

**NURS 5350-Role of the Nurse in Advanced Practice**

**5 Week-January 15, 2018**

**Course Description:**

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

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

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

**Pre and Co-Requisite Courses:**

Graduate Standing

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

More information will be available on the course Blackboard site.

**Section(s):** NURS 5350-402 & 403

**Instructor(s):**

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

Clinical Assistant Professor

**Email:** Moores@uta.edu

# Student Email

Students enrolled in online NP 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

Manager-Graduate Nursing Online Programs

Emergency Phone Number for Reaching Faculty:

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

Manager-Graduate Nursing Online Programs

# Faculty Profile

* <https://mentis.uta.edu/explore/profile/sara-moore>

Preferred Methods for Reaching Instructor

Email: Moores@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 no later than 96 hours after the due date and time.**

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>

# 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-NP degree program.

**Academic Coach(es):**

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

* Buppert, C. (2018). *Nurse practitioner's business practice and legal guide* (6th Ed.). Burlington, MA: Jones & Bartlett Learning. **ISBN: 978-1-284-117165**
* Joel, L. A. (2018). *Advanced practice nursing: Essentials for role development*. (4th Ed.) Philadelphia, PA: F.A. Davis Company. **ISBN: 978-0-803-660441**
* American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th Ed.)*.* Washington, DC: Author.

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

N/A

# Attendance Policy

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

# NP 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. Successful completion of the required clinical hours during your last three courses is completely dependent upon successful completion of clinical placements in your Pathway to Graduation. Successful graduation requires both completion of your courses and timely completion of all of the requirements in your 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:**

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

**Course Outcomes and Performance Measurement:**

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

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

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

# Assignments and Assessments

## Blackboard Required

Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback nor graded. They will be assigned a grade of zero. No exceptions will be made**.**

## Technical Problems

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment (case study or discussion board) or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day. All technical issues must be resolved prior to an assignment or test due date and time. Assignments or tests which are submitted late secondary to technical issues may not be accepted and/or are subject to a point deduction up to and including a zero.

## Late Assignments / Assessments/ Tests

Late assignments may not be accepted for a grade or reviewed for feedback (regardless of the reason) and/or are subject to a point deduction up to and including a zero.

## 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 it 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.

## 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 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. Plagiarism may also be determined by reviewing references directly and does not require the use of safe assign.

# 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

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 90-100

B = 80-89.99

C = 70-79.99

Students are required to maintain a GPA of 3.0. Final grades are not rounded up.

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| --- | --- |
| **Required Components for Course Credit** |  |
| * Stu Module 1/Lesson 1: Student Introduction (discussion board)
* In your first discussion board in Module 1, you will have the opportunity to introduce yourself to the rest of your colleagues in your group. You may want to tell them something about your background and experience, where you went to school, how long you have been a nurse, what area are you working on in the hospital, what area you are working on in other aspects of your life, and why you are pursuing your FNP. Upload and attach a picture of yourself as you introduce yourself to your group. **See instructions this differs from your standard group introduction. See assignment specifics**
* Two Peer responses are expected with this discussion board
 |  |
| Module 1/Lesson 3: Credentialing (discussion board)* You will take the opportunity to locate the specific of your upcoming certification board and will complete a discussion board that focuses the specific details required for advanced practice certification in your specialty.
* Two Peer responses are expected with this discussion board
 |  |
| Module 1/Lesson 4: APRN Interview Questions (assignment)* You will obtain a scholarly article of your choice that speaks to APN role transition. Based on this article you will develop 10 interview questions that may be appropriate to ask on your first Nurse practitioner job interview. You will post:
* the questions in a bulleted format, **written as you would ask the interviewer**
* you will provide one or two paragraphs (maximum 300 words not including references/cover sheet) that gives a brief synopsis of the article and why you chose it, (APA format with Cover Sheet and references)
* upload a copy of the article with your submission
 |  |
| Module 2/Lesson 1: NP Salary (discussion board)* You will complete a literature search of articles that speak to NP salary discussion in your specialty and complete the questions provided. If you can focus your information on your geographic region then that will provide you more resources and power for future negotiations.
* Two Peer responses are expected with this discussion board
 |  |
| Module 2/Lesson 2: Advocacy Power Point (assignment)* The student will review an article that speaks to APN advocacy
* The student will prepare a 6 slide power point presentation with Cover slide and reference slide (all the pertinent information is on the slides, do not use the notes feature).
* The slides will follow a set of objectives/key points
* The student will submit and electronic copy of the article with the power point submission
 |  |
| Module 3/Lesson 2: Ethics (discussion board)* Present an ethical situation that you have witnessed and provide a brief introduction paragraph to the ethical situation. You will then provide a narrative completing a series of questions regarding this situation
* Two Peer responses are expected with this discussion board

Module 3/Lesson 3: NP Issue (assignment)* Completion of a 3-5-page paper that compares ONE Nurse Practitioner issue. You will answer a series of questions regarding that Issue comparing the state of Texas to another state of your choosing. You will then offer a discussion on which state might offer more opportunity for your future practice based on your NP issue.
 |  |
| Module 4/Lesson 1: Leadership (discussion board)* You will complete a Leadership Assessment tool and write a short discussion board on your results, leadership types and a plan for change or improvement (bulleted items are allowable)
 |  |
| Module 4/Lesson 3: Resume (assignment)— The student will complete a resume with cover letter per guidelines provided |  |
| Module 5/Lesson 2: DNP Discussion (discussion board)* DNP Position statements have been provided to you, after review of the statements you will develop your own opinion statement of the DNP influence on the nursing profession. You will then review 3 articles that support or argue against your position and provide a narrative. Last you will update if review of the referenced articles influenced your position.
* Two Peer responses are expected with this discussion board **DUE on FRIDAY by 23:59 pm** (this will give coaches a chance to finalize grading over the weekend)
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## Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

## Drop Policy

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

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

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

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

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

## Librarian to Contact

* Peace Williamson, 817-272-6208, peace@uta.edu
* Lydia Pyburn, 817-272-7593, llpyburn@uta.edu
* Heather Scalf, 817-272-7436, scalf@uta.edu

Contact all nursing librarians: library-nursing@listserv.uta.edu

## Helpful Direct Links to the UTA Libraries’ Resources

* Research Information on Nursing, <http://libguides.uta.edu/nursing>
* Library Home Page, <http://library.uta.edu/>
* Subject Guides, <http://libguides.uta.edu>
* Ask Us, <http://ask.uta.edu>
* Database List, <http://libguides.uta.edu/az.php>
* Course Reserves, <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
* Library Catalog, <http://uta.summon.serialssolutions.com/#!/>
* E-Journals, <http://pulse.uta.edu/vwebv/searchSubject>
* Library Tutorials, <http://www.uta.edu/library/help/tutorials.php>
* Connecting from Off- Campus, <http://libguides.uta.edu/offcampus>
* Academic Plaza Consultation Services, <http://library.ua.edu/academic-plaza>
* Study Room Reservations: <http://openroom.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 or calling 817-272-3364](http://www.uta.edu/disability%20or%20calling%20817-272-3364).

**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.

# Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

# Student Success Faculty

In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance.   Course content challenges may also be addressed, with referral to additional resources as indicated.  Dr. Schira can be reached via email:  schira@uta.edu.

# 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 (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Colivier%5CAppData%5CLocal%5CTemp%5Cjmhood%40uta.edu).

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

## Status of RN Licensure

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

## UTA Student Identification

**All Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing and Health Innovation ID in the clinical environment.**

## Ebola exposure

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

## Confidentiality Agreement

You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. **Please do not sign** other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

## Graduate Student Handbook

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

## Student Code of Ethics

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

## No Gift Policy

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

## Online Conduct

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

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

## Faculty and Staff Contact

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