|  |  |
| --- | --- |
| Course Name: Advanced Pathophysiology  |  |
| Course Number: NURS 6243 |  |
| Class Meeting Time(s): Seminar Wednesdays from 12-1:30pm MT via zoom |
| Location(s): All seminars hosted via Zoom |  |
| Lab Location (Building/Room, If Applicable): N/A |
| Semester: Fall 2023 |  |
| Course Website: https://ucdenver.instructure.com/courses/519000 |

|  |  |  |
| --- | --- | --- |
|  | Didactic | Clinical |
| Course Credits: | 3 | N/A |

***Instructor(s):***

Teresa Connolly PhD, RN, ACNS-BC

* ***Email:*** Teresa.Connolly@cuanschutz.edu
* ***Office Hours:*** Thursday from 1-2pm MT: <https://ucdenver.zoom.us/j/97025869885>

Or by appointment, Anschutz office ED 2 North 4239

* ***Phone Number(s):*** (303)724-2219

Michael Horne DNP, MBA, AGNP-BC

* ***Email:*** Michael.Horne@cuanschutz.edu
* ***Office Hours:*** Tuesday from 10-11am MT; <https://ucdenver.zoom.us/j/98194166020>

 Or by appointment

* ***Phone Number(s):*** (704)287-7825

Angela Pal PhD, RN, APRN, ACNP-BC, CHSE

* ***Email:*** Angela.Pal@cuanschutz.edu
* ***Office Hours:*** Thursday 11am-12pm MT; <https://ucdenver.zoom.us/j/6491009654>
* ***Phone Number(s):*** (210)-323-2600

Joshua Zucker DNP, FNP-BC, GNP-C

* ***Email:*** Joshua.Zucker@cuanschutz.edu
* ***Office Hours:*** Wednesday from 2-3pm MT; <https://ucdenver.zoom.us/j/94539954995>
* ***Phone Number(s):*** (303)941-7324

**Course Overview**

# ***Welcome***

We look forward to working with you to reach a deeper understanding of human pathophysiology. It is amazing to think of the rapid discoveries made in pathophysiology in recent years. This semester, we will challenge you to make connections from cell physiology to tissues, to systems, and between systems.

***University Course Catalog Description***

Advanced concepts of the dynamic aspects of disease processes provide a foundation for the assessment and management of acutely or chronically ill clients. Epidemiology, etiology, genetics, immunology, lifespan and cultural concepts, diagnostic reasoning, and current research findings are integrated throughout.

# ***Course Overview***

This course is geared towards the advanced practice registered nursing (APRN) student in all clinical roles. This course will present advanced physiological and pathophysiological principles with an emphasis on critical thinking (i.e., differential diagnosis) and clinical decision-making by the APRN. Selected disease processes from major organ systems will be discussed. Discussions will include content specific to selected patient populations (i.e., infant, child, young adult, adult, older adult, men, and women clients) for clinical presentations and differentials. Both acute and primary care processes will be presented. Relevant cultural and genetic influences will be highlighted. Current research findings and valid evidence will be incorporated throughout the course materials. Information will be presented in a variety of formats including video/audio lectures and independent study by the student. Students will search the literature for relevant pathophysiologic articles and discuss the impact of that knowledge on advanced nursing practice. Evidence-based practice concepts relevant to differential diagnosis and clinical decision-making will be introduced.

This course is taught by a team of faculty. Each week there will be on faculty designated as the “Faculty of the Week.” That faculty will be responsible for the course materials, and seminars. Each faculty will publish their own office hours.

# ***Content Outline***

# Content focuses on advanced physiologic and pathophysiologic concepts (including genetics and immunology), epidemiology (including racial/ethnic incidence of disease), etiology (including genetic influences), clinical manifestations (including racial/ethnic/gender/age differences in presentation), differential diagnoses, and interpretation of laboratory/diagnostics tests for selected acute and chronic disease processes and states.

# Integration of acid-base and fluid and electrolyte imbalances; immune function and inflammatory process; and compensatory mechanisms (e.g., renal, neural, vascular, and cardiopulmonary effects) because of disease are integrated throughout discussion of all organ systems.

# Selected exemplars of disease processes will be presented. Concepts and disorders specific to pediatrics, women’s health (including pregnancy), men’s health, and older adults will be selectively included in the discussions, readings, online modules, and/or course materials, as applicable. Nursing management is NOT covered.

# General Mechanisms of Disease

# Introduction to Diagnostic Reasoning and Differential Diagnosis

# Advanced Diagnostics

# Acid-base interpretation and disorders

# Fluid imbalance interpretation

# Selected Fluid balance disorders

# Selected Endocrine disorders

# Genetics overview

# Transmission of genetic disease

# Immunologic Dysfunction

# Mechanisms of self defense

# Cellular interactions in immune and inflammatory response

# Acute inflammatory response

# Systemic manifestations of acute infection

# Chronic inflammation, resolution, and repair

# Selected Hypersensitivity disorders

# Immune deficiency overview

# Selected Infectious Disease processes

# Cellular proliferation: Neoplasia

# Immunobiology and genetics of cancer

# Carcinogenesis

# Tumor invasion and metastasis

# Clinical manifestations of cancer in general

# Selected Cardiovascular Disorders

# Diseases of the pericardium

# Diseases of the arteries and veins

# Diseases of the heart wall

# Selected Pulmonary Disorders

# Disorders of the pleura

# Restrictive disorders

# Obstructive disorders

# Parenchymal disorders

# Selected Neurologic System Disorders

# Pain and temperature regulation

# Alterations in cerebral hemodynamics

# Cerebrovascular disorders

# Cognitive disorders

# Central nervous system disorders

# Selected Renal and Urologic Disorders

# Urinary Tract disorders

# Renal parenchymal disorders

# Selected Gastrointestinal system disorders

# Disorders of the GI tract and accessory organs

# Liver Dysfunction

# Selected Musculoskeletal Disorders

# Selected Reproductive System Disorders

# Disorders of the female breast and reproductive system

# Disorders of the male reproductive system

# Sexually transmitted infections

# Selected Endocrine System Disorders

# Alterations of thyroid, adrenal, and endocrine pancreas function

# Hypothalamic-Pituitary-Adrenal dysfunction

# Stress response and influence on disease

# Selected psych-mental health disorders

# Selected Hematologic Disorders

# Selected erythrocytic disorders

# Selected leukocytic, hemostatic, and/or lymphatic disorders

# Selected Integumentary Disorders

# ***Course Outcomes***

Upon completion of this course students will be able to:

1. Integrate assessment data and laboratory/diagnostic data to determine diagnostic probabilities.
2. Identify specific pathophysiologic processes, clinical manifestations, and system interactions of selected disease processes and disease states.
3. Demonstrate synthesis of advanced physiologic and pathophysiologic principles related to the advanced practice nurse’s role in assessment, diagnosis, and planning, to include health promotion/disease prevention and patient teaching points, in diverse populations.
4. Evaluate current research findings in pathophysiology, including genetic and immunologic advances, for relevancy and impact on advanced nursing practice.

***Course Prerequisites***

Students are expected to have the current knowledge equivalency of an upper-division anatomy and physiology course and basic pathophysiology course. Basic computer and distance-learning competencies and skills in electronic library and internet searching are also expected as entrance requirements.

# ***Required Texts and Materials***

American Psychological Association. (2019). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832161

Dlugasch, L. & Story, L. (2023). Applied Pathophysiology for the Advanced Practice Nurse. (2nd ed.). Jones & Bartlett Publishing. ISBN: 978-1284150452.

Shadow Health. Available at <https://app.shadowhealth.com/enrollments/new>

* For registration and purchase please refer to Canvas instructions

Poll Everywhere – pollev.com – Instructions on the use of this polling tool will be provided in class.

# ***Supplementary (optional) Texts and Materials***

Supplemental readings, videos, and websites will be posted on canvas.

* Rhoads, J. & Penick, J. (2022). Formulating a Differential Diagnosis for the Advanced Practice Provider, 3rd ed. New York: Springer Publishing. ISBN: 9780826144669 OR Zeiger, R. (2015).
* Diagnosaurus: Differential Diagnosis Tool. Available for Apple and Android platforms; purchase at the app store for your device.
* APA resource <http://owl.english.purdue.edu/owl/resource/560/10/>
* The UCD writing center is accessible via <http://clas.ucdenver.edu/writing> and reported by previous students to be a “real help for all kinds of papers required in nursing”. Helpful guides at <http://clas.ucdenver.edu/writing/guides.html>

***Time Demands of This Course***

Although the actual time required may depend on your background and experience, we strongly recommend that every student mark out at least 12-16 hours each week on their calendar for this course and treat that time as protected study time (i.e., an appointment with class).

***Course Schedule***

This course is offered in an online format. All course materials (except for the text) and assignments will be posted using the Canvas platform for this course. If you need assistance with Canvas, contact the Canvas Support Hotline at 833-564-8141 or click on this icon in the lower left corner of the Canvas site. During this course, the faculty will offer synchronous sessions (seminars) using the Zoom platform. These sessions are required but are not graded. Students may attend virtually live or view the recording after the session.

**ALL TIMES LISTED ARE MOUNTAIN TIME (MT)**

Please Note: Every attempt has been made to be accurate and consistent; however, if there are any discrepancies in dates/times or other information between what is listed in the syllabus and Canvas, Canvas will be considered correct. Course changes may be made at any time at faculty discretion.

***Course Schedule:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Module/****Date** | **Module/Topic****Instructor** | **Required Reading**DS=Dlugasch and StorySH=Shadow Health | **Assignments** |
| 18/28-9/3 | **Module 1**Course orientationDifferential Diagnosis Cellular function***Connolly*** | \*Specific readings listed on CanvasDS: Chapter 1: cellular functionSH Concept lab: cells, genes, tissues, and common alterations | Seminar Wednesday 12-1:30pm via zoomSH due 11:59pm Saturday |
| 29/4-9/10 | **Module 2**Immunity***Zucker*** | DS: Chapter 2 Immunity | Seminar Wednesday 12-1:30pm via zoomImmunity assignment due 11:59pm SaturdayCell and immunity exam due 11:59pm Sunday |
| **Last Day to Add/drop is Friday September 8** |
| 39/11-9/17 | **Module 3**Fluid & Electrolytes, Acid/BaseCardiovascular Part 1***Horne*** | DS: Chapter 6: Fluids, Electrolytes, and Acid-Base HomeostasisDS: Chapter 4: Cardiovascular pg. 151-179 (stop at heart failure) | Seminar Wednesday 12-130 via zoomFluid and electrolyte assignment due 11:59 SaturdayF&E, Acid/Base and Cardio part 1 exam due 11:59pm Sunday |
| 49/18-9/24 | **Module 4**Cardiovascular Part 2***Horne*** | DS: Chapter 4: Cardiovascular Function, pages 179-225 | Seminar Wednesday 12-1:30pm via zoomCardiovascular assignment due 11:59pm SaturdayCardio part 2 exam due 11:59pm Sunday |
| 59/25-10/1 | **Module 5**Hematology***Pal*** | DS: Chapter 3: Hematopoietic Function | Seminar Wednesday 12-1:30pm via zoomHematology assignment due 11:59pm SaturdayHematology exam due 11:59pm Sunday |
| 610/2-10/8 | **Module 6**Neurological part 1***Connolly*** | DS: Chapter 11: Neuro Function, pages 542-601 (stop at chronic degenerative) | Seminar Wednesday 12-1:30pm via zoomNeuro assignment due 11:59pm SaturdayNeuro part 1 exam due 11:59pm Sunday |
| 710/9-10/15 | **Module 7**Neurological Part 2Sensory Function***Connolly*** | DS: Chapter 11 pages 601-633Chapter 14: Sensory Function | Seminar Wednesday 12-1:30pm via zoomSensory assignment due 11:59pm SaturdayNeuro part 2 and Sensory exam due 11:59pm Sunday |
| 810/16-10/22 | **Module 8**Pulmonary***Pal*** | DS: Chapter 5: PulmonarySH Concept Lab: Pulmonary | Seminar Wednesday 12-1:30pm via zoomPulmonary assignment due 11:59pm SaturdaySH due 11:59pm SaturdayPulmonary exam due 11:59pm Sunday |
| 910/23-10/29 | **Module 9**Gastrointestinal***Zucker*** | DS: Chapter 9: Gastrointestinal FunctionSH Concept Lab: Gastrointestinal System and Common Alterations | Seminar Wednesday 12-1:30pm via zoomGastrointestinal assignment due 11:59pm SaturdaySH due 11:59pm SaturdayGastrointestinal exam due 11:59pm Sunday |
| 1010/30-11/5 | **Module 10**Renal***Zucker*** | DS: Chapter 7: Urinary FunctionSH Concept Lab: Renal and Urological Systems | Seminar Wednesday 12-1:30pm via zoomRenal assignment due 11:59pm SaturdaySH due 11:59 SaturdayRenal exam due 11:59 Sunday |
| 1111/6-11/12 | **Module 11**Endocrine***Horne*** | DS: Chapter 10: Endocrine FunctionSH Concept Lab: Endocrine System  | Seminar Wednesday 12-1:30pm via zoomEndocrine assignment due 11:59pm SaturdaySH due 11:59pm SaturdayEndocrine exam due 11:59pm Sunday |
| 1211/13-11/19 | **Module 12**Reproductive***Connolly*** | DS: Chapter 8: Reproductive Function | Seminar Wednesday 12-1:30pm via zoomEndocrine assignment due 11:59pm SaturdayEndocrine exam due 11:59pm Sunday |
| **Thanksgiving Break November 20-26** |
| 1311/27-12/3 | **Module 13**Musculoskeletal***Zucker*** | DS: Chapter 12: Musculoskeletal Function | Seminar Wednesday 12-1:30pm via zoomMusculoskeletal assignment due 11:59pm SaturdayMusculoskeletal exam due 11:59pm Sunday |
| 1412/4-12/10 | **Module 14**Integumentary***Pal*** | DS: Chapter 13: Integumentary Function | Seminar Wednesday 12-1:30pm via zoomIntegumentary assignment due 11:59pm SaturdayIntegumentary exam due 11:59pm Sunday |
| 1512/11-12/17 | **Review week/final exam** | None | Final cumulative exam due 11:59pm 12/17 Sunday |

# ***Evaluation***

## **Assignments:**

Please refer to Canvas for detailed descriptions of assignments. All students are required to participate in assignments. Assignments’ due dates will be indicated on Canvas and submitted on Canvas.

**Shadow Health**

The purpose of these assignments is to provide foundational knowledge regarding pathophysiological diseases.

**Weekly exams**

There are 13 exams with 20 questions each.

**Weekly module assignments**

There are 13 module assignments to complete.

**Final Exam**

The final exam is cumulative and offered at the end of the course.

## **Basis for Final Grade:**

|  |  |
| --- | --- |
| Assignment: | Percent of Final Grade: |
| Shadow Health | 5% |
| Exams (13) | 45% |
| Module assignments (13) | 40% |
| Final | 10% |
| **Total** | **100%** |

## **Grading Scale** **Grade Dissemination**

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade: | Percent: |  | Graded tests and assignments in this course will be returned via the Canvas course shell. Students can access scores at any time within the Canvas gradebook.All efforts will be made to post results of exams and module assignments within one week of submission dates. CU Denver utilizes web grading which is accessed through UCDAccess*.* All web grading information can be found at http://www.ucdenver.edu/student-services/resources/registrar/students/Pages/default.aspx |
| **A** | **94 – 100%** |  |
| **A-** | **90 – 93%** |  |
| **B+** | **87 – 89%** |  |
| **B** | **84 – 86%** |  |
| **B-** | **80 – 83%** |  |
| **C+** | **77 – 79%** |  |
| **C** | **74 – 76%** |  |
| **C-** | **70 – 73%** |  |
| **D+** | **67 – 69%** |  |
| **D** | **64 – 66%** |  |
| **D-** | **60 – 63%** |  |
| **F** | **0 – 59%** |  |

# ***Policies***

Please refer to the University of Colorado, College of Nursing student handbook for detailed information about college policies and expectations.

Handbooks are located at: <https://nursing.cuanschutz.edu/student-life/student-handbooks>

***Course Procedures***

## ***Course Policies: Grades***

### **Attendance Policy for Online Course:**

Class attendance and participation is a professional expectation.

* Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
* Class participation and completion of all learning activities is required for successful completion of this course, even if you cannot make the online seminar, it is expected students listen to the recording.
* Class participation and completion of all learning activities is required for the successful completion of this course.
* Participate in discussions (virtual) to define, interpret, summarize, give examples, make conclusions, etc. about the concepts discussed and about what classmates have discussed.

### **Late Work Policy:**

Due dates for assignments are clearly posted on Canvas and the syllabus. It is the student’s responsibility to submit all assignments on time and according to the defined critical elements. Late assignments turned in 24 hours after a posted deadline will not be graded and the student will receive a zero for that assignment unless previous arrangements have been made with faculty. Any assignment turned in late and before 24 hours will incur a 10% grade deduction. This only applies to module assignments and Shadow Health assignments. Weekly quizzes must be completed on time to receive credit. If a student is concerned about meeting deadlines it is best to contact course faculty as soon as they are aware so together (student and faculty) can discuss options. Notification to faculty does not guarantee extension of assignment due dates.

### **Late work is defined as:**

Late is defined after the due date and time listed on Canvas. If a student is unable to meet a deadline for selected assignment(s) because of a significant extenuating circumstance, please inform the course faculty via Canvas email before the due date. The course faculty will determine if an individual's circumstance warrants a negotiated due date.

Exceptional circumstances (immediate family member death, hospitalization, etc.,) will be considered on an individual basis and requires timely communication to faculty.

### **The consequence for late assignments:**

Late assignments will follow the Late Work Policy as defined above.

### **Exam policy:**

Please be aware that technical issues can occur, such as Canvas going down, please plan accordingly to complete exams on time. If any issues occur prior or during the exam, please contact course faculty. If a student is worried about completing an exam on time, they must notify faculty by 8am MTN on the day of the exam or as soon as possible. The course faculty will determine if an individual's circumstance warrants a negotiated due date.

### **Make-up Exam Policy:**

There are no make-up exams offered. Exceptional circumstances to extend the time to take an exam may be considered on an individual basis.

Failure to speak with course faculty **prior to** the start of an exam may be subject to a zero for the examination grade. Students who miss a scheduled exam, but are still allowed to take the exam, could take an alternate format of the exam including short answer. In addition to contacting course faculty, the student should set an appointment with their student advisor or Assistant Dean of Students to inform them of any personal circumstances occurring during the program that could be preventing them from completing assignments or exams on time.

### **Extra Credit Policy:**

There is no extra credit planned for this course.

### **Grades of Incomplete Policy:**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The student’s instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on the transcript.

### **Rewrite/Resubmit Policy:**

Assignments will not be eligible for resubmission after the due date.

### **Group Work Policy:**

There is no group work in this course.

### **Rounding on Final Course Grades:**

Final Course letter grades are calculated and submitted to the registrar based on whole numbers. A minimum standard of rounding in all courses is necessary to provide consistency and transparency to students. Only the final course grade that represents the completion of all coursework will be used for rounding purposes. The calculated final course grade will be rounded using the number in the tenth position after the decimal of the final grade calculations. Final course grades of 0.5 and higher will be rounded up to the next whole number. When the decimal is less than 0.5 the grade is rounded down to the next whole number. For example, a final course grade of 87.52% will be rounded up to 88%. A final course grade of 87.49% will result in a final grade of 87%.

## ***Course Policies: Technology***

### **E-Mail Policy:**

The best way to e-mail course faculty regarding course questions is through Canvas e-mail.

The College of Nursing has the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion. Not reading e-mail does not absolve a student from the responsibilities associated with communication sent to their official e-mail address.

### **Canvas Policy:**

Canvas is the primary tool used to access class notes, announcements and track the student’s grade for this course. It is the student’s responsibility to access Canvas frequently for announcements and class materials, as well as information about student clinical assignments. Any questions about access or utilities on Canvas should first be directed to Canvas help site. Canvas, like all technology, can occasionally go down please make sure to subscribe to OIT updates to be notified of service interruptions: https://cu-anschutz-denver-oit.statuspage.io/

### **Laptop and Mobile Device Usage Policy:**

Laptops and mobile devices and access to Wi-Fi are essential for this class. Avoid as much as possible all personal cell phone and text messaging during class.

### **Classroom Devices Policy:**

Students may need a cell phone and computers during class times.

### **Professional Role Behavior and Honor Code:**

Students are expected to engage in conduct that a) is consistent with designated policies and procedures of the course and college and b) demonstrates professional behaviors. Students are expected to have read and abide by the ***CU-CON Policy Statement for Professional Role Behaviors and the Student Honor and Conduct code***:

“*The health professions are based on a high degree of trust by the individuals they serve. Students entering the health professions have a particular obligation, therefore, to conduct themselves at all times in a manner that reflects honesty, integrity, and respect for others*” (Student Handbook).

### **Graduate Program Policies and Procedures:**

Please refer to the Student Handbook, which can be found online at the main College of Nursing webpage.

### **Students Called for Military Duty:**

Please contact the instructor if you are called for military duty. Plans will be made according to the length of military service and class, or clinical time missed.

### **Course Ethics:**

Please refer to your APA manual for plagiarism.

Utilizing ChatGPT or other generative language models is not necessarily a form of plagiarism; it depends on how these are used. In line with JAMA’s new policy on generative artificial intelligence (AI) models (https://jamanetwork.com/journals/jama/fullarticle/2807956), student’s must:

1. disclose any way in which these models or tools were used to create content or assist with writing or paper preparation, including the name of the tool, version number, and a description of how the tool was used (e.g., for initial idea generation, as part of an Internet reference search, as a style editor), and also,

2. take responsibility for the integrity of the content generated by these tools, including the accuracy of any references cited.

Students can meet this disclosure requirement by adding an addendum to your paper about the use of the technology; the statement about using AI tools does not count toward the page limit within the paper itself. Note, this policy guidance includes the use of all writing assistive tools (e.g., Grammarly) which include generative AI components. If you are in doubt whether your use of a writing tool is allowable, err on the side of full disclosure.

The CU College of Nursing handbook requires that course professors and fellow students who suspect plagiarism or other violations of academic integrity report the incident to course faculty. Violations in academic integrity could include termination of the student's enrollment in the College of Nursing.

Personal integrity is something that takes a lifetime to build, but only seconds to destroy. Faculty will expect that all work submitted by students is authentic; and that all online testing answers are their individual work, without any assistance from any other person, the Internet, or any other sources, unless specifically stipulated that a student may use a specific source to complete the assignment.

### **Professional Behavior:**

The expected outcomes of the student's ability to conduct oneself in a professional manner, and to lead and to engage in effective group interaction will be demonstrated by the student's professional behaviors in the classroom and to their peers. Successful achievement of these outcomes is based on the following critical elements: The student will:

* Adhere to the CON Guidelines for Professional Role Behaviors and the UCD Student Honor and Conduct Code.
* Be considerate of your classmates and faculty and help promote an effective learning atmosphere.
* Communicate to faculty and peers in a professional and respectful manner at all times.
* Email: Professional communication is expected in all emails sent to faculty or other students. Use of professional titles, appropriate subject lines, and proper written communication structure.
* Turn off or mute pagers and cell phones during class time. NO cell phone conversations or text messaging is permitted during class or exam time.
* Take responsibility for keeping up with the readings and assignments for each scheduled class or content area.
* Class participation and completion of all learning activities is required for the successful completion of this course. Participate in discussions (online) to define, interpret, summarize, give examples, make conclusions, etc. about the concepts discussed and about what your other classmates have discussed.
* Maintain netiquette rules as referred to in orientation: <https://ucdenver.instructure.com/courses/454860/pages/online-netiquette?module_item_id=2306368>

### **Civility:**

Our commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. We ask that you make a similar commitment.

# ***Inclement Weather Policy:***

UC Denver Emergency Weather: (877) 463-6070 or [www.ucdenver.edu/alert](http://www.ucdenver.edu/alert)

## **Campus Assessment, Response & Evaluation (CARE):**

The purpose of the team is to assess whether individuals pose a risk to themselves or others and to intervene when necessary and, more generally, to identify and provide assistance to those in need. The team takes a preventive approach to risk assessment by offering resources, referrals, and support to both the concerning individual and those impacted by their behavior. Additional information regarding this resource may be found at: <http://www.ucdenver.edu/life/services/CARE/Pages/default.aspx>

# ***Writing Center:***

Writing assistance is available through the Writing Center. Additional information regarding this resource may be accessed at: <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

# ***Religious Observances:***

The University of Colorado Denver, Anschutz Medical Campus has a legal obligation to accommodate students who must be absent from an educational activity in order to observe religious holidays or other observances. Students should speak to the faculty member to request accommodations for religious observances in advance during the first week of class. Requests received by faculty must be kept confidential and should be considered unless they create an undue hardship. If the student and faculty member cannot agree on an accommodation, the matter should be referred to the Assistant Dean for Undergraduate Programs for resolution.

# ***University Policies***

## **Access**

### **Disability Access:**

The University of Colorado is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students requesting accommodations will need to contact the **Office of Disability Resources & Services** (DRS) located in Strauss Health Sciences Library V23-1409A1. The physical address is 12950 East Montview Boulevard, RmV 23, 1049 and the phone number is (303) 724-5640. Their staff will assist in determining reasonable accommodation, as well as coordinating the approved accommodations. Additional information on accommodations is available at <https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion/students/requesting-accommodations>

## **Nondiscrimination and Sexual Misconduct:**

The University of Colorado Denver is committed to maintaining a positive learning, working and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities. University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation.

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. The University Title IX Coordinator is available to explain and discuss: your right to file a criminal complaint; the university’s complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. Students may report allegations of discrimination or harassment through the Office of Equity: <https://www.ucdenver.edu/offices/equity/university-policies-procedures/discrimination-and-harassment>

## ***Academic Honesty***

* **Student Code of Conduct**:
	+ Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty.
	+ For suggestions on ways to avoid academic dishonesty, please refer to the student handbook
* **Plagiarism:**
	+ The use of another person's ideas or words without acknowledgment. The incorporation of another person's work into yours requires appropriate identification and acknowledgment. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged.
* **Cheating:**
	+ Involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.
* **Fabrication:**
	+ Involves inventing or counterfeiting information - creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.
* **Multiple submissions:**
	+ Involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.
* **Misuse of academic materials**
	+ Includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.
* **Complicity in academic dishonesty**:
	+ Involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

# ***Important Dates to Remember***

The College of Nursing academic calendar is available at: https://nursing.cuanschutz.edu/student-life/calendars