



**Pathophysiology**  
**NUR 300 Section 734**  
**Online Format 4 Credits**  
**Spring 2017**

- I. **Catalog Course Description:** How disrupting normal structures and functions of the human body leads to disease processes from the cellular to the multi-system level. Critical examination of the mechanisms underlying signs and symptoms.
- II. **Course Description:** At the end of this course, students will:
1. Based on prerequisite knowledge of normal structure and functioning of the human body, identify and describe abnormal physiological disorders in the human population.
  2. Explain how disease affects and is manifested in the interrelated systems of the human organism.
  3. Explain the physiological basis for signs, symptoms, and diagnostic test results associated with disorders affecting the human organism.
  4. Explain operative compensatory mechanisms in selected disorders.
  5. Describe current biological theories regarding the causes, mechanisms, and signs and symptoms of selected disorders.
  6. Recognize societal implications of and ethical issues involved with prevention, diagnosis, and treatment of given disorders.
  7. Explain how a given preventive strategy or treatment might block, alter, or reverse the course of selected disorders affecting the human organism.
  8. Describe the interactions between genetic and environmental factors in the development of a given disorder.

III. **Additional Course Details:**

Think critically about the human body. Practice skills (such as analyzing cases, solving problems, using text-based resources, learning independently, negotiating successful group work, assessing peers, communicating professionally in F2F and online environments) that are used by health care professionals.

**My NUR300 Course Goals:**

My grade goal for NUR300 is \_\_\_\_\_

In addition to earning a grade, working on developing a professional skill set, and obsessively asking “How?” and “Why?” I plan to:

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IV. **Prerequisites:** (ANTR 350) and (PSL 310 or PSL 250)

V. **Co-requisites:** None

VI. **Standards Documents:** The curriculum is guided by the following documents:

- American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC.  
<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>
- American Nurses Association (2015). *Guide to the code of ethics for nurses with interpretive statements*. Washington, DC <http://tinyurl.com/codeofethics2015>
- American Nurses Association (2015). *Nursing: Scope and standards of practice* (2<sup>nd</sup> ed.). Washington, DC <http://tinyurl.com/scopeandstandards2015>
- American Nurses Association (2015). *Nursing's social policy statement: The essence of the profession* (3<sup>rd</sup> ed.). Washington, DC <http://tinyurl.com/socialpolicy2015>

VII. **Course Faculty**

**Anne Clayton, MS**

Email: [anne.clayton@hc.msu.edu](mailto:anne.clayton@hc.msu.edu)

Office Location: none

My cell: 517.281.2822 (text only, please)

Support Staff – only call in case of emergency during exams:

Phone: 517.353.4543 or 517.353.4614

Office Phone: none.

**Office Hours:** Available by appointment (see Communication). Meeting options available are: online with D2L Chat and Whiteboard, ZoomMeeting, or via phone. If scheduling an appointment, please plan ahead and email 3 times you are available to meet, how much time you anticipate needing, and how you would like to meet so we can coordinate our schedules. The Course Content Discussion Boards are another source for interaction with faculty. Please see Communication section in the syllabus.

VIII. **Instruction:**

a. **Methodology**

NUR 300-734 is an online course. The classroom includes many important areas including PowerPoint presentations, readings, exams, quizzes, case study, exercise, and other activities. Discussion boards are available in D2L for students to post questions. No points will be awarded for participation but students are encouraged to participate. For details, please see grading system described later.

When working in an online course, it is critical to create a regular schedule for your preparation work. Study materials are usually posted before the dates noted on the course calendar and you can work through the content ahead of schedule. However, quizzes, exams, case studies and learning community discussion forums will only be available at specific times. Spacing out your work while not falling behind is particularly important for independent preparation. Working through hours of course material in one learning session will make your eyes, ears, and brain too tired to learn effectively. Making your own master calendar, with specific times and dates scheduled to work on this course, will help you stay on track. Reminders are not sent when an assessment is scheduled. It is expected that each student takes responsibility and stays organized.

**b. Required Text**

- *Understanding Pathophysiology* (6<sup>th</sup> ed.). Huether, SE & McCance KL. St Louis, MO. Mosby/Elsevier. 2016. ISBN: 9780323354097
- *Study Guide for Understanding Pathophysiology* (6<sup>th</sup> ed.). Huether, SE & McCance KL. St Louis, MO. Mosby/Elsevier. 2017. ISBN: 9780323370455
- This version of the text comes with electronic resources on Elsevier Evolve. Details on how to access this information is found in D2L

**Books that may be helpful:**

- *Pathophysiology Made Incredibly Visual!* Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins, 2012.
- *Pathophysiology Made Incredibly Easy!* Philadelphia: Lippincott Williams & Wilkins, 2009.
- *Clinical Pathophysiology Made Ridiculously Simple.* Berkowitz, Aaron. Miami: MedMaster, 2007.

**IX. American Nurses Association Electronic Books (E-books)**

American Nurses Association (2015). **\*Guide to the Code of Ethics for Nurses: Interpretation and Application:** <http://tinyurl.com/codeofethics2015>

American Nurses Association (2015). **\*Nursing Scope and Standards of Practice:** <http://tinyurl.com/scopeandstandards2015>

American Nurses Association (2015). **\*Nursing's Social Policy Statement: The Essence of the Profession** <http://tinyurl.com/socialpolicy2015>

Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: <http://libguides.lib.msu.edu/nursingebooks>. These e-books allow unlimited concurrent users

**a. Written Requirements**

In D2L, please see:

- Learning Community Folder → 'About Learning Communities' for detail on written responses to cases in Learning Community Discussions
- Course Info Folder → [About Plagiarism page](#) for additional strategies to authentic writing that avoids plagiarism
- Syllabus section below → [Academic Integrity](#)

**X. Other Required Resources, References, Supplies**

This online course uses the D2L course management system. [www.d2l.msu.edu](http://www.d2l.msu.edu) Mini movies unique to NUR300 are only available online through D2L. See the Tech Tips folder under the Lessons Tab on D2L for extra help. D2L is also used for study outlines, quizzes, handouts, announcements, student-student communication, and student-professor communication. Quizzes and exams are scheduled as specified in the Course Calendar. If you have problems accessing any files on D2L, call the D2L Help Line.

**Frequently Called Telephone Numbers**

**Always make the D2L Help Site at MSU's Distance Learning Center your first stop with any D2L-related questions!**

- D2L Help at MSU's Distance Learning Center  
517.432.6200 or 844.678.6200 (24 hrs, 7 days/week)  
<http://help.d2l.msu.edu/> (D2L Help Site)
- Media Lab Life Sciences: 517.353.9020

Students need reliable, high-speed access to the D2L course management system. See D2L Help for compatible browsers. Students also need a recent version of Adobe Reader to download and access PDF documents. If you are unsure about your computer's capabilities, try to open a PDF file from D2L when you first get access. If you do not have the right program, you will usually be prompted to install it when you try to open a file. If you have problems accessing any files on D2L, call the D2L Help Line. They can answer any D2L-related questions including walking you through the appropriate installations.

Because of the technical language of pathophysiology, students need to use a **medical dictionary**. You are expected to look up words that you do not know, and the glossary of the textbook is insufficient. You can access a medical dictionary for no fee via the MSU Libraries. <http://er.lib.msu.edu> See: E-resources for Nursing → STAT!REF → Taber's Cyclopedic Medical Dictionary which also has an audio feature that lets you hear the pronunciation of terms. This dictionary is endorsed by the CON BSN curriculum and is also available for purchase at many bookstores.

Finally, note cards, colored pencils and highlighters are helpful. They will help you develop study tools and your written responses to learning community discussions and unit objectives. Use your highlighter any time you have a question; highlight the relevant material and **write down your question**. Then, when searching for it later, the question is easy to locate. When reviewing for an Exam, this strategy will also help you remember where you had questions earlier in the semester. Alternative strategies to the highlighter question color include: using colored sticky tabs; writing a question page for each unit; keeping a question notebook or file where you write all your questions (each question should have a reference to the text page and unit); building a question note card stack (each card should have a reference to the text page and unit).

#### **NUR 300 Materials Check List:**

- D2L access (add the URL to your browser favorites) with reliable, high-speed connection
- D2L Help Site at MSU's Distance Learning Center Line (add the phone # to your contact list)
- Medical Dictionary <http://catalog.lib.msu.edu/record=b10226393~S39a>
- Adobe Reader
- Note cards, colored pencils and a highlighter
- CON Technology Requirements - see D2L Tech Tips folder. All NUR300 students need to be in compliance. Older versions of Microsoft Office will need to download the Compatibility Pack: <http://www.microsoft.com/downloads/details.aspx?FamilyId=941B3470-3AE9-4AEE-8F43-C6BB74CD1466&displaylang=en>

#### **XI. Evaluation:**

##### **Feedback**

NUR300-734 is an online course that requires students to interact with the professor and other students online, to work as groups/teams online, to access course materials online, to complete online quizzes and exams. When taking an online course, it is critical to stick to a regular schedule. Course materials are usually posted before the dates noted on the course calendar and you can work through the content ahead of schedule. However, Case Studies, Learning Community Discussions, quizzes, exams will only be open at specified times. Spacing out your work while not falling behind will be particularly important for online courses. Working through lots of course material at once will make your eyes, ears, and brain too tired to learn effectively. Making your own master calendar, with specific times and dates scheduled to work on this course, will help you stay on track. I expect that each student take responsibility to stay organized.

Learners in NUR300 can take advantage of many feedback opportunities. In addition to formal feedback provided by quiz and exam scores, the Learning Community environment is feedback-rich. In discussion developing a case analysis, learners are engaging their peers, which is one form of feedback. Another form would be requesting clarification on the discussion boards. You can answer questions discussion questions for him/herself and measure those internal responses to those offered by others in the section. **As the learner evaluates his/her current understanding relative to the information returned by peers and professors, those conversations provide feedback to the learner.**

## XII. EXAMINATIONS:

There are four online exams. Students are expected to take all exams online as scheduled. They can be found during their open times under the Assessments Tab (**Assessments > Quizzes**). (Please see D2L and Course Calendar for open dates and times.) Students have one login and a preset amount of time to take each assessment. You may not backtrack to questions; when you click to the next question you will not be able to go back and view a previous question. Details on time to complete each exam and on the number of questions will be posted in the Exam before you click to begin the assessment. If a student is unable to take an online exam for an undocumentable reason (*including but not limited to technology problems/errors, travel*) the exam will receive a grade of 0.0. *Exam absences are only excused for University-approved reasons (e.g. varsity athletic competition) or for emergent, extreme, extenuating circumstances as interpreted by the course instructor (including but not limited to family emergency or illness). The student must provide supporting documentation for the reason of absence and contact the course instructor before the start of the exam.* Students are strongly urged to plan ahead and to take all online assessments regardless of current circumstances. Students should take all online assessments on a secure, high-speed web connection not in the student's residence to avoid technology problems. If an assessment is disrupted due to campus-wide D2L or server problems, the open time will be extended.

You are permitted to use your notes and text during online exams. In particular, you will want to have Appendix A from the text readily available for normal lab values. However, time is restricted requiring you to prepare as thoroughly as you would for any proctored exam. Students are expected to take exams individually. Unlike quizzes, it is inappropriate to work in groups or utilize resources other than Appendix A of the text and your notes. **Plagiarized responses will receive a grade of 0 (and, yes, I do find the plagiarized responses).** Please be sure to thoroughly read through the section below on Academic Integrity and Plagiarism. Additionally, you will not be able to backtrack to questions, to emulate circumstances of future exams. You will not get your score until the exam closes and I have graded them. Heavy reliance on external resources for quizzes and exams will not give you an accurate assessment of your knowledge.

**Assessments will not be reopened for student view after they have been submitted. For online assessments, restricting time and post-assessment access are security features.**

**Please arrange to talk with me directly to review your exam or quiz results.**

## QUIZZES:

There are 12 quizzes. The 11 highest grades will count toward your final grade. They are administered through D2L. Students are expected to take all quizzes online as scheduled. They can be found during their open times under the Assessments Tab (**Assessments > Quizzes**). (Please see D2L and Course Calendar for open dates and times.) Students have one login and a preset amount of time to take each quiz. You may not backtrack to questions; when you click to the next question you will not be able to go back and view a previous question. Details on time to complete each and on the number of questions will be posted in the Quiz before you click to begin the assessment. Students may NOT make up quizzes for any reason. If a student is unable to take an online quiz for any reason (*including but not limited to technology problems/errors, family emergency, illness, travel*) the missed quiz or exam will count as the dropped score. If more than one quiz is missed, a student will be given a score of zero for each additional missed quiz or exam.

Students are strongly urged to plan ahead and to take all online assessments regardless of current circumstances. Students should take all online assessments on a secure, high-speed web connection. If an assessment is disrupted due to campus-wide D2L or server problems, the open time will be extended. Please see Communications above for what to do in the event of D2L problems during an online quiz.

Think of quizzes as learning tools, not just as assessment tools. Quizzes help you gauge your understanding of content. Time is limited and you need to be individually prepared before opening a quiz. However, you may work with others and use external resources when taking quizzes. Be aware: do not cut-and-paste answers from websites. All responses must be in your own words. **Responses that are directly copied will receive a grade of 0.** They also allow you to reflect on whether you are adequately preparing for the Learning Community Discussions.

No exceptions made for the open quiz and exam times or for other due dates to accommodate individual student schedules. Though online courses offer increased flexibility, there are still calendar requirements.

**Assessments will not be reopened for student view after they have been submitted.**

#### **LEARNING COMMUNITY DISCUSSIONS:**

This is a group-based activity. There are 12 learning community discussions. The Communities are smaller groups of approximately 10 students each within NUR300. Discussions can be found during their open times under the Communication Tab (**Communication > Discussions**). Most weeks, students will have particular learning community discussion responsibilities – either writing a lead post for an assigned prompt or responding within a discussion thread that has already been started. For policies and grading criteria, please see About Learning Communities document in D2L. Please bring concerns about group dynamics to the course instructor early in the semester. The 11 highest scores will count toward your final grade.

#### **CASE STUDIES AND GROUP ANALYSIS ACTIVITIES:**

This is a group-based activity. One of the driving purposes of this course is to get you to analyze complex information, draw appropriate conclusions and be able to clearly explain your understanding and thought processes. Four times during the course, correlated to the exams, you will be given a case study or other analytical assignment to work on as part of a small group (3-4 students). You will be assessed on your level and quality (accuracy, clarity) of your participation in the process. Please draw on your life experiences to broaden and reinforce discussion points.

#### **GENETICS:**

This is a group-based activity. Due to requirements of the Nursing profession, we need to introduce the study of genetics to this course. This will be done over the course of the semester as group-based research and reports. There will be five short reports due during the course of the semester. Details of these reports will be found in the Genetics folder on D2L.

**Grades:**

Students are responsible for checking the accuracy of grades posted in D2L Grades and for keeping **printed records** of each grade. An Excel spreadsheet is provided on D2L as a template for you to keep track of your grades. As with all CON undergraduate courses, NUR 300 uses the *Standard College of Nursing grading scale*.

ITEMS GRADED	WEIGHT	(% OF COURSE GRADE)
Introductory Activities	Up to 4 points	added to Exam 1 score
4 Exams	40 points each	50%
11 of 12 Quizzes	10 points each	10%
Learning Community Discussion (11 of 12)	4 points per discussion forum	10%
Genetics (5 reports)	150 points (1@50, 4@25)	15%
Case studies (4)	10 points per case study	15%

**Grade Breakdown**

%	GRADE
94-100 %	4.0
89-93.99%	3.5
84-88.99%	3.0
79-83.99%	2.5
75-78.99%	2.0
70-74.99%	1.5
65-69.99%	1.0
<65%	0.0

CON does not round Course Grades.  
(eg. 93.9% = 93% = 3.5)

Students are responsible for checking the accuracy of grades posted in D2L (under Reports Tab) and for keeping printed records of each grade.

For specific information regarding grading and student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

**If you have a question about your grade at any time in the course, please meet with the instructor and bring your written out calculation to the meeting.** There is a MS-Excel spreadsheet posted on D2L to allow you to keep track of your grades.



**XIII. GRIEF POLICY:**

The faculty and staff are 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 University Ombudsperson.

**XIV. Honors Option:**

No Honors Option is available for this course

**XV. Professionalism**

Please keep in mind that you are preparing for your future as a health care professional, and treat our virtual classroom space as you would any other professional setting. This includes being mindful of your communication style, both verbal and written. If you have a question, chances are many other students have the same question and will be grateful if you ask it! Please use the discussion boards regularly for questions and be mindful of “netiquette”—basically, a set of social guidelines for cyber-interaction, the most important of which emphasize respecting the people behind the computers. *If you are feeling angry/frustrated/emotional while typing a communication, save the message and proof it later before sending/posting.* Please remember to follow the Discussion Board Guidelines (see syllabus: Communication).

Any online communication that is interpreted as being disrespectful, inappropriate, or inflammatory may be deleted from the course. The individual student will be asked to reword and repost the communication, and may lose the privilege of access to those online environments.

**XVI. Course, College, And University Policies  
Communication**

If you have questions about using D2L or experience any D2L-related problems including technology problems during a quiz call the D2L Help Line immediately: 517.432.6200 or 844.678.6200 (24/7!). You can also access D2L Help Site at MSU's Distance Learning Center online from <http://help.d2l.msu.edu/>. If you have problems during a quiz, please text or email the course instructor in addition to calling the D2L Help Line immediately and reviewing the quiz policies.



Questions about **content** and **course details** and **course assignments** should be posted on the appropriate D2L **discussion board**, NOT emailed to the instructor. This helps extend our classroom to the virtual space and enhances group learning. It also minimizes the number of times we have to respond to the same question. Questions will be answered within about **24-48 hours, excluding weekends and holidays**. I encourage student responses to student questions. Please use the discussion boards as a dialogue space! Do not post questions about specific quiz or exam questions.

Please post general questions in the Course Logistics Discussion Board *after checking the syllabus for relevant information*. Examples of appropriate **Course Logistics Discussion Board questions** are: “Our team is confused about the requirements for this week’s assignment. We’re wondering if we need to...” or “I took the first quiz but don’t see my grade recorded. Is anybody else having the same problem? I called the Help Line and they weren’t sure why this was happening.” or “The answers for the DM worksheet should be posted, but I don’t see them in the Endocrine folder. Can somebody please tell me where they are?” Questions will be answered within about **24-48 hours, excluding weekends and holidays**. I encourage student responses to student questions.

Please post questions about what you’re learning in the Content Discussion Board. Examples of appropriate **Content Discussion Board questions** are: “I understand that patients in diabetic ketoacidosis have a low pH due to ..., but why do they have an increased respiratory rate? Does it have something to do with compensation? On page ...of the text, it states...” I encourage student responses to student questions. Please use the discussion board as a dialogue space! Do not post questions about specific quiz or exam questions.

**Guidelines for Content Discussion Board Posting:** First, *read the course text because you will most often be able to answer your own question – an essential skill for lifelong learning!* Students need to become comfortable using dense scientific resources in order to develop habits as lifelong learners. This should be reflected in your posted question. *If the posting guidelines are not followed, the student will be asked to re-word the post.*

To get the most targeted, focused response to your content discussion board questions and to make it easy to go back and review old posts, please include:

1. The unit and objective # in the **subject**, if the question is based on an objective.
2. Your **understanding** (e.g. I understand that an atherosclerotic plaque can break open and cause a thrombus to form which blocks blood flow.)
3. Your **question** and **what you found in the text that helps you think about your question** (e.g. How does this relate to the sequelae? I’m confused by ...in the text on page...I’m thinking that if...)
4. A **new post for each question**; don’t ask multiple questions in one post so others can quickly search subjects
5. Please post on the **appropriate board** (eg. Content Discussion Board, not Course Logistics)

**Examples of inappropriate posts for the Content Discussion Boards** are: “I don’t get how sickle cell disease causes hemolysis and I can’t find it in the book.” and “What does objective 5 mean?” and “Does anybody know what the professor is looking for in objective 23?” and “I can’t figure out SIADH – help!”

Students are most often asked to re-word their posts because either they **fail to provide their current understanding** and/or they **fail to discuss the section in the course text** that they are using to try to answer their question (and/or they post Logistics questions on the Content boards). Providing your current understanding and referencing the text is essential because it demonstrates your thought process and “brain work”. Knowing where you are with understanding helps me create a unique response best suited to you. Our role as instructors is not to demonstrate how much *we* know but, rather, use what we know to help you develop *your own* thinking and learning skills to carry into clinical practice. After all, when a course ends, you take *your* brain with you, not mine!

Please contact the **course instructor via email (or text)** with questions about **other course issues that are personal**. Examples of **appropriate email questions** are: “I have a family tragedy and I just don’t know if I can finish the course. How do I get an incomplete and finish the course later?” or “I added the course late and am wondering how I get assigned to a Learning Group.” or “I’m not achieving my course goal of ... Here’s what I’ve been doing to study and prepare: ... Here are the 3 times I’m available to talk.” or “I’m really confused about negative feedback loops... Could we schedule a time to meet before Section 1? I’m also available...” If **scheduling an appointment**, please include 3 times you are available to meet, how much time you anticipate needing, and how you would like to talk so we do not bounce 5 emails to schedule one appointment.

**Please note: the best way to ensure that I communicate with you is via text. If you email me (be sure to use D2L) and do not hear back within 48 hours, please text me. If you feel something is urgent or important, please text me (include your name). I will either text or call you back. I won’t respond immediately after 10pm.**

**Course Announcements** will be posted on D2L as “News” throughout the semester, NOT sent via email. It is the students’ responsibility to regularly check D2L for announcements and updates. This eliminates communication problems with different email systems and ensures that all communications are posted in one location that is available to and verifiable by everyone.

### **Writing:**

A couple of things need to be discussed here: First, each student in the group is accountable for the quality of the written case analyses and students are expected to read the information on D2L in the Course Info folder related to plagiarism and academic dishonesty. The response of “I didn’t know that what I was doing was plagiarism” is unacceptable. Additional information is also found in the syllabus under CON Handbook and MSU Resources, and under Academic Integrity.

Second, when writing, especially in the Learning Communities and exams, it is important that your meanings and intentions are clear. **Please try to avoid using acronyms.** An acronym that you feel is the ‘standard’ for some term may be completely meaningless to someone else. You may be marked down on Learning Community posts and exam questions for the use of acronyms.

I understand that writing takes time, and many of you have very busy lives. Please read exam questions thoroughly and answer them completely. If an exam question asks for an explanation of osmosis (for example) simply stating that ‘water moves across a membrane’ is not sufficient. You would need to identify the driving force that is causing water to move.

## **XVII. Academic Integrity**

Whenever the academic environment includes written work, students and professors (yes, professors, too!) are at risk of plagiarizing. Students are expected to read the information on D2L in the Course Info folder related to plagiarism and academic dishonesty. The response of “I didn’t know that what I was doing was plagiarism” will not be accepted.

Article 2.3.3 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, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) <http://splife.studentlife.msu.edu/> and/or the MSU Web site: [www.msu.edu](http://www.msu.edu)). You are expected to develop original work for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) to complete any course

work in the College of Nursing. Students who violate MSU rules may receive a penalty grade, including—but not limited to—a failing grade on the assignment or in the course. Contact your course 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>)

### **XVIII. Plagiarism:**

Students are expected to read the information on D2L in the Course Info folder related to plagiarism and academic dishonesty. The excuse of “I didn’t know that what I was doing was plagiarism” will not be accepted and any student who plagiarizes, intentionally or unintentionally, will be penalized. Penalties for plagiarism range from a 0.0 on the plagiarized assignment to a 0.0 in the course. Additional information is also found on page 3 of the syllabus for University and College Policies related to Plagiarism and Academic Dishonesty.

### **XIX. Disruptive behavior**

Please keep in mind your future as health care professionals, and treat our virtual classroom space as you would any other professional setting. This includes being mindful of your communication style, both verbal and written. If you have a question, chances are many other students have the same question and will be grateful if you ask it! Please use the discussion boards regularly for questions and be mindful of “netiquette”—basically, a set of social guidelines for cyber-interaction, the most important of which emphasize respecting the people behind the computers. If you are feeling angry/frustrated/emotional while typing a communication, save the message and proof it later before sending/posting. Please remember to follow the Discussion Board Guidelines discussed under the syllabus section on Communication.

Any online communication that is interpreted as being disrespectful, inappropriate, or inflammatory may be deleted from the course. The individual student will be asked to reword and repost the communication and may be disciplined with a grade infraction.

Article 2.3.5 of the [Academic Freedom Report](#) (AFR) 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 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty 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 through the Student Faculty Judiciary process.

### **XX. Accommodations for students with disabilities**

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations well in advance of needing those accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit [MyProfile.rcpd.msu.edu](http://MyProfile.rcpd.msu.edu). Exam accommodations need to be made at least 2 weeks in advance of the scheduled exam.

### **XXI. Attendance**

NUR300 is an asynchronous, online course. Completing course assessments and discussion exercises as specified in the course calendar is required. Students are also expected to make their group work transparent and post their communications in D2L rather than use individual email or list serves.

**There will be no exceptions made for the open quiz and exam times or for other due dates to accommodate individual student schedules.** Though online courses offer increased flexibility, there are still calendar requirements.

Students who fail to log in to the course and participate in class activities by the fifth day of the semester, may be dropped from the course. 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. <https://www.msu.edu/~ombud/classroom-policies/index.html#attendance>

## XXII. CON Handbook and MSU Resources

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON BSN Student Handbook:  
<http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm>
- MSU Spartan Life Online:  
<http://www.vps.msu.edu/SpLife>.
- Information for MSU Students:  
<http://www.msu.edu/current/index.html>
- Academic Programs:  
<http://www.reg.msu.edu/AcademicPrograms>
- Code of Teaching Responsibility and Student Assessments and Final Grades:  
<http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514>
- Integrity of Scholarship and Grades:  
<http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534>

## **FOR ADDITIONAL HELP**

Students who are either failing (i.e. <2.0) or *who are not performing at his/her personal expectations* at any time during the semester should seek immediate help from one or more of the following sources, and should continue to access help until the student is achieving a passing grade and performing at his/her expectations:

- Prof Clayton (see Faculty Info and office hours)
- Fellow classmates
- Jessica DeForest, MSU Learning Resources Center 202 E. Bessey 517.355.2363. Jessica is particularly good at helping students with study strategies and with test taking skills. MSU's Learning Resource Center may have other options available as well. Please let Prof Clayton know if you are meeting with Jessica DeForest or using other help from the LRC.
- CON Office of Student Support Services. 800.605.6424 or 517.353.4827
- Pathophysiology Tutor: There are no course- or College-sponsored tutors for NUR300.