

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

**N5350-Role of the Nurse in Advanced Practice**

**November 6, 2017--5 Week AP**

**Course Description:**

**NURS 5350. ROLE OF THE NURSE IN ADVANCED PRACTICE. 3 Hours.**

Theory and application of the multiple roles of the advanced practice nurse within the health care system. Prerequisite: Graduate Standing.

The advanced practice nurse will have a clear view of their role and how that role differs from other within the health care system. The individual will build on fundamental knowledge of role theory to understand and tolerate the levels of role ambiguity present in the health care system. The individual will also see the potential for change utilizing the same skills if their initial place of employment ends up not being the best fit.

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**Pre and Co-Requisite Courses:**

Graduate Standing

Computer/Internet Access: Testing will be done online through Blackboard. It is planned that we will be using Respondus Lock Down Browser and a webcam for testing. It is essential that you have access to high speed internet, such as DSL or Cable. You should also be comfortable with testing online. There will be a practice test to help you become familiar with the Blackboard Testing System. Additionally, you must download this at: <http://www.respondus.com/lockdown/download.php?id=163943837>

More information will be available on the course Blackboard site.

**Section:**

NURS 5350-401

NURS 5350-402

**Instructor(s):**

Sara E. Moore, MSN, RN, PNP-BC, CPNP-AC, NNP

Clinical Assistant Professor

**Email:**

Moores@uta.edu

**Student Email:**

Students enrolled in online UTA FNP 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. Emails received from any student’s personal email address will be deleted without a response.

**Instructor Office or Department Location:**

Office Number: Pickard Hall #626

Office Hours**:** By Appointment

**Instructor Office or Department Telephone Number:**

Office Telephone Number: 817-272-4885 **(preferred communication thru Email)**

Cell Phone: 972-467-3056, Do NOT call directly without an Appointment, once you’ve communicated with me by email and have an appointment then prior to your apt you will text and include your name and the course AP & #, this will verify that no change in scheduled time. I make time for student issues/concerns, but I am limited in taking phone calls during the week day.

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

**Emergency Phone Number for Reaching Faculty:**

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

**Faculty Profile:**

Faculty Profile: [https://www.uta.edu/mentis/profile/4858](https://www.uta.edu/mentis/profile/?4858)

**Preferred Methods for Reaching Instructor:**

Email

**Since this course is entirely on-line, the only way for communication is through MyMav email, which is the same as Blackboard email.**

**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.

Response to student assignments may be expected within 72 hours.

**Virtual Office Hours:**

**By Appointment only: By Appointment Only**

Please email the professor to schedule an individual or small group, virtual work session during office hours or at a separate time if necessary. Include the purpose of the meeting, what you hope to learn as a result of this meeting and who will be participating in your email.

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, an announcement, or the question and answer forum provided within the course.

**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. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.

Students do not need a Zoom account to join Zoom meetings hosted by a faculty member.

Zoom tutorials can be found at the following link:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

**Academic Coach(es): *TBD***

**Clinical Faculty:**Sara E. Moore, MSN, RN, PNP, PNP-BC, CPNP-AC, NNP

**Clinical Faculty Email:**

Moores@uta.edu

**Clinical Faculty Profile:**

See Welcome Letter on Blackboard and orientation video

**Credit Hours:**

3

**Clinical Hours:**

Clinical hours are not required until the last three courses of the program, however **preparation for clinical coursework begins early in the degree program.** Check your Pathway to Graduation for detailed instructions regarding what you must do concurrently with each academic course to ensure you are ready for your clinical experience!

If you do not have access to your online Pathway to Graduation, please notify your advisor. You will need to check and use your Pathway to Graduation concurrently with every course throughout the MSN-FNP degree program.

**Textbooks (Including Titles, Authors, Edition and Publisher) or Equipment - REQUIRED:**

Buppert, C. (2018). *Nurse practitioner's business practice and legal guide* (6th Ed.). Burlington, MA: Jones & Bartlett Learning. **ISBN: 978-1-284-117165**

Joel, L. A. (2013). *Advanced practice nursing: Essentials for role development*. (3rd Ed.). Philadelphia, PA: F.A. Davis Company. **ISBN: 978-0-8036-2785-7**

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th Ed.)*.* Washington, DC: Author.

**Textbooks or Equipment: SUPPLEMENTAL (Not Required):**

N/A

**Attendance Policy:**

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

**Course Expectations:**

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.

It is recommended that students schedule a minimum of 15 hours per week to study and complete their online content in this didactic (non-clinical) course, however, some weeks may require fewer hours and other weeks may require more hours.

**FNP Program Expectations:**

* 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
* Your retention specialist
* Let’s Get Clinical: Successful completion of the required 760 clinical hours during your last three courses is completely dependent upon successful completion of the “Let’s Get Clinical” portion of your Pathway to Graduation. Successful graduation requires both completion of your courses and timely completion of all of the requirements in “Let’s Get Clinical.”
* 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 overall program to ensure readiness when the clinical courses begin.

**Course Topics / Lesson Titles:**

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| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| **1** | Evolution of the Role of the Advance Practice Nurse  Role Theory and its influence in the real world  Transitions in Advance Practice;  Role specifics  Looking towards the Future | Historical influences for advanced practice roles  -Integrate nursing theory and role theory  -Most nurses work in tertiary care (hospital) settings. Initially, students have difficulty in this transition. They see a patient through the eyes of hospitals. For example, they want to order tests that are traditionally done as an inpatient even when the patients symptoms don’t warrant that. I.e. ordering blood cultures for a simply UTI    -How will the role continue to evolve? How will the public change or not change their views?  Writing and publication and how it will influence policy/public views. |
| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| **2** | Specific Aspects of the role of the Advanced Practice Nurse  Advocacy as an APN  Research, Scholarship and Teaching | -Communication and negotiation in the advanced practice role- communication is different with patients in this role, with physicians, with nurses Conflict Resolution    -Partnering with academics Evidence Based Practice Teaching as a method to help recruit new talent |
| **3** | Legislative, Legal and other troubling factors  Regulatory Boards, Malpractice and Ethics  Issues in Expanding APN Practice | -How legislation affects the life of an APN and how professional organizations are the key  -Understand the legal view of the APN Role  -Various categories: controlled substances, APN owned practice, collaborative vs independent practice, prescriptive authority |
| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| **4** | The evolution of health care systems & APN as a change agent with in a system  Determine and Articulating the value of the APN  Toolkits for Advanced Practice Nurses | -Communication with organization leadership  Are you integral or peripheral to the organization?  Cost Effectiveness  Salary Report  Medscape  -Marketing yourself– Resume w/ cover letters  - Resources for Practice |
| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| **5** | Leadership as an APN  Continuing Education and the Role of the DNP | Conflict Resolution  -Using communication skills to introduce yourself and explain relationship with physicians  Evidence Based Practice  Preparing for teaching opportunities as an APN  Position Statements |

**Course Outcomes and Performance Measurement:**

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| **Course Objective(s)** | **Module Number and Objective(s)** | **Assessment Item** |
| 1. Integrate a historical perspective of APRN role development into his/her role identity. | Module 1:  -Evolution of the Role of the Advance Practice Nurse  -Role Theory and its influence in the real world | -Readings: Joel-Chapter 1, Joel-Chapter 4, & Buppert- Chapter 1  ***-Student Introduction Discussion Board***  -Readings: Joel-Chapter 3, |
| 2. Implement a Nurse Practitioner (NP) role that is based on a successful role transition from an RN identity to an advanced role identity. | Module 1:  -Transitions in Advance Practice;  -Looking towards the future  Writing for publication | -Readings: Joel-Chapter 2  -**Credentialing Discussion Board**  -***Choose a scholarly article that speaks to the APN role transition process. Using that article as a guide, develop 10 questions that you would ask in an interview process for your first APN job (focus on role transition from RN to APN)***  Readings: Joel-Chapter 5, Guidelines for Writing in APA style, Writing for publication  APA Manual-Chapter 3 & 4 |
| 3. Function in a variety of APRN role dimensions as indicated: provider, coordinator, researcher, educator, consultant, and clinician | Module 2:  -Specific Aspects of the role of the Advanced Practice Nurse  Research/Scholarship/teaching  Module 5:  Leadership as an APN  Conflict Resolution  Evidence Based Practice  Teaching as an APN  Role of the DNP | -Readings: Joel-Chapter 5, 9, Joel Chapter 20,  APRN Consensus Model,  AANP Position Paper on Terminology  -**NP Salary Discussion Board**  Readings: Joel-Chapter 13, 16, and 18  Lectures (no voice over):  History and roles  Emerging roles  Theory of role development  Global view of APRN's  APRN as Advocate, Case manager, Researcher, & Teacher.  Readings:  Joel—Chapter, 20  Joel—Chapter, 21  Joel—Chapter, 13  Buppert—Chapter, 14  Buppert—Chapter, 15  Joel—Chapter 18  ANCC—Position paper and Essentials of DNP  AANP—Position Paper  DNP—Unified Statement  **Discussion Board: Module 5 DNP opinion** |
| 4. Implement a NP role using required legal strategies and parameters. | Module 2:  Advocacy as an APN | -Readings: Joel-Chapter 14  ***Choose an Article that describes APN Advocacy and create a 7 slide power point*** |
| 5. Enact the NP role based on a specialty clinical practice in relationship to the overall healthcare system | Module 3:  Legislative, Legal and other troubling factors  Malpractice  Ethics  Regulatory Boards  Module 4  The evolution of health care systems & APN as a change agent with in a system | Readings: Buppert- Chapter 2  Lecture (no voice over): Collaborative practice  Credentialing  Law and the APRN  Prescriptive Authority  Readings: Joel Chapter 27,  Readings: Buppert Chapter 16  Joel: Chapter 28  Readings: Buppert: Chapter 3  ***Create a 3-5-page paper that Compares Texas to another state (of your choice) in terms of one of the following: delegated authority, practice location, APN owned practice, or prescriptive authority***  -Readings: Joel, Chapter 24 “Starting a Practice/Practice Management”  -Joel, Chapter 25, “The Advanced Practice nurse as employee or independent contractor, legal and contractual issues”  -Buppert, Chapter 10, “The employed Nurse Practitioner”  -Buppert, Chapter 11, “Practice Ownership”  -**NP Role in Leadership Discussion Board** |
| 6. Implement business and management principles and strategies required for successful NP clinical practice. | Issues in Expanding APN Practice  Determine and Articulating the value of the APN  Toolkits for Advanced Practice Nurses | -Joel, Chapter 7, “advanced practice nurses and Prescriptive Authority”; Chapter 8 “Credentialing and Clinical Privileges for the advanced practice registered nurse”.  -Joel, Chapter 6 “Payment for Advance practice nurse services’;  -Buppert, Chapter 9 “Reimbursement for Nurse Practitioner Services”  -Buppert, Chapter 13, “Promoting the Profession to the public”  -Buppert, Chapter 11, “Practice Ownership”  -Buppert, Chapter 13  “Promoting the Profession to the Public”  Buppert, Appendix 13 b and C.  **Module 4 Assignment: Develop a Resume with cover letter** |

**Course Schedule and Due Dates (Central Time):**

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| **Course or Module Activity** | **Due Date** |
| **Pathway to Graduation – Orientation (Course One)** |  |
| Personal Graduation Plan | Must be submitted by the end of a student’s first course in the program. |
| **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 (All Courses)** |  |
| Attestation Statement | Wednesday 23:59 |
| Discussions   * Student Introduction Discussion Board | Wednesday 23:59 – post discussion thread  Saturday 23:59 – post replies to 2 colleagues |
| Discussions   * Credentialing | Wednesday 23:59 – post discussion thread  Saturday 23:59 – post replies to 2 colleagues |
| Assignment   * APRN Interview Questions | Saturday 23:59 |
| **Module Two** |  |
| Discussions   * NP Salary Discussion | Wednesday 23:59 – post discussion thread  Saturday 23:59 – post replies to 2 colleagues |
| Assignment   * Advocacy Power Point | Saturday 23:59 |
| **Module Three** |  |
| Discussions   * Ethics | Wednesday 23:59 – post discussion thread  Saturday 23:59 – post replies to 2 colleagues |
| Assignments   * NP Issue Paper | Saturday 23:59 |
| **Module Four** |  |
| Discussions   * NP Role in Leadership | Wednesday 23:59 – post discussion thread  Saturday 23:59 – post replies to 2 colleagues |
| Assignments   * Resume | Saturday 23:59 |
| **Module Five** |  |
| Discussions   * DNP Discussion | Wednesday 23:59 – post discussion thread  **FRIDAY** 23:59 – post replies to 2 colleagues |
| ***Grading Percentages*** | Discussion Boards are worth **40%** (roughly 6.7% each)  Assignments are worth **60%** (15% each)  IF You **Fail to Participate or are Late** with **2 assignments** you run the risk of **failing the course.** |

**Assignments and Assessments:**

**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 nor 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.

**Late Assignments / Assessments:**

**Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero.** Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. Make-up exams are not provided given the extended period for which exams are open

**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.**

**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:

* <http://library.uta.edu/sites/default/files/apa2014.pdf>
* <http://libguides.uta.edu/apa>
* <http://library.uta.edu/how-to/paper-formatting-apa-st>

**Grading and Evaluation:**

A = 90-100

B = 80-89.99

C = 70-79.99

Students are required to maintain a GPA of 3.0**.**

Final grades are not rounded up.

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| **Required Components for Course Credit** |  |
| * Stu Module 1/Lesson 1: Student Introduction (discussion board) * In your first discussion board in Module 1, you will have the opportunity to introduce yourself to the rest of your colleagues in your group. You may want to tell them something about your background and experience, where you went to school, how long you have been a nurse, what area are you working on in the hospital, what area you are working on in other aspects of your life, and why you are pursuing your FNP. Upload and attach a picture of yourself as you introduce yourself to your group. **See instructions this differs from your standard group introduction. See assignment specifics** * Two Peer responses are expected with this discussion board |  |
| Module 1/Lesson 3: Credentialing (discussion board)   * You will take the opportunity to locate the specific of your upcoming certification board and will complete a discussion board that focuses the specific details required for advanced practice certification in your specialty. * Two Peer responses are expected with this discussion board |  |
| Module 1/Lesson 4: APRN Interview Questions (assignment)   * You will obtain a scholarly article of your choice that speaks to APN role transition. Based on this article you will develop 10 interview questions that may be appropriate to ask on your first Nurse practitioner job interview. You will post: * the questions in a bulleted format, **written as you would ask the interviewer** * you will provide one or two paragraphs (maximum 300 words not including references/cover sheet) that gives a brief synopsis of the article and why you chose it, (APA format with Cover Sheet and references) * upload a copy of the article with your submission |  |
| Module 2/Lesson 1: NP Salary (discussion board)   * You will complete a literature search of articles that speak to NP salary discussion in your specialty and complete the questions provided. If you can focus your information on your geographic region then that will provide you more resources and power for future negotiations. * Two Peer responses are expected with this discussion board |  |
| Module 2/Lesson 2: Advocacy Power Point (assignment)   * The student will review an article that speaks to APN advocacy * The student will prepare a 6 slide power point presentation with Cover slide and reference slide (all the pertinent information is on the slides, do not use the notes feature). * The slides will follow a set of objectives/key points * The student will submit and electronic copy of the article with the power point submission |  |
| Module 3/Lesson 2: Ethics (discussion board)   * Present an ethical situation that you have witnessed and provide a brief introduction paragraph to the ethical situation. You will then provide a narrative completing a series of questions regarding this situation * Two Peer responses are expected with this discussion board   Module 3/Lesson 3: NP Issue (assignment)   * Completion of a 3-5-page paper that compares ONE Nurse Practitioner issue. You will answer a series of questions regarding that Issue comparing the state of Texas to another state of your choosing. You will then offer a discussion on which state might offer more opportunity for your future practice based on your NP issue. |  |
| Module 4/Lesson 1: Leadership (discussion board)   * You will complete a Leadership Assessment tool and write a short discussion board on your results, leadership types and a plan for change or improvement (bulleted items are allowable) |  |
| Module 4/Lesson 3: Resume (assignment)—  The student will complete a resume with cover letter per guidelines provided |  |
| Module 5/Lesson 2: DNP Discussion (discussion board)   * DNP Position statements have been provided to you, after review of the statements you will develop your own opinion statement of the DNP influence on the nursing profession. You will then review 3 articles that support or argue against your position and provide a narrative. Last you will update if review of the referenced articles influenced your position. * Two Peer responses are expected with this discussion board **DUE on FRIDAY by 23:59 pm** (this will give coaches a chance to finalize grading over the weekend) |  |

**University Library Resources for Online Students:**

**Peace Williamson**, *Nursing Librarian* Phone: (817) 272-7433 E-mail: [peace@uta.edu](mailto:peace@uta.edu)

**Research Information on Nursing:**

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing%20)

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| Library Home Page | <http://www.uta.edu/library> |
| Subject Guides | [http://libguides.uta.edu](http://libguides.uta.edu/) |
| Subject Librarians | <http://www.uta.edu/library/help/subject-librarians.php> |
| Database List | <http://libguides.uta.edu/az.php> |
| Course Reserves | <http://pulse.uta.edu/vwebv/enterCourseReserve.do> |
| Library Catalog | <http://discover.uta.edu/> |
| E-Journals | <http://ns6rl9th2k.search.serialssolutions.com/> |
| Library Tutorials | <http://www.uta.edu/library/help/tutorials.php> |
| Connecting from Off-Campus | <http://libguides.uta.edu/offcampus> |
| Ask A Librarian | [http://ask.uta.edu](http://ask.uta.edu/) |

Resources often used by online students: <http://library.uta.edu/distance-disability-services>

**Disability Accommodations:**

UTArlington 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: SACS requirement

**The Office for Students with Disabilities, (OSD)**:

[www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS):**

[www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Evaluation of Course:**

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!

**Title IX:**

*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://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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. – Faculty Name*

**TO MINIMIZE REPETITION, ALL OF THE FOLLOWING ITEMS WILL BE EMBEDDED WITHIN THE ORIENTATION AND OTHER RELEVANT PLACES WITHIN OVERALL PROGRAM INFORMATION.** *Formatting and content to still be adjusted.*

**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.

**Respondus**

Tests and quizzes will be given using Respondus Lockdown Browser with webcam monitoring. You will be required to download Respondus to complete any quiz or test. Respondus can be downloaded at:

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

**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 monitoring for each quiz and test. An external webcam is one which is separate from your computer or laptop. A Logitech 1082p webcam is the required webcam for the FNP online program. Only a Logitech C920 or Logitech C930e will meet the program requirements.

**Quiz and Test Taking Rules and Tips**

Read the test taking tips prior to each quiz and test. Follow these tips to optimize your computer’s functionality, enhance blackboard’s function, and to minimize technical difficulties.

* Respondus Lockdown Browser with video monitoring will be used to administer each quiz and test. Please make sure to download Respondus prior to taking your first quiz.
* Update Respondus prior to completing each quiz and test.
* Update Java prior to completing each quiz and test.
* You will need an external high definition (1080p) webcam with a tripod. This will ensure that your IDs and videos are clearly seen. You will use this webcam throughout the online FNP curriculum. An external webcam is one that is separate from your computer or laptop.
* Using the tripod position the webcam to the side of your desk so that the webcam captures a profile view of you, your computer, and desk. The webcam should provide a clear view of you, the desk and computer from the level of the desk up.
* To ensure your webcam is working properly, complete the webcam test prior to taking every quiz and test.
* If you are kicked out of a quiz or test, close your browser completely, reopen it, and log back into Respondus lockdown browser to continue taking the quiz or test.
* A photo ID is required to take the test. Show your driver’s license or Mav ID when prompted by the system. Only your driver’s license or Mav ID are acceptable forms of identification. A work ID badge, passport, or other forms of ID are not acceptable and should not be used.
* Your photo ID must be held close enough to the camera to be read. The photo must be facing the camera. If the image of your ID is not legible you will be asked to provide an electronic copy of your driver’s license or Mav ID to verify your identity. Your grade will not be released until your identify has been verified. Failure to verify your identity will result in a zero for the quiz or test.
* You will be asked to show your environment. When you are prompted please rotate the camera to show your desk and the room in its entirety.
* Please ensure that there are no lights shining in front of the webcam. This will obscure the images taken by the webcam.
* Your desk must be completely clear of all materials. Papers, pencils, pens, books, electronics, cell phones, tablets etc. are not allowed on or around your desk while taking a quiz or test.
* Drinks are not allowed while taking a quiz or test.
* No one else may be in the room while you are taking a quiz or test.
* Once you have started a quiz or test you are not allowed to leave your desk. You must complete and submit the quiz or test prior to leaving your desk.
* Plug in laptops and computers prior to starting the quiz or test.
* Talking is prohibited.
* The use of any electronics is strictly prohibited.
* Hats may not be worn while taking a quiz or test.

Any violation in the above rules may result in any and all of the following:

* A point deduction up to and including a grade of zero on the respective quiz or test.
* The student may be reported to The Office of Student Conduct. If The Office of Student Conduct determines the reported student has participated in academic dishonesty the consequences may include any or all of the following: a quiz or test score of zero, course failure, probation, suspension or expulsion from the university.

**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.

**Safe Assign**

Safe assign is an electronic system which helps to identify plagiarized assignments. All student assignments are subject to being submitted to safe assign at any time to evaluate for plagiarism. Case studies and the electronic poster presentation will automatically be submitted to safe assign and evaluated for plagiarism. Discussion board posts may

randomly be submitted to safe assign or may be submitted if plagiarism is suspected. Plagiarism may also be determined Plagiarism: Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, 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, according to APA format. 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 expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>This is repeated here. At least one of the two needs to go under global stuff in the orientation, probably both.

**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 [www.uta.edu/resources](http://www.uta.edu/resources). Does this apply to online? Please find out what specifically applies to them and let’s get that message.

**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://wweb.uta.edu/aao/fao/>).

**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://wweb.uta.edu/aao/fao/> . The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/records/services/academic-partnershipprograms.php#summer> Make generic and leave vague for the different potential lengths of courses. Needs to go under program stuff.

* A student may not add a course after the end of late registration

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: (1) Contact course faculty to obtain permission to drop the course with a grade of “W”. (2) Contact your graduate advisor to obtain the form and further instructions **Course Format and Design - Rewrite this to be generic and include in your policy section of the orientation.**

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 synthesize the 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.

Supplemental videos have been provided over select concepts for your review. These videos are not mandatory to view but you may find them helpful in understanding some of the content. For testing purposes you are responsible for the content in the text books and the written lectures which have been provided.

This format will require you to spend an average of 13-17 hours per week to complete all of the required readings and assignments. The majority of the concepts presented in the course are not new but the time you spend weekly will vary depending on many variables.