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

# Nursing 5335: Family Nurse Practitioner II (FNP II)

**Course Description:** This course focuses on advanced concepts and knowledge for nurse practitioner primary care management of commonly occurring conditions seen in primary care patients across the lifespan.

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**Course Content: Particular emphasis will be on EENT, respiratory, infectious disease, urology/renal, endocrine, neurology, musculoskeletal/arthritic/rheumatic, pain management, cardiac and vascular concepts and conditions.**

# Pre and Co-requisite Courses:

Prerequisites: NURS 5418, NURS 5313, and Nurs 5334

**Section:**

NURS 5335-401

**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

**Instructor(s):**

Lynda Jarrell, DNP, APRN, FNP-BC

Clinical Assistant Professor

Office Number: Pickard Hall, 512B

Cell: 979-450-9394

Office Telephone Number: TBA

Email Address: lynda.jarrell@uta.edu

Faculty Profile: <https://www.uta.edu/mentis/profile/>

**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, office 512B

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/lynda-jarrell>

Preferred Methods for Reaching Instructor:

Email is preferred method of communication. Emergency number will be provided in discussion board. If you have questions about the course or course content, please email me and not your coach. If you email me after 8PM the email will not be answered until the next day.

Lynda Jarrell

# Maximum Timeframe for Responding to Student Communication:

Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame.

Response to student assignments may be expected within 72 hours.

Virtual Office Hours:

By Appointment

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***

# 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:

1. Burns, C., Dunn, A., Brady, M., et al. (2017). *Pediatric Primary Care*. (6th ed.). Saunders.
2. Buttaro, T, Trybulski, J., Polgar-Bailey, P., Sandberg-Cook, J. (2017). *Primary Care: A Collaborative Practice.* (5th ed.). Elsevier. **IBSN-978-0-323-35501-8**
3. Gilbert, D., Moellering, R., Eliopoulous, G, Chambers, H., Saag, M., (2014/2015).*The Sanford Guide to Antimicrobial Therapy.* (46th ed.). Antimicrobial Therapy, Inc. 2016 Edition-- **ISBN-10:** 193080878X; **ISBN-13:** **978-1930808782**; ***always get latest version—updated annually (online access is acceptable)***
4. Hollier, A. ((2016). *Clinical Guidelines in Primary Care.* (2nd ed). Advanced Practice Education Associates. **IBSN-978-1-892418-22-7**
5. Reuben, D., Herr, K., Pacala, J., Pollock, B., Potter, F., Semla, T. (2016). Geriatrics at Your Fingertips (16th ed.). New York: American Geriatrics Society. ISBN: **9781886775572**
6. 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 Family Medicine Cases.

## If you have Epocrates, Lexicomp, UPtoDate , etc on phone, you may use them as well or in place of Hollier

# 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 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
* UTA Student Success Coordinators
* Your advisor
* Your retention specialist

1. Pathway to Graduation: Successful completion of the required 760 clinical hours during your last three courses is completely dependent upon successful completion of the steps provided in Pathway to Graduation.
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:*For all tables, delete rows that do not apply to your course.*

| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| --- | --- | --- |
| **1** | **EENT and Respiratory problems/lifespan** | **Common EENT and Respiratory problems/lifespan** |
| **2** | **Infectious disease and Renal**  **problems/lifespan** | **Common Infectious diseases and renal/urology**  **problems/lifespan** |
| **3** | **Endocrine and neurology**  **problems/lifespan** | **Common Endocrine and Neurological**  **problems/lifespan** |
| **4** | **Musculoskeletal and Pain management**  **problems/lifespan** | **Common musculoskeletal Arthritic/Rheumatic and Pain management**  **problems/lifespan** |
| **5** | **Cardiovascular and Vascular Problems/lifespan** | **Common problems of the cardiovascular and vascular system/lifespan** |

# Course Outcomes and Performance Measurement:

| Module # | **Master**  **Essiential** | **Learning Outcomes** | Module Objective | Activity / Assessment *Activities listed are in addition to weekly readings and supplementary lectures (for some content)* |
| --- | --- | --- | --- | --- |
| **Module 1**  **Lesson**  **1** | I.Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.  II.Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.  VII.  Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care. | Evaluate theoretical and empirical knowledge of **designated** acute, chronic and complex health problems in primary care practice for individuals and families across the lifespan  Assess diagnose, and manage the health care needs of individuals across the lifespan with **designated** acute, chronic and complex problems.  Apply evidenced-based practice guidelines to the planning of comprehensive health care for individuals and families across the lifespan.  Plan health promotion, health protection, and disease prevention approaches in the care of individuals and families across the lifespan. | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients with common Eye, Ear, Nose & Throat disorders seen in primary care across the lifespan:  1.Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally | Power point lecture and videos and readings  Med U # 23  DB assignment  Quiz 1:  EENT/Resp |
| **Module 1**  **Lesson 2** | VIII  Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.  IX  Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. . Nursing practice interventions include both direct and indirect care components. | Plan health education, coachining, shared decision-making, and counseling strategies in the care of individuals and families across the lifespan.  Plan care that is sensitive to individuals and families across the lifespan in the domains of culture, spirituality, age, gender, and sexual orientation.  Identify collaborative roles of other health professionals in the care of individuals and families across the lifespan | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients across the lifespan with common respiratory disorders seen in primary care:  1.Effectively assess patients through use of the following  gathering patient information including patient history.  performing the applicable physical exam given the patient's symptoms.  ordering appropriate diagnostic tests.  2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology * (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients. | Power point lecture and videos and readings  Med U #13 (fm)  DB Assignment  Quiz 1:  EENT/Resp |
| **Module**  **2**  **Lesson**  **1** |  |  | Upon completion of the assigned readings and attendance of this lecture, the nurse practitioner student will:  In order to effectively treat adult and pediatric patients with common infectious diseases seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology * (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients.   . | Power point lectures and videos and readings  TB Quiz  Medu #21(fm)  DB Assignment  ID Case Study  Quiz 2:  ID/Uro/Renal |
| **Module 2**  **Lesson 2** |  | Evaluate theoretical and empirical knowledge | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  In order to effectively treat adult and pediatric patients with common urologic and renal disorders commonly seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients. | Power point lectures and videos and readings  DB Assignment  Quiz 2:  ID/Uro/Renal |
| **Module 3**  **Lesson 1** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  In order to effectively treat patients across the lifespan with common endocrine disorders seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology   (relaying to patient in laymen's terms).   * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients.   . | Power point lectures and videos and readings  Med U # 5  DB Assignment  Quiz 3:  Endocrine/Neuro |
| **Module 3**  **Lesson 2** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients across the lifespan with common neurologic disorders seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients. | Power point lecture and videos and readings  Med U #18  DB Assignment  Quiz 3:  Endocrine/Neuro |
| **Module 4**  **Lesson 1** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients with common musculoskeletal/Arthritic and Rheumatic disorders commonly seen in primary care across the lifespan.  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed * including available resources in the community to assist patients. | Power point lectures and videos and readings  MSK Case Study  DB Assignment  Quiz 4:  MSK/Pain Management |
| **Module 4**  **Lesson 2** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients with pain across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients | Power Point Lecture and videos and readings  DB Assignment  Quiz 4  MSK/Pain Management |
| **Module**  **5**  **Lesson 1** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  In order to effectively treat adult and pediatric patients with common cardiac disorders seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients.   . | Power point Video and lectures and readings  **Final Exam** |
| **Module**  **5**  **Lesson 2** |  | Evaluate theoretical and empirical knowledge of **designated** acute, chronic and complex health problems in primary care  practice for individuals and families across the lifespan | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  In order to effectively treat patients with vascular disorders commonly seen in primary care including stroke and TIA:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology ( relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed. * including available resources in the community to assist patients. | Power point video lectures and readings  Med U #7  **Final Exam** |

# 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.

**Central Standard Time Zone:**   
The University of Texas at Arlington is located in the central standard time zone. As such all due dates and times are based on the central standard time zone. All students regardless of their physical location are required to adhere to the central standard time zone due dates and times. It is the student’s responsibility to know, in which time zone they are located, how that differs from the CST zone, and to ensure they follow the due dates and times accordingly. Late assignments or tests will not be accepted if the student encounters difficulties due to time zone discrepancies.

## 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. Do not ask.

Exams will not be given early or late. Do not ask. Exams must be started, completed, and submitted prior to the submission due date and time. Any exam 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. **A zero will be given for any late exam. Do not wait however until the last minute because if you have any problem there will be no time to deal with it. Also the exam will be late if not complete by 1159. Please allow plenty of time for the exam or a zero will be given. Any exam 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. Please do not ask.**

## 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**.**

IF YOU HAVE LOW COURSE SCORES AND A POSSIBLITY OF MAKING <C IN THE COURSE, TALK TO YOUR ADVISER!!!!!! IT MAY BE BETTER FOR YOU TO DROP THE COURSE RATHER THAN FAIL AND YOUR ADVISER CAN PROVIDE CRITICAL INFORMATION ABOUT THIS TO HELP YOU DECIDE ABOUT A POSSIBLE DROP.

Final grades can be rounded up if >.51 (using only two decimal points).

| **Assignments** | **Weight / Percentage Value**  **Within the Course** |
| --- | --- |
|  |  |
| Quiz I - IV | 40% (10% each) |
| 2 case studies | 10% (5% each) |
| 5 Med-U case studies | 10% (2% each) |
| 4 DB Assignments | 10% (2.5% each) |
| Final Exam | 30% |

“*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.” Lynda Jarrell, DNP, RN, FNP-BC, CNE*

# University Library Resources for Online Students:

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

## Research Information on Nursing:

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

| 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. – Lynda Jarrell*

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

# Technology Requirements

Students must have an up-to-date computer system with wired (not wireless) high-speed Internet in addition to e-mail and internet skills. The entire course will be delivered in an online format.

# Respondus

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

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

# 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 your camera complete a 360 degree room scan including your desk. Failure to do so may result in a zero.
* 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: 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. 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://www.uta.edu/fao/>  .  The last day to drop a course is listed in the Academic Calendar available at

<http://academicpartnerships.uta.edu/student-services/registration-drop-withdraw.aspx>

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.

This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such minimal written lecture content is provided. You will be required to read the text books and synthesize the information to complete all of the course assignments.

As a graduate student the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it to clinical scenarios in a manner which is reflective of advanced practice nursing. As a graduate student you are considered to be an independent learner and if needed identify additional resources to help you understand the concepts in the course.

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

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

**Clinical Coordinators**

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# Course Schedule and Due Dates (Central Time): N5335 FNP II

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

|  |  |
| --- | --- |
| **Course Activity** | **Due Date** |
| **Module 1:Week 1** | **Completed by:** |
| **Assignment: Attestation and Grade Attestation**  **Med-U case #23 (fm) sore throat**  **Med-U case #13 (fm) cough**  **DB Assignment 1**  **Quiz 1: EENT/Respiratory** | **Sunday 2359**  **Sunday 2359**  **Sunday 2359**  **Wednesday/Saturday 2359**  **Friday – Sunday 2359** |
| **Module 2: Week 2** | **Complete by:** |
| **Assignment: TB Quiz Assignment**  **Non healing lesion Case Study**  **DB Assignment 2**  **Quiz 2: ID/Urology/Renal** | **Sunday 2359**  **Sunday 2359**  **Wednesday/Saturday 2359**  **Friday - Sunday 2359** |
| **Module 3: Week 3** | **Complete by:** |
| **Assignment: Med-U case # 5 (fm) palpitations**  **Med-U case #18 (fm) Headaches**  **DB Assignment 3**  **Quiz 3: Endocrine/Neuro** | **Sunday 2359**  **Sunday 2359**  **Due Wednesday/Saturday 2359**  **Friday - Sunday 2359** |
| **Module 4** | **Complete by:** |
| **Assignment: Hand numbness Case Study**  **DB Assignment 4**  **Quiz 4** | **Sunday 2359**  **Wednesday/Saturday 2359**  **Friday - Sunday 2359** |
| **Module 5** | **Complete by:** |
| **Med-U#7 (fm) leg swelling**  **Final Exam** | **Sunday-2359**  **Friday - Sunday 2359** |