MICHIGAN STATE UNIVERSITY | College of Nursing

Transitional Needs of Adults with Intellectual and/or Developmental Disabilities

NUR 423 Sections 840 and 841
Online
3 Credit Hours
Fall 2024

Course Information

I. Catalog Course Description: Designed to provide an elective opportunity for interprofessional, undergraduate, graduate or honor's option students to analyze the complex transitional needs of adults with intellectual and/or developmental disabilities (I/DD).

Prerequisite: None
Co-requisites: None
Course Objectives:

The primary learning objectives for this course are:

1. Examine the U.S. and state of Michigan educational systems for individuals with intellectual and/or developmental disabilities (population). (1.7, 5.8, 9.7)
2. Explore services applicable for this population to support integration into community living arrangements and meaningful employment. (2.5, 2.12, 4.1, 7.10, 8.12, 9.5, 9.8)
3. Develop a plan of care and support needed to ethically address healthcare needs of young adults with intellectual and/or developmental disabilities transitioning into adulthood. (1.5, 2.8, 3.6, 4.9, 7.3, 8.9, 9.3, 9.11)
4. Develop a plan of financial support required for independent living of an individual in this population. (2.3, 6.2, 7.12, 9.10)

Additional Course Detail:

This 3-credit elective course focuses on the study of existing systems and factors affecting the successful transition of adults with intellectual and/or developmental disabilities (I/DD) into meaningful community roles. University faculty and community partner experts provide content associated with the four course objectives in their respective areas of practice. Interactive case studies illustrate application of course objectives for individuals with I/DD in a discussion forum format. Project-based learning framework guides students in the development of an instructional tool as the course's final synthesis project integrating the course content areas and concepts. Service-learning opportunities are available for Honor's Options students and other interested students after consulting with course faculty. Desire to Learn (D2L) delivers course content with associated learning activities. This course is provided in a fully online format

II.   Instructor Information

Lead Course Faculty
Patty West, PhD, RN
C348 Bott Building
(517) 242-4372 Cell phone
westpatr@msu.edu
Virtual Office Hours: Times arranged to accommodate student schedules.

Kathy Forrest, MSN, MA, RN
(517) 449-9857 Cell phone
forres21@msu.edu
Virtual Office Hours: Times arranged to accommodate student schedules.

E-mail Communication: Email communication for this course is preferred when possible. Instructors will use the D2L class list to email specific students throughout the course as needed. Students may email the instructor using the address in the syllabus or by using the D2L class list email function. Faculty response to questions will be within 24 hours between 8am and 5pm Monday-Friday, generally. On weekends, faculty email responses may vary from within 24 hours, depending on availability.

III.   Textbook & Course Materials

Required

American Psychological Association. (2020). *Publication manual of the American Psychological Association: the official guide to APA style* (7th ed.). Author.

All other required readings/websites will be provided through MSU Library Resource links in weekly Learning Guides in D2L.

Optional Texts & Course Materials:

Carroll, D.W. (2013). Families of Children with Developmental Disabilities: Understanding Stress and Opportunities for Growth. American Psychological Association: Washington, D.C.

http://search.ebscohost.com.proxy1.cl.msu.edu/login.aspx?direct=true&db=nlebk&AN=989441&site=ehost-live&ebv=EB&ppid=pp_Cover

Developmental Disabilities Nurses Association. (2020). Practice Standards of Developmental Disability Nursing. (3rd edition). Joliet, IL: HighTide Press. IBSN: 978-1-892696-72-4.
http://ovidsp.ovid.com.proxy1.cl.msu.edu/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=booktext&D=books1&AN=02272505/3rd_Edition/3&EPUB=Y

Taggart, L., & Cousins, W. (2014). Health Promotion for People with Intellectual and Developmental Disabilities. Maidenhead: McGraw-Hill Education. (available in an ebook: https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/detail.action?docID=1595428

Required Equipment/Technology/Tools:

1. Computer with internet accessibility. See MSU Computer Requirement Policy: https://tech.msu.edu/about/guidelines-policies/computer-requirement/.

2. MSU Acceptable Use Policy: The use of MSU information technology (IT) entails certain expectations and responsibilities. The Acceptable Use Policy for MSU Information Technology Resources details this information and can be accessed from the MSU IT website: https://tech.msu.edu/about/guidelines-policies/aup/.

   * NOTE: Students cannot rely on mobile devices, tablets, or Chromebooks as their primary computer. MSU requires students to have a laptop computer.

IV. Professional Standards & Guidelines

The curriculum is guided by the following documents:

American Association of Colleges of Nursing. (2009, February 19). *Faculty tool kit: The essentials of baccalaureate education for professional nursing practice.* https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/BaccEssToolkit.pdf

American Nurses Association. (2015). C*ode of ethics for nurses with interpretation statements.* http://tinyurl.com/codeofethics2015

American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). https://bit.ly/3x11GOL

Fowler, M. D. M. (2015). *Guide to nursing's social policy statement: Understanding the profession from social contract to social covenant.* American Nurses Association. http://tinyurl.com/socialpolicy2015

American Association of Colleges of Nursing. (2021, April 6). *The essentials: Core competencies for professional nursing education.* https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

V. College of Nursing Diversity Statement

In this class, the broad diversity of student and faculty experiences, traits, life experiences, and backgrounds is valuable in providing us with an inclusive and positive learning environment that is rich with many perspectives. We seek to understand and respect perspectives that are different from our own and challenge ourselves with the individual and collective growth needed to achieve inclusive and moral excellence. Intentional steps will be taken to ensure everyone feels comfortable and accepted during this course because a sense of belonging is an integral part of the mission, goals, and values that represent the College of Nursing.

VI. Technology Requirements & Resources

Internet connection (DSL, LAN, or cable connection desirable)
Access to D2L Homepage.

- See the Core Student Handbook under Policies and Procedures for Computer Technology and Laptop Requirements.

- The MSU Tech Store offers special computer hardware and software pricing for students.

- Microsoft Office 365 is available, at no cost, for all students by logging onto this website using their MSU email address and NetID password:

VII.   Technical Assistance

If experiencing problems, students are required to contact the help desk first.

If technical assistance is needed at any time, or report a problem:

- Visit the IT Support Site

- Visit the D2L Help Site

- Call IT Help Line at (517) 432-6200 or toll free (844) 678-6200

If the student has any issues accessing library resources, please call (517) 353-8700.

If the student has any technology difficulties or difficult accessing D2L, contact the IT Help Line, explain the situation and ask for assistance.

- Faculty is not responsible for assisting in resolving technology difficulties

- Students are required to notify the lead course faculty via email or phone regarding any technical difficulties- after speaking with the IT Help Desk.

VIII.   MSU and CON guidelines regarding COVID-19:

Students will adhere to instructional signs posted by MSU or public health authorities, observe all instructions from MSU or public health authorities that are emailed to a "msu.edu" account, and MSU covid-19 web site.

IX.   Methodology

This online course consists of content delivered via weekly learning modules, and two interactive experiences scheduled with student collaboration as synchronous ZOOM webinars. Students have access to current content in D2L using a variety of methods including on-line learning modules, case studies, assigned readings from text, journal articles, selected websites, and other materials. Evaluation of student learning occurs through a variety of graded assignments including writing assignments, asynchronous discussion forums facilitated by course faculty members, and quizzes. A Project-based learning framework guides the development of the final graded synthesis project in the course.

Writing Requirements

The American Psychological Association (APA) formatting is required for writing assignments in this course, unless otherwise specified. Written assignments requiring supporting evidence will follow the APA format to cite references. The MSU Writing Center online is located at http://writing.msu.edu/ and is a resource for students. It is expected

that students shall demonstrate academic integrity by submitting content and work that is their own and not that of someone else.

Evaluations:

1. Learning Assessments and Grading: The NUR 423 course grade is calculated as shown in the table below. Rubrics for all assignments and discussion forums are found in D2L. Student performance is evaluated in the Introduction, online and written assignments (dropboxes and discussions), participation in synchronous ZOOM events, quizzes, and the final project. Two types of discussions are included in the course: one to discuss case studies and another to discuss the incremental development of the final project. Once completed, students will submit the final synthesis project via Dropbox for grading.
   a. **Quizzes**: Quizzes are provided in D2L, with open and close dates allowing students several days to complete the quiz. **It is expected that quizzes are taken individually by each student, not in a group** (Please see Academic Integrity and Spartan Honor Code). The content in the quizzes reflect each of the four course objectives.
   b. **Introduction**: This assignment requires students to use D2L discussion boards with the Express Capture through Mediaspace functionality, creating a video by answering questions as an introduction to peers and faculty.
   c. **Case Studies Discussion Forum**: Students synthesize course content and apply the framework Situation-Background-Assessment-Recommendation (SBAR) to cases that illustrate each of the four course objectives.
   d. **Dropbox assignments**: Brief written assignments provide students an opportunity to reflect upon course content and explore potential topics for the final project.
   e. **Final Project Discussion Forum**: This assignment allows students to develop the final course project in three incremental steps with guidance from faculty and peers.
   f. **Final Project**: D2L provides instructions and the grading rubric for this assignment. Students submit the final project after receiving guidance in the Discussion Forum for this purpose.

2. **For the Final Project:** Each student who works in a pair or groups of up to 4, will receive the same grade on the project. It is the responsibility of all students in the group to review and revise the assignment. All student's names will be on the assignment and the grade will reflect the contributions of each person collectively. Review D2L for specific, detailed instructions regarding the final project.

3. **Expected Hours of Preparation/Work per week:** One hour per credit hour (per week) of the student's time is devoted to engaging with course content in readings and other materials provided in D2L. This equals 3 hours for this 3-credit course. Two additional hours, per credit hour (per week) is devoted to synthesizing materials to complete weekly course assignments. This equals an additional 6 hours, totaling approximately 9 hours per week of student time engaged in NUR 423 course content.

4. **Late Assignments:** All students are expected to turn their assigned work in on the dates and times specified on the Course Calendar, unless prior arrangements have been made with one of the instructors. If a student has an emergency, the expectation is the lead faculty will be contacted prior to the assignment due date and time to make alternative arrangements. Late assignments, if accepted, carry a penalty. If the assignment is accepted, a minimum of **five percentage points per day** will be subtracted for an

assignment that is late (these will be subtracted from the time the assignment is due). If more than one assignment is late, there will be an increase in the amount of points being subtracted from subsequent late assignments.

Graded Course Activities

The table describes graded course activities including points and description.

Items Graded	Weight (Percent of Course Grade)
Quizzes (4)	10%
Introduction (1)	4%
Case Studies Discussion Forums (4)	16%
Drop Box Assignments (6)	24%
Final Project Discussion Forums (4)	16%
Final Project	30%

Quiz/Examinations:

a. Absences: Students must notify course faculty of any absence expected prior to the start of the exam.
b. Excused Absence: Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation). Excused absence must have appropriate documentation in order to be excused. Course faculty will determine whether an absence is excused if it meets the above criteria.
c. Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.
d. Make-up Exam (for excused absence only):
   1. Students must contact the faculty member to schedule the make-up examination. The exam must be made up <u>within 1 week</u> of the original examination date; any extension beyond 1 week is at the discretion of faculty, and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
   2. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

Grading

The MSU 4.0 grading system is used to report final course grades.

Grading Scale:

The standard College of Nursing Undergraduate grading scale will be utilized

%	GRADE
93.5-100 %	4.0
88.5-93.49%	3.5
83.5-88.49%	3.0

%	GRADE
78.5-83.49%	2.5
74.5%-78.49%	2.0 (Minimum passing grade)
69.5%-74.49	1.5
64.5%-69.49%	1.0
<64.49%	0.0

Grade Rounding is for Final Grades Only

The MSU 4.0 grading system will be utilized to report final course grades. All graded assignments will be recorded to the hundredth place (two decimal points). The total points/percent will be rounded to a whole number using the 0.5 rule. Total points/percent greater than and equal to 0.5 will be rounded up, while those 0.49 and below will be rounded down to the nearest whole number. There is no opportunity for "extra credit" in the courses.

For the rounding policy, see the Core Student Handbook.

X.   University & College Policies

The Spartan Code of Honor Academic Pledge:

"As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing to endeavor to build personal integrity in all that I do."

Academic Integrity:

Article 2.3.B.3. of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0 on Protection of Scholarship and Grades, the all-University Policy on Integrity of Scholarship and Grades, and Ordinance 17.00 on Examinations. (See the Student Rights and Responsibilities, Spartan Life Resources and/or the MSU Web site). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate course, College, or University policy may receive a penalty grade, including – but not limited to – a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

See also: https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

Title IX: Our Commitment

"Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website."

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should

be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, faculty must report the following information to other University offices (including the Office of Institutional Equity and/or the Department of Police and Public Safety) if you share it with them:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,

- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and

- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with the student about the incident that you have shared. In almost all cases, it will be the student's decision whether he or she wishes to speak with that individual. If a student would like to talk about these events in a more confidential setting, he or she is encouraged to make an appointment with the [MSU Counseling Center and Psychiatric Services.](#)

Turnitin

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g., name or student number.) The system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Student submissions will not be retained beyond the initial comparison.

Resource Persons with Disabilities (RCPD)

- To make an appointment with a specialist, contact: (517) 353-9642 Or TTY: (517) 355-1293

- Visit the [MSU RCPD Home Page](#) for information about RCPD services

Attendance

Students are expected to participate in all course activities. See the Ombudsman's web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses, and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

Grief Absence Policy

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is

the responsibility of the student to: **a)** notify the Associate Dean by completing the grief absence request form *https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx*. b**)** complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: **a)** determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, **b)** notify the faculty that the student will be absent, and **c)** receive verification of the authenticity of a grief absence request upon the student's return. It is the responsibility of the instructor to work with the student to: **a)** make reasonable accommodations and **b)** to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the MSU Office of the University Ombudsperson for information on the academic grievance procedures.

Disruptive Behavior

See the MSU Office of the University Ombudsperson website.

Article 2.III.B.4 of the Student Rights and Responsibilities (SRR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the SRR states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.

Disruption for an on-line course environment includes submissions in the discussion board, email, during Zoom meetings, or weekly chat that are inflammatory, disrespectful or negative. If faculty deem a student's words to be unacceptable, the submission will be deleted, and the student contacted by faculty. Deleted comments are not eligible for earning points. If behavior through Zoom is disruptive, the student will be asked to leave the session and must contact faculty after the designated end time for the session. The student will not be eligible for any points toward engagement.

Commit to Integrity: Academic Honesty

See the MSU Office of the University Ombudsperson website and the MSU CON BSN Student Handbook

Course Drops and Adds

Can be found on the academic calendar at https://reg.msu.edu/ROInfo/Calendar/academic.aspx.

XI. **Course Outline/Schedule***

Important Note: Refer to the course calendar (below) for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

The table on the next page describes the weekly activities including week, topic, readings, activities, and due date.

*Calendar subject to change. Changes to schedule will be communicated via D2L email

NUR 423 Course Calendar Fall 2024*

Week	Date	Topic Content	Learning Activities	Materials Due
Week 1	**8/26-9/1**	Welcome and Introduction Exploring: o Disabilities & Neurodiversity o Person First Language o Disability Legislation Communication/TeamSTEPPS®	• Review Course Resources & Requirements for Final Project • Complete Introduction Video to peers/faculty • Review TeamSTEPPS® framework & SBAR tool • Case Study practice with SBAR Required Readings, Presentations & Videos	❑ D2L Introductions (**Due date 9/1**) ❑ SBAR Practice **(Drop Box Assignment-DB)** (**Due date 9/1**) ❑ **Qualtrics survey for wk 3** (**Due date 9/1**)
Week 2	**9/2-9/8**	**Course Objective 1:** Examination of education systems: o Special Education o Higher Education & Disabilities o Project SEARCH o Navigational Training o Stranger Awareness	• Required readings, presentations & materials • Review case study • Utilize SBAR framework for case study Identify 2 questions for guest panel	❑ **Case Study Discussion Forum (CSDF)** **Initial post** by day 4: **Thursday, 9/5/24 at 11:59 pm.** **Response post** no later than day 6: **Saturday, 9/7/24 at 11:59 pm** ❑ **Submit questions for** webinar event **(DB)** (**Due date 9/8/2024**)
Week 3	**9/9-9/15**	**Course Objective 1 (continued):** Transition to Adulthood: Guest Panel Members	• **Webinar/Zoom event** **(Date & Time to be Determined)**	❑ Reflection on panel Q/A **(DB)** (**Due date 9/15**) ❑ Evaluation of virtual event (**Due date 9/15**)

Week	Date	Topic Content	Learning Activities	Materials Due
Week 4	9/16-9/22	**Course Objective 2:** Community services, living, and employment o Vocational Training & Skills Support o Legal & Ethical Considerations o Emergency Preparedness	• Required readings, presentations & materials Quiz over Course Objective 1 Material	❑ Quiz 1 **(Due date 9/22)**
Week 5	9/23-9/29	**Course Objective 2 (continued):** o Transportation o Rehab Services o Social Programming o MI-LEND	• Required readings, presentations & materials • Review case study • Utilize SBAR framework for case study	❑ **Case Study Discussion Forum (CSDF)** <u>**Initial post**</u> **by day 4: Thursday, 9/26/24 at 11:59 pm.** <u>**Response post**</u> **no later than day 6: Saturday, 9/28/24 at 11:59 pm** ❑ **Complete Qualtrics survey for availability wk #10 (Due date 9/29)**
Week 6	9/30-10/6	**Course Objective 3:** Healthcare planning and support o Sexuality o Health Interview & Examination o Romantic Relationships & Expression	• Required readings, presentations & materials Quiz over Course Objective 2 Material	❑ Quiz 2 **(Due date 10/6)**
Week 7	10/7-10/13	**Course Objective 3 (continued):** o Care Coordination o Care Mapping o Healthy Behaviors o Active Living	• Required readings, presentations & materials • Review case study • Utilize SBAR framework for case study • Explore online resources:	❑ **Case Study Discussion Forum (CSDF)** <u>**Initial post**</u> **by day 4: Thursday, 10/10/24 at 11:59 pm.**

Week	Date	Topic Content	Learning Activities	Materials Due
			○ Provider Tool Kit ○ Got Transition	**Response post** no later than day 6: Saturday, 10/12/24 at 11:59 p
Week 8	**10/14-10/20**	**Course Objective 4:** Financial planning and support ○ MI Benefit Services Specialist ○ Financial Planning	• Required readings, presentations & materials Quiz over Course Objective 3 Material	❑ Quiz 3 **(Due date 10/20)** ❑ Complete Mid-semester evaluation **(Due date 10/20)**
Week 9	**10/21-10/27** ***Fall Break Days 10/21 & 10/22**	**Course Objective 4 (continued):** ○ Legal Planning ○ Guardianship ○ Special Needs Trust	• Required readings, presentations & materials • Review case study • Utilize SBAR framework for case study • Explore online resources: ○ Michigan Guardianship Association ○ ABLE Accounts Special Needs Trust	❑ **Case Study Discussion Forum (CSDF)** Initial post by day 4: **Thursday, 10/24/24 at 11:59 pm.** **Response post** no later than day 6: Saturday, 10/26/23 at 11:59 pm
Week 10	**10/28-11/3**	**Project Exploration** Project Based Learning Framework & Components Resources for Transitions to Adulthood	• **Webinar/Zoom event (Date & Time to be Determined)** • Quiz over Course Objective 4 Material	❑ Quiz 4 **(Due date 11/3)** ❑ Resource Fair Passport **(DB)** **(Due date 11/3)** ❑ Evaluation of virtual resource fair event **(Due date 11/3)**

Week	Date	Topic Content	Learning Activities	Materials Due
Week 11	11/4-11/10	**Project Exploration** "Mapping Collaborations for Successful Transitions"	• Using any of the previous cases to align resources Project Based Learning (PBL) Planning/Components	❑ **Exploring the DQ** (Driving Question) ❑ Care Map including DQ **(DB)** **(Due date 11/10)**
Week 12	11/11-11/17	**Project Work**	PBL Planning/Components	**1st draft** of Project Introduction & Literature support **(Final Project _Group_ Discussion Forum)** **Initial post** by day 4: **Thursday, 11/14/24 at 11:59 pm.** **Response post** no later than day 6: Saturday, **11/16/24 at 11:59 pm**
Week 13	11/18-11/24	**Project Work**	PBL Planning/Components	**2nd draft** of Project Synthesis of Instructional Content **(Final Project _Group_ Discussion Forum)** **Initial post** by day 5: **Friday, 11/22/24 at 11:59 pm.** **Response post** no later than day 7: **Sunday, 11/24/24 at 11:59 pm** ***Due dates this week are adjusted related to Thanksgiving break.**
Week 14	11/25-12/1	**Project Work**	PBL Planning/Components	**3rd draft** of Project Implications for Population & Summary **(Final Project _Group_ Discussion Forum)**

Week	Date	Topic Content	Learning Activities	Materials Due
				Initial post by day 4: **Thursday, 11/28/24 at 11:59 pm.** **Response post** no later than day 6: **Saturday, 11/30/24 at 11:59 pm**
Week 15	**12/2-12/8**	Share final presentations with peers **Semester Summary**	• **Share final project with peers** Final Reflection Paper or Power Point	❑ **Final Project Due (DB) (Due date Friday, 12/6)** ❑ **Final Project *All Class* Discussion Forum**-share final project **(Due date Sunday, 12/8)** ❑ Reflection Paper **(DB) (Due date Sunday, 12/8)**
Week 16	**12/9-12/13**	**Finals Week**		*Enjoy the Break!*

*Calendar subject to change. Changes to schedule will be communicated in class and via D2L email

** Clinical and lab make up dates and times may be required outside of course scheduled times based on site availability.