unavoidable.

It is important for students to turn in assignments by the established due dates. If a student is going to be unable to complete an assignment by the due date, **the student must contact the instructor <u>prior</u> to the assignment due date**. Together, the instructor and student will determine the details of completing the assignment.

<u>Class Participation</u>

Students are expected to be actively engaged with the course content via online discussion forums available through the Canvas course site. Students will be assigned a discussion board group at the start of the semester and should post to only that assigned group discussion board. Students are expected to engage and respond to posted questions for **three out of seven posted discussion forums** on the course site. Discussion questions/forums will be posted for one week. Discussion board postings should be thoughtful and demonstrate understanding of posted class presentations and readings. Graduate level discussion postings should also demonstrate integration and application of new knowledge gained from each content section with real life practice experiences.

Students are expected to respond thoughtfully to **at least three out of the seven posted discussion board forums**. Discussion threads will be posted at the start of each content section and remain open for student response for a total of one week.

<u>Communicating with Faculty</u>

It is your responsibility to keep the instructor up-to-date on your progress, problems and concerns. Important issues to address promptly with your instructor include: computer/email problems, questions about assignment guidelines and late submission of assignments.

This is an online course, and email is the instructor's preferred method of receiving communication from student's, and of sending one-on-one messages to a student. For communicating with the student group as a whole, the instructor may use Canvas alone, or a combination of Canvas and email. If you have an urgent issue, you may contact the instructor by phone, but be sure to provide a reliable phone number and time for the instructor to call you back. If the instructor hasn't responded to your email or voicemail within 72 hours, please contact the nursing program's administrative assistant (Missy Hall at 540.286.8084). If the instructor is going to be out-of-town or unavailable for any period of time, a note to that effect will be posted on the Canvas course site and/or sent out via e-mail.

<u>WEEKLY CLASS SCHEDULE</u>
This is a web-based, asynchronous class

WEEK OF	TOPIC/MODULE	ASSIGNMENTS
	Introduction to Course Principles of Health Promotion	**Assignment: Introduction Due**
	Social Determinant of Health 1	**Discussion Due**
	Social Determinant of Health 2	**Discussion Due**
	Theories and Models of Health Promotion and Disease Prevention 1	No Discussion

	Theories and Models of Health Promotion and Disease Prevention 2	**Discussion Due**
	Theories and Models of Health Promotion and Disease Prevention 3	No Discussion
	Theories and Models of Health Promotion and Disease Prevention 3	No Discussion
	Theories and Models of Health Promotion and Disease Prevention 3	No Discussion
	Needs Assessment	**Conceptual Model Exercise Due**
	Health Promotion Program Design	Q & A regarding Final Paper-TBA
	Health Promotion Evaluation 1	No Discussion
	Health Promotion Evaluation 2	No Discussion
	Needs Assessment Course Evaluations	**Course Evaluations Open Needs Assessment**
	Needs Assessment	**Needs Assessment Paper Due Friday**

TOPICAL OUTLINE
1. Health Promotion
2. National Health goals and practice guidelines
3. Social Determinants of Health
    A. Health Disparities in Vulnerable Populations
    B. Promoting Health Equity
4. Theories and Models related to wellness, health promotion and disease prevention Health Behavior
    A. The Health Belief Model
    B. Self-Efficacy and Social Cognitive Theory
    C. The Health Promotion Model
    D. Transtheoretical Model
    E. The PRECEDE-PROCEED Model
    F. Epidemiological principles in community assessments
5. Health Promotion-Prevention Program Design & Evaluation
    A. Principles of Program Evaluation
    B. The Health Program Planning Process –
    C. Designing Culturally-Competent Health Promotion Programs
6. Evaluating Practice at the Population Level
    A. Approaches to Evaluation for nursing Health Promotion Interventions
    B. Process or Outcome Evaluation
    C. Deciding Which Health Outcomes to Measure
    D. Economic Impact
    E. Local, state national and global initiatives for targeting wellness

TEACHING METHODS

Lecture, audiovisual materials, written materials.

LEARNING ACTIVITIES
Readings, participation in discussion, individual and group assignments, case study analysis, study questions.

EVALUATION METHODS/COURSE GRADE CALCULATION: total of 100 points
Weekly Discussions (3)   30 points
Conceptual Model Exercise 30 points
Needs Assessment Paper   40 points

Student Deliverables for this Course

DELIVERABLE	MAX . SCORE
Class Participation (three discussion board posts)	10%
PowerPoint Presentations	20%
Test 1	35%
Test 2	35%
	100.00%

Discussion Board Rubric

Your work on the discussion board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by Thursday at 11:55pm ET. You will respond to two of your peers by Sunday at 11:59pm ET.

The following scoring rubric will be used by the instructor to assign scores for the WEB-BASED discussion portions of this class. A score will be assigned on a continuum based on the following point range and calculated for 10% of the final course score/grade:

Discussions	
No response	0
Lack of synthesis and clarity of expression during participation in discussion postings.	1
Responses demonstrate understanding of posted class presentations and readings. Responses build upon the ideas of another one or two discussion participants and explores related issues and/or extends the discussion.	2
Responses demonstrate integration and application of new knowledge gained from each content section with real life practice experiences. Responses integrate multiple views and suggest points for further consideration for other discussion participants. Examination and extension of the discussion topic is clear, concise and cogent.	3

Speaking-Intensive Rubric

Criteria	Ratings				Points
Delivery	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
Organization	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
Purpose	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
Support	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0

Criteria	Ratings				Points
Audience	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
				TOTAL POINTS:	20.0

Course Grading Policy

A final grade of "B" or above is necessary to pass this course. **Note: Your average grade must be 83 or better to pass the course, additionally your test scores must average 83 in order to pass the course.**
Tests will be online, timed examinations consisting of 50 questions over two hours. They will be open book and will cover any of the material listed in the syllabus plus any additional material added during the course – which may consist of articles, PowerPoints, or other online material felt to be relevant to the weekly content.

The following grading scale is used to determine a letter grade for the course associated with a point value. **Students working toward an MSN must complete each MSN course with a grade of 83.00 (B) or higher, and grades are not rounded up**.

Score Range	Letter Grade	Quality Points	Description
93.0 – 100	A	4.00	Excellent
90.0 – 92.9	A-	3.67	
87.0 – 89.9	B+	3.33	
83.0 – 86.9	B	3.00	Good
80.0 – 82.9	B-	2.67	
77.0 – 79.9	C+	2.33	
73.0 – 76.9	C	2.00	Average
70.0 – 72.9	C-	1.67	
67.0 – 69.9	D+	1.33	Poor
60.0 – 66.9	D	1.00	Very Poor
Below 60.0	F	0.00	Fail
Incomplete	I	0.00	Incomplete
Withdrawal	W	0.00	Withdrawal

ONLINE EDUCATION AND LIBERAL ARTS VALUES AT UMW

One of the hallmarks of online courses at UMW is that they embody the values of a quality liberal arts curriculum. These values are *community, interactivity, active learning, reflection and self-directed learning*.

Value 1: Community

Within a liberal arts institution, we believe that learning needs to occur as a social activity and that students should develop a strong sense of belonging to a networked learning community. Learning communities serve many important purposes: They support and sustain the work of individual learners, help to frame the work of individuals within larger intellectual conversations, and offer a possibility of building something greater through collaboration.

Value 2: Interactivity

One of the signal characteristics of the quality learning experience is small class size and what it enables: a high degree of interaction between student and instructor, as well as between the student and other students. Sometimes characterized as "high-touch," this interaction leads to highly personalized instruction in which students are treated as individuals rather than part of a collective who sink or swim largely on their own efforts.

Value 3: Active Learning

Another characteristic of quality education is an emphasis on active (rather than passive) learning, including intensive use of writing and speech, as both tools of analysis and communication. Active learning leads to a focus on critical thinking rather than merely memorization. Another example is activities that engender genuine inquiry by students in real issues/problems, problems that matter to people outside the classroom, as well as exploring and being challenged by diverse perspectives.

Value 4: Reflection

Part of the justification for the study of humanities in liberal education is that such study addresses the human yearning for meaning. However, such reflection is not limited to humanities. The question, "What does it mean?" is an important means of transforming learning from passive to active, from memorization to a deeper understanding.

Value 5: Self-Directed Learning

The successful learner is expected to take ownership of his or her learning experiences. While faculty play a critical role in framing, guiding and, sometimes, directing the path of these experiences, ultimately the learner must be able to rely on his or her own self to make intellectual choices. These skills lay the foundation for lifelong, adaptive learning as well as cultivating intellectual curiosity, creativity, flexibility and self-discipline.

UMW STUDENT RESOURCES

Libraries

Students are encouraged to use the library resources throughout the course of their study. The Stafford campus includes the Stafford Library in building 121. In addition, the Fredericksburg campus offers the Simpson Library. Both libraries have open conversation areas and comfortable seating which provide a welcoming environment for individual and group study, and networked computers with access to the internet, the University network and Microsoft Office software. The library staff are available to provide assistance to groups and individuals.

Writing Center

Students are encouraged to use the Writing Center, located within the Hurley Convergence Center (HCC) on the Fredericksburg campus. Operating within the Honor Code, the Center offers free tutorial assistance to students regardless of major or concentration, both for course assignments and for personal writing needs.

The Writing Center personnel work with student writers at every skill level to improve writing performance. Staffed by faculty directors, assistants and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, learning writing styles such as APA, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. They also provide access to various writing guides.

Speaking Center

The Speaking Center is located on the Fredericksburg campus, and supports the speaking-intensive program by providing free consultations to students interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, equipment) which address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to videotape practice presentations and to provide feedback.

The Center strictly adheres to the Honor Code: Consultants will not compose any portion of a presentation for a student, nor will they do research for a student's presentation. Consultants are also prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates and interviews.

<u>**IT Support**</u>

In addition to resources available at its website (http://technology.umw.edu/about-us/), the IT office provides help through the Help Desk. The Help Desk serves as the clearinghouse for all tech-related issues. (Please do not ask the MSN instructors or staff for technical assistance…we're not IT experts.) For any type of technology-related issues, students must contact the Help Desk by telephone at (540) 654-2255 or by email at helpdesk@umw.edu or via their webpage (http://technology.umw.edu/helpdesk/getting_help/).

<u>COMPUTER SPECIFICATIONS</u>

For technical assistance, incoming students should visit the Help Desk's webpage for new students at http://technology.umw.edu/new/students/. **The below hardware and software specifications are recommended for online courses:**

Processor	1.2 GHz or greater
RAM	250 MB or greater (512 MB suggested)
Display	Color video display card Color monitor with 1280x1024 resolution or greater
Sound	Sound card, speakers & microphone (or a microphone/speaker headset)
Operating System	Windows 98, ME, 2000, XP or Vista (Mac OS 9.2 or higher for all Macintosh computers)

For online courses, the student must have:

- Speaker and microphone on the computer (or a microphone/speaker headset)
- Broadband internet connection (check with your service provider for what speeds are available in your area (examples: Cable, DSL, fiber optic, satellite, etc.)
- Internet Explorer 6.0 or later (later versions of Netscape also work) or Firefox
- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Exam software: Respondus

<u>ONLINE ETIQUETTE</u>

The following guidance is paraphrased from one found on the Kent State University website (http://www.kent.edu/dl/technology/etiquette.cfm): Taking an online course and corresponding via the WWW presents one with the task of overcoming the lack of non-verbals in communication. When taking a course online, it's important to remember some etiquette that will smooth communication between the students and instructors.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to ensure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. Keep writing to a point and stay on-topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so readers do not get lost in wordy paragraphs and miss the point of the statement. Also, don't introduce new topics; it may just confuse the readers.
3. Read first, write later. To prevent repeating commentary that has already been stated, or asking questions that have already been answered, it is important to read all posts and comments within the course discussion before commenting yourself.
4. Review, review, review…and then send. There's no taking back a comment once it has been sent, so it's important to double-check all writing to ensure it clearly conveys the exact intended message.

5. An online classroom is still a classroom. Though the course may be online, appropriate classroom behavior is still necessary. Respect for fellow students and instructors is as important as ever.
6. The language of the internet: Though still a fairly young type of communication, certain aspects of online communication are becoming conventional. For example, do not write using all capital letters, because it appears as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings, but overuse should be avoided. Examples of emoticons: ☺, ☹, ♥
7. Consider the privacy of others. Ask permission before giving out a classmate's email address or other information.
8. If possible, keep attachments small. If it's necessary to send photos, change the size to 100k or smaller.
9. No inappropriate material is permitted. Do not forward virus warnings, chain letters, jokes, etc., to classmates or instructors. The sharing of pornographic material is forbidden."

USING THE BIG BLUE BUTTON IN CANVAS
# FOR CONFERENCING IN AN ONLINE COURSE

What are *Conferences* in Canvas?

The *Conferences* feature is primarily used for virtual lectures, virtual office hours and student groups. It can also be used to demonstrate technologies or troubleshoot technology issues online. Conferences can accommodate up to 50 people.

The *Conferences* feature makes it easy to conduct synchronous (real-time) lectures for all of the students in the course. It also allows the instructor to broadcast real-time audio and video. Additionally, it allows the instructor to demo on applications on the computer desktop, to share presentation slides, or demo any online resources. Currently, Canvas integrates via the **Big Blue Button**.

NOTE: The **Big Blue Button** can accommodate up to 50 users in a conference at any given moment. A conference will remain active on the **Big Blue Button** as long as at least one person is logged into the conference room. When the last person exits, the conference will automatically conclude and all files and chats will be removed.
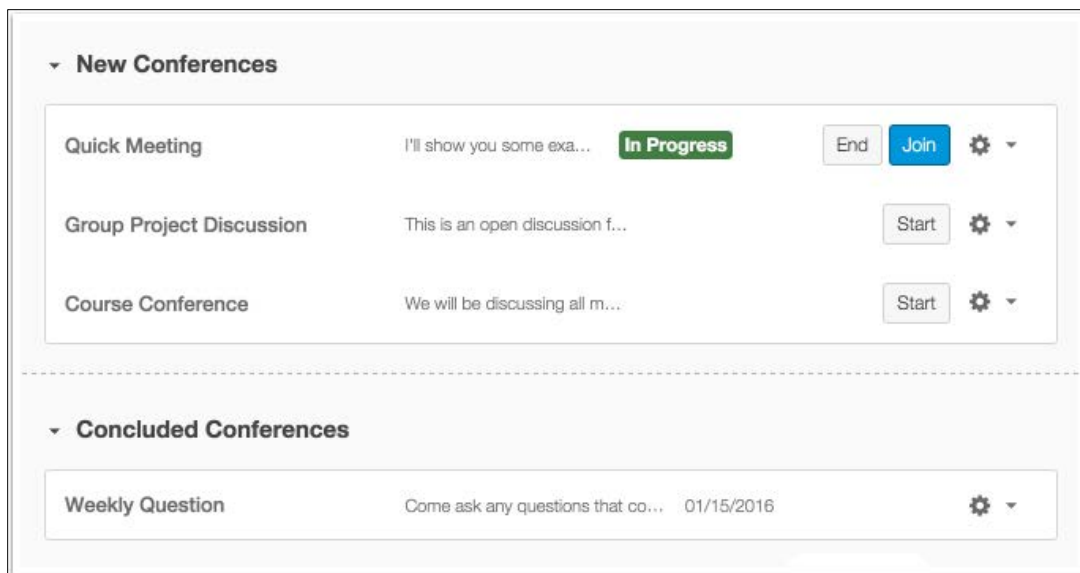
When would I use *Conferences*?

The instructor can use *Conferences* to:

- Connect with course students for online office hours, live presentations or special study sessions
- Practice presenting online (students can set up practice presentations in their student groups)
- Broadcast a live event or lecture to students who can't be on-site
- Record the conferences so students can view them at a later date (Note: recordings are automatically deleted 14 days after the conference ends)

How do I use the *Conferences* Index Page (see graphic below)?

Conferences are grouped in two parts: New Conferences [1] and Concluded Conferences [2]. Both always display the name [3] and description [4] of the conference. Note: Students can only view conferences to which they have been invited.
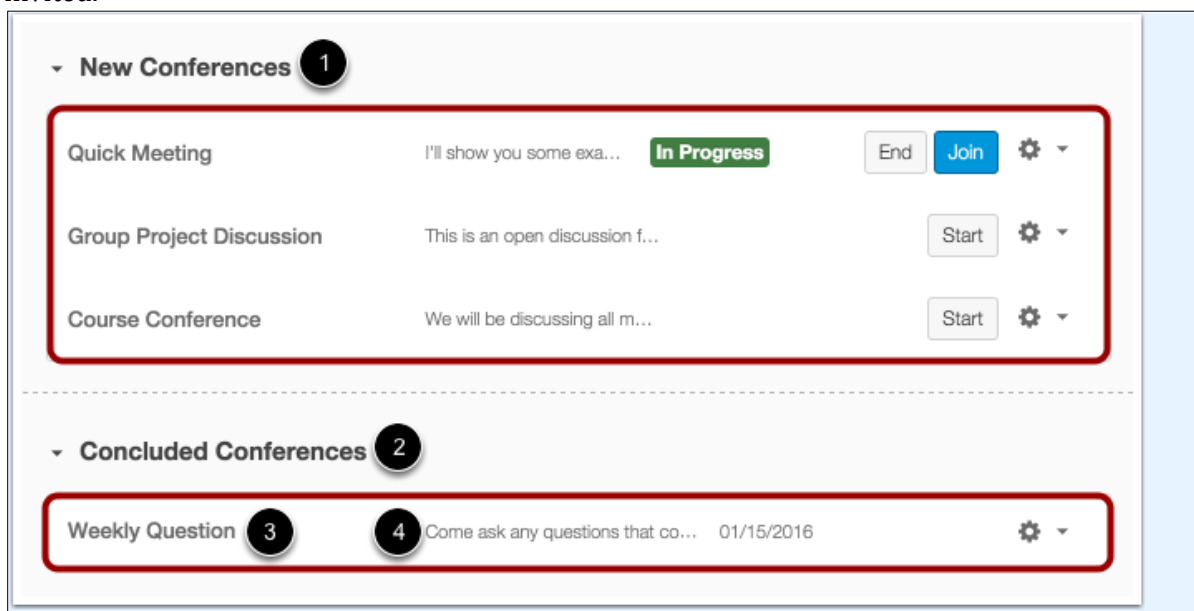
New Conferences (see graphic below)

New Conferences are either ready to start [1] or in progress [2] where invited participants can join. Note: Students cannot join a conference until the instructor has started it.
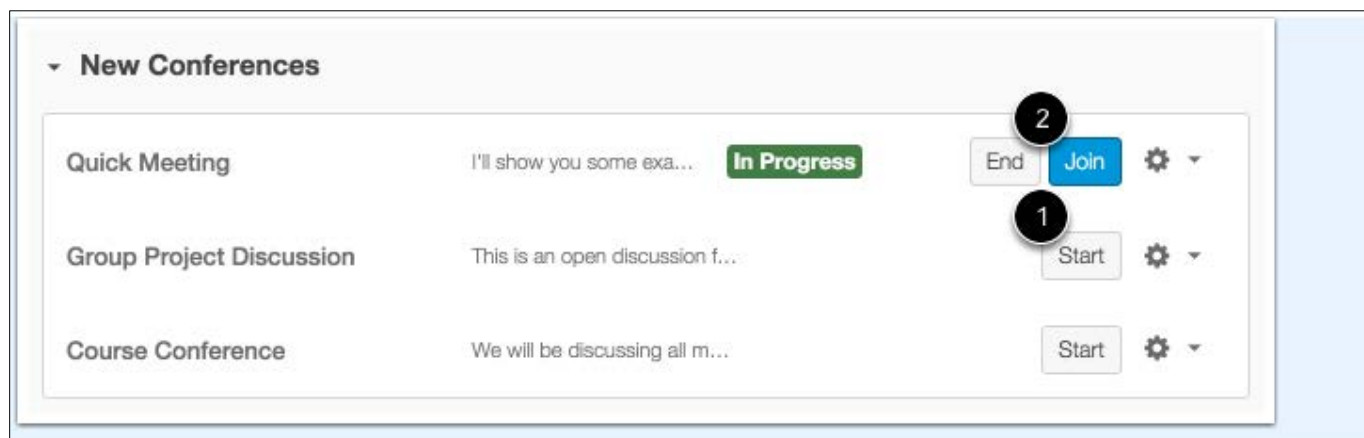

Concluded Conferences (see graphic below)

Once a conference has ended, it will be displayed in Concluded Conferences and show the date of the conference [1].

For recorded conferences, Canvas will display the length of the conference [2], which is indicated in hours:minutes (e.g., 0:10 is 10 minutes).

When a conference is rendered for playback, the conference displays the **View** button [3]. Depending on the length of the conference, this process may take several hours. Note: Recordings are automatically deleted 14 days after the conference ends.
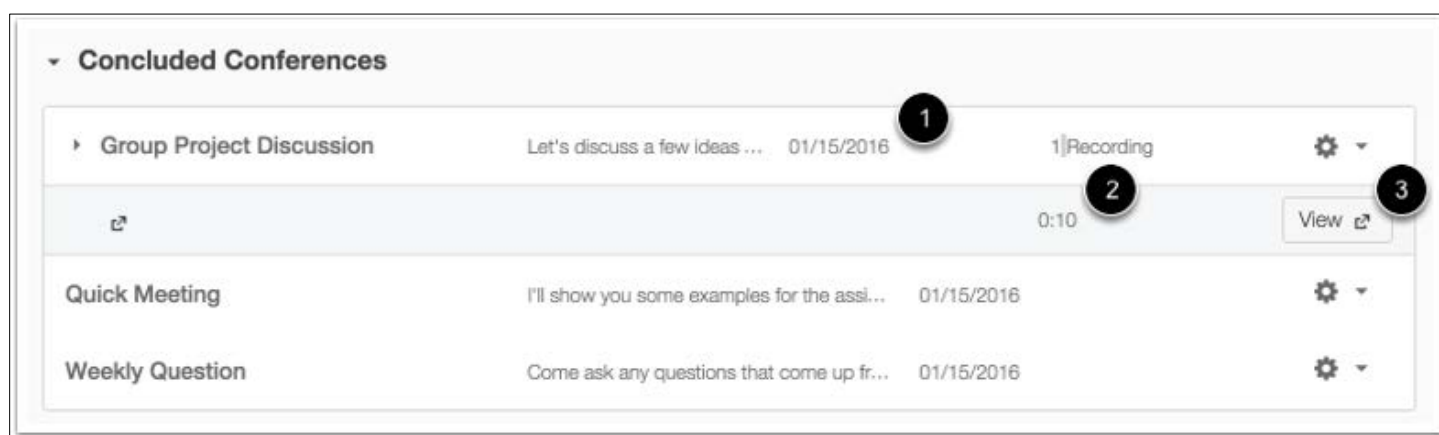
UNIVERSITY NOTICES

University Closures

If the University is closed on a regularly scheduled day, MSN courses *will continue as scheduled* online.

Disability Directive

The Office of Disability Services has been designated by the University as the primary office to guide, counsel and assist students with disabilities. If you already receive services through the disability office and require accommodations for this class, make an appointment with me (the instructor) as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter to our appointment. Any information you share will be held in the strictest confidence unless you have granted me permission to do otherwise.

NURS 560 *Health Promotion and Maintenance in Advanced-Practice Family Nursing*

If you have not contacted the Office of Disability Services and need accommodations, such as note-taking assistance, extended time for tests, and so on, a referral can be made. The disability office will require appropriate documentation of disability. For details, please contact them at (540) 654-1266.

To protect student privacy and confidentiality, students do not have to inform their instructor directly of the nature of a disability. Once the student has been approved by the disability office for accommodations, the student will receive a letter detailing the exact nature of the accommodations. Copies of the letter should be given by the student to each instructor. The instructor is not told the nature of the disability; we are informed only of the needed classroom accommodation.

Sexual Assault Prevention

Sexual harassment in education includes any unwanted and unwelcomed sexual behavior which significantly interferes with an individual's access to educational opportunities. The University of Mary Washington is committed to preventing and addressing harassment, regardless of whether the harassment is perpetrated by peers, teachers or other school officials. Confidential support services are provided by:

Avina Ross
Sexual Assault Prevention Specialist
aross@umw.edu
(540) 654-1166

Honor Code

Students are required to read the Honor Constitution and sign the Honor Code statement (attached at end of syllabus). The Honor Code and the Honor Pledge embody the trust placed in UMW students and the reciprocal responsibility students have to behave ethically in their academic pursuits. Additionally, students are responsible for adhering to the policies outlined in the Code of Student Conduct and the Graduate Student Handbook. Violations of the Code of Student Conduct will not be tolerated. Violations of this code include (but are not limited to) cheating on tests/assignments. For complete details on our expectations of you as a UMW student, please visit the following websites and carefully review the guidelines/policies:

- Honor Constitution: http://students.umw.edu/staffordhonorcouncil/
- Code of Student Conduct: http://students.umw.edu/judicialaffairs/the-judicial-system/code-of-conduct/
- Graduate Student Handbook: **need link**

Some examples of Honor Code violations are:

- Lying, cheating*, plagiarism
- Team collaboration on a project, except when specifically authorized by the instructor (you are expected to do your own work, unaided by anyone else)
- Use of commercial sources or other students for "ready-made papers" (your work must clearly be of your own original effort) – don't believe that by changing a few words you can disguise the source…you can't – if you use someone else's work you will be found out because the difference in tone, style and comprehensiveness of the writing will be readily apparent to the instructors
- Failing to cite reference materials used within your paper/work (this includes not only printed material but also materials taken in part or in whole from internet sources)
- Use of "crib sheets," etc., during an examination – although some instructors allow the use of reference materials during exams, such use will always be clearly specified in the course syllabus (if such permission is not clearly set out in the syllabus, then you are not authorized to use reference materials during exams; also, if you exceed the clearly specified scope of authorization, then you are guilty of cheating)

*Examples of cheating: Taking an exam for someone else; reproducing/copying or discussing exam content; faking an illness to avoid an exam; copying from another student's exam or assignment; giving another student

answers during an exam; reviewing previous copies of an exam without the permission of the instructor; purchasing term papers; copying materials without footnoting or citing; padding items on a bibliography; turning in a dry lab report; failing to report grade errors; collaborating on or discussing homework and/or taking home exams/papers; plagiarism; altering or forging an official university document; swapping of computer programming disks/USBs.

Course Evaluations

This course requires that the student complete a course evaluation. Approximately three weeks before the semester ends, students will receive an email notice containing directions for accessing and completing the online evaluation. Submission of the evaluation is anonymous, and every effort should be made to provide feedback on the quality of the instruction received and the effectiveness of the faculty. Student feedback is critical to the ongoing health of the MSN program, and is greatly appreciated.

Course Summaries

A student course summary form will be used by faculty to obtain feedback from you on the components of the course and its delivery; it is an evaluation not of the *faculty*, but of the *course*. A link to complete this anonymous online summary will be posted in the Canvas course site, where instructions for completion/submission will be provided.

ACADEMIC CALENDAR

Insert academic calendar here

STUDENT HONOR CODE

I, as a student of the University of Mary Washington, do hereby accept the Honor System. I have read and understand the Honor Constitution and agree to abide by its provisions. Accordingly, I resolve to refrain from giving or receiving academic material in a manner not authorized by the instructor, from illegally appropriating the property of others, and from deliberately falsifying facts. I acknowledge that in support of the Honor System, it is my responsibility to report any violation of the Honor Code of which I am aware. I realize that in the event of a violation of the Honor Code, a plea of ignorance will not be acceptable and that such a violation could result in my permanent dismissal from the University of Mary Washington. I further pledge that I shall endeavor at all times to create a spirit of honor, both by upholding the Honor System myself and helping others to do so.

Student's Name: _____

Student's Signature: _____ Date: _____