

## **NURS 3366-600 Pathophysiologic Processes: Implications for Nursing Syllabus Fall 2017**

**\*\*Please note: this course uses Respondus Lockdown Browser and Respondus Monitor for all five exams in the course. Please see the “Exams” section of the Syllabus for more details. \*\***

**Section 600 Instructor:** Regina Urban, PhD Candidate, MSN, RN-BC, CCRN, CNE

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- **Faculty Profile:** <https://mentis.uta.edu/explore/profile/regina-urban>
- **Office Hours:** By appointment only. Contact coaches and instructor via email with questions and issues. We make every effort to respond within 24 hours. If you do not receive a response within that time, please re-send your original e-mail to us again.

**Section 601 Instructor:** Donna Davis-Livingston, MSN, Ed, RN

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- **Office Hours:** By appointment only. Contact coaches and instructor via email with questions and issues. We make every effort to respond within 24 hours. If you do not receive a response within that time, please re-send your original e-mail to us again.

**Section Information:** NURS 3366 sections 600 or 601; 3 credit hours.

**Time and Place of Class Meetings:** This course is completely online. No in-seat attendance required.

**Description of Course Content:** Pathophysiologic alterations, their interactions, and effects on persons across the life span as a basis for therapeutic nursing interventions.

### **Student Learning Outcomes:**

1. Discuss human anatomical structures, physiologic processes and pathologic alterations that are expressed as diseases of cells, organs and body systems across the lifespan.
2. Describe environmental and genetic factors known to influence disease development.
3. Describe epidemiological, etiological, and risk factors associated with prevention, transmission, restoration, and/or modification of disease processes.
4. Describe specific compensatory mechanisms used by the human body in response to pathophysiologic processes.
5. Relate pathophysiologic functioning of selected processes with the resulting signs and symptoms.
6. Apply knowledge of select pathologic processes in the nursing management of patient diseases across the lifespan.
7. Apply current research findings with evidence-based guidelines for the nursing management of selected diseases.

### **Required Textbook:**

Porth, C.M. (2015). *Essentials of Pathophysiology: Concepts of Altered Health States*, 4<sup>th</sup> ed. Wolters Kluwer: Philadelphia, PA. ISBN-10: 1-4511-9080-8. ISBN-13: 978-1-4511-9080-9

### **Recommended Textbooks and Other Course Materials:**

For reference *as needed*: any nursing/medical dictionary (examples: Mosby's, Tabers); any anatomy and physiology book; any microbiology book.

### **Course Requirement**

Students are responsible for reading the syllabus, course schedule, course overview, and how to study patho document and submitting in BlackBoard the attestation form for N3366. The due date for submitting this form is listed in on your course schedule.

### **Descriptions of major assignments and examinations:**

#### **1. Assignments:**

- There are 12 Assignments to be submitted via BlackBoard per semester. They are each worth 0.83%. All 12 assignments together are worth 10% of your weighted total grade. See Course Schedule for their due dates.
- Assignments consist of critical thinking questions based on notes that are called "Required Reading Documents" (RRDs) and other study material.
- Assignments may be taken twice in order to obtain the highest grade possible. No feedback will be given on which questions are missed between your first and second attempts. Your assignment grade is your feedback.
- Assignment answers must be submitted in Blackboard. Emailed assignments will not be accepted or graded.

#### **2. Exams:**

- There are a total of five closed-book online exams, each of which is to be taken using the Respondus Lockdown Browser. They are each worth 18%. Unlike the assignments, these may only be taken one time each. See Course Schedule for their due dates.
- Exams consist of critical thinking multiple choice and multiple answer questions based on notes that are called "Required Reading Documents (RRDs)," assignments, and other provided study material.
- You are allowed 1.5 minutes for each exam question.
- Tests 1, 2, 3, and 4 are 40 questions each and covers content from their respective RRDs. You will be given 60 minutes to complete these exams. Exam 5 is the final exam. It consists of 70 questions and *is* cumulative in content. You will be given 105 minutes to complete the final exam. These are timed exams in which you will see and answer only one question at a time. You will not be able to go back and forth between questions.
- You must complete exams by the deadline in the syllabus. If you remain in the exam after the exam deadline, you will be "kicked out" of your exam in Blackboard.

### **3. Using Respondus LockDown Browser and a Webcam for Online Exams**

- This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature.
- Then download and install LockDown Browser from this link:

<http://www.respondus.com/lockdown/download.php?id=163943837>

Note: Don't download a copy of LockDown Browser from elsewhere on the Internet; those versions won't work at our institution.

- To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF) at:

<http://www.respondus.com/downloads/RLDB-Quick-Start-Guide-Bb-Student.pdf>

- **Finally, when taking an online exam, follow these guidelines:**

- Have your Driver's License or MavID with you.
- You are allowed to have a blank piece of paper and a pen or pencil. Please show it to the camera at the beginning and end of your exam.
- Ensure you're in a location where you won't be interrupted.
- Turn off all mobile devices, phones, and put them in another room.
- Take your exam at a desk or table (not on a couch or sofa). This will help you to stay in view of your computer rather than slowly slouching / sliding out of view.
- Make sure your room lighting is behind your computer or above you. When the lighting is behind you, your face is in the shadows and the system may "flag" you for potential cheating / difficulty seeing your face.
- Clear your desk of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test. No bathroom breaks.
- Because the webcam is required, make sure it is plugged in or enabled before starting LockDown Browser. You will be recorded during the test to ensure you're using only permitted resources.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

**Attendance:** There are no attendance requirements. Any student who enters the course after the first day of class (ie. during late registration), will be responsible for any missed course material. No opportunity will be given for any deadlines that are missed due to late registration.

#### **Other Requirements:**

1. Prerequisites for this course: BIOL 2457, 2458, CHEM 1451.

#### **2. To be able to participate fully in assignments and exams in this course, a student must:**

- have reliable and speedy internet access. This course requires a student to have reliable internet access and fast connection speed, as he or she will be taking online tests that are timed. For more information on computer needs specific to Blackboard, please go to: <http://www.uta.edu/blackboard/students/index.php>  
Alternatively there is the UTA Help Desk 817-272-2208 or [helpdesk@uta.edu](mailto:helpdesk@uta.edu) and/or the Learning Resource Center (LRC) in Pickard Hall: <http://www.uta.edu/nursing/centers/resource/lrc.php>.
- have intermediate-level computer competency. A student will struggle in this course if he or she is not completely comfortable with using email & discussion boards; uploading and downloading documents; and accessing resources such as search engines & websites.
- *As an online student, you are responsible for your computer equipment and the speed of the internet services you are using. Using a slow internet connection can result in lost time on your exams and a reduced quality of your exam's video recording. This lost time can negatively impact your grade. Course instructors are not able to return "lost time" to students with a slow or inconsistent internet connection.*
- *Point penalties (up to a zero on the exam) may be given at the discretion of the course instructor to students who appear to be engaging in academic dishonesty, such as (but not limited to): unplugging their cameras during the exam, leaving the view of the camera during an exam, looking off-screen frequently, using notes, a computer / tablet, or cell-phone, or when others are visible in the room with them. Students will also be referred to the Office of Community Standards.*
- ***Please note:*** *if you are kicked out of or lose connection with an exam, please attempt to re-enter the exam immediately. The timer will continue to run "behind the scenes". Course instructors are not able to return "lost time" to students who have been kicked out of an exam. Students who demonstrate a pattern of multiple entrance into and exits out of exams may receive warnings from instructors and/or point penalties on exams.*

- *It is a good idea as an online student to always have a back-up computer and internet plan (in case your equipment stops working) and to start an exam with plenty of time to spare so that you can “activate” your back-up plan if you need to prior to the exam deadline. Last minute problems with your computer equipment, your internet service, and / or Respondus will not be an excuse to take an exam late. Plan ahead!!*
  - check Blackboard & UTA email for messages and important information on a daily or near-daily basis. UTA email must always be used. E-mail messages from personal email accounts (such as gmail, etc.) will not be responded to.
3. To receive credit for assignments and tests, a student must submit them by the deadlines stated in the Course Schedule. **A student in this course must be very familiar with due dates, and also with the following rules and procedures if a problem occurs in meeting a deadline.**

Problem	What to do	Comments
<p><b>“Computer incident”</b></p> <p>A computer and/or internet error occurs while a student is taking a test or submitting an assignment.</p> <p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>• <i>if you are kicked out of or lose connection with an exam, please attempt to re-enter the exam immediately. The timer will continue to run “behind the scenes”. Course instructors are not able to return “lost time” to students who have been kicked out of an exam.</i></li> <li>• <i>if you have completed the majority of an exam and then you experience technical difficulties, it is unlikely that the course instructor will re-set the exam for you to take it again.</i></li> </ul>	<p><b>Immediately send an email to the instructor.</b> The email should detail the problem. It should be very clear as to <u>how</u> the computer issue interfered with submission of assignment or test.</p> <p>Then click on “24/7 Blackboard Support” on the Bb login page to see if an IT person can help with the problem. <b><u>Do not ask them to “reset your test or assignment” but rather, ask them if there is a problem currently with Blackboard that has interfered with your test or assignment submission.</u></b></p> <p>Check your emails inbox frequently for a response from the instructor, who will consider the situation, and <u>if appropriate</u> will “reset” the test or assignment submission for the student.</p> <p>Example: A student begins to take Test 1 at 2 am on Saturday. After answering two questions, he notices that his screen has frozen and a blackboard error code appears on the screen. He immediately shuts down the site, accesses his UTA emails, and sends an explanation of the incident to the instructor. He then accesses the “24/7 Blackboard Support” technician, who is able to explain how to avoid a repeat of the incident. At 6 am the same morning the student checks his emails again and sees that the instructor has re-set his test for him. He takes the test without</p>	<p>As an online student, your computer and internet access are your responsibility. Last minute computer malfunctions are the responsibility of the student and will not be considered a valid excuse for a “computer incident”. <b>As an online student, always have a “plan B” for if your computer crashes or you lose internet connection and make sure you have enough time to execute it.</b></p> <p>A “loss of internet access” at my home or apartment is typically not considered as a valid excuse for a “computer incident”. There are many sources of free wireless access: Starbucks, McDonalds, the Public Library, the Student Center at UTA, etc.</p> <p><b>Warning:</b> <i>Do not assume that if you take the test in the last six hours of the testing window, and need your test “re-set” that you will be granted an extension of the test deadline. The tests are typically open to you for approximately 36 hours. I highly recommend checking your e-mail frequently if you have requested a test re-set, and definitely at least two hours prior to the deadline of the test or assignment.</i></p> <p>There is also a possibility that the test or assignment will <u>not</u> be reset at all and the student</p>

	incident.	will receive no credit.
Problem	What to do	Comments
<p><b>"Deadline not met"</b></p> <p>There are very adequate windows of time in which to take tests and submit assignments and therefore it should be very rare to need a deadline extension.</p> <p>However, if a deadline is missed for urgent or emergent reasons (<i>personal illness, illness of child, critical illness or death of family member, jury duty that cannot be rescheduled, other court or legal circumstances, and military commitments that cannot be rescheduled</i>) a deadline extension or make-up test <i>may</i> be considered if all procedural steps are taken properly.</p> <p><b>Please note:</b></p> <ul style="list-style-type: none"> <li><b>Other excuses that are typically not considered to be valid excuses for missing an assignment or test include:</b> <ul style="list-style-type: none"> <li>I was scheduled to work and could not take my test.</li> <li>I confused this test deadline with another test deadline in another course.</li> <li>I could not get Respondus to work on my computer in time (the practice "quiz" is available to you for this purpose).</li> <li>My computer "died" and/or I lost internet access.</li> </ul> </li> </ul>	<p><b>To obtain an extension of deadline, send an email to instructor</b> with written excuse/verification attached (physician note or release form, obituary of loved one, airline ticket voucher, etc). <b>This email must be sent no later than 24 hours after the deadline in order for a deadline extension to be considered.</b></p> <p><u>Example 1:</u> A student is hospitalized during the "open window" to take Test 1 and misses the 2359 Saturday night deadline. He sends an email to the instructor before 2359 Sunday (<i>ie, within 24 hrs</i>), along with the doctor's excuse, and asks to take the test at 8am on Tuesday. The instructor opens the timed test for him at that time.</p> <p><u>Example 2:</u> A reservist must deploy for a week during the open window for Test 1. She sends an email to the instructor at the beginning of the semester, along with a copy of her deployment orders. Arrangements are made to take the test when she returns.</p> <p><u>Example 3:</u> A student misses a Wednesday assignment deadline because a sinus infection has made her too sick to concentrate. She sends an email to the instructor with a doctor's excuse by 8am Thursday and is allowed a new deadline of Friday at 8am.</p>	<p>Any test taken after the scheduled test window deadline (for any reason) will be in a format determined by the instructor and may include alternate format questions, such as <i>fill in the blank, short answer, matching, or essay</i>.</p> <p>A penalty such as subtracting points may be considered for a student who establishes a pattern of seeking extensions of deadline (<i>ie, more than one extension of deadline request</i>).</p> <p><b>Please note:</b> <i>Once an exam is already taken, it is too late to request a re-take for extenuating circumstances.</i></p> <p>Once a post-exam review document has been posted, you will not be allowed to make up that exam.</p> <p><i>In addition, it is possible to miss one exam, and still pass the course with a "C" if you make high "A's" on all of the other tests and assignments, but it is very difficult.</i></p> <p><i>If you miss an exam and do not have an approved excuse as explained here, you may wish to consider dropping the course. It is highly recommended that you pay very close attention to deadlines in this course.</i></p>

4. Students must have unswerving commitment to academic honesty.

Specific examples of maintaining test-taking integrity in this course include



- working alone and without notes or other resources (including electronic ones) when taking online tests. (Most of the questions are critical thinking questions, not just rote information to memorize, so answering a question correctly will entail true understanding of the content. Thus using forbidden “helpers” such as cheat sheets, etc, will not be particularly helpful anyway.)
- maintaining test security by not discussing the questions with your peers or attempting to copy the tests in any way. This includes saving the tests to a personal computer, printing them out, and/or using screen shots, all of which are strictly forbidden. Remember, you may be in other pre-nursing classes with students who have not yet taken pathophysiology. If you discuss test questions or content of tests with these students, this is a violation of test security, and will result in being reported for academic dishonesty.

As for assignments:

- Active discussion of Assignments as a learning tool, such as during a study group meeting, is allowed.
- However, simply copying someone else’s assignment answers is an example of academic dishonesty.

Whether in regards to test-taking or assignments, all students are ethically bound to report knowledge or suspicions of dishonest behavior in this course.

### **Academic Dishonesty:**

*Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.*

*“Academic 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.” (Regents’ Rules and Regulations, Series 50101).*

*I reserve the right, at any time, to require a student to take or re-take any or all exams in a proctored environment. If I deem this necessary, the student is responsible for making the proctoring arrangements, subject to my approval. If this is done off-campus, the cost for proctoring will be paid for by the student. This policy applies to any and all assignments required in this course.*

### **UTA College of Nursing and Health Innovation Grading Criteria**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory level.

All exams count toward the required minimum course grade of 70.00% of proctored exams.

**Assignments are not included in this calculation.** In determining the final course grade for N3366, the average on Respondus Lockdown Browser and Monitor Exams (exams 1-5) will be checked first. If a student achieves a 70.00% with no rounding of the average on these exams, the non-proctored assignment grades will count toward the final course grade. If the student did not achieve a 70.00% with no rounding of the average on the five exams, the course grade calculation stops and the grade stands as a D or F as determined by the numerical value from the weighted average on exams.

In order to successfully complete an undergraduate nursing course at UTA, the following minimum criteria must be met:

#### **70% weighted average on proctored exams.**

70% weighted average on major written assignments (if applicable).

90% on math test (if applicable).

90% on practicum skills check offs (if applicable).

In undergraduate nursing courses, all grade calculations will be carried out to two decimal places and there will be no rounding of final grades. Grades will be accessible via Blackboard. Letter grades for exams, written assignments and end-of-course grades, etc. shall be:

A= 90.00 - 100.00

B= 80.00 - 89.99

C= 70.00 - 79.99

D= 60.00 - 69.99

The existing rule of C or better to progress remains in effect; therefore, to successfully complete a nursing course, students shall have a course grade of 70.00 or greater. *In addition, there are no opportunities for "make-up" assignments or to earn extra credit in this course.*

#### **UTA College of Nursing and Health Innovation Progression Criteria**

1. Pharm and patho knowledge are essential to nursing program success.
2. If you are struggling with the course (ie. exam #1 and #2 grades that are below 65%), seek assistance from your faculty or your advisor and strongly consider dropping the course.
3. If you fail the course:
  - a. You are placed on probation and must meet with your academic advisor each semester to develop a success plan
  - b. Admission will be delayed by at least a long semester course (see chart):

Application for	Non-Passing Term	Passing Term	Eligible to re-apply
Fall 2020	Fall 2019	Spring or Summer 2020	Fall 2020
Fall 2020	Spring 2020	Summer 2020	Spring 2021
Fall 2020	Summer 2020	Fall 2020 or Spring 2021	Fall 2021

- c. Must retake the course and earn a grade of "C" or higher
  - d. The failing grade will be used to compute your nursing application/admission GPA
4. If you fail two pre-nursing courses (NURS 3365 or NURS 3366), you are not eligible to start the program for five year. Please refer to the following policies for more information:

Bachelor of Science in Nursing Policies (pre - licensure). Prerequisite and Upper- Division Nursing Program Eligibility Policies:

[http://www.uta.edu/nursing/files/UTACON\\_BSN\\_Policies.pdf](http://www.uta.edu/nursing/files/UTACON_BSN_Policies.pdf)

BSN handbook: [http://www.uta.edu/conhi/\\_doc/unurs/BSN\\_student\\_handbook.pdf](http://www.uta.edu/conhi/_doc/unurs/BSN_student_handbook.pdf).

#### **Grading process for Pathophysiologic Processes: Implications for Nursing:**

- Assignments count as 10% of total course grade (10 X 1% each).
- Tests count as 90% of total course grade (5 X 18% each).
- Note: At the end of the semester the Assignments grade will only count if the student has at least a 70% test average. If the test average is less than 70%, the Assignment grades will not be eligible for addition into the course grade. This rule is in accordance with the UTA College of Nursing grading criteria (see above)...a student must have a 70% weighted average on exams.
- See the following table for example of grade calculations:

WEIGHTED GRADE CALCULATIONS EXAMPLE			
	Weight in points (ex: 1% = 1 points)	Student Grade in Decimals (ex: 83.5% = 0.835)	Weighted Points per item
Assignment 1	.83% of your grade = .83 points	70% = 0.7	.83 X 0.7 = .581
Assignment 2	.83	90% = 0.9	.83 X 0.9 = .747
Assignment 3	.83	70% = 0.7	.83 X 0.7 = .581
Assignment 4	.83	100% = 1	.83 X 1 = .83
Assignment 5	.83	90% = 0.9	.83 X 0.9 = .747
Assignment 6	.83	60% = 0.6	.83 X 0.6 = .498
Assignment 7	.83	100% = 1	.83 X 1 = .83
Assignment 8	.83	0 (no submission)	.83 X 0 = 0
Assignment 9	.83	90% = 0.9	.83 X 0.9 = .747
Assignment 10	.83	75% = 0.75	.83 X 0.75 = .6225
Assignment 11	.83	100% = 1	.83 X 1 = .83
Assignment 12	.83	100% = 1	.83 X 1 = .83
		Total assignment points: <b>7.8435</b>	
Test 1	18	65.2% = 0.652	18 X 0.652 = 11.736
Test 2	18	80% = 0.8	18 X 0.8 = 14.4
Test 3	18	70% = 0.7	18 X 0.7 = 12.6
Test 4	18	71.5% = 0.715	18 X 0.715 = 12.87
Final exam	18	85.7% = 0.857	18 X 0.857 = 15.426
Total test points			<b>67.536</b>
Possible test points = 90, so 67.536 out of 90 = 75% weighted test average. Since this is 70% or above, assignments <i>will</i> count for this student.			
<b>Total points: 7.8435 + 67.536 = 75.3795 = Course grade of C</b>			



**NURS 3366 600 Pathophysiologic Processes: Implications For Nursing  
Course Schedule Fall 2017**

Module / Week	Date	Content, required weekly preparation/study, and what's due to submit <b>All assignment / exam deadlines are in Central Time Zone</b>
<div style="border: 2px solid green; padding: 5px; margin: 10px;"> <p><b>ALERT:</b></p> <p>Weeks <b>1-6</b> have the largest amount and probably most difficult material of the whole semester. You must "dive in" right away with <i>utmost studiousness</i> or you will get behind!</p> </div> <div style="text-align: center; margin-top: 10px;">↓</div>		<p><b>General flow each module / week:</b></p> <ol style="list-style-type: none"> <li><b>REQUIRED:</b> Read Course Announcements &amp; UTA emails each day.</li> <li><b>REQUIRED:</b> Read <b>RRD</b> ("Required Reading Document").</li> <li><b>REQUIRED:</b> Weekly assignment submitted by due date &amp; time. (<i>Late or not submitted = zero points</i>). Review answers &amp; rationales of assignments when posted.</li> <li><b>Not required but recommended:</b> <ul style="list-style-type: none"> <li>Fill in Assignment Worksheet as a tool for Assignment Submission.</li> <li>Read "Prep" for each topic as needed, watch / listen to podcasts (lectures), review related quizlet cards, and review any additional study materials that are posted: ie. concept maps, case studies, crossword puzzles, test blueprints, etc</li> <li>Not required but recommended: attend online office hours to get your questions answered at the beginning of the course and prior to exams.</li> </ul> </li> <li><b>REQUIRED:</b> During test weeks, take test by due date &amp; time. (<i>Late or not submitted = zero points.</i>)</li> <li>Not required but recommended: Review test review documents when posted.</li> </ol>
1	9/3 – 9/9	<p><b>Online Office Hours: Course Orientation Tuesday 9/5 at 8pm</b></p> <p><b>Orientation to course:</b> Read the following <b>REQUIRED</b> posted documents:</p> <ul style="list-style-type: none"> <li>Syllabus</li> <li>Course Overview</li> <li>Course Schedule (this document).</li> <li>How-to Manual for Studying Patho</li> <li>"Required Reading Document" (<b>RRD #1</b>): <i>Basic Concepts of Pathophysiology &amp; Implications for Nursing, Genetic Influence in Disease, Intracellular Function and Disorders</i></li> <li>Do any other optional course documents / activities (as described above) to help you learn the material.</li> <li><b>Due Saturday 9/9 at 8am:</b> <ul style="list-style-type: none"> <li>Submit your attestation form</li> <li>Download the Respondus Lockdown Browser and Complete the Respondus Practice Quiz in the EXAMS folder.</li> <li>Submit Assignment #1.</li> </ul> </li> </ul>
2	9/10 – 9/16	<p><b>Online Office Hours: Q &amp; A for Test #1: Wednesday, 9/13 at 8pm.</b></p> <p><b>RRD #2:</b> <i>Alterations in Fluids &amp; Solutes, Altered Cellular and Tissue Biology; Altered Cellular Proliferation</i></p> <ul style="list-style-type: none"> <li>Submit Assignment #2 by 8am Wednesday 9/13.</li> </ul> <p>The <b>Test 1 window opens at 12:01am Friday morning, 9/15</b>. It covers content from readings and assignments 1 &amp; 2. <b>It will close at 6pm on Saturday, 9/16.</b></p>
3	9/17 – 9/23	<p><b>RRD #3:</b> <i>Mechanisms of Defense: Inflammation &amp; Immune Function &amp; Disorders</i></p> <ul style="list-style-type: none"> <li>Submit Assignment #3 by 8am Wednesday 9/20.</li> </ul>

*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.*

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4	9/24 – 9/30	<b>RRD #4: Infection</b> • <b>Submit Assignment #4 by 8am Wednesday 9/27.</b>
5	10/1 – 10/7	<b>Online Office Hours: Q &amp; A for Test #2: Wednesday, 10/4 at 8pm</b>  <b>RRD #5: Disorders of Hematologic System, Continued</b> • <b>Submit Assignment #5 by 8am Wednesday 10/4</b>  The <b>Test 2 window opens at 12:01am Friday, 10/6</b> . It covers content from readings and assignments 3, 4, and 5. <b>It will close at 6pm on Saturday, 10/7.</b>
6	10/8 – 10/14	<b>RRD #6: Alterations in the Circulatory System: Peripheral Vascular Disorders &amp; CV Preicast</b> • <b>Submit Assignment #6 by 8am Wednesday 10/11</b>
7	10/15 – 10/21	<b>RRD #7: Alterations in the Circulatory System: Cardiovascular Disorders</b> • <b>Submit Assignment #7 by 8am Wednesday 10/18</b> •
8	10/22 – 10/28	<b>RRD #8: Alterations in the Pulmonary System</b> • <b>Submit Assignment #8 by 8am Wednesday 10/25</b>
9	10/29 – 11/4	<b>Online Office Hours: Q &amp; A for Test #3: Wednesday, 11/1 at 8pm</b>  <b>RRD #9: Disorders of the Genitourinary and Renal Systems</b> • <b>Submit Assignment #9 by 8am Wednesday 11/1</b>  <b>Please note: The drop date for this course is: 11/3 at 4pm</b>  The <b>Test 3 window opens at 12:01am on Friday, 11/3</b> . It covers content from readings and assignments 6, 7, 8, and 9. <b>It will close at 6pm on Saturday, 11/4.</b>
10	11/5 – 11/11	<b>RRD #10: Disorders of the Neurologic System</b> • <b>Submit Assignment #10 by 8am Wednesday 11/8</b> • <i>Create a final exam study plan and start it this week...</i>
11	11/12 – 11/18	<b>RRD #11: Disorders of Endocrine System</b> • <b>Submit Assignment #11 by 8am Wednesday 11/15</b>
12	11/19 – 11/25	<b>Online Office Hours: Q &amp; A for Test #4: Wednesday, 11/22 at 8pm.</b>  <b>RRD #12: Disorders of the Gastrointestinal System</b> • <b>Submit Assignment #12 by 8am Wednesday 11/22</b>
13	11/26 – 12/3	The <b>Test 4 window opens 12:01am on Sunday, 11/26</b> . It covers content from readings and assignments 10, 11 & 12. <b>It will close at 6pm on Monday 11/27. (Notice the due date change from the previous test pattern!!!)</b>  <b>Online Office Hours: Q &amp; A for Test #5: Wednesday, 11/29 at 8pm.</b>  The <b>Final Exam window opens 12:01am on Sunday, 12/3</b> . It is a comprehensive final exam and covers content from readings and assignments 1 - 12. <b>The final exam closes at 6pm on Monday 12/4. (Notice the due date change from the previous test pattern!!!)</b>

*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.*

*R. Urban, PhD, RN-BC, CCRN, CNE*

Content	Learning Objectives/Outcomes Specific to Subject <b>STUDENT WILL DESCRIBE/DISCUSS/IDENTIFY:</b>
Basic Concepts of Pathophysiology	<ol style="list-style-type: none"> <li>1. Concepts underlying the nomenclature of physiology and pathophysiology.</li> <li>2. Appropriate, general application of those concepts to disease processes and situations.</li> </ol>
Genetic Influence in Disease	<ol style="list-style-type: none"> <li>1. Genetic alterations resulting in chromosomal aberrations and their relationship to disease processes such as trisomy 21 &amp; Philadelphia-chromosome linked chronic myelocytic leukemia.</li> <li>2. Genetic alterations resulting in protein synthesis defects and their relationship to disease processes such as sickle cell anemia, polycystic kidney disease, hemophilia</li> <li>3. Some therapeutic uses of recombinant DNA.</li> </ol>
Alterations in Fluids, Electrolytes, & Intracellular Functions	<ol style="list-style-type: none"> <li>1. The concepts of physiologic and pathophysiologic fluid shifts between the body's fluid compartments as driven by alterations in osmolality, oncotic pressure, tonicity, hydrostatic pressure, and control mechanisms such as RAAS, natriuretic peptide system, &amp; ADH.</li> <li>2. The effect of alterations of key molecular substances such as hydrogen, sodium, potassium, chloride, calcium, phosphorous, magnesium, proteins, O<sub>2</sub>, CO<sub>2</sub>, HCO<sub>3</sub>, H<sub>2</sub>CO<sub>3</sub>, and glucose on fluid shifts and other body processes, including acid / base balance.</li> <li>3. Normal cellular metabolism and its alternate states, including anaerobic metabolism and the processes of glycogenesis, glycogenolysis, and gluconeogenesis.</li> <li>4. The relationship of all the above to certain disease processes and signs and symptoms (S&amp;S), including: <ul style="list-style-type: none"> <li>• fluid overload and fluid deficit states, including SIADH &amp; DI.</li> <li>• basic states of acidosis and alkalosis.</li> <li>• hyperpolarized and hypopolarized plasma membrane.</li> <li>• alterations of glucose availability.</li> <li>• alterations in usage of certain vitamins.</li> </ul> </li> </ol>
Altered Tissue & Cellular Proliferation	<ol style="list-style-type: none"> <li>1. Key aspects of normal tissue types and normal cellular life /death cycle such as differentiation &amp; apoptosis.</li> <li>2. Aspects of the cell injury process such as spectrum of injury, cell swelling, enzymatic spillage such as CK and troponin.</li> <li>3. Causative factors and sequela of reversible and irreversible cellular injury such as hypoxia, ischemia, necrosis, free radicals, cellular accumulations, anemias.</li> <li>4. Factors that contribute to the development and destructive properties of free radicals, effect on body cells, and counteractive therapeutic measures.</li> <li>5. Causative factors, mechanism, and significance of tissue adaptation processes such as atrophy, hypertrophy, hyperplasia, metaplasia, dysplasia.</li> <li>6. Causative factors in pathologic cellular proliferation, including genetic influence, infective processes, and environmental effects.</li> <li>7. Nomenclature of benign versus malignant cancers, diagnostic &amp; genetic markers, classifications, staging, and clinical significance of each.</li> <li>8. Correlation of information in 1-5 above with disease processes and manifestations.</li> </ol>
Mechanisms of Defense: Alterations in Inflammation & Immune Function; Infection	<ol style="list-style-type: none"> <li>1. Basic aspects of 1<sup>st</sup> line of defense and effects of pathologies such as Sjogren's syndrome.</li> <li>2. Basic aspects of 2nd line of defense, including <ul style="list-style-type: none"> <li>• normal inflammatory processes: roles of mast cells; plasma protein acute phase reactants; biochemical mediators such as histamine, prostaglandins, leukotrienes, cytokines; clotting cascade; and phagocytes such as neutrophils and macrophages.</li> <li>• relationship of above processes to acute local and systemic manifestations (such as sepsis); diagnostic tests such as CRP and ESR; and basic treatment modalities.</li> <li>• normal and abnormal post-acute inflammatory outcomes, including resolution and repair of tissue; chronic inflammation; and sequelae of a diminished inflammatory defense system such as in phagocyte and complement deficiencies.</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>Basic aspects of 3rd line of defense, including <ul style="list-style-type: none"> <li>normal immunocyte processes, including roles of cell-mediated and humoral systems</li> <li>differences between active &amp; passive immunity and their subcategories natural and artificial therapeutic / preventative measures such as vaccinations &amp; immunoglobulin therapy</li> <li>immune deficiency disorders such as AIDS and the interrelationship of <ul style="list-style-type: none"> <li>its epidemiological considerations, including prevention.</li> <li>its pathophysiology, including mechanisms of action of its causative retrovirus, HIV.</li> </ul> </li> <li>diagnostic &amp; monitoring tests, S&amp;S, and basic treatment modalities.</li> <li>opportunistic infections such as CMV retinitis, thrush, PCP pneumonia, &amp; Kaposi's sarcoma, and their significance.</li> <li>hypersensitivities such as <ul style="list-style-type: none"> <li>allergic reactions, including anaphylaxis.</li> <li>autoimmune processes such as Graves disease, myasthenia gravis, systemic lupus erythematosus, rheumatoid arthritis, Goodpasture's, hemolytic reactions, Type I diabetes, multiple sclerosis, celiac disease</li> <li>alloimmune reactions such as blood transfusions, Rh factor incompatibility of fetuses, histocompatibility issues.</li> </ul> </li> </ul> </li> <li>Concepts underlying and application of infectious disease terminology such as host, vector, pathogen, virulence, factors related to transmissibility, opportunistic, nosocomial, community-acquired, and others.</li> <li>The interrelationships between etiology, pathophysiology, clinical manifestations, and basic treatment modalities of select infectious disorders and sequelae such as sepsis, cellulitis, tetanus, botulism, influenza, herpes, shingles, chicken pox, measles, mumps, rabies; malaria &amp; other parasitic infections; select types of infectious enterocolitis; resistant organisms such as MRSA, VRE, and strep pneumoniae.</li> </ol>
Hematologic & Lymphatic Systems	<ol style="list-style-type: none"> <li>Key physiologic features of lymphatic system and their relationship to derangements such as lymphadenopathy and lymphomas.</li> <li>Key physiologic features of hematological system &amp; their relationship to pathological derangements: <ul style="list-style-type: none"> <li>hematopoietic system: various anemias, polycythemia, leukemias, and splenic problems.</li> <li>platelets, the clotting cascade, and the fibrinolytic system: ITP, hemophilia, von Willebrand disease, DIC, and thromboembolic disorders.</li> </ul> </li> <li>Correlation to clinical manifestations, diagnostic tools, and basic treatment modalities of the above pathologies.</li> </ol>
Disorders of the Circulatory System	<ol style="list-style-type: none"> <li>DESCRIBE/DISCUSS/IDENTIFY: influences upon and results of appropriate, forward, effective, oxygenated blood flow through the heart and peripheral system, such as normal cardiac structure, cardiac cycle, cardiac output, preload, afterload (AKA vascular resistance), contractility, neuroelectrical status of the heart, status of peripheral vessels, perfusion of tissues.</li> <li>Relationship between derangements of the above structural and hemodynamic processes and the etiological factors, clinical manifestations, diagnostics, and basic treatment modalities of disorders such as: <ul style="list-style-type: none"> <li>arteriosclerosis and atherosclerosis</li> <li>peripheral arterial disease</li> <li>venous disorders</li> <li>hypertension</li> <li>coronary artery disease</li> <li>stable angina and acute coronary syndrome</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• valvular disorders</li> <li>• heart failure</li> <li>• shock</li> </ul>
Pulmonary System	<ol style="list-style-type: none"> <li>1. The relationship between key aspects of normal pulmonary function and the pathophysiology involved in: <ol style="list-style-type: none"> <li>a. select restrictive pulmonary conditions, including: <ul style="list-style-type: none"> <li>○ pleural alterations such as effusion and pneumothorax</li> <li>○ airway &amp; pulmonary tissue disorders such as croup, acute epiglottitis, pneumonia, pulmonary edema, tuberculosis, and bronchogenic cancer.</li> <li>○ vascular disorders such as pulmonary embolus.</li> </ul> </li> <li>• select obstructive pulmonary conditions, including <ul style="list-style-type: none"> <li>○ asthma, chronic bronchitis, emphysema,</li> </ul> </li> </ol> </li> <li>2. Signs and symptoms related to above pathological conditions, including significance of diagnostic test results used to evaluate and monitor pulmonary function, including peak flow test, ABGs, and V/Q computations.</li> </ol>
Disorders of Renal & Genitourinary Systems	<ol style="list-style-type: none"> <li>1. The relationship between key aspects of normal genitourinary function and the pathophysiology involved in select genitourinary-related conditions, including: <ul style="list-style-type: none"> <li>• female-specific disorders: endometriosis, ovarian cancer, PID, osteoclastic aspect of menopause</li> <li>• male-specific disorders: testicular cancer, benign prostatic hyperplasia, prostate cancer</li> <li>• urologic problems: urinary tract infections, obstructions such as kidney stones</li> </ul> </li> <li>2. The relationship between key aspects of normal renal function and the pathophysiology involved in select renal conditions, including: <ul style="list-style-type: none"> <li>• hydronephrosis.</li> <li>• glomerulonephritis</li> <li>• nephrotic syndrome</li> <li>• acute and chronic renal failure</li> </ul> </li> <li>3. Signs and symptoms related to above pathological conditions, including significance of diagnostic test results used to evaluate and monitor renal and genitourinary function, such as: <ul style="list-style-type: none"> <li>• PSA</li> <li>• UA, BUN, creatinine, BUN / creatinine ratio, creatinine clearance</li> </ul> </li> <li>3. basic treatment modalities of the above pathologies.</li> </ol>
Disorders of Neurologic System	<ol style="list-style-type: none"> <li>1. The relationship between key aspects of normal neurological function and the pathophysiology involved in select neurologically-related conditions, including: <ul style="list-style-type: none"> <li>• ophthalmic-related derangements/vocabulary</li> <li>• alterations in homeostasis of the CNS, including: <ul style="list-style-type: none"> <li>○ principles of CPP &amp; ICP; effect of increased ICP (IICP) &amp; cerebral edema</li> <li>○ general states of altered states of consciousness &amp; mentation such as delirium &amp; dementia</li> <li>○ meningitis</li> <li>○ seizures.</li> <li>○ brain attack—ischemic, hemorrhagic.</li> <li>○ migraines</li> <li>○ Parkinson's</li> <li>○ Alzheimer's</li> <li>○ multiple sclerosis</li> </ul> </li> <li>• alterations in homeostasis of the peripheral nervous system, including: <ul style="list-style-type: none"> <li>○ myasthenia gravis</li> </ul> </li> </ul> </li> <li>2. Signs and symptoms and basic treatment modalities associated with above pathological</li> </ol>

	conditions.
Disorders of Endocrine System	<ol style="list-style-type: none"> <li>1. Key aspects of normal endocrine function, especially feedback systems and influences on other body systems.</li> <li>2. Pathophysiology of select derangements of endocrine glands, including problems of: <ul style="list-style-type: none"> <li>• the pituitary gland, such as ACTH-related problems.</li> <li>• the thyroid gland, such as hyperthyroidism, hypothyroidism, calcitonin-related problems.</li> <li>• the parathyroid glands, such as hyperparathyroidism, hypoparathyroidism</li> <li>• vitamin D and calcium movement, such as osteopenia, osteoporosis</li> <li>• the endocrine pancreas, such as diabetes mellitus.</li> <li>• the adrenal glands, such as Cushing's syndrome, hyperaldosteronism, Addison's disease</li> </ul> </li> <li>3. Signs and symptoms related to above pathological conditions, including the significance of diagnostic test results used to evaluate and monitor endocrine function, such as TSH, T4, T3, cortisol, blood sugars, and glycosylated hemoglobin.</li> <li>4. Basic treatment modalities related to altered endocrine conditions.</li> </ol>
Gastrointestinal System	<ol style="list-style-type: none"> <li>1. The relationship between key aspects of normal gastrointestinal function and pathophysiology involved in select gastrointestinal and accessory organ conditions including: <ul style="list-style-type: none"> <li>• colorectal cancer, GERD, hiatal hernia, peptic ulcer disease, intestinal obstruction, inflammatory bowel disease, diverticular disease, appendicitis, upper and lower GI bleed.</li> <li>• jaundice, viral hepatitis, cirrhosis, cholelithiasis, cholecystitis, acute pancreatitis, pancreatic cancer, cystic fibrosis.</li> </ul> </li> <li>2. Signs and symptoms related to the above pathological conditions, including significance of diagnostic tests results such as hemoccult, bilirubin, amylase, lipase, liver enzymes, endoscopy, sweat test.</li> <li>3. Basic treatment modalities related to altered gastrointestinal and accessory organ conditions.</li> </ol>

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.  
<http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. 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. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>). You may find the drop date for this course here: [http://academicpartnerships.uta.edu/documents/UTA\\_Drop\\_Dates.pdf](http://academicpartnerships.uta.edu/documents/UTA_Drop_Dates.pdf)

**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). Only those students who have officially documented a need for an accommodation will have their



request honored. 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](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination 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](http://uta.edu/eos).*

**Title IX Policy:** 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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled all UT Arlington courses 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 in their courses by 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's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**PLAGIARISM:** Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>. Papers are now checked for plagiarism and stored in Blackboard.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business

regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**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/>

**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>.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsior](http://www.uta.edu/utsior) or call 817-272-2617.

**The IDEAS Center** (2<sup>nd</sup> Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

## LIBRARY INFORMATION

**Peace Ossom Williamson, MLS, MS, AHIP**

Nursing Liaison Librarian, Central Library Office 216

<http://www.uta.edu/library> | [peace@uta.edu](mailto:peace@uta.edu)

Research information on nursing:

<http://libguides.uta.edu/nursing>

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides .....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List .....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus .....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian .....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

#### **UNDERGRADUATE SUPPORT STAFF:**

**Elizabeth Webb, AP BSN Administrative Assistant I, Pre-nursing & JR1 – JR2**

651 Pickard Hall, (817) 272-1237

Email: [ewebb@uta.edu](mailto:ewebb@uta.edu)

**Tabitha Giddings, AP BSN Administrative Assistant I, SR1 – SR2**

651 Pickard Hall, (817) 272-9227

Email: [tabitha.giddings@uta.edu](mailto:tabitha.giddings@uta.edu)

#### **STUDENT CODE OF ETHICS:**

The University of Texas at Arlington College of Nursing 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.

#### **APA FORMAT**

APA style manual will be used by the UTACON with some specific requirements for the undergraduate courses. The sample title page & instructions, as well as a Manuscript Preparation document can be found in the Student Handbook which can be found by going to the following link and clicking on BSN Student Handbook: <http://www.uta.edu/nursing/bsn-program/>

#### **OBSERVANCE OF RELIGIOUS HOLY DAYS:**

Undergraduate Nursing faculty and students shall follow the University policy regarding Observance of Religious Holy Days: ([http://www.uta.edu/catalog/content/general/academic\\_regulations.aspx#6](http://www.uta.edu/catalog/content/general/academic_regulations.aspx#6))

#### **NO GIFT POLICY:**

In accordance with Regents Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to the UTA College of Nursing Scholarship Fund would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding the Scholarship Fund, please contact the Dean’s office.

**The Student Handbook can be found by going to the following link:** <http://www.uta.edu/nursing/bsn-program/> and clicking on the link titled BSN Student Handbook.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.