**N5336 Family III**

**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**Spring 2018**

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| **Maureen Courtney APRN, PhD, FNP-BC**  Office Number: Pickard Hall #627-A  Office Telephone Number: 817-272-2776  817-845-6318 [for VM or text for urgent issues]  Office Hours: by appointment  Email Address: maureen@uta.edu  Faculty Profile: https://www.uta.edu/profiles/courtney |
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**Section Information:** NURS 5336 Section 400

# Nursing 5336: Family Nurse Practitioner 3 (FNP 3)

**Course Description:** This course focuses on advanced concepts and knowledge for nurse practitioner primary care management of **designated** acute, chronic and complex health problems of individuals and families across the lifespan. **Particular emphasis will be on adult wellness, common psychiatric conditions, and cardiometabolic disorders including diabetes, HTN, and dyslipidemia.**

**Student Learning Outcomes:**

Upon completion of the course, the student will be able to:

1. Evaluate theoretical and empirical knowledge of **designated** acute, chronic and complex health problems in primary care practice for individuals and families across the lifespan.

2. Assess diagnose, and manage the health care needs of individuals across the lifespan with **designated** acute, chronic and complex problems.

3. Apply evidenced-based practice guidelines to the planning of comprehensive health care for individuals and families across the lifespan.

4. Plan health promotion, health protection, and disease prevention approaches in the care of individuals and families across the lifespan.

5. Plan health education, coaching, shared decision-making, and counseling strategies in the care of individuals and families across the lifespan.

6. Plan care that is sensitive to individuals and families across the lifespan in the domains of culture, spirituality, age, gender, and sexual orientation.

7. Identify collaborative roles of other health professionals in the care of individuals and families across the lifespan.

# Pre-Requisite Courses:

NURS 5315, 5334, and 5418. All pre-requisite courses must be COMPLETED prior to FNP 3

# Section:

NURS 5336 section 400

# Instructor(s):

Maureen Courtney APRN, PhD, FNP-BC

Associate Professor

# Email:

[maureen@uta.edu](mailto:maureen@uta.edu)

**Email:**

Students enrolled are expected to **check their UTA email daily**. You are accountable for any messages that you may miss if you are not checking daily.

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 student 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. **In addition, emails from students must be sent from within Blackboard so they can be contained within the course record and be more quickly identified as student email for prompt attention. I cannot answer emails not sent from with Blackboard.**

**Required Textbooks and Other Course Materials:**

1. Buttaro, TM et al (2017) Primary care: a collaborative practice. (5th edition). Elsevier. ISBD; 978-0-323-35501-8
2. Gilbert, D., Moellering, R., Eliopoulous, G, Chambers, H., Saag, M. *The Sanford Guide to Antimicrobial Therapy.* Antimicrobial Therapy, Inc.— ALWAYS check for the LATEST EDITION: published new every year). Available in electronic APP version also if preferred.
3. Uphold, CR, and Graham, MV. (2013) Clinical Guidelines in Family Practice (5th edition). ISBN-13: 978-0964615199, ISBN-10: 0964615193.
4. Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry Paperback– by Benjamin J. Sadock, Virginia A. Sadock. & Pedro Ruiz. (2014). 11th ed, Wolters Kluvier. ISBN-13: **978-1609139711**
5. Story, L. [2014]. Pathophysiology—A Practical Approach [2nd Ed.]. Jones Bartlett. ISBN-13: 978-1284043891; ISBN-10: 1284043894 or a comparable pathophysiology text that is NO MORE than 2 years old
6. Any refererence guide for quick look up of clinical conditions and treatment in primary care (electronic is HIGHLY recommended on a smart phone such as Epocrates, PEPID, Lexi-Comp, Ferri’s, 5 minute clinical consult, etc. Epocrates is one of the most popular and comes in several versions depending on how comprehensive you wish to purchase. Request the student version.
7. You will need some sort of coding reference that gives you ICD-10 codes—perhaps an app for your smart phone that will automatically update. Epocrates does contain this.

Instructor Office or Department Telephone Number:

(817) 272 2776

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

Maureen Courtney 817-845-6318

# Faculty Profile: uta.edu/mentis/courtney

Preferred Methods for Reaching Instructor:

Email is preferred method of communication. Emergency number will be provided in discussion board.

# 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. If you do not receive a reply, please send your email again and be sure you send from within BB email NOT via a personal account.

Response to student assignments may be expected within 72 hours.

Virtual Office Hours:

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. A general online office hour will be Wednesday 4:00-5:00 PM FOR OFFICE HOURS AND YOUR QUESTIONS. Some sessions may be Wednesday 7:00-8:00PM. These are recorded AND/OR PRERECORDED and it is strongly suggested you attend or listen to the session recording. This schedule may need to be adjusted and will be announced if changes are needed.

Please email your coach to schedule an individual or small group virtual work session during office hours. In your email, include the purpose of the meeting, what you hope to learn as a result of this meeting and who will be participating.

# 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 Coaches**: Each student will be assigned a coach for the course. An introductory email will be sent by your coach at the beginning of the course with specific instructions and contact information.

# 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: all prior textbooks

**You need to read all the module topics in Butarro and, if you can, Uphold and Graham. This is in addition to OTHER assigned readings.**

**I strongly suggest you purchase either Epocrates or Pepid apps and use on your smart phone. Even though you are not yet in the clinic setting, you will find either resource to be of great help to you!!! When you do enter clinic, either is a must for point of care decision-making.**

1. Buttaro, TM et al (2017) Primary care: a collaborative practice. (5th edition). Elsevier. ISBD; 978-0-323-35501-8,
2. Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry Paperback– by Benjamin J. Sadock, Virginia A. Sadock. & Pedro Ruiz. (2014). 11th ed, Wolters Kluvier. ISBN-13: **978-1609139711**
3. Burns, C., Dunn, A., Brady, M., et al. (2012). *Pediatric Primary Care*. (5th ed.). Saunders.
4. Youngkin, E., Davis, M., Schadewalk, D., Juve, C. (2013). *Women’s Health: A Primary Care Clinical Guide*. (4th ed.). Prentice Hall. **ISBN: 9780132576734**
5. Http://www.med-u.org/ Virtual Patient Cases: Purchase during the first week of Family 1. Order online as an individual subscriber, not as an institutional subscriber. Purchase the FamilyMedicine Cases. Subscription lasts for one year from time of purchase.
6. Reuben, D., Herr, K., Pacala, J., Pollock, B., Potter, F., Semla, T. (2012). Geriatrics at Your Fingertips (14th ed.). New York: American Geriatrics Society. ISBN: **9781886775572**
7. Uphold, CR & Graham, MV. [2013]. Clinical Guidelines in Family Practice [5th Edition] ISBN-10: 0964615193 **ISBN-13: 978-0964615199** [Barmarrae Books, Inc.] Unfortunately, this text is fast going out of date so buyer beware. Sone content is excellent but the info on much of the content in 5336 is outdated.
8. Gilbert, D., Moellering, R., Eliopoulous, G, Chambers, H., Saag, M., (2014/2015).*The Sanford Guide to Antimicrobial Therapy.* (44th /45th ed.). Antimicrobial Therapy, Inc. 2014 Edition-- **ISBN-10:** 193080878X; **ISBN-13:** **978-1930808782**; ***always get latest version—updated annually (online access is acceptable)***

Textbooks or Equipment Required:

<http://www.med-u.org/subscribe/individual-subscriptions>

You need to purchase a one year subscription to the FMcases for $75.00. These will be used in each of the FNP and Clinical Practice courses.

# Attendance Policy:

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines. This means participation in and reading of the discussion board and recorded office hours.

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. Also please recognize that you are learning extensive medical knowledge now in many topics, which is often very different from what you know or understand as a registered nurse. The FNP role is a unique blend of medicine AND nursing.

It is recommended that students schedule a **minimum of 15-20 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. Remember that looking at new content only one time will seldom truly imprint it—plan additional time to work with the content allowing you **to integrate and synthesize it.** Some activities such as the MEDU cases and quizzes will help you to do this. It is also strongly advised that you plan study time to relook at your pathophysiology and pharmacology content as these may apply.

FNP Program Expectations:

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

* your course professor
* your coach
* UTA Student Success Coordinators
* Your advisor
* Your retention specialist

BE SURE YOU REMEMBER THE CLINICAL PROGRESSION REQUIREMENT TO WHICH YOU WILL OR HAVE ALREADY ATTESTED.

ALSO, If you think you could receive a C or lower grade in the course, please talk to your adviser to determine whether a DROP should be a consideration for you.

**FACULTY STRONGLY RECOMMEND THAT NO STUDENT TAKES MORE THAN ONE OF THE FNP CLINICAL COURSE SIMULTANEOUSLY.**

We would like to highlight two important progression resources for student success: The New Student Orientation and the Pathway to Graduation.

The New Student Orientation is an online orientation for Accelerated Online Students. This orientation provides valuable information related to University and Nursing programs and policy. Students will complete three modules focused on university policies & student resources, programmatic policies & information, and online student best practices to provide insights as students embark on their academic journeys.

The Pathway to Graduation is a student resource providing information on clinical progression requirements. This tool provides students with information related to specific clinical program requirements and guides the student through the clinical component of their program.

1. 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.”
2. 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:

| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| --- | --- | --- |
| **1** | **Prevention** | **Prevention Guidelines, Obesity, Physical Activity, Tobacco Cessation** |
| **2** | **HTN** | **Epidemiology, Diagnosis, and Treatment** |
| **3** | **Pedi HTN, Dyslipidemia, and Metabolic Syndrome/ Prediabetes** | **Epidemiology, Diagnosis, and Treatment** |
| **4** | **Diabetes** | **Type 1 and Type 2 Diabetes Screening, Diagnosis, and Treatment** |
| **5** | **Psych** | **Psychiatric Evaluation, Anxiety, Depression Diagnosis and Treatment** |

# Course Outcomes and Performance Measurement:

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| --- | --- | --- | --- |
|  |  |  |  |
| Module # | Course Objective # | Module Objective **Synopsis** | Activity / Assessment *Activities listed are in addition to weekly readings and supplementary lectures (for some content)* |
| **Module 1**  **Lesson 1**  **Prevention Guidelines** | 5 | Evaluate the age and gender USPSTF recommendations for prevention screening and counseling. Apply the CDC Immunization guidelines for adult ages and gender. | Prevention Case Study  &  Motivational Interview  &  Exam |
| **Module 1**  **Lesson 2**  **Obesity** | 5 | * Identify the major FDA approved pharmacological approaches for weight loss, criteria for use, and monitoring guidelines for each. * Identify major components of the DASH diet and the Mediterranean-style diet, key research finding of their health, and key patient counseling tips. * Apply the major guidelines issued by the AHA/ACC for adult obesity and lifestyle change | Exam  Exam |
| **Module 1**  **Lesson 3**  **Physical Activity** | 4 | * Describe ACSM and AHA recommendations for physical activity for adults and older adults as defined in their guidelines * Describe the key components of an exercise prescription (intensity, duration, and type) and write one for a healthy adult who is beginning an exercise program | Exam |
| **Module 1**  **Lesson 4**  **Tobacco Cessation** | 5 | Apply tobacco cessation strategies and recommendations to scenarios.  Describe tobacco cessation medications and their use. | Exam  Pt Education Tobacco Cessation Video |
|  |  |  |  |
| **Module 2**  **Lesson 1**  **HTN Epidemiology and Basics** | 1 | Describe demographics and incidence and prevalence of HTN. | Quiz & Exam |
| **Module 2**  **Lesson 2**  **HTN**  **And Target Organ Damage** | 3 | Describe the prevention and treatment of TOD in HTN. | Quiz & Exam |
| **Module 2**  **Lesson 3**  **HTN**  **Clinical Exam and Lifestyle Management** | 4 | Apply the major components and approaches to an evaluation of the individual with HTN.  Apply the principles of lifestyle management to the treatment of HTN. | MED-U case  Quiz & Exam  Pt Education DASH diet Video |
| **Module 2**  **Lesson 4**  **HTN Drugs** | 3 | Compare and contrast age indications, BP goals, and recommended drug choices using the following national guidelines for hypertension control: 2017 ACC/AHA HTN Guidelines.  Differentiate major anti-hypertensive drug classes based on indications, dosing ranges, methods of action, contraindications, major side effects,  and any special indications for use.  Using patient scenarios, analyze options for drug therapy and develop an evidence-based treatment plan. | Quiz & Exam |
| **Module 2**  **Lesson 5**  **HTN Drug Management** | 3 | Using clinical scenarios, define BP targets and preferred medications by age, race, diabetes, and CKD.  Apply the following medication strategies with rationale to "step up" HTN treatment as needed:  double the dose or add a new drug.  Evaluate special management considerations and strategies for: 1) resistant HTN, 2) step down therapy. | Quiz & Exam |
|  |  |  |  |
| **Module 3**  **Lesson 1**  **Pedi HTN** | 3 | Apply the criteria for diagnosing elevated BP and hypertension in children and adolescents (using the 2017 AAP Pedi HTN Guidelines).  Develop a protocol to screen for HTN and associated lab and imaging tests if found.  Describe several common causes of secondary HTN in children and adolescents.  Identify lifestyle approaches for this population with consideration as to how to involve the family.  Describe antihypertensive medications that can be used in this population when indicated. | Quiz & Exam |
| **Module 3**  **Lesson 2**  **Part 1 Lipids** | 5 | Describe the epidemiology and risk factors for ASCVD .  Differentiate global risk targets from LDL-C targets and provide the rationale. | Quiz & Exam |
| **Part 2 Lipids** | 2 | Define the four major statin benefit groups identified in 2013 AHA/ACC Cholesterol Guidelines.  Differentiate between high and moderate intensity statins by drug and dose.  Apply patient data to the ASCVD pooled estimate calculator to determine global risk.  Using clinical scenarios, calculate risk level and recommend therapy.  Apply Pedi Lipid Guidelines for screening, DX, and TX | Quiz & Exam |
| **Module 3**  **Lesson 3**  **Metabolic Syndrome**  **Module 3**  **Lesson 3**  **PreDiabetes** | 2, 5  5 | Define Type 1, Type 2, Gestational Diabetes, and Metabolic Syndrome pathophysiology and major presenting symptoms.  Define the criteria for diagnosing Metabolic Syndrome.  Identify components of a treatment plan for Metabolic Syndrome.    Describe indications for screening for prediabetes and diabetes.  Define ADA metrics for diagnosing prediabetes and diabetes.  Define ADA lifestyle and medication recommendations for diet, physical activity, and weight loss for prediabetes and diabetes. | Quiz & Exam |
|  |  |  |  |
| **Module 4**  **Lesson 1**  **Evidence for Diabetes Treatment Goals** | 2 | Describe expected outcomes and complications of Diabetes.  State the expected adult, pediatric, and pregnancy ADA target blood glucose levels  Plan the medical history, physical exam, and initial diagnostics for Type 1 and Type 2 diabetes. | Quiz & Exam |
| **Module 4**  **Lesson 2 (3A)**  **Oral Medications** | 3 | Define the following elements for each of the major oral agents and appropriately select the best medication in selected scenarios: mechanism of action, key side effects, cautions/contraindications, expected decrease in A1C, and a sample drug in the category. (You do not have to know specific dosing levels). | Quiz & Exam |
| **Module 4**  **Lesson 2 (3B)**  **INSULIN** | 3 | * Define the following elements for each of the major insulins (rapid acting, intermediate, and long acting). and appropriately select the best insulin in selected scenarios: onset, peak, and duration of action; key side effects; cautions; and a sample insulin in the category. * Differentiate the use of basal and bolus insulin and indications for the use of each.   Describe major steps in starting 1) BASAL insulin and 2) BOLUS insulin to focus on: the indication to initiate, the formula to calculate a starting dose, titration steps, and FBG or pre meal or post prandial targets.  Write prescriptions for insulin vials and pens, insulin needles, lancets, and glucometer strips when given patient scenarios. | Quiz & Exam |
| **Module 4**  **Lesson 3**  **Choosing the Right Therapy** | 3 | Using AACE and ADA guidelines, define the major oral drug choices and criteria for monotherapy, dual therapy, and triple therapy including insulin.  Using ADA criteria, define a plan for lifestyle changes to complement drug therapy. | Quiz & Exam |
| **Module 4**  **Lesson 4**  **Practice Cases** | 3 | Review the three practice cases recognizing the key principles in each and be able to apply these to future scenarios. | MED-U case  Quiz & Exam |
| **Module 4**  **Lesson 5**  **Diabetes Pearls** |  | Review and apply the key principles summarized regarding diabetes and its continuum. | Quiz & Exam |
|  |  |  |  |
| **Module 5**  **Lesson 1**  **Using the DSM for Psychiatric Diagnoses** | 1 | Identify appropriate terminology and diagnoses for DSM 5 diagnoses  Develop age specific skills in screening and assessment leading to DSM 5 diagnoses | Exam |
| **Module 5**  **Lesson 2**  **Psychiatric Evaluation** | 2 | Describe the components of a psychiatric evaluation. | Exam |
| **Module 5**  **Lesson 3**  **Anxiety and Depression** | 2 | Evaluate criteria for the diagnosis and treatment of anxiety and/or depression | Exam  Pt Education Depression Pt Video |
| **Module 5**  **Lesson 4**  **Suicide** | 2 | Assess for suicide risk factors and identify strategies to protect the individuals | Exam |

**NOTE:**

# Course Schedule and Due Dates (Central Time):

Please see **Course Schedule**.

# Assignments and Assessments:

**Quizzes and Exam:** These assessments will require individual efforts **only** and will use Respondus Lockdown Browser plus webcam. No books or papers are permitted during the assessments and must be completed in the session when the assessment is entered. The assessments will be auto-submitted after the designated time has expired. Items will be given one at a time, randomized, and with no backtracking. The three weekly quizzes will each be approximately 12 items with the time permitted announced. The final exam will be 85-100 items.

**MED-U:** There are two Med-U cases in the course.**: for HTN and Diabetes.** After working through the case, you will complete the post quiz found within the case.Please print out your results and scan them into the assignment dropbox to receive credit.

Please click link above the banner to submit assignment.

**Descriptions of major assignments and examinations:**

# Grading and Evaluation:

A = 90-100

B = 80-89.99

C = 70-79.99

D = 60 to 69 – cannot progress

F = below 59 – cannot progress

Students are required to maintain a GPA of 3.0**. Be sure you sign and upload the Grade Attestation Form indicating your understanding of course progression policies.**

Final grades are rounded up only if >.55

|  | **Weight / Percentage Value**  **Within the Course** |
| --- | --- |
| Topic Quizzes weekly (3 at 10 points each) | 30 |
| Patient EducationTeaching Kaltura Videos (3 at 3 points each) | 9 |
| MED-U Cases (2 at 2 points each) | 4 |
| Prevention Case Study 15 and MI interview 12 | 27 |
| Final examination | 30 |

**The faculty team is available to provide assistance and support your learning success. Please reach out to us for help as needed. Becoming a nurse practitioner is an educational journey**.

**Course Schedule. See the attached class schedule.**

“*As the faculty for this course, we reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Courtney*

# 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.
* It is strongly recommended that you be hardwired using an Ethernet cable to your modem—wireless laptops or tablets are **not reliable** and if you use these, you risk a grade of zero for problems you experience during the exam.
* You will need a high definition (1080p) free standing webcam. This will ensure that your IDs and videos are clearly seen. You will use this webcam throughout the FNP curriculum.
* 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 so it can be viewed by the proctor 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 through a FULL circle of 360 degrees to show your desk and the room in its entirety PLUS your clear desktop surface. If this is not done you can receive a zero on the test.
* 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. The clear desktop MUST be visible on the environment scan and REMAIN visible throughout the exam.
* YOU MUST BE CLEARLY VISIBLE IN FULL PROFILE FROM HEAD TO CHEST TO CLEAR DESKTOP.
* 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. YOU MAY NOT USE ANY KIND OF HEADSET DURING THE EXAM.

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.

As this course does testing in an online format, each student must have a computer with a high speed internet connection. The computer should meet UTA’s hardware recommendations: http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php and Blackboard’s browser requirements: <http://www.uta.edu/blackboard/browsertest/browsertest.php>

This course requires the use of word processing software that is compatible with Microsoft Office formats. Students may purchase this software (in person or by mail) at a significant discount from the UTA bookstore <http://www.bkstr.com/texasatarlingtonstore/home/en>

Students are required to have a webcam to participate in web conferences and to test online. Testing will be done online using Respondus browser and monitor (which students must download from a link within Blackboard and install on their computer).

**Tips for Testing Online Using Respondus Browser and Monitor**

**Prior to testing:**

* Test your browser <http://www.uta.edu/blackboard/browsertest/browsertest.php>
* Connect your computer directly (with an ethernet cable) to your internet source (modem or router). Students who are hardwired to their internet have much fewer internet problems and, therefore, perform better on tests. You can end up in jeopardy if you go wireless.
* Close all programs and restart your computer prior to opening Respondus.
* Disable your firewall and virus protection prior to opening Respondus.

**To begin the test:**

* Open the Respondus Browser (RLB)
* From within the Respondus Browser, you will see the screen that allows you to log into Blackboard, locate your test, and begin testing.
* If you are asked for a password to test it means that you are trying to access the test from within your Blackboard interface versus the Respondus Browser. Get out and reenter via RLB.

**During testing:**

* Do not double click, only single click (and await response from server).
* You do not need to save as when you advance, the item is saved automatically when items are presented one at a time as in this course.
* 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. The desk surface must remain in view through the entire test. We do check your video each time and if we cannot see the desktop, you may receive a zero on the quiz or final.
* No wearing a hat and/or sunglasses
* Ensure your work surface is free of all materials (no paper, writing instruments, cell phones, tablets, second computers, books, etc.). You must confirm this in the 360 degree environmental scan conducted prior to starting the test. You will receive a zero if the 360 scan is not done correctly—especially if the full desk top is not clearly shown.
* Ensure that you are alone in a quiet room while testing to prevent the appearance that you are receiving outside help.

You are encouraged to test during daytime hours when you can receive assistance from distance education and/or your instructor, if you experience issues while testing. If you lose your connection to the test, get totally out of RLB and reenter as this usually corrects the problem. If you cannot get back in, **text your instructor** and call Blackboard support (link to contact Blackboard help is in the upper right corner of the Blackboard homepage). Please be aware that your faculty cannot be available 24/7 during the testing days.

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, **class attendance and participation is expected of all students. Students are responsible for all missed course information. A percentage of your grade is student participation in on campus sessions. In addition, a graded group presentation is part of your grade and your must be present in the classroom.**

**Grading Policy:** 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 levels.

Students are responsible for uploading & submitting the correct document in the appropriate Blackboard assignment drop box. **The document submitted will be graded and no substitution of the document will be accepted. Be very careful in your submission!!** Submit **ONLY** MS Word documents. Apple MAC users—do not submit Pages! Please verify you have submitted the correct document within five minutes of submission. If faculty are unable to open the document, you will receive a grade of zero. Do not submit a document early and then ask to resubmit—what you submit will be considered final.

**Late written assignments will not be accepted and may receive a grade of zero unless specific permission for your emergency is obtained from the lead teacher ahead of time. Please be aware that in a 5 week accelrated format, we do not usually approve illnesses or other emergencies to accept late assignments because you do not have time in the course to “make things up”.**

Students are responsible for assigned readings, web-based assignments, classroom and/or participatory assignments as given by faculty.

**Exams and Quizzes:**

\*\*\*Please do NOT request altered exam, quiz, or graded assignments dates or times; you are expected to adhere to the course schedule, particularly in a 5 week accelerated course. A major illness or family emergency may require that you drop this course and take the course the next time it is offered.

**Quizzes and exams will open at midnight Thursday and close at midnight Sunday.**

**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. Every school or college must create his/her/its own grade grievance policy. For graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

**Test Reviews:** We do not review individual tests with students. We do provide general feedback to the class about areas that require further review and study.

**Expectations of Out-of-Class Study:** A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional \_\_15\_\_\_ hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. Students, the topics in this course are complex and require rigorous study to achieve success.

**CONHI – language**

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor.

Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://www.uta.edu/fao/>  .  The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20166>

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

2.      A student dropping a graduate course after the Census Date but on or before the last day to drop may, receive a grade of W. Students dropping a course must:

(1)  Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

**Last day to drop or withdraw by** <http://academicpartnerships.uta.edu/student-services/registration-drop-withdraw.aspx>

**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).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://www.uta.edu/hr/eos/index.php)*.*

**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](file:///C:\Users\olivier\AppData\Local\Temp\jmhood@uta.edu).

**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’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 the 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/>.

"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."

Be aware that asking other students or graduates or others for help or collaborating with anyone for individual assignments are all considered cheating. This includes posting questions to a private student Facebook page. Peers have reported other students who risk doing this. You will be reported to Student Affairs and may receive a grade of zero for the assignment or F in the course. Your peers will report you for academic dishonesty when they see it. Believe that this happens. Cheating is never worth being dismissed from the program.

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 BON using rule §215.8 as a guide.**

**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> A student will be reported to the university for violations and may receive an assignment grade of zero or course grade of F. Please do not plagiarize—students, it is not worth the impact it will have on you.

**.** 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>.

If you are unable to resolve your issue contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**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>.

**Librarian to Contact:**

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| --- | --- | --- | --- |
| Peace Williamson  817-272-6208  [peace@uta.edu](mailto:peace@uta.edu) | Lydia Pyburn  817-272-7593  [llpyburn@uta.edu](mailto:llpyburn@uta.edu) | Heather Scalf  817-272-7436  [scalf@uta.edu](mailto:scalf@uta.edu) |  |

Contact all nursing librarians:

[library-nursing@listserv.uta.edu](mailto:library-nursing@listserv.uta.edu)

**Helpful Direct Links to the UTA Libraries’ Resources**

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| **Research Information on Nursing** | [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |
| **Library Home Page** | <http://library.uta.edu/> |
| **Subject Guides** | <http://libguides.uta.edu> |
| **Ask us** | <http://ask.uta.edu> |
| **Database List** | <http://libguides.uta.edu/az.php> |
| **Course Reserves** | <http://pulse.uta.edu/vwebv/enterCourseReserve.do> |
| **Library Catalog** | <http://uta.summon.serialssolutions.com/#!/> |
| **E-Journals** | <http://pulse.uta.edu/vwebv/searchSubject> |
| **Library Tutorials** | [library.uta.edu/how-to](http://library.uta.edu/how-to) |
| **Connecting from Off- Campus** | <http://libguides.uta.edu/offcampus> |
| **Academic Plaza Consultation Services** | [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza) |
| **Study Room Reservations** | [openroom.uta.edu/](http://openroom.uta.edu/) |

In addition to providing the general library guide for nursing (<http://libguides.uta.edu/nursing>), we can put together course specific guides for your students.  The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .

**UTA College of Nursing and Health Innovation - Additional Information:**

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

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

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

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

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is <http://www.uta.edu/conhi/students/scholarships/index.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTA CONHI Graduate Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked DAILY.***

**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. For non-emergencies, call 817-272-3381.

**Graduate Nursing Support Staff**

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| **John Gonzalez, ACNP, DNP**  Associate Dean  Chair, Graduate Nursing Programs  Pickard Hall Office #514  Email address:  johngonz@uta.edu | **Monee Carter ACNP, DNP**  Associate Chair, Graduate Nurse Practitioner Programs  Pickard Hall Office #511  817-272-0175  Email address: [monee@uta.edu](mailto:monee@uta.edu) |
| **Rose Olivier**, Administrative Assistant II  Pickard Hall Office # 513  (817) 272-9517  Email address: [olivier@uta.edu](mailto:olivier@uta.edu) | **Janette Rieta,** Clinical Coordinator  AO & On-campus  Pickard Hall #518, 817-272-1039  [jrieta@uta.edu](mailto:jrieta@uta.edu) |
| **Angel Trevino-Korenek,** Clinical Coordinator  AO & On-campus  Pickard Hall Office # 518, (817) 272-6344  Email address: [angel.korenek@uta.edu](mailto:angel.korenek@uta.edu) | **Christina Gale,** Administrative Assistant  Nursing Education and DNP  Pickard Hall Office #518, 817-272-1039  Email address:  [christina.gale@uta.edu](mailto:christina.gale@uta.edu) |

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| **Graduate Advisors – see the link below**  <http://www.uta.edu/conhi/students/advising/nursing-grad.php>  email: msnadvising@uta.edu |