

Student Orientation and Handbook

Faculty of Health Disciplines

Centre for Nursing and Health studies; Faculty of Health Disciplines

(see our home at <http://cnhs.athabascau.ca>)



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Student Orientation and Handbook

Welcome to the Centre for Nursing and Health Studies (CNHS) at Athabasca University. This student orientation and handbook guide will provide you with quick reference and general information about CNHS, its course instructional methods, and the services available at Athabasca University. Use it as an orientation as you begin your studies and as a resource reference whenever a question arises.

Each section of this handbook provides important information that should help make your studies with Athabasca University enjoyable and rewarding.

To learn about current regulations, visit the [Faculty of Health Disciplines](#) programs in the online Calendar. If there is a discrepancy between the online Calendar and other information (for example, print material), the online Calendar version will apply.

History

Athabasca University was established in 1970 by an Order in Council of the Alberta Government. The Athabasca University Centre for Nursing and Health Studies was established in 1990, and now offers the following graduate programs.

- [Master of Health Studies](#)
- [Master of Nursing](#): Generalist stream
- Master of Nursing: [Advanced Nursing Practice](#) (ANP) stream

Faculty and Staff

The CNHS faculty and staff are delighted that you have chosen this program and we will support you in achieving your educational endeavors. Please take a few minutes to "meet" the [faculty and staff](#) of CNHS.

The CNHS [homepage](#) provides links to numerous resources within the University as well as to other relevant websites that offer support for your learning. It is the starting point for accessing the information related to your program, such as University policies, courses, Library information, among others.

Our Philosophy

In the Centre for Nursing and Health Studies, one of the core elements of online instruction is collaboration; the pedagogical approach to teaching and learning. The collaborative nature of the virtual classroom is created as you, your instructor, and other

students interact on an intellectual level within the social framework of the virtual classroom. In many respects, our students become "co-journeymers" whereby the teacher serves as a facilitator in helping students achieve their educational goals.

In our virtual learning environment you are expected to assist in the creation of a collaborative (constructivist) approach to learning. This requires you to work actively with your classmates, to construct your own meanings. Your role in this process is very important. Your contribution of enlightened experiences and new-found knowledge will bring the classroom alive with dialogue that encourages learning.

Learning Outcomes

Students in our graduate programs are expected to achieve learning outcomes in four areas: *communication; leadership; knowledge translation and development; and scholarship*. As you progress through your program, you will revisit these learning outcomes frequently and incorporate personal learning strategies that will help you demonstrate success.

Communication skills strengthen your ability to communicate ideas, issues, and conclusions clearly, effectively and concisely in a variety of forms (such as written, spoken and visual forms) to a variety of audiences (such as peers, the general public and decision makers).

Leadership skills help you develop the qualities necessary for leadership, including demonstrating initiative, personal responsibility, and integrity based on ethical principles. As well, you will develop skills in accountability, collaboration, sound judgment in decision-making, and the confidence to participate in further study or employment in unpredictable and complex environments.

Knowledge translation and development skills support the interpretation and application and creation of knowledge as you evaluate current research and scholarship. As well, you will apply existing knowledge to complex questions, problems, or issues. You will use techniques of research to create knowledge and maintain awareness of its complexities and limits while you become aware of the contributions that diverse perspectives have on knowledge.

Scholarship demonstrates your breadth and depth of knowledge of an academic discipline or area of professional practice, and your commitment to lifelong learning and scholarship based on self-reflection and self-direction.

Our Programs

The **Master of Health Studies, course-based / thesis** is open to all health professionals with an undergraduate degree in a health field. This program provides students with competencies to discern emerging trends and to anticipate future directions in health care; to provide leadership in health service planning implementation and evaluation; to manage change; to critique and develop health and social policy; and to develop successful research and project proposals. The Master of Health Studies is a 33-credit degree that comprises 11 courses, each worth 3 credits. Consult the [Athabasca University Calendar, Master of Health Studies](#) for additional information.

The **Master of Nursing, course-based / thesis, generalist stream** prepares nurses to assume leadership positions in the health system. The program prepares nurses to discern emerging trends, anticipate future health care directions, and provide leadership in planning, implementing, and evaluating nursing practice, drawing on philosophical considerations, research methods, and various tools of analysis. Students may elect to complete a [teaching focus](#).

The **Advanced Nursing Practice (ANP) stream** prepares nurses to assume a broader role in the provision of health services to clients of all ages, as community-based nurse practitioners. It provides theoretical and clinical preparation for nurses whose role will focus on advanced nursing practice. Students in the ANP Stream are required to write a comprehensive examination upon completion of their ANP courses. RNs who are seeking **initial** NP licensure should apply to enroll in the MN: ANP stream. Consult the [Athabasca University Calendar, Master of Nursing](#) for additional information about both streams.

Note: Examinations are specific to the MN: ANP program. If you are an ANP student, please see the ANP Guide for exam-related information.

Program Planning

Students frequently ask for assistance in planning their program and the order in which they should take their courses. The following information provides some general guidelines.

Academic Student Advisor

Donna Dunn Hart (donnad@athabascau.ca) is the Academic Student Advisor for all graduate students. Donna can answer your questions about program planning, course selection and sequencing, and, if necessary, assist you with a program deferral.

Faculty advisors are assigned to all graduate students who have enrolled in the thesis routes of the MHS and the MN streams.

Course Sequencing

Unless a course requires a prerequisite, there is no specific order in which courses must be taken. However, take your prerequisite courses early in your program as this will allow for maximum flexibility in scheduling later. For example, MHST/NURS 603 must be taken before MHST/NURS 607.

When planning your courses, refer to each [course syllabus](#), which provides a course content overview, and assignment and evaluation information.

Elective courses (when appropriate) can be interspersed with required courses and may be taken at any time in your program. Please review the [Master of Health Studies](#) program for information about course-based and project-based routes to degree completion.

Graduation

Graduation does not take place automatically. When you succeed in fulfilling the requirements of your program, you must apply to graduate using the [Application to Graduate Form](#).

Specific regulations require that all your course work must be completed by a pre-determined date in order for you to apply for graduation. A pre-determined date is also set each year for the deadline to graduate. Ensure that you are familiar with these deadlines and that you have completed all the required documentation.

Further information related to graduation and convocation can be found on the [Convocation website](#), in the [online Calendar](#), and [Athabasca University Policy](#).

Additional questions related to graduation should be directed to the [CNHS Graduate Programs Administrative Assistant](#).

Use of Credentials

The MHS and MN programs do not have candidacy exams; therefore, the use of MN (C) or MHS (C) during your program is not permitted. When you have completed your program of study, applied to graduate, and your degree has been conferred, you may use the relevant credentials: MN (if you graduate from either stream of the Master of

Nursing program) or MHS (if you graduate from the Master of Health Studies program). You may use these credentials only after your degree is conferred.

Privacy

FOIPP (Freedom of Information and Privacy Protection). While it is expected that students are free to actively engage in the discussion forums and that the information contained therein will be kept in confidence, in the event of receiving a request for access to information, the access will be subject to the limited and specific exceptions set out in the Alberta Freedom of Information and Protection of Privacy Act ([FOIPP](#)). At the conclusion of the course, the information will be retained for a period of one year.

Privacy and confidentiality in course forums. All courses are password-protected to prevent unauthorized access to course materials including conference discussions and assignments in which client information is included. Never share your ID or password such that unauthorized individuals can access the courses.

Course conference discussions and assignments will include information that must be kept within the boundaries of the course in which you are registered. Be cautious and respectful of individual privacy regarding sensitive information that your classmates and professors share in the discussion forums. If you wish to take some information from a forum outside the class, you must request and receive permission to do so. For example, if you wanted to share a presentation that an individual or group did within the class, you must ask and receive permission from the individual and/or all members of the group before using the presentation outside the class.

Failure to adhere to these processes may result in disciplinary action including removal from the course or program.

Practicum courses (applicable to the ANP students only). For those students who have practicum courses, there are specific criteria to follow regarding privacy and confidentiality. During your practicum activities, you will have access to information about staff and clients of the facility in which you are completing your practicum. You are required to keep confidential all staff and client information, both written and unwritten, that comes to your knowledge during your practicum activities. You must not copy or otherwise reproduce any confidential information regarding staff or clients of the facility or remove any records or documents from that facility.

Course conference discussions and assignments will include information about your practicum activities. It is extremely important during these discussions and in these assignments that you protect the anonymity and confidentiality of the clients, and

persons you associate with during the course of your practicum. Use only initials to identify the clients, your preceptors, and any other referral sources.

Be judicious in what information you share to ensure that the identity of the client is protected. Be cautious and respectful of individual privacy regarding sensitive information that the clients may not want disclosed, even in an anonymous format. You may be required by the facility to sign a document attesting to your personal agreement to maintain confidentiality of information. Failure to adhere to these processes may result in disciplinary action including removal from the course or program.

As a Graduate Student

Graduate Level Expectations

As you begin your program of study with Athabasca University, some of you may find online learning to be a new experience. We recognize that the experiences of previous students may be helpful to you and following we offer a few of their "tips and tricks" for greater success.

Sometimes there is a presumption made that online learning is less demanding than more traditional types of education. This is not so. Some students establish a regular weekly schedule for "class" time and develop strategies to protect this scheduled time. You may want to discuss the need for study time with your family and friends beforehand, and request their support and cooperation in honouring the time set aside for course work. This is important because learning and studying at home may give the impression to families that the adult learner (mom, dad, etc.) is always available. Frequent interruptions will make it difficult for you to concentrate or refocus on the task at hand.

The Masters level programs are designed in such a way that regular weekly course work and class participation is expected. Class discussion occurs in a conference forum throughout the course. Part of the course assessment is based on your weekly participation in the discussion forum. Students have commented repeatedly about the value of the class discussion and the importance of keeping up with the weekly work and pace of the course. We believe that learning is a shared experience and that much of the learning occurs through dialogue, class discussion, and participation. Therefore, these are not programs in which you can work independently at your pace. Participation is required.

Each of your courses has a weekly schedule for the semester that details course content and assignments. You may find it helpful to use a calendar and map out your timetable and designate class/study time for the entire semester.

Graduates of our programs are expected to write manuscripts that would be considered for publication by refereed journals. Rather than simply demonstrate your knowledge of a topic to your instructor, your scholarly papers will evaluate current research and scholarship; apply existing knowledge to complex questions, problems or issues; and demonstrate techniques of research to create knowledge.

Students have found it invaluable to strengthen their authoring skills by actively working with services such as Athabasca University's [Write Site](#). You may also seek editing help from colleagues willing to read papers before you submit them, or by joining an academic writing group.

Programs offered through the Faculty of Health Disciplines are delivered in English. Therefore, proficiency with academic writing in English is required.

Workload

Time Management

The courses in the graduate programs are at a master's level and the required workload is indicative of that. A general rule is to plan on dedicating 12–15 hours per week per three-credit course. To help you decide how many and which courses to take at any given time, review each [course syllabus](#) and learn about the course content, and the number and types of assignments. For students working full time, we recommend you take only one course at a time.

Assignments

All graduate program written assignments must be completed according to the format described in the current *Publication Manual of the American Psychological Association*. It is important that you refer to the current edition when writing papers and compiling reference lists. You are required to purchase your own copy of the manual either through Chapters Online at www.chapters.ca or your local bookstore.

The **Assignment Drop Box** is where you will submit written assignments. You will be asked to upload your assignment file – the files you need to upload will be specified in the directions given for each assignment and may include word-processed documents or other kinds of computer files.

For specific instructions on submitting your assignments, log in to the [Moodle Orientation for Students](#) site.

Late assignments. You may be penalized 5% for each day that your assignment is late. Late assignments will not be accepted after five days unless there were extenuating circumstances that you discussed with the instructor before the assignment deadline, and the instructor agreed to extend the deadline.

Course Readings

In each course Study Guide, the units contain a list of weekly assigned textbook or online readings. When a reading is from an online journal, it will be accessed directly through a hot link. When you click on the highlighted hotlink, a dialogue box will open for you to type your name and student ID. Once you have entered the information, you will be linked directly to the article.

There are several ways to view the article. It can be viewed in the full text format in which it opens on your screen, or you can double click on the words *Page Image-PDF* in the top right of the screen, which may provide a format that is easier to read on screen and in print. Try both methods to familiarize yourself with the options and to learn your preference.

If you have any difficulties or your login doesn't work, please contact the library at library@athabasca.ca.

Key Policies

Please consult the [AU Graduate Program Calendar](#) for a full listing of program and course-related regulations, specifically regulations governing course and program withdrawal, appeals, course extensions, and grades. If there is a discrepancy between the online Calendar and other information (for example, print material), the online Calendar version will apply.

Student Services

Student Resources

Because most of our courses are offered online, Athabasca University provides an extensive network of student resources and support. Throughout your studies you will use a variety of resources provided by the University, all designed to help you succeed in your studies. On the Centre for Nursing and Health Studies [home page](#) you will find a link to [Student Resources](#), specifically Library, Technical Requirements, Writing Resources, and Online Forms.

Students with Disabilities

If you have a disabling condition, you may request accommodation by registering for services with Access to Students with Disabilities (ASD). Please see the [ASD website](#) for more information regarding the types of accommodations that may be available to you.

Counselling Services

Athabasca University's [Counselling Services](#) provide all Athabasca University students with learning support, counselling, and study skills services.

Funding Resources

Students who are eligible for funding may find the following sites helpful. As well, the [Research Office](#) at Athabasca University contains policies related to research, ethics, resources, potential opportunities for students.

- [Financial assistance](#) may be available to part-time and full-time Canadian students from their provincial funding agency.
- Students with disabilities can visit the Access to Students with Disabilities [funding website](#).
- There are many different ways to finance your education. You should investigate each option and decide which is best for you. For more information, review [How to Finance My Education](#).

Faculty Co-authorship and Acknowledgements in Publishing

When you enter a graduate level academic program, you may have opportunities to submit articles for publication or make presentations based on your course, project or thesis work. If the opportunity presents itself, it is customary to acknowledge the university at which the work was produced, as well as the contributions of professors and/or others who may have provided assistance in realizing these opportunities.

When you and/or your professor have made a substantial contribution to the development of a publication, co-authorship of the article is expected. Before you begin the process of writing for publication together, discuss the sequence of names on the byline and how the workload will be divided. For example, a student is usually listed as first author on any work that is based substantially on his/her master's or dissertation work. In the case where faculty contribution is not substantial, acknowledgement is possible in other ways. For example, your professor may suggest you consider submitting a particular paper for publication. The professor may also have provided

some assistance in reviewing the article, or provided mentorship. One way to acknowledge this would be to note the professional contribution at the end of your article or presentation similar to:

The author wishes to acknowledge Dr. Jean Smith and Dr. John Doe at Athabasca University for their reviews of this manuscript and their helpful recommendations.

When publishing or presenting, it is also important to acknowledge your workplace and academic affiliations. For example, if you were presenting a paper or poster, identify yourself in the following way:

Jane Doe, Nursing Unit Manager of Psychiatry at St. Mary's Hospital, and student in the MHS/MN Program at Athabasca University.

Navigating your Course in Moodle

Moodle is the learning platform used by Athabasca University to deliver online courses. You are working in this platform now. Moodle provides a set of tools that you will use to read the course material and to communicate with your instructor and fellow students. It is important to become familiar with Moodle and understand how it operates as this is where you will be working throughout your program. If you require additional help, click "Moodle Orientation for Students" located in the "Help" section of your course.

Accessing your Course

You will have access to your course on the first day of the new term. To sign on to Moodle, use your web browser and go to the Centre for Nursing and Health Studies (CNHS) [website](#).

Choose the "Course Login" from the left side of the menu and select "Undergraduate Courses" or "Graduate Courses." This will take you to the login screen. Enter your student ID and password. On the entry page there will be a list of all the courses in which you are currently active. Click on a course title to enter.

Course Structure

Each course is set up in a similar manner. When you log in to your course, you will see a menu that provides the course structure. On the left-hand side you will see an index with the following headings.

Communication

Course Mail provides a mail program through which you can exchange private mail messages with your instructor or classmates. This mail program is not linked to your Internet Service Provider: it works only within the course. It is expected that you will use this mail, and not an outside email system, for all your course work. Log in to the [Moodle Orientation for Students](#) for help with sending course mail. Following are some guidelines for writing emails.

- Feel free to use first names in your conference and email messages; this makes the message seem more personal.
- Pat each other on the back; thank others for their acknowledgments and suggestions.
- Sometimes, consider personalizing your message by briefly alluding to where you are writing from, or what is going on around you (the rumble of the vacuum cleaner, the sound of the late show on TV, etc.).
- Always respond promptly to any messages you receive. Not only is this courteous, it is also the only way for the sender to know you received the message. If you don't have time to write a full reply, consider sending a brief note. (e.g., "Thanks for your message. I'll get to it as soon as I can.")
- Notify others if you will be away from the computer for more than a few days due to work, travel, vacation, etc. This is particularly important if you are working on a group assignment.
- Be gentle with criticism. This is more important in online communication than in face-to-face because of the lack of visual cues. Don't criticize your classmates but rather critique their logic, rationale, data, etc.
- If you are responding to a controversial or sensitive topic, do not send the first draft of your comments. Take some time to reflect, rewrite, and reconsider what you have written.
- Thank people for their reflections on your comments; do this either publicly in the conference or privately via email.

* This above was adapted from "Tips for Successful CMC" by Karen Rosa and Athabasca University.

Posting to Discussion Forums

The CNHS MHS/MN program courses are set up on a weekly schedule. Generally each week has an identified topic for discussion that is connected to a Discussion Forum. Regular weekly participation in the class discussion forums is an expectation in the graduate programs and is not optional. Part of your course grade will be determined by

your participation. The requirements for participation vary from course to course and will be posted by your instructor.

The Discussion Forum is a learning conversation that takes place when several people get together to explore ideas, concepts, and skills genuinely and openly. The value of the learning conversations you will engage in truly depends on the critical thinking behind the words you type and your engagement with your fellow students. It is not enough to post your reply to a question and move on; you must read and analyze the responses your colleagues post, issue challenges when warranted, extend arguments of others, and link the conversations to the course material.

To help promote an effective learning conversation in forum discussions, you will need to:

- Think carefully about the contribution you wish to make.
- Read the contributions offered by others.
- Recognize the contributions of others, but challenge them when necessary.
- Bring in material from your workplace, the course, and external reading.
- Create links between your ideas and the ideas your fellow students raise.

It is expected that your postings in the Discussion Forum will be substantive in nature. The quality of your posting is more important than the quantity. For example, you may post two substantive entries in a week that contribute far more to the class discussion than someone who may post eight or ten entries but not add much to the discussion. Compose your postings first in MS Word, and then copy and paste your comments into your forum posting. This allows you to save your thoughts so you may revise or edit them before you post. This method of composition also provides a safeguard against the loss of postings due to computer or Internet problems.

Example of what might be considered a substantive posting:

Each professor may have somewhat different expectations regarding participation criteria and what she or he view as a substantive posting. Following are two examples that may help you to differentiate between what might be considered substantive and non-substantive. It is important to note the specific criteria set out by each professor.

In a class discussion about developing proposals, one of the factors to consider is how theories and models are relevant to the development of a proposal. One student, Jane Doe, submitted the following posting:

Coley and Scheinberg (2013) discuss the importance of framing your proposal around a theoretical framework. I had been thinking of Prochaska and DiClemente's model of change theory. Women who choose to leave or change a situation where they or their children are victims of domestic

violence will likely go through the phases of pre-contemplation, contemplation, preparation, action, and maintenance. Our screening process will likely elicit different responses based on what stage a woman is at in her thinking and we need to examine what that will mean. As we develop a program to teach nurses about early identification, we will also need to clearly differentiate among the stages and the characteristic behaviours that may be evident in these different phases. This will enable us to develop a more stage-specific and sensitive assessment tool.

Jane Doe was developing a funding proposal to offer a program that would assist nurses in learning early identification of women and children at risk for abuse. She offered some insights into her thinking about applying a model to her particular proposal. This was an interesting approach and showed clearly how a model could influence the evolution of proposal development and also how it could provide a framework to base her later work on.

Example of what might be considered a non-substantive posting:

I agree with Jane Doe who has raised some interesting thoughts for discussion. It is important to find a framework that you can attach to your proposal because models and frameworks help to provide guidance for your goals. Coley and Scheinberg (2013) suggest that a proposal is not complete without a theoretical framework. Frameworks provide the structure around which to build a good proposal. In my proposal, I will be developing a smoking prevention program to take into junior high schools. We know that smoking is on the increase in this population and a program using junior and senior high school students will be designed to target this audience.

In this particular instance, the student is not wrong in what she says; it is all true. However, the comments add nothing to the discussion. She has given some very broad, general statements. It would have been more beneficial to the discussion if she had tied in some application to health promotion frameworks, etc. Whereas, in the former posting by Jane Doe, we see a clear example of how a particular theory becomes quite relevant to the problem; the second example adds no such substance.

Log in to [Moodle Orientation for Students](#) for information about posting.

Effective Discussion Forums

In an online discussion forum, as in any academic activity, you are expected to act responsibly and adhere to principles of academic integrity and ethics. While it is acceptable to discuss ideas and concepts from the course with other students, it is not

acceptable to share assignment answers or examination information. For more information, consult the [Student Code of Conduct](#) regulations.

The expectation is that you can freely and actively engage in the discussions and that the information will be kept in confidence, but if AU receives a request for access, information and access is subject to the limited and specific exceptions set out in the *Alberta Freedom of Information and Protection of Privacy Act*. At the conclusion of the course, the information will be retained for a period of one year.

If each participant contributes to the best of his or her ability, a discussion forum can be a great learning experience. Following are some guidelines for a good discussion.

- To make the discussions engaging, stay on topic.
- When making postings, draw on evidence and course material to support your arguments.
- Make arguments that add new ideas and issues, or challenge other students' ideas or statements. Try to avoid repetitive messages that say, "I agree with your point" or "Me too!" unless you are following them up with an explanation or additional perspective.
- Recognize the contributions of others, but challenge them when necessary. Don't be afraid to disagree with your instructor or fellow students! As long as you state your points respectfully, no one should be offended and most folks will enjoy the exchange!
- Use the subject line in your posting as an advanced organizer to reflect the content of your comments. This will help maintain the logical structure of the forum.
- Divide the text of your responses into short paragraphs or sections, and keep your responses succinct—try to limit yourself to a short paragraph or two of not more than about 400 words. This helps to make reading messages manageable for everyone and keeps the discussions easier to read online.
- Relate your comments as much as possible to other students' comments. Create links between your ideas and the ideas your fellow students raise.
- Respond to other students' comments about your own messages in a timely and considerate way. Typical communication etiquette also applies online, e.g., even if you have numerous ideas or comments, please be selective when offering them, rather than dominating the conversation.

Communicating Online

Group Work Guidelines

Working in small groups within the larger class is a frequent requirement of courses in the Faculty of Health Disciplines. Group work can build on individual strengths, sustain motivation, and sharpen focus. Your experience collaborating in family, workplace, and interest groups has already equipped you with many of the skills needed to establish a functioning educational group. In all areas of health, professionals are expected to participate in groups where they are required to write text together.

Steps to Establish Group Guidelines

Establishing a cohesive and productive small working group is not always straightforward. Task functions include establishing meeting times that accommodate different time zones and busy schedules; clarifying roles; organizing workload and designating timelines. Maintenance functions include creating group guidelines or the rules of engagement your group will commit to following; clearly articulating consequences for not following those rules and constructing an ongoing process of evaluating how the group is doing.

Respectful and Collaborative Atmosphere

Group guideline discussions should include your expectations for consistent participation. In particular, you should also write out and post “rules” and consequences related to attending meetings and submitting contributions promptly.

Opportunities for evaluating your own and others’ participation should be built into the group’s task timelines. Plan specific times during each meeting to discuss accomplishments as well as emerging problems. In the high-stakes learning environment of graduate study, where group marks impact course grades, plan to intentionally address both task and maintenance functions when you work in a small group with colleagues in your class.

Student Code of Conduct

Three policies govern the conduct of applicants and students of Athabasca University: the Non-Academic Misconduct Policy, the Student Academic Misconduct Policy, and the Student Appeals Policy. These policies, while they apply to both graduate and undergraduate students, are maintained online in the [Undergraduate Calendar](#). Please visit the following websites to learn what is expected of you as a student with AU.

Student [Academic Misconduct Policy \(Intellectual honesty and plagiarism\)](#). AU is serious about academic misconduct, including plagiarism. Plagiarism is a form of intellectual dishonesty in which another's work is presented as one's own. Plagiarism, as with any form of academic misconduct, will be penalized. Students registered in AU courses are considered to be responsible scholars. As such, they are expected to adhere rigorously to the principles of intellectual honesty. Depending on the circumstances, penalties may include rejection of the submitted work, expulsion from the course or the program, or legal action.

[Nonacademic Misconduct Policy.](#) Non-academic offences attempted or committed on University premises or during University-sponsored activities shall be grounds for disciplinary action by the University. The University reserves the right to refer any non-academic offence to the appropriate civil or criminal authority, as the University deems appropriate.

[Student Academic Appeals Policy.](#) Athabasca University is committed to fairness in the application of the policy and decisions that affect a student's academic career at the University. This policy and its associated procedures provide a clear and structured approach to handling all student appeals.

Refer also to the [online Calendar](#) where you will find program and course regulations information.

Messages of Encouragement

If you are interested in hearing about strategies that have worked for other students in the Centre for Nursing and Health Studies, here are some messages of encouragement.



Seek help with writing



Keep in touch with classmates



Dedicate time each week



Establish a quiet workspace



Set up a personal calendar



Reach out to your instructor



Connect with a classmate



Do 'make-ahead' meals



Consult a librarian



Post early in the week



Work on your course everyday



Link course topics to workplace issues

