



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF NURSING
AND HEALTH INNOVATION



The University of Texas at Arlington College of Nursing and Health Innovation

NURS 5362 Teaching Practicum

Course Description: Nursing education preceptorship in selected health care sites with opportunities to apply clinical and educational knowledge, skills, and concepts in a guided, progressive context of nursing education.

Course Outcomes:

Use best practices in teaching and learning for selected learner populations within defined patient population(s).

Use evaluation strategies to assess learning outcomes and modify teaching activities.

Collaborate with faculty and staff to provide learning experiences for selected learner populations within defined patient population(s).

Implement the educator role in selected settings.

Credit hours: 3 hours. This is a Practicum course with a 135 hours practicum in either a clinical or academic setting.

Pre and Co-requisite Courses:

All Nurse Education Course courses **except, may** concurrently enroll in NURS 5360 or N5308. Good academic standing (GPA 3.0)

Section:

Lead Faculty Instructor(s):

Dolores Aguilar, MS, APRN, CNS, CHN

Assistant Professor, Clinical

Email:

aguilar@uta.edu

Faculty Profile:

<https://mentis.uta.edu/explore/profile/ms-dolores-aguilar>

Academic Coach(es):

None

Clinical Faculty:

In this course you have a lead faculty and a clinical instructor. The lead faculty oversees the administration of the course and the clinical instructor is responsible for the day to day activities of the course including collaboration with your preceptor. He or she will grade your assignments, hold clinical conferences, discuss your progress, approve your teaching project and practicum activities etc. etc. They will discuss their role in the initial individual group session.

The two clinical faculty are:

- Julie Jung: Email: julie.jung@uta.edu . Students with last names beginning with A – M.
- Cindy Wewerka: cynthia.rodriquezwewerk@uta.edu . Students with last names beginning with N - Z

Textbooks and Equipment:**Required**

National League for Nursing (2012). The scope of practice for academic nurse educators New York, NY: National League for Nursing: ISBN: 978-1-934758-17-5

Wittmann-Price, R.A., Godshall, M., & Wilson, L. (2013). Certified Nurse Educator (CNE) Review Manual (2nd ed). New York, NY: Springer Publishing Company, LLC: ISBN: 978-0-8261-1006-0

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author ISBN: 9781433805615

APA 6th Edition

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

- APA tutorial link: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- UTA CONHI Cover **IS NOT LONGER REQUIRED!** You will use the APA guideline to complete your cover page.
- <http://library.uta.edu/sites/default/files/apa2014.pdf>
- <http://libguides.uta.edu/apa>
- <http://library.uta.edu/how-to/paper-formatting-apa-st>

Recommended

Billings, D. & Halstead, J. (2016). Teaching in nursing: A guide for faculty, (5th ed.), Elsevier, St. Louis, Missouri. ISBN: 978-0-323-29054-8

Penn, B.K. (2008). Mastering the teaching role: A guide for nurse educators. Philadelphia, PA: F.A. Davis Company: ISBN: 9780803618237.

Utle, R. (2011). Theory and research for academic nurse educators: Application to practice. Sudbury, MA: Jones and Bartlett Publishers. ISBN: 9780763774134.

Tripod and Webcam:

You will need an external high definition (1080p) webcam with a tripod. An external webcam with a tripod is required to allow you to meet the requirements of the video assignment. An external webcam is one which is separate from your computer or laptop. A Logitech 1082p webcam is the required webcam for the online program. Only a Logitech C920 or Logitech C930e will meet the program requirements.

Please note: built in webcams, cell phones, etc are **NOT** acceptable

Technology Requirements:

Students must have an up-to-date computer system with wired (not wireless) high-speed Internet in addition to e-mail and internet skills. The entire course will be delivered in an online format. Additionally, please ensure that you can upload your assignments correctly in BB.

Communication

- Preferred contact method
 - Contact your clinical instructor faculty as your first line contact. The clinical instructor will contact the Faculty as needed.
- **Student Email:**
Students enrolled in online UTA MSN Nurse Educator courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly.
- **Faculty and Students – Email:** For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. When you have access to BB, please email from within BB since the letter header will display the course information. Emails received from any student's personal email address will be deleted without a response. Please ensure that you also check your spam/junk folder to ensure that you are receiving emails.
- **Department Telephone Number:**
Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu
Coordinator – Accelerated Online MSN Nursing Education Program

- **Chain of Communication for this course**

Contact your clinical instructor as your first line contact. The clinical instructor will contact the Faculty as needed.

- **Preferred Methods for Reaching Course Faculty:**

Email correspondence should be sent to faculty via YOUR UTA EMAIL. Emails are checked at least once daily on weekdays and weekend days. Should we need to communicate further via telephone or virtual video conferencing, then that may be arranged after the initial email correspondence. Please check with your clinical faculty for their preferred method of communication.

- **Maximum Timeframe for Responding to Student Communication**

- Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame.
- Students may expect assignments to be graded within 72 hours.

- **Virtual Office Hours:**

- Please email the professor to request and schedule an individual (or small group) virtual work session. The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email (in this order: clinical instructor), announcement, or the Q&A forum provided within the course.
- If the above resources are not appropriate, please email the course faculty to schedule an individual virtual work session. Include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating (i.e. clinical instructor and/or lead faculty).

- **Zoom:**

- Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:
 - Use a computer with video and audio features
 - Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
 - Check their video and audio features via the cues provided in Zoom
- The Zoom link can also be downloaded to your smart phone.
- Students do not need a Zoom account to join Zoom meetings hosted by a faculty member or lab/clinical instructor. Zoom tutorial can be found at the following link: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Attendance Policy

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

Grading and Evaluation:

This course is based on a numerical grade and completion of all other requirements as stipulated for a Pass/Fail - letter grade

Final grades are not rounded up.

Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

- Your course professor
- Your advisor
- UTA Student Success Coordinators

Required Components for Course Credit	Percentage Value Within the Course
Self-Assessment NLN Competencies - Initial	20%
Self-Assessment Competencies - Final	20%
Teaching Assignment	30%
Discussion Board (5 AT 6% each)	30%
Learning- Plan – Initial	P/F*
Mid Term evaluation of student by Preceptor	P/F
Learning Plan – Midterm	P/F
Logs X 10	P/F
Final evaluation of student by Preceptor	P/F
Learning Plan - Final	P/F
Evaluation of preceptor by student	P/F
Attendance of minimum of 5 clinical conferences	P/F

***All pass fail assignments/activities must be passed for successful completion of this course**

Late Assignments / Assessments:

- Late assignments and/or quizzes and/or tests will normally not be accepted for a grade or reviewed for feedback and will be assigned a zero. Emergent situations in which faculty may consider late assignments, etc. IT IS THE SOLE RESPONSIBILITY OF THE STUDENT TO NOTIFY THEIR INSTRUCTOR OF ILLNESS/EMERGENCY. FAILURE TO DO SO DOES NOT GUARANTEE STUDENT ANY EXTENSION OF ASSIGNMENT DUE DATES. Original documentation evidence for absence will be required. Acceptable forms of documentation may include 1) Official statement of student or immediate family member being or having been under medical care during the period of time in question; 2) Police report with student's or immediate family members' name(s) during the period of time in question; and 3) any other documentation from an official source that explains an illness/emergency during the period of time in question. Any document appearing to be altered in any way or which lacks required information will not be accepted.
- Late Discussion Board Posts will result in a zero.

- This course is a pass/fail but is based on a grade and the completion of 135 hours of practicum as per log activities.

In order to pass this course, you must complete all assignments that are graded Pass/Fail at the passing level and obtain 80% in the total grade for all assignments that are graded on a 0-100 point scale. For assignments that are Pass/Fail you need 100% to pass. You will be allowed one extra attempt to achieve this if submitted within required time frame. Additionally, you must obtain a grade of 80% or better in the teaching assignment. If your teaching assignment is not acceptable and you are required to redo it, the maximum grade that you can earn is 75%. Complete 135 hours of practicum for approved activities and approved hours within the 10 weeks session.

Attendance will be taken at clinical conferences; please ensure that your name is recorded when you attend the ZOOM conferences.

Course Format and Design

This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such minimal written lecture content is provided; you will be required to read the text books and other course materials and to synthesize this information to complete all of the course assignments.

As a graduate student, the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it to clinical scenarios in a manner which is reflective of advanced practice nursing. As a graduate student, you are considered to be an independent learner and if needed identify additional resources to help you understand the concepts in the course.

In this practicum, you have an opportunity through your individual learning plan to achieve the course outcomes. Additionally, you will read the review book to supplement your learning. Although not graded, review questions from lessons in the book will provide an opportunity to do self-assessments. This class utilizes multiple teaching/learning modalities in the delivery of the content. Supplemental videos have been provided over select concepts to enhance your learning. Participation in discussion boards and clinical conferences are mandatory for and you will find them to be an integral part of learning in this particular course.

Course Expectations

Students are expected to work independently on every assignment in this course unless instructed otherwise. Collusion or consulting with other students or healthcare professionals concerning assignments is not permitted. Sharing your work or borrowing the work of others will prevent students from fully benefitting from the learning opportunities in this course. It is YOUR work that we are interested in evaluating, NOT

the work of others. Collusion or consulting with others is considered a matter of academic dishonesty and will be treated as such.

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to "unlearn" practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

For example since this is a three-credit hour practicum course over a 10 week period, you will be expected to complete 135 hours or 12-14 hours each week in either clinical or academic education. The Practicum time includes practicum hours within the agency and practicum conferences conducted by your instructor. Beyond the required practicum time students should expect to spend an additional 9-12 hours per week preparing for course-related activities (i.e. required readings, completing practicum assignments, preparing for clinical activities, practicum log and discussion boards). As a result you will need to plan your time carefully.

TEACHING PRACTICUM NURS 5362
Course Topics / Lesson Titles

Module	Module Topics / Titles	Lesson Topics / Lesson Titles
1	Pre-assessment of NLN competencies, learning plan and CNE examination	1. How to do a pre-assessment 2. Developing a leaning plan for NLN competencies 2. Understanding the CNE exam and blueprint 3. Discussion Board Introduction 4. Zoom Meeting at 8:30 pm CST
2	NLN – Competency 1: Facilitate learning	1. Lesson topic depends on learning plan and practicum environment Create an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. 2. Clinical Conference
3	NLN – Competency 2: Promote learner development and socialization.	Lesson topic depends on learning plan and practicum environment. Recognize responsibility for helping students develop as nurses and integrate the values and behaviors

		<p>expected of those who fulfill that role</p> <p>2. Clinical Conference</p> <p>3. Discussion Board</p>
4	NLN – Competency 3: Use assessment and evaluation strategies.	<p>Lesson topic depends on learning plan and practicum environment.</p> <p>1. Use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.</p> <p>2. Teaching Project Proposal</p> <p>3. Clinical Conference</p>
5	NLN – Competency 4: Curriculum Design and evaluation of course outcomes.	<p>1. Lesson topic depends on learning plan and practicum environment. Formulate program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.</p> <p>2. Clinical Conference</p> <p>3. Discussion Board</p>
6	NLN – Competency 5: Functioning as a change agent and leader	<p>1 Lesson topic depends on learning plan and practicum environment. Function as change agents and leaders to create a preferred future for nursing education and nursing practice.</p> <p>2. Clinical Conference</p>
7	NLN – Competency 6: Pursuing continuous quality improvement in the role of educator	<p>Lesson topic depends on learning plan and practicum environment</p> <p>1. Recognize that the role of the educator is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.</p> <p>2. Implementation of Teaching Project</p> <p>3. Clinical Conference</p> <p>4. Discussion Board</p>
8	NLN – Competency 7: Engage in scholarship	<p>Lesson topic depends on learning plan and practicum environment</p> <p>1. Acknowledge that scholarship is an</p>

		integral component of the faculty role, and that teaching itself is a scholarly activity 2. Clinical Conference
9	NLN – Competency 8: Function within the educational environment	Lesson topic depends on learning plan and practicum environment. Attain knowledge about the educational environment within practice area and recognize how political, institutional, social and economic forces impact role. 2.Evaluation of Teaching Project 3 Clinical Conference 4. Discussion Board
10	Evaluations and NLN preparation and application.	Self-evaluation of readiness for NLN exam Resources for NLN preparation and application Post-Assessment of NLN competencies based on individual Learning Plan

National League for Nursing (2012). The scope of practice for academic nurse educators New York, NY: National League for Nursing: ISBN: 978-1-934758-17-5

Course Schedule and Due Dates (Central Time)

Course or Module Activity	Due Date
Pathway to Graduation – Orientation (Course One)	
Personal Plan for Action	Week One, Monday 23:59 Access to Course One follows submission of a student's Personal Plan.
Pathway to Graduation – Let's Get Clinical (Courses Two through Fourteen)	
Items as Indicated Within "Let's Get Clinical."	Week Five, Saturday, 23:59
Module One	
Attestation Statement	Wednesday 23:59
Discussions	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments	Saturday 23:59
Clinical Conference	Monday at 8:30 pm CST
Module Two	
Assignments	Saturday 23:59

Clinical Conference	
Module Three	
Discussions	Wednesday 23:50 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments	Saturday 23:59
Clinical Conference	TBA
Module Four	
Assignments	Saturday 23:59
Clinical Conference	TBA
Module Five	
Discussions	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments	Saturday 23:59
Clinical Conference	TBA
Module Six	
Assignments	Saturday 23:59
Clinical Conference	TBA
Module Seven	
Discussions	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments	Saturday 23:59
Clinical Conference	TBA
Module Eight	
Assignments	Saturday 23:59
Clinical Conference	TBA
Module Nine	
Discussions	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Clinical Conference	TBA
Assignments	Saturday 23:59
Module Ten	
Assignments	***** Thursday 23:59 ***** Please note that this is a different day

Clinical Conferences will be arranged by your instructor

Schedule Adjustments:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. If any changes are made, they will be added to the Announcement Board. – Donna Bacchus, RN, PhD

Assignments

- **Description of Major Assignments/Assessments:** For all course assignments/assessments, please refer to the course calendar in this syllabus for specific due dates and times. Please refer to Blackboard for more details concerning these assignments and for grading rubrics.
- **Blackboard Required:**
Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback or graded; they will be assigned a grade of zero. **No exceptions will be made.**
- **Technical Problems:**
Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

Discussion Boards:

Discussion participation is crucial to your learning and success in the course.

- In order to receive full credit for each module discussion, you must contribute one initial substantive post and a minimum of 2 substantive replies to classmates. In addition, at least one reference (other than your textbook) must be included in **your initial post and at least one reference in one of the peer replies is required.**
- A substantive post is thoughtful and includes reflection, elaboration, analysis, application, synthesis and/or evaluation. In your initial post you must also provide personal insights which includes:
 - How this information impacts the role of a nurse educator and
 - How it can be applied to nursing education
- Please refer to the Guidelines for Substantive Posts and the Discussion board grading rubric.
- Late or missing discussion board posts will result in a zero.

Course Outcomes and Performance Measurement: NURS – 5362 TEACHING PRACTICUM

Course Objective(s)	Module Number and Objective(s)	Assessment Item (Showing Mastery)
Use best practices in teaching and learning	Complete a pre-assessment based on the 8 NLN	Assignment - complete a pre-assessment based on the 8 NLN

Course Objective(s)	Module Number and Objective(s)	Assessment Item (Showing Mastery)
for selected learner populations within defined patient population(s).	<p>competencies.</p> <p>Complete a post-assessment based on the 8 NLN competencies.</p> <p>Develop a learning plan to achieve the course outcomes.</p> <p>Complete a Teaching Project Proposal.</p> <p>Use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning</p>	<p>competencies. Rubric - graded</p> <p>Assignment - complete a post-assessment based on the 8 NLN competencies. Rubric - graded</p> <p>Assignment learning plan – Initial, mid-term and final. Graded – Rubric - Pass/fail</p> <p>Assignment – teaching Project Proposal – Graded Rubric</p> <p>Discussion Board – Teaching and Learning strategies graded rubric – week 3 and week 7</p>
Use evaluation strategies to assess learning outcomes and modify teaching activities.	<p>Use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.</p> <p>Implement and evaluate Teaching Project</p>	<p>Discussion Board – Teaching and Learning strategies graded rubric – week 3 and week 7</p> <p>Assignment – Implementation and evaluation of Teaching Project - Graded - Rubric</p>
Collaborate with faculty and staff to provide learning experiences for selected learner	<p>Develop a learning plan to achieve the course outcomes.</p> <p>Prepare all documents</p>	<p>Assignment learning plan – Initial, mid-term and final. Graded – rubric - Pass/fail</p> <p>Assignment – Evaluation of preceptor. Graded – rubric -</p>

Course Objective(s)	Module Number and Objective(s)	Assessment Item (Showing Mastery)
populations within defined patient population(s).	<p>required for course completion.</p> <p>Recognize responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.</p>	<p>Pass/fail</p> <p>Submits Final and Mid-term evaluation</p> <p>Graded Rubric – Pass/Fail</p>
Implement the educator role in selected settings	<p>Gain an understanding of the CNE blueprint.</p> <p>Recognize responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.</p> <p>Create an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.</p> <p>Formulate program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment</p> <p>Function as change agents</p>	<p>Non-graded self – assessment QUIZ</p> <p>Submits Final and Mid-term evaluation Graded Rubric – Pass/Fail</p> <p>Discussion Board- Module 5 - Challenging student - Graded Rubric</p> <p>Self-assessment – non-graded QUIZ</p> <p>Submits Final and Mid-term evaluation</p> <p>Graded Rubric – Pass/Fail</p> <p>Self-assessment – non-graded QUIZ</p> <p>Submits Final and Mid-term evaluation</p> <p>Graded Rubric – Pass/Fail</p> <p>Self-assessment – non-graded QUIZ</p> <p>Submits Final and Mid-term</p>

Course Objective(s)	Module Number and Objective(s)	Assessment Item (Showing Mastery)
	<p>and leaders to create a preferred future for nursing education and nursing practice.</p> <p>Use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.</p> <p>Recognize that the role of the educator is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.</p> <p>Acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.</p> <p>Attain knowledge about the educational environment within a practice area and recognize how political,</p>	<p>evaluation</p> <p>Graded Rubric – Pass/Fail</p> <p>Self-assessment – non-graded QUIZ</p> <p>Submits Final and Mid-term evaluation</p> <p>Graded Rubric – Pass/Fail</p> <p>Self-assessment – non-graded QUIZ</p> <p>Submits Final and Mid-term evaluation Graded Rubric – Pass/Fail</p> <p>Discussion Board – Introduction-Graded-Rubric</p> <p>Discussion Board – Final Reflections – Graded Rubric</p> <p>Self-assessment – non-graded QUIZ</p> <p>Submits Final and Mid-term evaluation Graded Rubric – Pass/Fail</p> <p>Self-assessment – non-graded QUIZ</p> <p>Submits Final and Mid-term evaluation Graded Rubric – Pass/Fail</p>

Course Objective(s)	Module Number and Objective(s)	Assessment Item (Showing Mastery)
	institutional, social, and economic forces impact role.	Self-assessment – non-graded QUIZ

UTA Policies

Plagiarism

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero

Academic Integrity

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents' Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student's suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to

give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas Board of Nursing (BON) using rule §215.8 as a guide.**

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- **The Office for Students with Disabilities, (OSD):** www.uta.edu/disability or calling 817-272-3364.
- **Counseling and Psychological Services, (CAPS):** www.uta.edu/caps/ or calling 817-272-3671.

Student Feedback Survey :

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Non-discriminatory Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX:

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu*

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

Drop Policy:

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the

way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at: <http://www.uta.edu/aao/fao/>

The last day to drop a course is listed in the Academic Calendar available: http://academicpartnerships.uta.edu/documents/UTA_Drop_Dates.pdf

Last day to drop or withdraw in this course:

**Start 1/16/2017 – drop 2/24/17
Start 2/27/2017 - Drop 4/7/2017**

1. A student may not add a course after the end of late registration
2. A student dropping a graduate course after the Census Date but on or before the last day to drop may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:
 - Contact course faculty to obtain permission to drop the course with a grade of "W".
 - Contact your graduate advisor to obtain the form and further instructions

University Library Resources for Online Students

Librarian to Contact :

- Peace Williamson, 817-272-6208, peace@uta.edu
- Lydia Pyburn, 817-272-7593, lpyburn@uta.edu
- Heather Scalf, 817-272-7436, scalf@uta.edu

Contact all nursing librarians: library-nursing@listserv.uta.edu

Helpful Links to UTA library resources

- Research Information on Nursing, <http://libguides.uta.edu/nursing>
- Library Home Page, <http://library.uta.edu/>
- Subject Guides, <http://libguides.uta.edu>
- Chat with the Library, <http://ask.uta.edu>
- Database List, <http://libguides.uta.edu/az.php>
- Course Reserves, <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Catalog, <http://uta.summon.serialssolutions.com/#/>
- E-Journals, <http://pulse.uta.edu/vwebv/searchSubject>
- Library Tutorials, <http://www.uta.edu/library/help/tutorials.php>

- Connecting from Off- Campus, <http://libguides.uta.edu/offcampus>

The following URL houses a page for commonly used resources needed by students in online <http://library.uta.edu/distance-disability-services>

COHNI and Program Policies

MSN Program Expectations:

1. **GPA of 3.0:** Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
 - Your course professor
 - UTA Student Success Coordinators
 - Your advisor
2. **Let's Get Clinical:** Successful completion of the required 135 clinical hours during your last course is completely dependent upon successful completion of the "Let's Get Clinical" portion of your Pathway to Graduation. Successful graduation requires both completion of:
 - **Preceptors and Clinical Sites:** Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the program to ensure readiness when the clinical courses begin.

Status of RN licensure

All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Associate Dean, Department of Graduate Nursing. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

Ebola Exposure

Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

Student Success Faculty:

In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a

success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The following are success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance. Course content challenges may also be addressed, with referral to additional resources as indicated. Dr. Schira can be reached via email: schira@uta.edu

Student Code of Ethics:

The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/conhi/students/msn-resources/index.php>

No Gift Policy:

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the CONHI has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: is <http://www.uta.edu/nursing/student-resources/scholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

Online Conduct:

The discussion board should be viewed as a public and professional forum for course- related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to CONI Student Handbook for more information.

Graduate Student Handbook

Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at:
<http://www.uta.edu/conhi/students/msn-resources/index.php>

Department of Graduate Programs
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Graduate Advisors

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Caitlin Wade, AP/Campus Program, Academic Advisor II (SM-Z)
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For phone availability of advisors, please refer to the CONHI Website link:
<https://www.uta.edu/conhi/students/advising/nursing-grad.php>