



## **Syllabus for NUR 400 Concepts in Nursing Practice V (6 credits) Global/Community Health & Socioeconomic Disparities with Clinical**

Class Tuesday/2-5pm/Room 125 Health and Science Building  
Clinical Practicum Thursday – Location/Time TBD

### **Instructor Contact**

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Office Hours: Mondays and Wednesdays 1:00 p.m. to 3:30 p.m., and by appointment.

I prefer that students contact me via email. Please be sure to include course number in the subject line. I will make every effort to respond to your inquiry within 48 hours or earlier. If an issue is urgent, please indicate "urgent" within the subject line of the email and I will respond as soon as is practical.

I have an open-door policy and am in my office most days. However, if you are coming from off-campus, it is wise to call ahead except during formal office hours. Please do not hesitate to call me on my mobile phone.

I am also available to meet you in Salmanson for lunch. We can meet individually, or feel free to arrange a time with a small group of your classmates.

### **Course Description**

This course builds on nursing students' professional experiences to prepare them for population-focused clinical practice in global/community/public health nursing by meeting selected, collective health needs of the community and society. The course is broken up into two parts, class time (3 credits) and clinical time (3 credits). Students must pass the Clinical Practicum to receive the course grade. Knowledge from nursing, public health, social, and behavioral sciences are utilized to provide culturally competent holistic nursing care to individuals, families, and groups within the context of that population. The values of diversity, equity, inclusion, and global citizenship form the basis for primary prevention strategies for populations at risk to promote and protect health and prevent disease across the life span. Socioeconomic disparities are integrated in with local, state, and national health policies and political influences as part of the analysis of community issues and activities. Healthy People 2030 and exemplars of population health are combined with prior nursing concepts to provide the basis for community nursing practice. Students will further develop clinical reasoning skills through an interdisciplinary, collaborative approach in community assessment, decision making, planning, implementation, and evaluation of a community health nursing project. Some examples of clinical placements include health screenings and health maintenance in a homeless shelter, senior center, woman's center, or hospice nursing. Students may also choose to study abroad, promoting a deeper understanding of global health and nursing. Students who study abroad will complete the in-class portion of this course asynchronously online through collaborative discussions and assignments.

## Prerequisites

NUR 310: Concepts in Nursing Practice IV

## Course Objectives

By the end of the course, you will be able to:

- Identify and describe the impact of environment and lifestyle on the health of populations.
- Identify and describe the influence of socioeconomic determinants and health disparities of select aggregates in the community, and globally, using principles of epidemiology, demography, and systems theory.
- Identify necessary disaster preparedness and response efforts to protect population health during disasters and public health emergencies.
- Prepare a prioritized problem list and plan strategies to improve population health with primary, secondary, and tertiary prevention strategies that consider sociocultural and linguistic needs, health literacy, economic impact, and theoretical models of health promotion and health education.
- Critically evaluate evidence-based practice research, nursing theories and theories from other disciplines that support the identification of clinical problems, prioritization of activities, implementation of nursing skills, and quality outcomes in the care of diverse communities, groups, and populations.
- Understand Healthy People 2030 Health Objectives and how it impacts community and global health, then incorporate them into the plans of care for communities, groups, and populations that take into account determinants of health, available resources, and the range of activities that contribute to health promotion, prevention of disease and injury, and emergency preparedness.
- Demonstrate mastery of professional nursing concepts of social justice, advocacy, autonomy, human dignity, integrity, and altruism related to the health of vulnerable communities, groups, and populations and elimination of health disparities in a multicultural global environment.
- Perform culturally competent health care strategies and empathic, holistic care of individuals, families, groups, and communities.
- Evaluate clinical prevention plans and population -focused interventions, using appropriate technological aids, with attention to effectiveness, efficiency, cost-effectiveness, and equity.

## Course Structure

The course materials are divided into weekly modules that can be accessed by clicking Course Modules on the left menu on Blackboard. A module will have several sections including an overview, content, readings, videos, discussions, and assignments. **It is expected that the module is reviewed, and readings/ PowerPoint presentations are completed BEFORE class to ensure your success!** This course is flipped classroom style and your participation is mandatory! There will not be any lectures in class. Most modules run for a period of seven (7) days, exceptions are noted on the Course Outline page. You should regularly check the Calendar and Announcements for assignment due dates.

Clinical locations, dates, and times may change. Assignments are listed in the syllabus and should be uploaded on Blackboard for grading. Individual clinical location and instructor's name and contact information will be emailed to you prior to week 1.

Week	Date	Topic	Content	Assessment	Readings
1		Introduction – Syllabus Review	What is this course about?	n/a	
	Class 9/5/2023	Introduction to Community Health Nursing. History and Evolution of Community/Global Health Nursing. Setting the Stage for Community Health Nursing. Healthy People 2030 Goals and Objectives	<ul style="list-style-type: none"> <li>How did Community/Global Health Nursing begin?</li> <li>Why is Community/Global Health Nursing important?</li> <li>What is the nurse's role in Community/Global Health?</li> <li>What is Healthy People 2030?</li> </ul>	Class Participation	Rector & Stanley Chapter 1,2,3  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 9/7/2023	Orientation to clinical location	Identify the nurse role and community interaction in assigned clinical experience.	Reflective Journal	
2	Class 9/12/2023	Community/Global Health assessment, planning, prioritization, and analysis. Social Determinants of Health. Health Promotion and Disease Prevention. Program Planning.	<ul style="list-style-type: none"> <li>How do you apply the Nursing Process to Community/Global Health?</li> <li>What are Social Determinants of Health (SDOH)?</li> <li>How do SDOH effect individual/community/global health?</li> </ul>	Class Participation	Rector & Stanley Chapter 4,15,16  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 9/14/2023	Clinical at assigned location.	Assessment Assess clinical location for project needs using clinical judgment and evidenced-based practice.	Submit Community Assessment	
3	Class 9/19/2023	The community as a client. Evidence in Community/Global Health, the Environment, Genetics-Genomics, Protection & Movement. Infection, Immunity, and Safety in the community. Epidemics and pandemics affect global/community health.	<ul style="list-style-type: none"> <li>What is the significance of epidemiologic data?</li> <li>What is gene-environment interaction and why is it important?</li> <li>How do communicable diseases, epidemics, pandemics, the environment and global climate change effect health?</li> </ul>	Class Participation	Rector & Stanley Chapter 7,8,9  Exemplars, Journal Articles, & PowerPoint on Blackboard

	Clinical 9/21/2023	Clinical at assigned location.	Planning Plan health promotion community project to be implemented at assigned clinical site and supported by evidence-based practice.	Reflective Journal	
4	Class 9/26/2023	Health policies, government and economic influences on the environment and epidemiological approaches.	<ul style="list-style-type: none"> <li>How do local, state, government and global policies affect population health?</li> <li>How does economics influence population health?</li> <li>What are some examples of epidemiological approaches?</li> </ul>	Class Participation	Rector & Stanley Chapter 6  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 9/27/2023	Clinical at assigned location.	Planning Revisions Revise project plan based on feedback from peers and Professor.	<b>Submit Project Plan For Peer Review NOT GRADED</b>	
5	Class 10/3/2023	<b>EXAM 1</b> No Class After Exam		<b>EXAM 1</b>	Rector & Stanley Chapter 19 & 20  Exemplars, Journal Articles, PowerPoint & <b>Discussion</b>
	Clinical 10/5/2023	Clinical at assigned location.	Finalizing Project Plans Project should be meaningful and impactful addressing current issues in community/global health.	<b>Submit Final Project Plan</b>	
6	Class 10/10/2023	Communication of risks, culture, & linguistically appropriate services in the community. Transcultural nursing.	<ul style="list-style-type: none"> <li>What behaviors put individuals at risk?</li> <li>How does culture influence health?</li> <li>What are some linguistically appropriate services?</li> </ul>	Class Participation	Rector & Stanley Chapter 5 & 10  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 10/12/2023	Clinical at assigned location.	Begin implementing clinical project if reasonable.	Reflective Journal	

7	Class 10/17/2023	Clinical judgment in the community. Global/Community Health promotion. Nutrition over the lifespan and food insecurity.	<ul style="list-style-type: none"> <li>How does clinical judgement affect population health?</li> <li>What are challenges to global/community health promotion?</li> <li>How does nutrition affect individual/community/global health?</li> <li>What policies address these disparities?</li> </ul>	Class Participation	Rector & Stanley Chapter 11 & 12  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 10/19/2023	Clinical at assigned location.	Continue implementation of clinical project.	Reflective Journal	
8	Class 10/24/2023	<b>MIDTERM EXAM</b> No Class After Exam			Rector & Stanley Chapter 21 & 22  Journal Articles, PowerPoint & <b>Discussion</b>
	Clinical 10/26/2023	Clinical at assigned location.	Begin implementation of developed clinical plan. Identify challenges faced during this process.	Reflective Journal	
9	Class 11/2/2023	Psychosocial Influences & Social Determinants of Health. SDOH & health equity assessment & intervention. Homelessness and health.	<ul style="list-style-type: none"> <li>How does do you assess SDOH?</li> <li>What's an example of SDOH interventions?</li> <li>How does homelessness affect population health?</li> </ul>	Class Participation	Rector & Stanley Chapter 23 & 26  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 11/7/2023	Clinical at assigned location.	Continue implementation of clinical plan.	Reflective Journal	
10	Class 11/7/2023	Disability and policy advocacy and the effect on community/global health.	<ul style="list-style-type: none"> <li>How does community nursing impact individuals with disabilities?</li> <li>What policies are currently in place to protect individuals with disabilities?</li> <li>What policies are needed to positively impact individuals with disabilities?</li> </ul>	Class Participation	Rector & Stanley Chapter 13 & 24  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 11/9/2023	Clinical at assigned location.	Continue implementation of clinical plan.	Reflective Journal	

11	Class 11/14/2023	Psychosocial Influences of race and Social Determinants of Health, Diversity, and Equity. The influence of living environment; rural, urban, and migrant on population health.	<ul style="list-style-type: none"> <li>How do racial disparities affect individual/population health?</li> <li>How where you live affects your health?</li> <li>How does migration effect population/community health?</li> </ul>	Class Participation	Rector & Stanley Chapter 27  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 11/16/2023	Clinical at assigned location.	Evaluate effectiveness of clinical plan.	Reflective Journal	
12	Class 11/21/2023	<b>EXAM 2</b> No Class After Exam	<b>Happy Thanksgiving</b> <b>Enjoy your weekend.</b>	<b>EXAM 2</b>	<b>Enjoy the Holiday Weekend</b>
	NO CLINICAL	THANKSGIVING BREAK			
13	Class 11/28/2023	Sex and gender and determinants of health. Policy and reproductive issues and its effect on communities. Behavioral health promotion.	<ul style="list-style-type: none"> <li>How does gender effect population health?</li> <li>How does policy affect woman's health?</li> <li>How does sex influence population health?</li> </ul>	Class Participation	Rector & Stanley Chapter 25  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Clinical 11/30/2023	Clinical at assigned location. Finalize clinical project via PowerPoint Presentation	PowerPoint presentation will be given on last day of clinical classes.	Reflective Journal	
14	Class 12/5/2023	Health Behaviors/Maladaptive Behaviors in the community. Interpersonal Violence. Safety in schools and other public places. Disaster management & violence prevention in the community.	<ul style="list-style-type: none"> <li>How does mental health affect communities?</li> <li>How can the school nurse prepare for school shooting?</li> <li>What is the community nurses role in disaster management</li> <li>What are ways the nurse may influence violence prevention in the community?</li> </ul>	Class Participation	Rector & Stanley Chapter 17,18,36  Exemplars, Journal Articles, & PowerPoint on Blackboard
	Last Clinical 12/7/2023	Last day of clinical.	PowerPoint presentation of clinical project at university. Location TBD	<b>Submit PowerPoint for Professor Review</b>	
15	12/12/2023	<b>FINAL EXAM Date TBD</b>	Project Presentation and Discussion	<b>FINAL PROJECT DUE</b>	

Final Exam times are published at: <http://my.bryant.edu/portal/registrar/exam-schedule.htm>.

Also note the policy stated therein:

*"Students may be excused for a final exam time for religious observances required by their faith. According to University policy, students must provide a written request to reschedule a final to their course instructor, the chair of the relevant department, and to the dean of the college at least 30 days prior to the start of the examination period. The rescheduled exam will typically be held within 24 hours of the originally scheduled exam."*

## Required Course Materials

### Required

Rector, C. & Stanley, M. J. (2021). Community and Public Health Nursing: Promoting the Public's Health, 10th edition. Wolters Kluwer.

ISBN-10: 1975123042

ISBN-13: 978-1975123048

Textbook information for this course is available online through the [Bryant bookstore website](#).

### Optional

Additionally, any of the following texts or other texts that you may have from previous courses may be useful for this course if you find yourself struggling with specific skills:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, D. C.

Hagler, D., Harding, M., Kwong, J., Roberts, D., & Reinisch, C. (2020). *Clinical companion to medical-surgical nursing: Assessment and management of clinical problems*. Elsevier.

Lehne, R. A., & Lehne, R. A. (2014). *Pharmacology for Nursing Care ; study guide for Pharmacology for Nursing Care*. Saunders.

Rischer, K. (2022). *Think like a nurse: Building the knowledge base for professional practice*. KeithRN LLC.

### Required Software

STATA: You are required to learn how to use **STATA**, an econometrics package. Bryant University provides access to STATA through the **Citrix Server**. Detailed instructions on how to access the Citrix Server and Stata is available under the tab Help & Support on Blackboard.

Please refer to the Bryant University website for laptop hardware/software requirements.

<https://is.bryant.edu/services/end-point-computing/computing-support/student-laptops/student-laptop-models>

## Student Coursework Requirements

### Class Time (3 credits)

It is expected that the class portion of each weekly module will take approximately 7–10 hours per week to complete (3 credits). The following is a breakdown to help guide you:

- Textbook, exemplars, and article readings (approximately 3–4 hours per week).
- Annotated PowerPoint presentations and other selected media (1–3 hours per week).
- Face to Face Class participation or Discussions/Collaborative Work (3 hours per week).

### Clinical Time (3 credits)

In addition to class, this course has a clinical component which consists of 6-8 hours per week at an assigned clinical site and 1-3 hours of project work (3 credits). Students must pass clinical to pass the course.

This course will consist of the following student requirements:

#### A. Exams (65% of Final Grade)

##### Unit Exams (10% each x 2 = 20% of Final Grade Calculation)

There are two exams each worth 10%, combined worth 20% of your final grade. Each exam will consist of 50 questions, covering each unit's content. Exams will be administered synchronously during class time using ExamSoft. Exams are NOT timed; you may use as much class time as needed to complete the exam. Since students complete the exam at different paces and have difficulty concentrating after taking exams, face to face class time learning will be replaced with interactive discussions in blackboard on exam days. Note, there is no discussion for Exam 2 due to Thanksgiving break!

##### Midterm Exam (20% of Final Grade Calculation)

The Midterm exam is cumulative and will consist of a total of 75 questions: 50 questions from new content and 25 questions from Exam 1 content. The midterm will be administered synchronously during class time using ExamSoft. Exams are NOT timed; you may use as much class time as needed to complete the exam. Since students complete the midterm exam at different paces and have difficulty concentrating after taking exams, face to face class time learning will be replaced with an interactive discussion in BlackBoard.

##### Final Exam (25% of Final Grade Calculation)

The Final exam is cumulative and will consist of 100 questions; 50 questions from new content and 50 questions from the entire semester. Exams are NOT timed; you may use as much class time as needed to complete the exam. The Final exam is synchronous during class time using ExamSoft

#### B. Evidenced-Based Global/Community Health Nursing Project (25% of Final Grade)

In this course, the student will identify a global/community health project that focuses on improving or maintaining the health of a targeted population. Project may be completed independently or in small group and must be approved by the clinical instructor (Usually done by week 4). Through utilization of the

nursing process and clinical reasoning, the student will identify a problem in a population, analyze the data, formulate a plan with identification of barriers and social determinants, implement the plan if reasonable, and evaluate the end-result of the project including recommendations for improvement.

Students will use the nursing process to develop their project using the following steps:

1. **Assessment (5%):** Assess a targeted population relevant to your assigned clinical location and discover what needs exist by researching health data for that population. Your assessment should be thorough and include the population history, environment, socioeconomic statistics, leading cause of death, prevalent illnesses, and health problems. Capture a mental snapshot of your selected community!
  
2. **Plan (5%):** Analyze data collected and review evidence-based interventions. Your plan must include data showing the intervention has been done in the past and has been effective. Planning must also consider socioeconomic barriers. The plan should have a positive impact on the health of the chosen population. Goals should be realistic.
  
3. **Implementation and Evaluation (15% See PowerPoint Rubric on Blackboard):** Create an educational presentation describing how you implemented, or would implement, the plan including your evaluation, or how you would evaluate it. Not all plans will be reasonable to carry out. You will present your project to the class using PowerPoint slides the last week of clinical. Imagine you are presenting it to stakeholders to see if your plan would receive funding for implementation (if your plan was not reasonable to implement).

PowerPoint Presentation: Develop 10-15 slides outlining what you did in each phase (assessment, planning, implementing, and evaluation). Dedicate at least one slide for each phase. Be sure to clearly identify your target population. Other slides may include statistics and population/community details /needs. Use APA (7<sup>th</sup> edition) reference format and include a title slide. A minimum of 3 references is required. Some examples of relevant references include CDC, Healthy People 2030, or Health Departments. Please see grading rubric.

Examples for project:

Health Screening.	STD/HIV awareness	Teen vaping awareness/cessation.
Health Education.	Develop a disaster plan.	Depression screening.
Sidewalks installed in high traffic neighborhoods.	Free Cooking Classes for parents on WIC.	Intervene in a communicable disease outbreak.
Car seat distribution to low income.	Safety – texting while driving.	Obesity awareness/prevention.
Tobacco cessation support.	Homeless shelter supply drive.	Food drive.
Woman's center supply drive.	School supplies drive in an underserved community.	
<i>Think outside the box! Many services and community resources directly impact health.</i>		

### C. Reflective Journals (5% of Final Grade Calculation):

A reflective journal on learning experiences from the clinical assignment is to be completed weekly (or as posted) using Word format and uploaded to Blackboard by midnight of your assigned clinical day. Journals should be 1-2 pages in length, using the prompts provided in Blackboard.

#### **D. Class Participation (5% of Final Grade Calculation):**

To ensure success in this class it is pertinent to prepare yourself by completing the modules prior to class and actively engaging during class time. In-class assignments involve active learning strategies like case studies, role playing, concept mapping, gamification, collaborative practice quizzes, etc. You must be present in class to receive full credit for class participation, unless the professor is notified by email and the absence is excused or if you are studying abroad. For weeks with no class. Discussions with at least 2 references are due Wednesday 11:59pm (US ET) and 2 responses with at least 1 reference by Sunday 11:59pm (US ET).

Students who are studying abroad are expected to do the weekly modules as posted with the rest of the class. Abroad students will collaborate with peers who are also studying abroad through weekly discussion assignments. Discussions with at least 2 references are due Wednesday 11:59pm (US ET) and 2 responses with at least 1 reference by Sunday 11:59pm (US ET).

#### **Grading**

Assignments are due according to the dates posted on the Blackboard course site. You may check these due dates in the Course Calendar or the Assignments in the corresponding modules. I/We will post grades one week after assignment due dates.

We generally do not directly grade spelling and grammar. However, egregious violations of the rules of the English language will be noted without comment. Consistently poor performance in either spelling or grammar is taken as an indication of poor written communication ability that may detract from your grade.

A grade of A indicates achievement of consistent excellence and distinction throughout the course—that is, conspicuous excellence in all aspects of assignments and discussion every week.

A grade of B indicates work that meets all course requirements at a level appropriate for undergraduate students taking the course.

Course letter grade will be given as follows.

A	93% and above	4.0	(Excellent)
A-	Between 90% and 92.9%	3.7	
B+	Between 86% and 89.9%	3.3	(Good)
B	Between 83% and 85.9%	3.0	
B-	Between 80% and 82.9%	2.7	(Satisfactory)
F	79% or Below		( FAILURE)

**Students who receive 79% or below MUST MEET WITH FACULTY and develop a plan for the student's success in the course!**

Final grades will be determined by the following weighting:

Item	% of Grade
Class Participation	5%
Reflective Journals	5%
Clinical Course Project	25%
Unit Exam 1	10%
Unit Exam 2	10%
Midterm Exam	20%
Final Exam	25%
Clinical Practicum *	Pass/Fail

**\* Students must PASS Clinical Practicum to receive a grade in the course!**

## Tips for Success in This Course

- Material in this course is cumulative and each week builds on concepts from previous weeks. If you fall behind by more than a week, it will be very difficult for you to catch up. Clarify any problems or questions the day or week they arise (through office hours, email, etc.) so that you are prepared for the next set of topics.
- I expect you to work independently on homework and assignments, unless these activities are explicitly assigned as group work. You may want to work with a partner or form a study group but only after you have completed the assigned work to the best of your ability. In all cases, the work you submit should be your own.
- You will not fare well on the final exam if you cram for it. The lectures, in-class discussions and activities, and the weekly assignments are designed so that, if you maintain a consistent effort throughout the term and don't fall behind, the final exam should require little more preparation than a thorough review.

## Help & Support

You should refer to Help & Support on the left menu of the Blackboard course site for a listing of all the student services and support available.

## Policies and Guidelines

**Course Participation.** Students are expected to regularly participate in the course activities, both in-classroom and online. Participation includes in-class discussion, postings to the discussion board, timely submission of assignments, and interactions with other students in team-based assignments and projects.

**Course Etiquette.** Professional behavior is expected in all course activities, both in-class and online, you are expected to use appropriate language and professional writing style as they participate in online discussion forums, address comments in papers, and communicate by e-mail. All communication is considered public

information that is available to academic officials, course faculty, and often by other students, depending upon the nature of the communication.

**Late Assignments.** Assignments are due at the assigned due dates and times. Students who turn in assignments late gain an unfair advantage over their classmates who meet the assigned deadlines. Assignment extensions may be granted to students at faculty discretion and must be submitted in writing via email BEFORE the assignment due date. Any assignments submitted late will lose 5 points per day, more than 5 days late student will receive a 0 for that assignment.

**Clinical Attendance.** Clinical attendance is mandatory! In an unforeseen event (illness, family emergency, car accident, flat tire, etc) the following guidelines apply:

*Student Clinical Absence WITH Notification*

- Students must notify their clinical instructor BEFORE the beginning of their clinical experience by email (or instructor preference). Students are required to make up clinical hours as decided by the course faculty. This may include lab time or clinical time on a different day including a weekend.
- If more than 1 absence occurs the student will receive a clinical warning and will meet with course faculty to establish a remediation plan to ensure the student's success in completing the course.

*Student Clinical Absence WITHOUT Notification (No Call No Show)*

- The first no call no show will result in clinical warning!
- **The second, no call no show; will result in failure of the course!**

*Tardiness*

- Tardiness is unacceptable! You should allow yourself plenty of time for travel to your assigned clinical site. It is suggested to arrive 5-10 minutes early. Arriving any time after the designated start of clinical will be counted as a tardy. In the event a student anticipates clinical tardiness the clinical instructor must be notified in advance and approve the late arrival. (Returning from a planned vacation early morning and arriving late to clinical is not an excused tardy or absence). **If a student is more than 1 hour late to clinical the incident will be counted as an absence!**
- **Two or more incidences of tardiness will result in a clinical warning! (See clinical policy handbook).**

**Clinical Warning.** A clinical warning is issued when a student is at risk of failing the clinical portion of the course. Passing the clinical portion of this course is required to receive a grade. In the event a student receives a clinical warning, the student will meet with faculty to establish a remediation plan to ensure the student's success in completing the course. The clinical warning is not disciplinary action and should not be viewed as such! Here at Bryant University School of Nursing we want to set up our nursing students for success.

**Instructor absence or tardiness.** Please wait a full 20 minutes after the start of class or clinical before you may leave without being counted absent, or you must follow any written instructions given regarding the instructors anticipated tardiness. Please do not hesitate to reach out to me or your instructor via telephone or email if we are not present as scheduled for class or clinical time.

## Academic Integrity

*As a reminder, all Bryant students have signed the Bryant University Pledge which includes a commitment to taking responsibility for their own actions and observing the highest standards of academic integrity. The following text is drawn from the [Bryant University Student Handbook](#):*

### **Academic Misconduct Policy** (from [Bryant University Student Handbook](#))

A student's education is the result of individual initiative and industry. A student indisposed to such an academic commitment will not gain an education at Bryant University. Each Bryant student, accordingly, understands that to submit work that is not his or her own is not only a transgression of University policy but a violation of personal integrity. A high standard of conduct in academic experiences is expected of each student.

The academic community, therefore, does not tolerate any form of "cheating" – the dishonest use of assistance in the preparation of outside or in-class assignments. Such violations, which include forms of plagiarism, are subject to disciplinary action.

To preserve its commitment to the high standards of intellectual and professional behavior, Bryant University rewards intellectual excellence and expects intellectual honesty. Academic dishonesty includes but is not limited to:

- plagiarism in any form;
- copying from another student's examination, term paper, homework or lab report;
- intentionally missing an exam to gain an unfair advantage;
- submitting the same paper or report in more than one course without permission of the instructors;
- falsification or invention of data;
- unauthorized access to or the use of the computerized work of others;
- misappropriation of examination materials or information;
- giving illicit aid on exams, papers, or projects.

Lack of knowledge of the above is unacceptable as an excuse for dishonest efforts.

## Access Services

The Academic Center for Excellence staff offer services to students with learning disabilities and ADHD. Students are encouraged to submit documentation of their disability after their acceptance and decision to enroll at Bryant. It is the responsibility of students to schedule a meeting with the Assistant Director of Access Services to discuss their academic needs and request reasonable accommodations. See <https://my.bryant.edu/portal/academic-success-programs/access-services.htm> for up-to-date information.