



Nursing Care of Acute and Chronically Ill Patients II

NUR 332 Section 001

C160/C170 Bott

Clinical locations and times as assigned

Credit Hours 5 (2/3)

Spring 2017

- I. Catalog Course Description:** Focuses on using the nursing process and clinical judgment at an intermediate level to manage care for acute and chronically ill patients.
- II. Course Objectives:** At the end of this course, students will:
- Incorporate liberal education principles into application, synthesis, and evaluation of course concepts. (1.1; 1.2)
 - Understand the complexity (at the systems level) of quality and patient safety initiatives that promote a culture of safety and caring in assigned health care facilities. (2.5; 2.7; 2.8)
 - Discuss the implications of health care policy on the issues of access, equality, affordability, and social justice in health care delivery at a fundamental level. (5.8)
 - Apply knowledge, attitudes, and skills related to social and cultural factors in the care of diverse acutely ill adult patients with complex problems. (1.5)
 - Apply professional and therapeutic communication effectively to support safe, evidence-based practice and improved outcomes as part of the interprofessional team for the acutely ill adult patient with complex problems. (1.4; 4.1 -4.4; 4.10; 6.2; 6.4; 9.4)
 - Conduct a holistic health history (bio/psycho/social/spiritual) of the acutely ill adult patient with complex problems. (7.2; 7.3; 9.1; 9.2; 9.18)
 - Understand the interaction of multiple functional problems (including the impact of attitudes, values, and expectations) affecting the care of the adult and frail older adult. (8.9; 9.19)
 - Analyze, evaluate, and implement holistic nursing care for efficient, safe, compassionate, and patient-centered care of the acutely ill adult patient with complex problems. (9.3; 9.5; 9.11; 9.12; 9.13; 9.16)
 - Identify and analyze evidence-based nursing interventions as appropriate for managing the acutely ill adult patient with complex problems. (9.8)
 - Utilize information technology to improve patient care outcomes and create safe care environments for acutely ill adults with complex problems. (4.7; 4.9)
 - Collaborate with the interprofessional team to coordinate and ensure continuity of care during transitions between levels of care.(9.10)
 - Act to prevent unsafe, illegal, or unethical care practices. (8.12)
- III. Additional Course Detail:** The focus of NUR 332 is to build upon the nursing process application skills learned in NUR 322, caring for persons requiring increasingly complex nursing care.
- IV. Prerequisites:** NUR 322, NUR 324, MMG 201
- V. Co-requisites:** NUR 334, NUR 371

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* (2nd ed.). Washington, DC

<http://tinyurl.com/scopeandstandards2015>

American Nurses Association (2015). *Nursing's social policy statement: The essence of the profession* (3rd ed.).

Washington, DC <http://tinyurl.com/socialpolicy2015>

VII. Course Faculty:

Clinical Faculty/Clinical Course Coordinator: Peggy Campbell, MSN, RN-BC

Contact Information: peggy.campbell@hc.msu.edu; office: A209 Life Sciences Building

Office Hours: TBD

Notes: Times can be arranged to accommodate student schedules

Theory Faculty/Theory Course Coordinator: Emily Wilson, MA, RN, AOCN

Contact Information: emily.wilson@hc.msu.edu; office: A222 Life Sciences Building

Office Hours: Fridays, specific times will be posted in D2L

Notes: Times can also be arranged to accommodate student schedules

Theory Faculty (after April 1): Rebecca Boni, MSN, RN, ACCNS-AG, OCN

Contact Information: rebecca.boni@hc.msu.edu; office: A277 Life Sciences Building

Office Hours: See course announcements for schedule.

Note: Times will also be arranged to accommodate student schedules.

Clinical Faculty: Amy Crisp, MSN, RN, CEN, TCRN

Contact Information: Office: amy.crisp@hc.msu.edu, A207 Life Sciences Building

Office Hours: TBD

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Linda Hansen, MSN, RN, APRN, ACNS-BC, ACCNS-AG

Contact Information: lindas.hansen@hc.msu.edu; office: A275 Life Sciences Building

Office Hours: TBD

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Callie Harris, MSN, RN

Contact Information: callie.harris@hc.msu.edu; office: A205 Life Sciences Building

Office Hours: TBD

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Kimberly Hybels, MSN, RN, AGNP-C
Contact Information: kimberly.hybels@hc.msu.edu
Office Hours: TBD
Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Cheng-Ching Liu, PhD, RN
Contact Information: cheng-ching.liu@hc.msu.edu; office: A262 Life Sciences Building
Office Hours: TBD
Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Jacqueline Moody, MSN, RN, PhD
Contact Information: jacqueline.moody@hc.msu.edu , A205 Life Sciences Building
Office Hours: TBD
Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Lisa Reppert, RN, MSN, ACNP-BC, ACHPN
Contact Information: lisa.reppert@hc.msu.edu; office: A205 Life Sciences Building
Office Hours: TBD
Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Michelle Yinger, MSN, RN
Contact Information: michelle.yinger@hc.msu.edu; office: A203 Life Sciences Building
Office Hours: TBD
Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Alison Mejeur, RN, MSN
Contact Information: alison.mejeur@hc.msu.edu; office: A205 Life Sciences Building
Office Hours: TBD
Notes: Times can be arranged to accommodate student schedules

Communication Expectations:

Students must check their D2L and MSU email daily. Communication with faculty should be via MSU email accounts only – faculty may not receive or reply to emails from personal email accounts.

Faculty will let you know how best to reach them and when you can expect a response.

- In general, we will do our best to respond to emails within 24-48 hours during the week and on Monday for emails sent Friday afternoon or over the weekend. We will not generally answer emails after 5pm on weekdays or on weekends.
- Before asking course-related questions, please check course documents for answers:
 - Nursing 4 or NUR 332 calendar
 - Syllabus
 - Your notes from course and clinical orientation
 - Faculty emails

VIII. Instruction:

- a. **Methodology:** You will learn through assigned readings, lectures, lab instruction and practice, case studies, clinical practice, group discussion, clinical simulations, demonstration/return demonstration techniques, independent viewing of media, independent student practice of skills, and written assignments. NUR 332 uses a primarily flipped classroom approach, therefore, it is an expectation that students come to class prepared to participate. Learning styles vary for each person, therefore, there are a number of methods used to facilitate learning in as many students as possible. However, each student is responsible for his/her own learning and is expected to actively engage in class. Any specific learning needs should be communicated to faculty the first week of class or as soon as they become known.
- b. **Writing Requirements:** Written assignments will be graded using the rubrics in the course D2L site. APA citation is required for all written assignments unless an exception is made by faculty.
- c. **Use of laptops, iPads, and other online devices:** Students will use laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes as instructed by the faculty member for specific class activities. Students will not have the option of using laptops, IPADs, tablets, smart phones or other electronic online devices during theory for note-taking. To facilitate note-taking faculty will number each slide enabling students to readily link slides with written notes. No taping of lectures or presentations is permitted without instructor consent. Students will need to use their personal laptop to take the quizzes and exams.
- d. **Required Texts:**

Ackley, B.J. & Ladwig, G.B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis: Mosby.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Chabner, D-E. (2015). *Medical terminology: A short course* (7th ed.). Philadelphia: W. B. Saunders.

Huether, S.E., & McCance, K.L. (2012). *Understanding pathophysiology* (5th ed.). St. Louis: Mosby/Elsevier. (or comparable pathophysiology text)

Hinkle, J.L., & Cheever, K.H. (2014). *Brunner & Suddarth's textbook of medical-surgical nursing* (13th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Jarvis, C. (2016). *Physical exam and health assessment* (7th ed.). Philadelphia: W.B. Saunders.

Olsen, J.L., Giangrasso, A.P., Shrimptom, D..M. & Dillon, P.A. (2015). *Medical dosage calculation* (11th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Taylor, C., Lillis, C. & Lynn, P. (2015). *Fundamentals of nursing: The art and science of person-centered nursing care* (8th ed.). Philadelphia: Lippincott Williams & Wilkins

Varcarolis, E. (2015). *Manual of Psychiatric Nursing Care Planning*. 5th ed. St. Louis: Elsevier.

Carpenito-Moyet, L.J. (2016). *Handbook of nursing diagnosis (15th ed.)*. Philadelphia: Lippincott Williams & Wilkins.

OR

Carpenito-Moyet, L.J. (2016). *Nursing diagnosis: Application to clinical practice (15th ed.)*. Philadelphia: Lippincott Williams & Wilkins.

PLEASE NOTE: Students may choose either of these books. Only one of the two – not both – is needed. Both books are available in print or e-book format.

The handbook is smaller and cheaper but does not offer rationale (which is necessary, but rationale is also available in other texts).

e. **Optional Texts:**

Colgrove, K.C. & Hargrove-Huttel, R.A. (2011). *Med-surg success: A Q & A review - applying critical thinking to test taking (2nd ed.)*. Philadelphia: F.A. Davis Company.

f. **Required Equipment:**

- CON student uniform
- Skills bag
- CON ID badge
- Stethoscope with bell and diaphragm
- Gait belt
- Watch with second hand function

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.

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

a. **Desire2Learn Helpline**

1.800.500.1554 (24 hrs, 7 days/week)

517.355.2345 (24 hrs, 7 days/week)

www.d2l.msu.edu (D2L Help link in upper right corner)

<http://help.d2l.msu.edu/>

Always check with the Help Line first!
<http://help.d2l.msu.edu/students/quick-start-guide>

b. Frequently Called Telephone Numbers

Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Office of Student Support Services C120 Bott Building 353-4827.
DMC- College of Osteopathic Medicine, 4707 St. Antoine St, Detroit, MI 48201; 517-884-9674

XI. Evaluations:

- a. **Learning Assessments and Grading:** NUR 332 course grade will be calculated as shown in the table below. In order to pass the course with a 2.0 or higher, the student must also earn an assessment average of $\geq 75\%$ and a pass clinical utilizing the Clinical Evaluation Tool. A student who earns an assessment average of $< 75\%$ will not pass NUR332.
- b. Additionally, any student deemed unsafe in Clinical as determined by faculty will receive a failing grade in the course.

Items Graded	Weight (Percent of Course Grade)
Exam I*	15%
Exam II*	15%
Final exam*	25%
Evidence of preparation / in class participation	5%
Peer evaluations for group work	1%
Weekly worksheets for clinical	P/F
Med-lab and clinical reference preclinical assignment	P/F
Med-math	8%
Skills	8%
Mid-term CSA	8%
Final CSA**	15%
LAC	P/F

***Items marked with an asterisk are considered learning assessments. Students must earn an average assessment score of $\geq 75\%$ to pass the course.**

****Final CSA must be at a passing level (75%). If a second attempt is needed to pass the final CSA, the initial grade will stand for the course grade calculation.**

Faculty reserves the right to dismiss a student from clinical areas if the student is too ill, unprepared or a risk to patient safety for any reason as determined by the instructor. Students who are late to clinical are considered a risk to patient safety. Dismissal from clinical for any reason, excluding illness is deemed unexcused, thus carrying the requisite grade consequences as described in the course syllabus.

Students participating in academic misconduct of any kind will fail the course.

- c. **Evidence of preparation / in class participation:** Student preparation prior to class time is essential for facilitation of quality dialogue between students and effective use of class time. At some point in each class there will be a small learning assessment taken on D2L. Students must be in class to participate and earn credit. Students are not to have any notes (unless otherwise noted) out and are not permitted in any way to communicate verbally or electronically with other students during any learning assessments.
- d. **Peer evaluations for group work:** At the start of the semester, students will be assigned to groups in which they will work for the entirety of the semester. Confidential peer evaluation is to be completed independently and without discussion with other students, and will take place at two points in the semester. Peer evaluation data will not be shared in any form – aggregate or individual – and is expected to be honest, professional, and showing evidence of reflection. Grades will be awarded based on these criteria.
- e. **Assignments:**

	Graded Assignments (CSAs)	Pass/Fail Assignments
1 st Late Assignment	-10 points from assignment grade	-1 point from final course grade
2 nd and Subsequent Late Assignment	Will not be accepted. Grade of 0% for assignment	Additional -2 from final course grade

- f. **Grading of Skills Check-Offs:** Demonstration of competency in performing new clinical skills is an essential part of NUR 332 learning. It is expected that students will prepare thoroughly for skills check-offs and that each skill will be passed at the first attempt. Skills check-offs are worth 8% of the clinical assignments grade and will be scored as below:

Skills Check-Off Scoring = 8% of Course Grade	
Skills (failures may be of same or different skills)	Recorded Score
Pass all check-offs 1 st attempt	100%
1 check-off failure	90%
2 check-off failures	80%
3 check-off failures	70%
>3 check-off failures	0%

- g. To schedule a retest for a failed skills check-off, the student must contact Emily McIntire in the Granger Lab no sooner than the week following the failed check-off and make arrangements for practice, replacement skills kit(s), and a retest time.
- h. To help students prepare for this learning experience, mandatory practice sessions will be scheduled in the weeks prior to check-offs. **All skills check-offs must be successfully completed by midterm.**
- i. **Examinations:** Exams may be individual and/or group exams. Students must be present for scheduled exams and achieve a minimum of 75.00% on individual exams to benefit from group examinations. For students whose individual exam score is 75% or greater, the total exam grade would be calculated: (individual % x 0.7) + (group% x 0.3) = total exam score. In the unusual case that a student's individual score is higher than the group score, the student would receive his/her individual score. The final exam is individual only and is cumulative for the semester.

- j. **Med Math Exam Scoring:** Please note that a passing score on the med math exam is 100% and is required prior to administering any medications. The med math score is worth 8% of the course theory grade and will be scored as below:

Med Math Attempt	Recorded Score
Pass 1 st try	100%
Pass 2 nd try	85%
Pass 3 rd try	70%
Subsequent tries, but student must still achieve 100% to pass the course.	0%

- k. **Course Grading Scale:*** The standard College of Nursing grading scale will be utilized

%	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)

*For specific information regarding grading related to student progression through the curriculum, please refer to the “Progression through the Major Policies” section of the Baccalaureate Student Handbook

XII. Examinations:

- a. Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.
- b. Absences: Students must notify course faculty of any absence prior to the start of the exam.
- c. 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 make the determination of whether an absence is excused if it meets the above criteria.
- d. Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.
- e. 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 within 1 week 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.

f. Proctor Process: See the BSN Student Handbook for the proctoring process.

XIII. College Policies:

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>
 - Includes Professional Development Guidelines
 - Students are responsible for the information found in the CON BSN Student Handbook.
- 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>

Professionalism

It is expected that a professional, courteous, and positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to theory, lab and clinical. If for some reason you have to be late or leave early, the course coordinator or your lab instructor should be notified and plans will be made so you will not disturb the entire class. Talking, utilizing Wi-Fi enabled devices to surf the web and sleeping are considered unacceptable during lecture. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your time at the College of Nursing and in your chosen profession.

Clinical Course Compliance Requirements

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are **required to be in compliance** with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered **out of compliance** if a designated immunization or other item required to be submitted to the University Physician's Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are **out of compliance will receive a 1% reduction** to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

Guidelines to Enhance Personal Safety

The following are recommendation to enhance personal safety when traveling to and from clinical experiences.

Travel Using Public Transportation

- Follow the recommended route when traveling by bus or subway.
- Know the directions to the clinical site prior to leaving home.
- Travel in groups, never alone.
- Have your clinical faculty member's telephone number in your cell phone in case you become lost.
- Never carry a purse. Keep your money and keys in a small wallet that fits in your pocket.
- Always walk with one arm free.
- Walk with confidence. Use eye contact when looking at others.
- Do not openly Do not talk on your phone or text while walking.
- Do not have earbuds in use.
- Be aware of your surroundings; do not engage in excessive conversation.
- Avoid isolated areas.
- Trust your instincts. If you feel unsafe, leave the area. Call your instructor when it is safe to do so.
- Communicate any safety concerns to your clinical instructor or any faculty member immediately.

Travel Using Personal Vehicle

- Obtain directions to site prior to the first clinical day.
- Test drive your vehicle to the clinical site and calculate estimated travel time.
- Check with your clinical instructor about the availability for parking prior to deciding to drive.
- If street parking is the only option, park in view of the clinic site.
- Residents often save a parking spot by placing lawn chairs in front of their homes. Do not remove.
- Keep your doors locked at all times while in vehicle.
- Do not text or talk on your cell phone while driving, parking, and exiting your vehicle.
- Lock your car upon exiting. Lock valuables in your trunk prior to traveling to the clinical site. Never have valuables visible in your car.
- Do not carry a purse; keep money and valuables in a pocket.
- Do not exit the car if you feel unsafe. Find a different parking spot or call your instructor.
- When returning to your car, have keys in hand when leaving the clinical site.

- Do not drive down dead-end streets which makes turning around difficult.
- Do not drive down alleys with debris or glass which may cause flat tires.
- Do not drive down narrow streets which could restrict movement if you need to exit the vehicle.

Honors Option: H-Option is available only for traditional undergraduate students. Students enrolled in the Honors College may elect to complete a project to earn honors credit for NUR 332. All honors projects must be arranged and coordinated through the course coordinator. To be eligible for this option the student must contact the course coordinator no later than the end of the second week of the semester.

XIV. University Policies:

Academic Integrity

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

Accommodations for students with disabilities

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu. Students who use RCPD accommodations must adhere to the RCPD policies and procedures.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, 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.

Disruptive behavior

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 that “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.

Grief 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 University Ombudsperson.

Spartan Honor Code

“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.”

XV. Course Calendar: Will be posted in D2L