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

# 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, cardiometabolic disorders including diabetes, HTN, and dyslipidemia, and Respiratory concepts and conditions.**

**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 and Co-requisite Courses:

NURS 5315, 5334, and 5418.

# Section:

NURS 5336-400, section 001

# Instructor(s):

Maureen (Reni) Courtney, PhD, FNP-BC

Associate Professor

# Email:

maureen@uta.edu

**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 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.

Instructor Office or Department Location:

Pickard Hall, office 627-A

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

# Faculty Profile:

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.

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.

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.

Clinical Faculty: ***none***

# 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

1. .Dunphy, LM, Winland-Brown, JE, Porter, BO & Thomas DJ. [2015] Primary Care—The Art & Science of Advanced Nursing Practice [4th Edition]. FA Davis. **ISBN-13: 978-8036-3801-3**

1. 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**
2. Burns, C., Dunn, A., Brady, M., et al. (2012). *Pediatric Primary Care*. (5th ed.). Saunders.
3. Youngkin, E., Davis, M., Schadewalk, D., Juve, C. (2013). *Women’s Health: A Primary Care Clinical Guide*. (4th ed.). Prentice Hall. **ISBN: 9780132576734**
4. 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.
5. 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**
6. Uphold, CR & Graham, MV. [2013]. Clinical Guidelines in Family Practice [5th Edition] ISBN-10: 0964615193 **ISBN-13: 978-0964615199** [Barmarrae Books, Inc.]
7. 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.

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
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** | **Psych**  | **Psychiatric Evaluation, Anxiety, Depression Diagnosis and Treatment** |
| **2** | **Hypertension and Dyslipidemia** | **Screening, Diagnosis, and Treatment** |
| **3** | **Respiratory Conditions** | **COPD, Asthma, Bronchitis, and Cough Diagnosis and Treatment**  |
| **4** | **Diabetes** | **Metabolic Syndrome, Prediabetes, Type 1 and Type 2 Diabetes Screening, Diagnosis, and Treatment** |
| **5** | **Prevention**  | **Prevention Guidelines, Obesity, Physical Activity, Tobacco Cessation** |

# Course Outcomes and Performance Measurement:

| 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****Using the DSM for Psychiatric Diagnoses** | 1 | Identify appropriate terminology and diagnoses for DSM 5 diagnosesDevelop age specific skills in screening and assessment leading to DSM 5 diagnoses  | Quiz#1 & Exam |
| **Module 1****Lesson 2****Psychiatric Evaluation** | 2 | Describe the components of a psychiatric evaluation. | Quiz#1 & Exam |
| **Module 1****Lesson 3****Anxiety and Depression** | 2 | Evaluate criteria for the diagnosis and treatment of anxiety and/or depressionBonus here. | Quiz#1 & Exam |
| **Module 1****Lesson 4****Suicide** | 2 | Assess for suicide risk factors and identify strategies to protect the individuals | Quiz#1 & Exam |
|  |  |  |  |
| **Module 2****Lesson 1****HTN Epidemiology and Basics**  | 1 | Describe demographics and incidence and prevalence of HTN. | Quiz#2 & Exam |
| **Module 2****Lesson 2****HTN****And Target Organ Damage** | 3 | Describe the prevention and treatment of TOD in HTN. | Quiz#2 & 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.Bonus here. | MED-U caseQuiz#2 & Exam |
| **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: JNC 8 and the American HTN Society.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#2 & 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#2 & Exam |
| **Module 2****Lesson 6****Pedi HTN**  | 3 | Apply the criteria for diagnosing prehypertension  and hypertension in children and adolescents.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#2 & Exam |
| **Module 2****Lesson 7****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#2 & 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. | Quiz#2 & Exam |
|  |  |  |  |
| **Module 3****Lesson 1****Asthma** | 2 | * Describe the national guidelines for the diagnosis and management of asthma (NHLBI, 2007) including the major categories stages 1-6 with defining criteria per stage
* Develop a Patient teaching plan including an asthma action plan and instructions for use of a peak flow meter and inhaler

  | MED-U caseQuiz#3 & Exam  |
| **Module 3****Lesson 2****COPD** | 3 | * Describe  the global initiative for chronic obstructive lung disease standards (GOLD, 2011 and updated 2014);including the stages and diagnostic criteria for each.
* Identify Diagnosis, Treatment, and

Follow up strategies | Quiz#3 & Exam |
| **Module 3****Lesson 3****Pneumonia, Bronchitis, & Cough** | 3 | Define the diagnosis and treatments for pneumonia, bronchitis, and cough. | Quiz#3 & Exam |
|  |  |  |  |
| **Module 4****Lesson 1A****Metabolic Syndrome****Module 4****Lesson 1B****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.  | MED-U CaseQuiz#4 & Exam |
| **Module 4****Lesson 2****Evidence for Diabetes Treatment Goals** |  2 | Describe expected outcomes and complications of Diabetes.State the expected adult, pediatric, and pregnancy ADA target blood glucose levelsPlan the medical history, physical exam, and initial diagnostics for Type 1 and Type 2 diabetes. | Quiz#4 & Exam |
| **Module 4****Lesson 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#4 & Exam |
| **Module 4****Lesson 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#4 & Exam |
| **Module 4****Lesson 4****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#4 & Exam |
| **Module 4****Lesson 5****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 caseQuiz#4 & Exam |
| **Module 4****Lesson 6****Diabetes Pearls** |  | Review and apply the key principles summarized regarding diabetes and its continuum.Bonus here | Quiz#4 & Exam |
|  |  |  |  |
| **Module 5****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 & Action Tables&Exam |
| **Module 5****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 |
| **Module 5****Lesson 3****Physical Activity** | 4 | * Describe ACSM and AHA recommendations for physical activity for adults and olderadults 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 5****Lesson 4****Tobacco Cessation** | 5 | Apply tobacco cessation strategies and recommendations to scenarios.Describe tobacco cessation medications and their use. | Exam |
|  |  |  |  |

# 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 four weekly quizzes will each be 10-12 items with the time permitted announced. The final exam will be 100 items.

**MED-U:** There are three Med-U cases in the course.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.

# Bonus Opportunity: The Psych, HTN, and Diabetes modules offer an assignment opportunity for bonus points to be added to your quiz score for that week. The bonus opportunity is listed in a lesson within the module. The bonuses involve your preparation using Kaltura of a brief patient or staff education video. You can practice doing a Kaltura video and uploading with the instructions provided with the first bonus.

# Polls: Some of the lessons may have a POLL associated with them. These polls are not graded. They are present to emphasize key information and to let you see how your response compares to your peers. The poll answer will be given in the module discussion board.

**Case Study and Motivational Interview and Action Tables:** These assessmentsare described further in the Prevention module.

## 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: This includes sharing quiz or exam questions with anyone and/or any other form of cheating in the course.**

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.

|  | **Weight / Percentage Value** **Within the Course** |
| --- | --- |
| Topic Quizzes weekly (4 at 8 points each) | 32 |
| MED-U Cases (3 at 3.33 points each) |  10 |
| Prevention Case Study 6, MI interview 6 , Action Tables 3 each) | 18 |
| Final examination |  40 |

# University Library Resources for Online Students:

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

## Research Information on Nursing:

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

| 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:

**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. – Maureen Courtney.*

**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 and maintain a current copy of Respondus to complete any quiz or test. Respondus can be downloaded at:

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

Be sure you check before each quiz or exam that you have the latest version loaded.

# 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 determine 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, 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.

1. 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 that 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.

For testing purposes you are responsible for the content in the videos, text books, other assigned readings, and the written lectures that have been provided.

This format will require you to spend a minimum of >15-20 hours per week (it will likely take a longer period due to the accelerated presentation of content) to complete all of the required readings and assignments. You need to estimate how much longer it will take you to absorb and integrate the material to be able to apply it as requested in quiz or test items, or other work. The majority of the concepts presented in the course will likely be new but the time you spend weekly will vary depending on many variables.