N5315 Advanced Pathophysiology

Course Description:

This course focuses on developing an advanced knowledge base of pathophysiology across the lifespan. Principles of biochemistry, molecular biology and nutrition are applied to disease processes.

Pre and Co-requisite Courses:

Graduate Standing

Section: 402 & All Sections which begin on February 27, 2017

Instructor(s):

John D. Gonzalez DNP, RN, ACNP-BC, ANP-C
Clinical Assistant Professor

Email:

Faculty: johngonz@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: *Pickard Hall*

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: https://www.uta.edu/profiles/john-gonzalez

Preferred Methods for Reaching Instructor: johngonz@uta.edu

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 96 hours.**

Virtual Office Hours:
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

Clinical Faculty: ***None***

Clinical Faculty Email: N/A

Clinical Faculty Profile: N/A

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:

American Psychological Association (2010). *Publication Manual of the American Psychological Association.* Washington, DC:American Psychological Association, 6th edition.

McCance, K. L. & Huether, S. E. (2014). *Pathophysiology: The Biologic Basis of Disease in Adults and Children.* St. Louis, MO:Mosby Elsevier, 7th edition.

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.

Textbooks or Equipment: SUPPLEMENTAL (Not Required):

Costanzo, L. S. (2014) *Physiology.* Elsevier Saunders: Philadelphia, PA. 5th edition.

Attendance Policy:

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines. The course has been developed to be delivered completely online. There are no mandatory in class attendance requirements however you are required to meet the established assignment due dates.

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:

1. GPA of 3.0: Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
    - your course professor
    - UTA Student Success Coordinators
    - Your advisor
    - Your retention specialist
2. 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."
3. 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	Altered Cellular and Tissue Biology Cancer	Altered Cellular and Tissue Biology Cancer
2	Cellular Environment Genetics	Fluids and Electrolytes and Acids Base Imbalances Genetics and Genetic Disease
3	Inflammation, Alterations in Immunity and Infection	Inflammation, Hypersensitivities, Viral Infections
4	Hematologic System	Hematologic Disorders
5	Cardiovascular System	Cardiac Disorders
6	Pulmonary System and Shock States	Pulmonary Disorders Shock States
7	Neurologic System	Neurologic Disorders
8	Endocrine System	Endocrine Disorders
9	Gastrointestinal System	Gastrointestinal Disorders
10	Renal and Urologic Systems	Renal and Urologic Disorders
11	Test 4	Test 4

Course Outcomes and Performance Measurement:

Course Objective(s)	Module Number and Objective(s)	Assessment Item
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2]	**Module 1: For specifics see the module.** **Cellular Adaptation Patterns** Analyze the differences between cellular adaptation patterns. [1, 2] **Mechanisms of Cellular Injury** Analyze the mechanisms and outcomes of cellular injury. [1, 2] **Altered Cellular Metabolism** Examine the mechanisms and effects of altered cellular metabolism. [1, 2] **Disease States as Examples of Cellular Injury** Differentiate between the etiology, clinical manifestations and pathophysiology of gout and	Lecture and Readings Practice Test Questions- Not Graded Test 1- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
	rhabdomyolysis. [1, 2] **Cancer** Examine the basic concepts of cancer nomenclature and biology.[1] Explain the TNM staging system for cancers and describe its significance for clinical practice.[1]	
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Use knowledge of environmental factors that influence genetically linked diseases.[3] Synthesize current research findings with evidenced-based guidelines for the management of selected diseases.[4]	**Module 2: For specifics see the module.** **Fluid and Electrolytes** Analyze the pathologic consequences of fluid volume disorders on the mechanisms of fluid homeostasis. [1, 2] **Sodium Disorders** Examine the etiology, types, clinical manifestations and the pathophysiology of sodium disorders. [1, 2] **Potassium Disorders** Differentiate between the etiology, clinical manifestations and pathophysiology of potassium disorders. [1, 2, 4] **Other Electrolyte Disorders** Examine the etiology, clinical manifestations and pathophysiology of other select electrolyte disorders. [1, 2] **Acid Base Disorders** Differentiate between the etiology, clinical manifestations and pathophysiology of acid base disorders. [1, 2, 4] **Genetics** Analyze the pathological processes which alter the structure and role of the DNA and RNA molecules. [1, 2, 3] Analyze the pathological processes which alter the	Lecture and Readings Fluid and Electrolyte Case Study- Graded Practice Test Questions- Not Graded Test 1- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
	structure and role of chromosomes. [1, 2, 3] Evaluate and explain the clinical significance of the following elements of formal genetics: locus, alleles, phenotype, genotype, polymorphic, polymorphism, homozygous, heterozygous, heterozygote, dominant, recessive, homozygote, codominance, carrier, autosomal chromosomes, sex-linked chromosomes, recessive allele, dominant allele, sex-limited trait, and sex-influenced trait. [3] Use a Punnett Square to predict the chance of the transmission of an autosomal dominant disorder, an autosomal recessive disorder and a sex-linked disorder. [1, 3]	
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Use knowledge of environmental factors that influence genetically linked diseases.[3] Synthesize current research findings with evidenced-based guidelines for the management of selected diseases.[4]	**Module 3: For specifics see the module.** **Inflammation** Examine the process of inflammation. [1, 2, 4] **Disorders of the Immune System** Differentiate between the etiology, clinical manifestations and pathophysiology of select disorders of the immune system. [1, 2, 3] **Viral Infections** Evaluate the etiology, clinical manifestations and pathophysiology for influenza, measles, and HIV infection. [1, 2, 4]	Lecture and Readings Practice Test Questions- Not Graded Test 2- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Use knowledge of environmental factors that influence genetically linked diseases.[3] Synthesize current research findings with evidenced-based guidelines for the management of selected diseases.[4]	**Module 4: For specifics see the module.** **Disorders of Hemostasis** Examine the etiology, clinical manifestations, and the pathophysiology of disorders of hemostasis. [1, 2, 3, 4] **Disorders of Red Blood Cells.** Evaluate the etiology, clinical manifestations and pathophysiology of select red blood cell disorders. [1, 2, 3, 4] **Disorders of White Blood Cells** Analyze the etiology, clinical manifestations and pathophysiology of select white blood cell disorders. [1, 2]	Lecture and Readings Hematologic Case Study- Graded Practice Test Questions- Not Graded Test 2- Graded
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Synthesize current research findings with evidenced-based guidelines for the management of selected diseases.[4]	**Module 5: For specifics see the module.** **Vascular Disease** Assess the etiology, clinical manifestations, and the pathophysiology of the diseases which affect the blood vessels (Hypertension, Atherosclerosis, Peripheral Arterial Disease) and describe the impact this knowledge has on the care you provide as a nurse practitioner. [1, 2, 4] **Coronary Artery Disease and Acute Coronary Syndrome** Examine the risk factors, etiology, clinical manifestations, pathophysiology and consequences of coronary artery disease and acute coronary syndrome. [1, 2, 4] **Pericardial Disorders and Valvular Heart Disease** Examine the risk factors, etiology, clinical manifestations of	Lecture and Readings Practice Test Questions- Not Graded Test 3- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
	disorders of the pericardium and heart valves. [1, 2, 4] **Factors Which Affect Myocardial Contractility** Analyze factors which affect cardiac contractility. [1] **Cardiomyopathies and Heart Failure** Evaluate the risk factors, etiology, clinical manifestations and pathophysiology of disorders which affect myocardial contraction. [1, 2, 4] **Congenital Heart Defects** Evaluate the risk factors, etiology, clinical manifestations, and pathophysiology of patent ductus arteriosus, atrial septal defect, ventricular septal defect and describe the implications this has for the diagnosis and medical management of patients with these three congenital heart defects. [1, 2]	
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Synthesize current research findings with evidenced-based guidelines for the management of selected diseases.[4]	**Module 6: For specifics see the module.** **Pulmonary Vascular Disorders** Analyze the etiology, clinical manifestations and pathophysiology of pulmonary embolus, and pulmonary edema and describe the implications for clinical practice. [1, 2] **Respiratory Failure** Evaluate the difference between the etiology, clinical manifestations, and pathophysiology of hypoxic and hypercapnic respiratory failure, ARDS and acute lung injury and identify the clinical implications for diagnosis and treatment. [1, 2] **Obstructive Respiratory Disorders** Explain the differences between	Lecture and Readings Pulmonary and Shock Case Study- Graded Practice Test Questions- Not Graded Test 3- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
	the etiology, clinical manifestations and pathophysiology of asthma, chronic bronchitis, and emphysema and describe how this affects your practice as a nurse practitioner. [1, 2] **Pulmonary Infections** Differentiate between the etiology, clinical manifestations, and pathophysiology of the community acquired pneumonia, health-care associated pneumonia, hospital acquired pneumonia and tuberculosis. [1, 2] **Pulmonary Malignancies** Differentiate between the etiology, clinical manifestations, and pathophysiology of non-small cell and small cell lung cancers. [1, 2] **Shock States** Examine the etiology, clinical manifestations and pathophysiology of shock states. [1, 2, 4] **Pediatric Respiratory Disorders** Differentiate between the etiology, clinical manifestations, and pathophysiology of select pulmonary disorders in children (croup, acute epiglottitis, pneumonia, asthma, cystic fibrosis). [1, 2]	
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Synthesize current research	**Module 7: For specifics see the module.** **Alterations in Levels of Consciousness and Cognition** Examine the etiology, clinical manifestations and pathophysiology of disorders which alter the level of consciousness and disorders of cognition. [1] **Disorders of Speech** Describe the types of dysphasia, their clinical manifestations, the	Lecture and Readings Discussion Board Assignment- Graded Practice Test Questions- Not Graded Test 3- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
findings with evidenced-based guidelines for the management of selected diseases.[4]	location of the dysfunction, the etiology and the implications for clinical practice. [1] **General Disorders of the Nervous System** Differentiate between the etiology, clinical manifestations and pathophysiology of select disorders of the nervous system. [1, 2] **Central Nervous System Trauma** Analyze the etiology, clinical manifestations and pathophysiology of trauma of the central nervous system. [1, 2] **Acute Intracranial Disorders** Analyze the etiology, clinical manifestations and pathophysiology of acute intracranial disorders. [1, 2, 4] **Pediatric Neurologic Disorders** Differentiate between the etiology, clinical manifestations, and pathophysiology of neurologic disorders (meningocele & myelomeningocele and febrile seizure) in the child. [1, 2]	
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Use knowledge of environmental factors that	**Module 8: For specifics see the module.** **Disorders of the Posterior Pituitary** Evaluate the etiologies, clinical manifestations, and the pathophysiology of syndrome of inappropriate antidiuretic hormone and diabetes insipidus and describe the implications for clinical practice. [1, 2, 4] **Thyroid Disorders** Differentiate between the	Lecture and Readings Practice Test Questions- Not Graded Test 4- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
influence genetically linked diseases.[3] Synthesize current research findings with evidenced-based guidelines for the management of selected diseases.[4]	etiology, clinical manifestations, pathophysiology and complications of thyroid disorders.[1, 2, 4] **Parathyroid Disorders** Differentiate between the etiology, clinical manifestations, and pathophysiology of parathyroid disorders.[1, 2] **Diabetes Mellitus** Examine the etiology, types, clinical manifestations, pathophysiology and complications of diabetes mellitus.[1, 2, 3, 4] **Adrenal Disorders** Evaluate the etiologies, clinical manifestations, and the pathophysiology of cushing disease and addison disease and describe the implications for the evaluation and treatment of patients with these diseases.[1, 2, 4]	
Apply knowledge of normal physiology and pathologic alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes.[2] Synthesize current research findings with evidenced-	**Module 9: For specifics see the module.** **Gastrointestinal Bleeds** Analyze the etiology, clinical manifestations, and pathophysiology of the upper and lower GI bleed and describe the implications this has for your clinical practice as a nurse practitioner.[1, 2] **Peptic Ulcer Disease** Analyze the etiology, clinical manifestations, and	Lecture and Readings Gastrointestinal Case Study- Graded Practice Test Questions- Not Graded Test 4- Graded

Course Objective(s)	Module Number and Objective(s)	Assessment Item
based guidelines for the management of selected diseases.[4]	pathophysiology of gastric and duodenal ulcers and describe the implications for clinical practice. [1, 2] **Disorders of the Intestines** Differentiate between the etiology, clinical manifestations, and pathophysiology of disorders of the small and large intestines. [1, 2] **Liver Disorders** Examine the etiology, clinical manifestations and pathophysiology of liver injury and failure. [1, 2, 4] Analyze the etiology, clinical manifestations and pathophysiology of viral hepatitis. [1, 2] **Gall Bladder Disorders** Differentiate between the risk factors, etiology, clinical manifestations, and pathophysiology of cholelithiasis and cholecystitis. [1, 2] **Pancreatic Disorders** Describe the risk factors, etiology, clinical manifestations, and pathophysiology of acute pancreatitis. [1, 2] **Gastrointestinal Malignancies** Explain the risk factors, etiology, clinical manifestations, and pathophysiology of colon and pancreatic cancers. [1, 2] **Pediatric Gastrointestinal Disorders** Differentiate between the risk factors, etiology, clinical manifestations, and pathophysiology of pediatric gastrointestinal diseases (cleft lip/ palate, pyloric stenosis, and neonatal jaundice). [1, 2]	
Apply knowledge of normal physiology and pathologic	**Module 10: For specifics see the module.**	Lecture and Readings

Course Objective(s)	Module Number and Objective(s)	Assessment Item
alterations across the lifespan that are expressed as diseases of organs and systems.[1] Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes. [2] Use knowledge of environmental factors that influence genetically linked diseases.[3] Synthesize current research findings with evidenced-based guidelines for the management of selected diseases.[4]	**Nephrolithiasis & Urologic Cancers** Analyze the etiology, clinical manifestations and pathophysiology of nephrolithiasis, renal tumors and bladder cancer. [1, 2, 3] **Glomerulonephritis** Differentiate between the etiology, clinical manifestations, and pathophysiology of select disorders of the glomerulus. [1, 2, 4] **Renal Injury and Failure** Examine laboratory manifestations of renal injury. [1] Analyze the etiologies, clinical manifestations of pathophysiology of acute kidney injury. [1, 2, 4] Evaluate the etiology, clinical manifestations and pathophysiology of chronic kidney disease. [1, 2, 4] **Renal and Urologic Disorders in Children** Evaluate the etiology, clinical manifestations and pathophysiology of select pediatric renal and urologic disorders. [1, 2]	Discussion Board Assignment- Graded Practice Test Questions- Not Graded Test 4- Graded
As per modules 8, 9, 10	**Module 11** There is not any content presented in this module. The only assignment is Test 4, which will cover modules 8, 9, 10.	Test 4

Course Schedule and Due Dates (Central Time):

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- Introduction	Not a graded assignment. May be done anytime.
Module Two	
Assignment: Fluid and Electrolyte Case Study	Saturday 23:59
Module Three	
Exam	Friday 08:00 – Sunday 23:59
Module Four	
Assignment: Hematologic Case Study	Saturday 23:59
Module Five	
Exam	Friday 08:00 – Sunday 23:59
Module Six	
Assignment: Pulmonary and Shock Case Study	Saturday 23:59
Module Seven	
Discussion	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Module Eight	
Exam	Friday 08:00 – Sunday 23:59
Module Nine	
Assignment: Gastrointestinal Case Study	Saturday 23:59
Module Ten	
Discussion	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Module Eleven	
Exam	Friday 08:00 – Sunday 23:59

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. Tests must be started, completed, and submitted prior to the submission due date and time. Any 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**.**

Required Components for Course Credit	Weight / Percentage Value Within the Course
Test 1	20%
Test 2	20%
Test 3	20%
Test 4	20%
Discussion Board Assignments	10%
Case Studies (Lowest Grade Dropped)	10%

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

Library Home Page	http://www.uta.edu/library
Subject Guides	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

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

Disability Accommodations:

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

The Office for Students with Disabilities, (OSD):

www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS):

www.uta.edu/caps/ or calling 817-272-3671.

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 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. For information regarding Title IX, visit 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. – John D. Gonzalez