

# UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)	Date Prepared: October 28, 2016		
Course Title:	Advanced Physical Assessment in Advanced-Practice Family Nursing		
Dept/Discipline and Course No:	NURS 610		
Prerequisites:	NURS 520, 530, 540, 550, 560, 580, 590		
Co-Requisites:	NURS 620		

\*Course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <b>If no, provide a credit hour justification.</b>	YES	<input checked="" type="checkbox"/>	NO	
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	

Date of first offering of this <b>new</b> course:	Spring 2020		
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

<b>This new course will be (check all that apply):</b>			
Required in the major	<input checked="" type="checkbox"/>	Required in the minor	
Elective in the major		Elective in the minor	**General Education

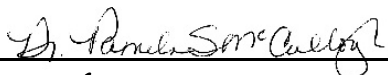
\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

<b>Catalog Description (50 words or less, if possible):</b>
This course focuses on assessment skills used in advanced-practice nursing. Emphasis is on the development of an ethical, culturally compassionate approach with patients across the lifespan. Additional emphasis is placed on the collection, interpretation and synthesis of historical, genetic, cultural, psychosocial and physical data. Evidence-based practice, critical thinking and diagnostic reasoning skills are developed.

<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	YES		NO	<input checked="" type="checkbox"/>
<b>Course Number and Title of Previous Course</b>	<b>Semester Offered</b>	<b>Enrollment</b>			
CHECK HERE if the proposed course is to be <b>equated</b> 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).					
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> 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:  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 #7 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, 5<sup>th</sup> 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 **spring** semester and has a minimum of **42 contact** hours of online activity. The weekly modules will be designed to deliver course content over 14 weeks at 150 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 610**

Course Title: **Advanced Physical Assessment in  
Advanced-Practice Family Nursing**

Dates: **TBA**

Semester: **Spring 2020**

Course Format: **Online**

Total Credits: **3**

Prerequisites: **NURS 520, 530, 540, 550, 560, 580, 590**

Co-Requisite: **NURS 620**

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

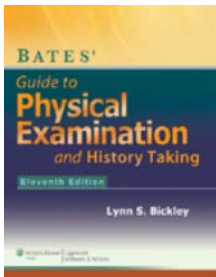
The course focuses on assessment skills used in advanced-practice nursing. Focus is on the development of an ethical, culturally compassionate approach with patients across the lifespan. Emphasis is placed on the collection, interpretation, and synthesis of relevant historical, genetic, cultural, psychosocial and physical data. Evidence based practice; critical thinking and diagnostic reasoning skills are developed.

## Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate advanced skills in obtaining age appropriate, culturally competent, comprehensive history and physical examination.
2. Demonstrate advanced skills in obtaining an age appropriate focused or episodic history and physical exam in a concise and organized manner.
3. Identify variants in physiological and mental status, risks, functional and developmental status, health promotion needs, in a wide range of cultural, racial, ethnic, age and gender groups.
4. Demonstrate critical thinking and diagnostic reasoning process to formulate conclusions regarding data obtained and to develop diagnosis, establish priorities for common diagnoses.
5. Demonstrate ability to document data in a logical, concise and organized manner.
6. Identify legal, ethical and reimbursement implications of health assessment data and documentation.

## Required Textbook



***Bickley: Bates' Guide to Physical Examination and History-Taking 11e, ©2013***

Lynn S. Bickley

ISBN: 978-1-60913-762-5

(Required throughout the program) American Psychological Association (2010). Publication manual of the American Psychological Association. (6th ed).

## 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.
- **Late submissions are not graded.**

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.**

**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 prior to the assignment due date.** Together, the instructor and student will determine the details of completing the assignment.

**Course Requirements**

1. Completion of all learning activities is required in order to pass the course.
2. Satisfactory completion of all summary activities is required in order to pass the course.

Course Requirements	Weight	Course Objectives Met
Module Summary Exams (midterm & final)	45% (20/25%)	1-6
Discussion Boards/Case Reviews & Critiques/Videos	30%	1-6
Sample H&P & SOAP note Submissions	15%	1-6
Patient Examination (OCI)	10%	1-6
TOTAL	100%	

**Course Assignments**

- A. Textbook readings and lecture presentations/videos.
- B. Discussion Board Forums: For each required Discussion Board Forum, the student will submit a primary response of 250 words to each question/scenario and at least two replies/critiques of 150 words. The student must support his/her thread and each reply with at least one citation in current APA format.
- C. Module Exams: midterm and final.
- D. Sample H&P and SOAP note submissions: due in Week 9.
- E. Patient Examinations: On-campus intensive date TBD to return demonstrate examination skills and video submissions.

**Course Outline**

Week/Module	Readings	Assignments	Grade	Due Dates
<b>Week/Module 1- Overview &amp; Assessment Process</b>	Chapter 1: Overview; Exam & History Chapter 2: Assessment & Findings Chapter 3: Interviewing & Health History	Discussion board intros	5%	TBD

<b>Week/Module 2- What you see</b>	Chapter 4: Survey, Vital Signs & Pain Chapter 5: Behavior & Mental Status Chapter 6: Hair, Skin & Nails	Discussion board reviews/critiques	5%	TBD
<b>Week/Module 3- Neuro &amp; HEENT</b>	Chapter 17: The Nervous System Chapter 7: Head & Neck	SOAP note submission	5%	TBD
<b>Week/Module 4- Breasts/Axillae &amp; Abdomen</b>	Chapter 10: Breasts/Axillae Chapter 11: Abdomen	Discussion board reviews/critiques	5%	TBD
<b>Week/Module 5- Thoracic</b>	Chapter 8: Thorax & Lungs	Video exam submission	5%	TBD
<b>Week/Module 6- Cardiovascular</b>	Chapter 9: Cardiovascular System	Discussion board reviews/critiques Midterm Examination Modules 1-5	5% 20%	TBD
<b>Week/Module 7- GI &amp; GU</b>	Chapter 13: Male Genitalia/Hernias Chapter 14: Female Genitalia Chapter 15: Anus, Rectum & Prostate	SOAP note submission	5%	TBD
<b>Week/Module 8- Musculoskeletal &amp; PVS</b>	Chapter 16: Musculoskeletal System Chapter 12: Peripheral Vascular System	Discussion board reviews/critiques	5%	TBD
<b>Week/Module 9- Special Populations</b>	Chapter 18: Infancy to Adolescence Chapter 19: Pregnancy Chapter 20: Older Adult	Submit written H&P	5%	TBD
<b>Week/Module 10- Putting it all together</b>	Patient Examinations Final Written Exam	Patient Exams Final Exam	10% 25%	TBD

### Discussion Board Rubric

Each discussion post is graded using the rubric below. Up to 25 points can be earned. The percentile score for the week will be calculated by dividing the earned point value by 25 (example: the student scored 22 earned points for the week, the score will be determined by  $22/25 = 88\%$ ). Discussion board activities will account for 25% of overall grade. 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. You will be graded on this initial posting with the following rubric:

<b>Objective/Criteria</b>	<i>Not Met</i>	<i>Needs Improvement</i>	<i>Minimally Acceptable</i>	<i>Meets Expectations</i>
<i>Critical Thinking</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>No evidence of critical thinking whatsoever (or nothing posted).</li> </ul>	<b>(1 -2 point)</b> <ul style="list-style-type: none"> <li>Superficial posts</li> <li>No valid connections made between content.</li> <li>No analysis or insight.</li> <li><i>Critical</i> presentation of opinion not present.</li> </ul>	<b>(3-4 points)</b> <ul style="list-style-type: none"> <li>Some connections made, although all might not be valid.</li> <li>Analysis of content is evident, although possibly not complete.</li> <li><i>Critical</i> presentation of opinion is not complete.</li> </ul>	<b>(5 points)</b> <ul style="list-style-type: none"> <li>Valid connections made.</li> <li>Posts are complete with analysis and insight.</li> <li>Opinions are presented at a <i>critical</i> level.</li> </ul>



<b>Objective/Criteria</b>	<i>Not Met</i>	<i>Needs Improvement</i>	<i>Minimally Acceptable</i>	<i>Meets Expectations</i>
<i>Uniqueness</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>Originality of post is completely unacceptable (or nothing posted).</li> </ul>	<b>(1-2 point)</b> <ul style="list-style-type: none"> <li>Originality of posts is not evident (ideas are not your own).</li> <li>Posts consist of little more than “I agree with you ...” statements.</li> <li>Plagiarism may be evident.</li> <li>Sources not cited.</li> </ul>	<b>(3 -4 points)</b> <ul style="list-style-type: none"> <li>Originality of posts might be questionable, but valid.</li> <li>Some new ideas.</li> <li>Plagiarism not evident.</li> <li>Sources are cited.</li> </ul>	<b>(5 points)</b> <ul style="list-style-type: none"> <li>Original ideas are presented.</li> <li>Plagiarism not evident.</li> <li>Sources are cited.</li> </ul>
<i>Timeliness</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>Post is made after the deadline (or nothing posted).</li> </ul>	<b>(1-2 point)</b> <ul style="list-style-type: none"> <li>Original posts are added at the last minute, leaving no time for classmates to respond.</li> </ul>	<b>(3-4 points)</b> <ul style="list-style-type: none"> <li>Original posts are present, but may have been posted during the last half of the discussion period.</li> <li>Participation is infrequent during the discussion period.</li> </ul>	<b>(5 points)</b> <ul style="list-style-type: none"> <li>Original posts are added during the first half of the discussion period.</li> <li>Participation is evident throughout the entire discussion period.</li> </ul>
<i>Quantity</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>Quantity is completely unacceptable (or nothing posted).</li> </ul>	<b>(1-2 point)</b> <ul style="list-style-type: none"> <li>Length of all required posts do not meet requirements.</li> <li>One or more required postings are missing.</li> </ul>	<b>(3 -4 points)</b> <ul style="list-style-type: none"> <li>Length of all required posts meets the requirements but includes considerable “fluff” or “filler.”</li> <li>All required postings are made.</li> </ul>	<b>(5 points)</b> <ul style="list-style-type: none"> <li>Length of all required posts meet requirements.</li> <li>All required postings are made.</li> </ul>
<i>Stylistics</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>Content is illegible (or nothing posted).</li> </ul>	<b>(1-2 point)</b> <ul style="list-style-type: none"> <li>Many spelling or grammar errors</li> <li>Content is difficult to understand.</li> <li>Inappropriate language used.</li> </ul>	<b>(3-4 points)</b> <ul style="list-style-type: none"> <li>Few spelling or grammar mistakes</li> <li>Content is generally easy to understand.</li> </ul>	<b>(5 points)</b> <ul style="list-style-type: none"> <li>No spelling or grammar mistakes.</li> <li>Content easy to understand.</li> </ul>

### **Module Examinations**

Module midterm and final exams taken in defined time frame. Students are to take exams individually. The exams are NOT open book.

### **Discussion Board**

See above chart

### **History & Physical and SOAP note Written Submissions**

1. Organization & Structure: 35%
  - a. Submission not to exceed 5 pages

- b. Follows appropriate format
- 2. Relevant content: 35%
  - a. Review of systems
  - b. Clearly stated findings
- 3. Grammar & Spelling: 15%
  - a. Paper contains no more than 3 errors in grammar, punctuation and/or spelling
  - b. Paragraphs are coherent and transition smoothly
- 4. Formatting: 15%
  - a. Scholarly format

**Physical Examinations**

Conducted as an on-campus intensive (date TBD & video submissions):

- 1. Case scenario will be presented to student
- 2. Student will interview the patient for relevant history
- 3. Head to toe physical exam using suggested sequence as described in textbook
- 4. Assessment and plan will be reviewed
- 5. Problem list will be articulated
- 6. Appropriate testing identified

**Course Grading Policy**

Students must participate in all of the assignment areas in order to pass the course:

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.

## **IT Support**

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](mailto:helpdesk@umw.edu) or via their webpage ([http://technology.umw.edu/helpdesk/getting\\_help/](http://technology.umw.edu/helpdesk/getting_help/)).

## COMPUTER SPECIFICATIONS

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

## ONLINE ETIQUETTE

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

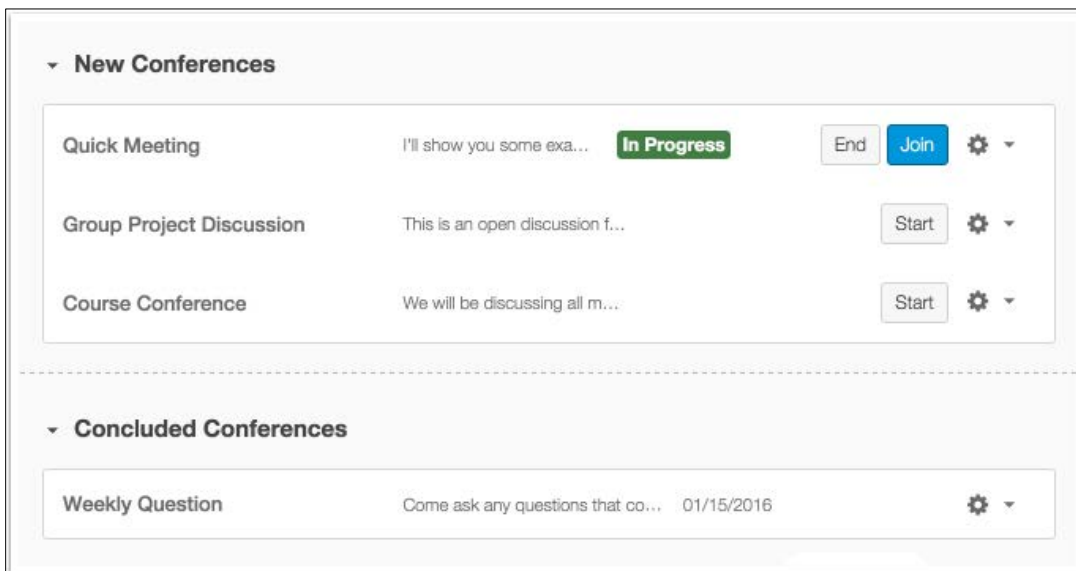
## What are Conferences in Canvas?

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?

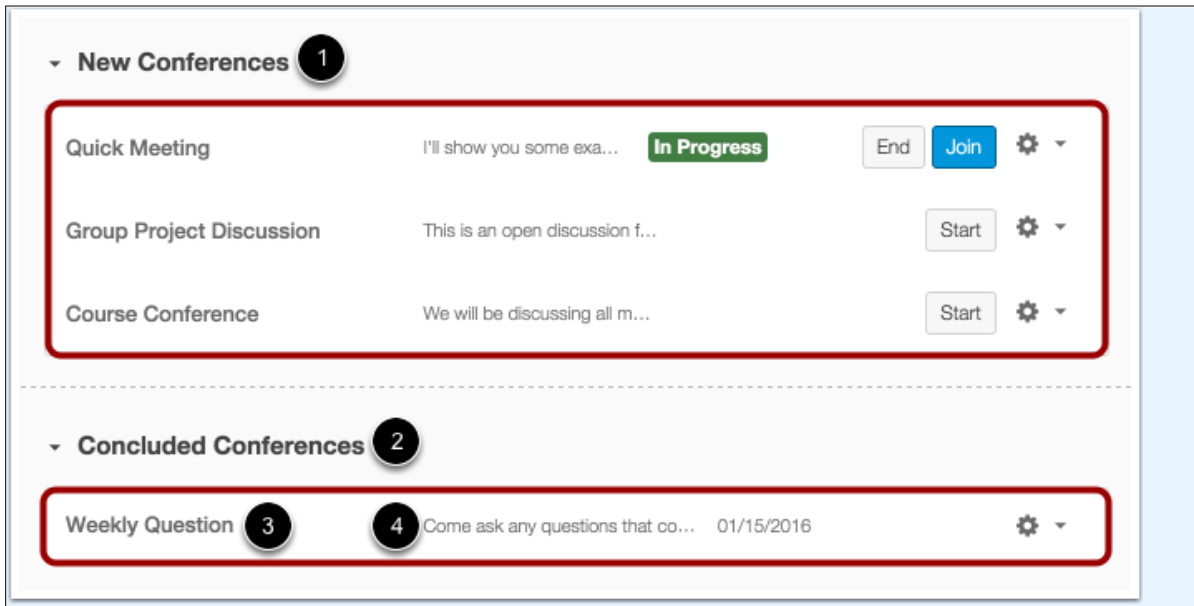
The instructor can use *Conferences* to:

- 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)

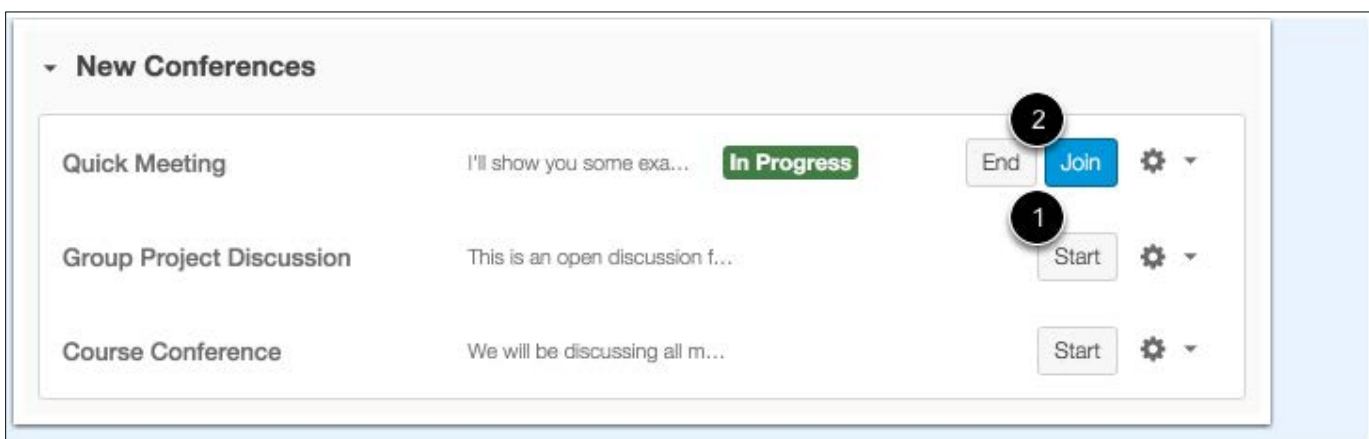
**How do I use the Conferences Index Page (see graphic below)?**

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.

The screenshot shows a list of concluded conferences. The first conference, 'Group Project Discussion', is highlighted. Callout 1 points to the date '01/15/2016'. Callout 2 points to the recording duration '0:10'. Callout 3 points to the 'View' button.

Conference Name	Description	Date	Recording Status	Duration	Actions
Group Project Discussion	Let's discuss a few ideas ...	01/15/2016	1 Recording	0:10	View
Quick Meeting	I'll show you some examples for the assi...	01/15/2016			
Weekly Question	Come ask any questions that come up fr...	01/15/2016			

# 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.

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](mailto: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: **link needed**

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: \_\_\_\_\_