Course Title: NURS 801: Foundations of Inquiry for Health Research

Credits: 3 credits, G

Prerequisites: Admission to doctoral program in Nursing or consent of the instructor

Faculty: Name: Jennifer Doering, PhD, RN, Associate Dean for Academic Affairs and Associate Professor

Email address: doering@uwm.edu
Office: CUN 743
Office phone number: 414-229-5098
Office hours: Mondays 10am-12pm and by appointment
Email Sue Wolff wolff3@uwm.edu to schedule an appointment. Emails will be returned on weekdays within 48 hours, but usually much sooner. Allow for additional response time on weekends.

Program Director: Name: Julie Snethen, PhD, RN, FAAN and Professor
Email address: julia@uwm.edu
Office phone number: 414-229-5505

Class meetings times and location: Sept 4 – Dec 13 2018, Mondays, 1:00 – 3:50 pm, Cunningham 557

Catalog Description: Study of historical evolution of contemporary health science in terms of important philosophical and empirical antecedents.

Course Description: This is the introductory course in the Nursing Doctoral Program. It begins the student's integrative analysis of the conceptual and empirical base of the domain of Nursing. This course enables the student to place the historical development and current status of Nursing science in the context of the philosophy and history of science.

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

1. Discuss the historical roots and values associated with the development of Nursing knowledge.

2. Analyze diverse philosophical traditions that have influenced the development of the knowledge base of Nursing.
3. Discuss the interactions of philosophy and methodology for the conduct of Nursing inquiry.

4. Discuss alternatives for the development of Nursing knowledge in reference to extant ideology.

5. Demonstrate skill in dialectic reasoning to support arguments regarding the conduct of Nursing inquiry and the development of Nursing knowledge.

Textbooks and Readings:

Required Textbooks:


Suggested:


Readings (To supplement textbooks):

There is a PDF on Canvas titled ‘Reading List’ that lists each week’s readings. There is also a list of all readings in alphabetical order (alpha list). This list includes the textbook sections and additional articles. Additional readings may be added during the semester and Dr. Doering will notify the class. Articles are available in PDF format in Canvas. **Note:** There are readings available on Canvas that are optional or supplementary, so check the reading list before printing all the materials for your use this semester.

The readings listed in the reading list support in-class discussions and to reference as appropriate in the written course assignments. Students are responsible for conducting literature searches and securing literature specific to their phenomenon of interest to complete Scholarly
papers #1 and #2. Please send the citations for your phenomenon of interest to your major professor during the semester for feedback on the quality of the citations you are reading.

***** LIST OF RESOURCES ****

A. UWM LIBRARY RESOURCES
   1. UWM Libraries
      http://uwm.edu/libraries/ - main webpage
      http://guides.library.uwm.edu/gradnursing
   2. The Writing Center
      http://uwm.edu/writing-center/ - main webpage
      http://uwm.edu/writing-center/resources/

B. WRITING RESOURCES

C. APA PUBLICATION STYLE RESOURCES
   2. http://www.umaryland.edu/writing/online-workshops/ - APA tutorials from University of Maryland website
   3. http://www.umaryland.edu/writing/writing-resources/ - Writing resources from University of Maryland website

D. APA CITATION STYLE
   1. https://owl.english.purdue.edu/owl/resource/560/10/

E. CITATION REFERENCE MANAGERS
   1. Free citation manager—RefWorks – http://guides.library.uwm.edu/refworks
   2. EndNote—available from University of Wisconsin-Madison DoIT Techstore

Accommodation: If you need special accommodations to meet any of the requirements of the course (for example, difficulties with sensory perception, writing, reading and/or class discussion), please contact me as soon as possible. The University has a student accessibility center that may be able to help you. Students can also receive writing assistance with the UWM Writing Center.

Assignments and Evaluation:
Summary of Course Expectations
   1. Completion of all required readings.
   2. Participation in group and class discussion.
   3. Completion of written assignments consistent with the guidelines presented.
   4. Completion of faculty and course evaluations (student anonymity is assured).
Grading Scale: The following grading scale, used in other courses in the College of Nursing, will be applied in this course:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>85 - 86%</td>
<td>B-</td>
</tr>
<tr>
<td>75 - 76%</td>
<td>D+</td>
</tr>
<tr>
<td>93 - 94%</td>
<td>A-</td>
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<tr>
<td>83 - 84%</td>
<td>C+</td>
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<tr>
<td>72 - 74%</td>
<td>D</td>
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<tr>
<td>91 - 92%</td>
<td>B+</td>
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<tr>
<td>79 - 82%</td>
<td>C</td>
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<tr>
<td>70 - 71%</td>
<td>D-</td>
</tr>
<tr>
<td>87 - 90%</td>
<td>B</td>
</tr>
<tr>
<td>77 - 78%</td>
<td>C-</td>
</tr>
<tr>
<td>&lt;70%</td>
<td>F</td>
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</table>

**Qualitative Explanation of Grading Scale:**

The letter grade system (A, B, C) will be used. An ‘A’ grade indicates exceptional level work completed with minimal supervision / guidance. A ‘B’ grade is high graduate level work completed with moderate guidance. Grades of ‘C’ or below indicates work that is not of sufficient quality for graduate level and / or complete with a high level of guidance. Plusses /minuses are assigned for minimal deviations from the main letter grade.

**Evaluation/Grading**

The following are the components of your grade in this course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Dates</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Preparation and participation in class discussion</td>
<td>Weekly</td>
<td>20</td>
</tr>
<tr>
<td>Personal Philosophy Paper</td>
<td>Sept 14</td>
<td>5</td>
</tr>
<tr>
<td>Scholarly paper #1 consultation with course professor</td>
<td>Before Oct 15</td>
<td>5</td>
</tr>
<tr>
<td>Scholarly Paper # 1</td>
<td>October 15</td>
<td>30</td>
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<tr>
<td>Scholarly paper #2 consultation with course professor</td>
<td>Oct 15- Dec 10</td>
<td>5</td>
</tr>
<tr>
<td>Scholarly Paper # 2: Paper 30%, Presentation 5%</td>
<td>Dec 10 (presentation) Dec 14 (paper)</td>
<td>35</td>
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</table>

NOTE: There is no final examination in this course. Evaluation criteria for all components are provided below.

**Description of assignments**

All reading assignments should be completed and critically analyzed prior to the scheduled discussions. Critical analysis involves identifying the writer’s major points, comparing and contrasting the views of various writers, and giving thought to the implications of the views for Nursing knowledge development.

**Participation in discussion** constitutes a total of 20% of the grade for this course. All students are expected to participate in small group discussions and class discussions. While attendance is a necessary attribute of participation, adequate participation should include active discussion wherein the student demonstrates familiarity with the readings and has spent some time in constructive analysis of the author or philosopher’s position and viewpoints and the application of these views to Nursing knowledge development. Your own views, concerns, and questions are relevant as well, and you likely will find that the readings create as many, if not more, questions than they answer. Recognizing the lingering questions is an important part of philosophical work. Note: the lowest participation grade will be dropped.
Preparation for discussion can be facilitated by engaging in a dialectic process. The term "dialectic" appears in the writings of numerous philosophers, including writers as diverse as Marx and Hegel. Although specific use of the term varies, a common thread in all discussions is that dialectic involves the juxtaposition of contrasting viewpoints, pointing out contradictions and discrepancies. In philosophical inquiry, a dialectic process ultimately results either in a "higher truth" or, at minimum, the exposition of contradictions. For our discussions, the expected outcome is not "truth," whatever that may be. Instead, the goal is to enter into a dialogue with the philosophers and authors of the readings. Preparation using a dialectic process includes:

1. Identification of prominent points in the writings that have significance for Nursing knowledge development,
2. Exploration of the significance of these points for Nursing knowledge development, and
3. Critical argumentation regarding the congruence of these points with what you think (or "know") about Nursing.

Be thorough and honest in conducting a self-assessment of your understanding of the course content on an ongoing basis throughout the semester. The course content overall is cumulative in that it is critical that you understand each grouping of literature before moving on to the next. If at any time you have questions about your understanding of the content, your ability to apply it to a selected epistemic problem, or your ability to construct and support a logical argument, contact the professor to discuss your concerns and questions.

**Evaluation of participation in class discussion** will be based on each student’s ability to identify salient points in the readings, to juxtapose these points against presumed Nursing ideology, and evidence of reflective analysis. Opinions certainly are valuable in everyday life. In philosophical inquiry, however, as in all forms of "scholarship," opinions must be derived through, and supported with, logical argument. In this context, supporting a position through argument does not entail "proving" that the position is "right" or accurate. The aim is defensible, persuasive arguments, showing how the position is reasonable or appropriate rather than "right." You will find quickly that there really are no right answers, although there are certainly some that are more defensible than others (in addition to being palatable, internally consistent, historically coherent, and logical). It also is important to let others know how you arrived at your position, in other words, provide the steps in your thought processes, rather than merely stating a position and assuming everyone else can see how you got there.

**Written Assignments**

There are three written, graded assignments. One paper documents your personal philosophy and two scholarly papers begin the development of your phenomenon of interest. Each paper builds the foundation upon which the subsequent paper is based. Ideally, papers in this course will provide the foundation for your comprehensive exams, as well as for what will eventually become publications about your phenomenon of interest. Submit all papers to Canvas.

**Personal Philosophy Paper.** The personal philosophy paper involves your documenting your beliefs about nursing’s metaparadigm concepts: Person, Environment, Health, and Nursing. In 2-3 pages, document your definitions of nursing’s metaparadigm concepts. Describe the underlying assumptions or beliefs that inform your beliefs. You may or may not have references to back up your definitions and beliefs at this early stage. Ensure you provide answers to the following: "The definition of X is ____” (for X insert person, health, nursing, environment).
Orientation to the Scholarly Papers

Professor Consultation: The first scholarly paper involves your documentation of, and exploration of, a phenomenon of interest to you. The second paper builds on the first and provides an opportunity for you to demonstrate your understanding of the course content and to apply it to the phenomenon identified in the first paper. **Two synchronous (phone/zoom) 1:1 consultations** with the course professor are required in Nurs 801. Consultations should take place before each of the scholarly papers is due. Consultations can occur during class time or be scheduled by email (include Sue Wolff at wolff3@uwm.edu in the email). If helpful, you may wish to consider submitting an outline of the paper to the professor ahead of the consultation.

Scholarly Paper #1: The Phenomenon

In scholarly paper #1, you will identify and explore a chosen phenomenon to gain an understanding of the philosophical development of your phenomenon over time. It is important you select only one phenomenon and not multiple phenomena. Ensure Dr. Doering has approved your phenomena prior to writing this paper. This paper will help you accumulate the articles needed for scholarly paper #2 and begin to explore the philosophical underpinnings of your phenomenon.

Select a phenomenon of importance to Nursing you intend to study in your dissertation. Conduct a thorough literature search of your phenomenon in the Nursing literature. Ensure you obtain a cross-section of articles that span the earliest mentions of your phenomenon all the way to the most recent publications of your phenomenon. Conduct a similar search in databases that include disciplines other than Nursing. This paper should be informed by at least 10 to 20 articles that relate to your phenomenon and be around 5 to 7 pages in length, excluding title page and references.

- Define and describe your chosen phenomenon. Questions that may help you explain your phenomenon include:
  - How does your phenomenon relate to Nursing’s metaparadigm?
    - Person/human, Nursing, Environment, Health
  - Explain which populations of people are most affected by your phenomenon.
  - If your phenomenon is an outcome, explain the antecedents (e.g., risk factors, environmental factors, etc.) known to affect the prevalence or presence/absence of that outcome.
  - If your phenomenon is something that subsequently affects outcomes, then explain what is known about that process.
  - What are phenomena that are most directly or indirectly related to your phenomenon?

- Summarize the historical development of your phenomenon from the earliest mentions of it to the most recent literature you can find.
  - What is the first mention of your phenomenon within the Nursing literature?
    - How was your phenomenon defined at the first mention in Nursing and how have definitions associated with the phenomenon changed over time?
  - Who are the principal Nursing scholars (or groups of scholars) who have advanced knowledge developed in this phenomenon? Describe how this work has occurred over time including whether there is evidence that the phenomenon has been under continuous development or whether there have been “starts” and “stops”. Can you discern what factors influenced how knowledge of your phenomenon developed?
    - It may be helpful to do a basic internet search the faculty profiles of these scholars and look up where they are located and see if you can find their CVs.
What other disciplines have investigated your phenomenon (or a closely related phenomenon if you cannot find evidence of the exact phenomenon)?

- Compare and contrast the definitions and approaches used to study your chosen phenomenon inside Nursing and outside Nursing.
- Summarize across all the literature you accumulated how has the science of your phenomenon evolved over time.

Based upon the literature you have accumulated, what is the dominant ontological view that is evidenced in the literature? In other words, is the way the phenomenon has been studied revealing The Truth or a truth? How has the ontological positioning of this phenomenon changed over time? Is there a difference between the ontological position taken within Nursing versus in disciplines that are taking outside of Nursing? What evidence do you have of the similarity or difference?

Provide adequate references. References can include course materials and materials external to the course. Provide clearly labeled headings for each major section of the paper.

Scholarly Paper #2 + Presentation: Method for Determining the Philosophical Underpinnings of a Scientific Phenomenon

Preparation work to write paper 2:

Step 1: Review the definitions of Ontology and Epistemology and have them nearby when doing this work (e.g., post-it note near you).

Step 2: On another piece of paper, write the word ‘Ontology’ at the top and below this heading, write two words: Truth and truth. Use this paper for step 5.

Step 3: Next, on a piece of paper, write the heading ‘Epistemology,’ and under this heading, make a list of every epistemological perspective you learned about in Nurs 801 as well as any others you have learned in other philosophy or research methods courses (e.g., empiricism, logical positivism, hermeneutics, critical social theory). Keep this list nearby for step 6.

Step 4: Gather the articles you plan to use for your scholarly paper. There should be several more articles gathered for scholarly paper #2 than were used in scholarly paper #1. Articles should center on one core phenomenon (using multiple phenomena or concepts will create a much more laborious and complicated process). If using paper versions of these articles, place them all in a pile. If using virtual copies, either 1) create a grid to document the following process, or 2) enable the tools that can mark up an electronic copy of an article (such as to make a comment or place a note on the electronic copy). If creating a grid, the grid should list a sufficient amount of identifying information as needed (e.g., authors, title, etc.) to ensure you know which article was evaluated.

Step 5: Determine the ontological position of each article. Note the article’s position at the top of each article. Suggested wording for this is to use the words ‘Truth’ and ‘truth’ at the top of each article.

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1 Created for NURS 801 by Jennifer Doering, PhD, RN
• The word ‘Truth’ using a capital ‘T’ indicates the authors are seeking to determine or communicate about a single truth. The authors are making an assumption that there is only a single reality and they are out to study that reality. The authors are seeking The Truth.
• The word ‘truth’ with a small ‘t’ would be used to indicate that the authors are approaching their phenomenon or study from the ontological position that there is more than one truth (i.e., that reality can contain multiple truths). The authors may be communicating through their approach that they are attempting to find or determine a truth or multiple truths, not The Truth.

Step 6: Using the same articles labeled previously, identify the epistemology that article used to develop the knowledge they present in the article. Place the name of that epistemology at the top of the article next to the Truth/truth indicator.

Step 7: Collate and organize your findings. Over time, you may document the philosophical underpinnings of dozens of articles, so you may need to group articles using some organizational method (e.g., by epistemology, by concept etc.). You may need to create a new table or grid to help you organize your findings. Determine a way of doing this that works best for you. Consult with your colleagues for suggestions.

Write paper 2 answering the following (Use headings)

Step 8: Begin to draw some logical conclusions about the philosophical underpinnings of your phenomenon based upon your findings. Answer the following questions in your scholarly paper:
• What is the primary ontological position of scholarly writing about your phenomenon (e.g., Truth or truth)? Can you discern why one position is dominant? If both positions are represented in the literature, indicate this and discuss why you think this may be. You may want to consider the history of development of your phenomenon and what was occurring in Nursing, science, and national policy at the time (if known).
• What epistemological perspectives are represented among writings about your chosen phenomenon? What perspective(s) is/are most common?
• What are the strengths of the most common epistemological approach(es)? What are the weaknesses?
• How have the ontological and epistemological positions taken affected advances in theory, research, and practice in Nursing and/or in health care of your phenomenon?

Step 9: Only once you have an understanding of the above knowledge, then you can you examine the degree to which your beliefs about Truth (ontology) and how to approach creating knowledge within that truth (i.e., epistemology) align or diverge from the development of your chosen phenomenon in the literature.
• In your paper, identify your own ontological beliefs about reality. In other words, answer the question: “Do you believe in Truth or truth?” Briefly, explain why you hold that position and what influences in your life contributed to your belief.
• Take a position about your personal philosophical beliefs relative to the beliefs used in the body of literature represented by your phenomenon. Answer the question: When studying your phenomenon in the future, do you intend to take a philosophical position that will align with or diverge from the perspectives represented by the existing body of literature? Why? How will your choice help advance Nursing science in your chosen phenomenon?
• Total length of the scholarly paper may range from approximately 10 to 15 pages. If additional pages are needed, please negotiate the need for additional length with Dr. Doering.
• **Presentation:** Create a 5-7 minute PowerPoint presentation and post by the syllabus deadline summarizing your paper. Participation points for the day presentations are given will include feedback you provide to your colleagues.

**A note about using the above identified method**

Only in rare cases will authors explicitly state their philosophical position (ontology or epistemology) pertaining to the phenomenon being discussed in the article. As a scholar, your work is to infer what position the authors took in their work by reading the paper critical for the language used when discussing the phenomenon and examining the methods they used to investigate the phenomenon. Your knowledge from Nurs 801 readings and class discussion will be instrumental in helping you determine the author position. Furthermore, if an author does explicitly state their philosophical stance (e.g., stating they approached the study of a phenomenon using phenomenology as both philosophy and methodology), your job is to verify that indeed, the authors remain philosophically consistent in how they present their position and findings. There may be instances when authors say one thing, but then do something contradictory or inconsistent, often unintentionally.

When examining multiple studies or writings by a same author(s) such as evaluating studies of the same phenomenon over time by a group of authors, it is equally important not to assume that the authors have maintained a single ontological and epistemological approach over time. As theory and science advance, an author’s philosophical views may also advance, so ensure every piece of writing is evaluated independently to verify whether the author(s) has maintained or changed their philosophical stance over time.

Re-read your personal philosophy paper #1, paying attention to your initial definitions of the Nursing metaparadigm. In the last section of scholarly paper #2, address the following:

• Discuss how have your definitions changed or not changed since the beginning of the course.
• Now that your own views are more informed by literature, provide references to document your beliefs.
• Describe your worldviews on ontology and epistemology by answering the question: What ontology and epistemology most aligns with your beliefs about reality and how we can come to know reality?

**APA Formatting and Expectations:** Students will be required to use the APA publication and citation style in the course project papers. Use of APA format in your course project paper will account for 5% of your total course project grade.

**Policy on Late Work:** Late papers will be deduced 5% points per day, unless an alternative due date was negotiated ahead of the deadline. Paper submission deadlines are listed in the content outline.

**Time Commitment:** Expect to dedicate at least 9 hours per week to this course (135) hours across the entire semester. Keep in mind that this is a minimum time commitment; some more time might be needed to prepare effectively to meet the course assignments.

The suggested minimum time commitment recommended for successful completion of this course is outlined below. Please keep in mind that additional time may be required for mastery of complex readings and concepts that are discussed in class and described in the readings, and plan for additional study time accordingly.
• Seminar: 2.5 hours/week Total: approximately 35 hours
• Reading (course materials + literature on your phenomenon): 5-6 hours/week, minimum 80 hours over the semester
• Writing: 20 hours total spread out over the semester

Course Attendance Policy: Attendance in this course is expected. Students are responsible for the material covered in all class sessions.

Course Expectations:

1. General Paper Guidelines:
   a. Do not submit a paper that is duplicated in part or in its entirety from another class. This is known as self-plagiarism. While the general topic may be the same, the focus of each paper should be different. Papers in the doctoral program should build on each other from class to class as you progress through your program of study.
   b. Papers are expected to have been thoroughly edited by yourself or a colleague. Do not submit first drafts. Allow time ahead of deadlines for editing. Reading papers out loud can be highly effective at finding grammatical errors.
   c. All assignments are to be typed following the most current APA guidelines. You are highly encouraged to purchase the most recent APA manual. Consider purchasing bibliographic software (e.g., RefWorks, EndNotes) to assist with accuracy and efficiency in paper writing.
   d. This course is reading intensive and each week builds on the last. It is imperative to your success in the course that you keep up with the readings.

2. Safe learning environment:
   While diverse opinions are encouraged, the manner in which the dialogue occurs should be respectful. Remarks or behaviors that are disrespectful of others will not be tolerated. Instructor and students are responsible for maintaining an environment of respectful discourse.

Content Outline and Assignment. Assigned Readings attached separately.

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>#1 - Sept 10</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td>Sept 14</td>
<td></td>
<td>Personal Philosophy Paper #1 due by 2359 CST</td>
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<tr>
<td>#2 - Sept 17</td>
<td>The Structure of Knowledge in Nursing, Philosophy, Science and Theory</td>
<td></td>
</tr>
<tr>
<td>#3 - Sept 24</td>
<td>Epistemology of Objectivism: Historical Foundations of Modern Philosophy</td>
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<tr>
<td>#4 - Oct 1</td>
<td>Epistemology of Objectivism: Empiricism and the Foundations of Modern Science</td>
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<td>Date</td>
<td>Topic</td>
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| #5 - Oct 8 | Epistemology of Constructionism: Transcendental Idealism and Phenomenology  
Epistemology of Objectivism: The Demise of Logical Positivism |
| #6 - Oct 15| Epistemology of Objectivism: The Demise of Logical Positivism: the (dis)unity of Nursing Science (continued)  
Epistemological Pluralism: The Practice of Theory, Dr. Tim Ehlinger, guest lecturer |
| #7 - Oct 22| Epistemology of Constructionism: Hermeneutics, Feminisms               |
| #8 - Oct 29| No class today. Use class time to prepare for class #9 readings       |
| #9 - Nov 5 | Epistemology of Constructionism: Critical or Emancipatory Approaches Including Critical Social Theory |
| #10 - Nov 12| Epistemology of Constructionism: Critical or Emancipatory Approaches continued: Post-Colonialism, and Critical Race Theory. Guest lecturer: Dr. Lucy Mkandawire-Valhmu |
| #11 - Nov 19| Historicism: Science in Context  
The Epistemology of Subjectivism: Post-Modernism, Intermodernism  
Critical Realism |
| #12 - Nov 26| Nursing Ontologies  
Nursing Epistemology: Patterns of Knowing |
| #13 - Dec 3 | Nursing Praxis and The Future of Nursing Science                        |
| #14 – Dec 10| Class presentations of scholarly paper #2                                |
| Dec 14     | Scholarly paper #2 due 2359 CST                                        |

**ACADEMIC INTEGRITY**

Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:

- Correct procedures for citing sources of information, words, and ideas
- Ways to properly credit collaborative work with project team or study group members
• Strategies for planning and preparing for examinations, papers, projects and presentations.

Students are encouraged to consult with faculty regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity will result in a zero on the assignment and may result in additional sanctions consistent with university policy.

See UWM policies at:  [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

**UNIVERSITY POLICIES:**

The UWM policies that govern this course can be found at:  
[http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

Additionally, please note the following:

1. **Inclement weather:** UWM student should contact the University at 229-4444 (UW-Parkside, 262-595-2345) or check the appropriate website to ascertain the status of class cancellation due to inclement weather. Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor.  [http://www4.uwm.edu](http://www4.uwm.edu) or  [http://www.uwp.edu](http://www.uwp.edu)

2. **Safety:** Safety techniques and strategies are described in College of Nursing Student Handbooks for undergraduate and graduate students distributed to all nursing students upon entering the program. Copies are available in the Office of Student Affairs. Information about UWM campus safety is found at  [http://www4.uwm.edu/current_students/student_services/safety.cfm](http://www4.uwm.edu/current_students/student_services/safety.cfm)

3. **Technology and Social media:** See student handbook