



N5315 Advanced Pathophysiology

Course Description:

Builds on a previous understanding of anatomy and physiology and focuses on developing advanced knowledge of physiologic and pathophysiologic concepts across the life span.

Pre and Co-requisite Courses:

Graduate Standing

Section: Spring 2018, section 401

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 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/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 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>

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-NP 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 test. An external webcam is one which is separate from your computer or laptop. Logitech tends to be a good brand, but any high definition external webcam is acceptable.

Textbooks or Equipment: SUPPLEMENTAL (Not Required):

Costanzo, L. S. (2016) *Physiology*. Elsevier: Philadelphia, PA. 6th 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.

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
2. 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.
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	Principles of Fluid Balance Acid Base Imbalances Genetics and Genetic Disease
3	Inflammation, Alterations in Immunity and Infection	Immunity, Inflammation, Hypersensitivities, Viral Infections
4	Hematologic System	Hematologic Disorders

Module	Module Topics / Titles	Lesson Topics / Lesson Titles
5	Cardiovascular System	Cardiac Disorders
6	Pulmonary System and Shock States	Pulmonary Disorders Shock States
7	Neurologic System	Neurologic Disorders
8	Endocrine System Musculoskeletal System	Endocrine Disorders Musculoskeletal Disorders
9	Gastrointestinal System	Gastrointestinal Disorders
10	Renal and Urologic Systems Reproductive System	Renal and Urologic Disorders Reproductive Disorders
11	Test 4	Test 4

Course Outcomes and Performance Measurement:

1. Evaluate the impact of cellular and organ dysfunction on normal anatomy and physiologic functions.
2. Examine risk factors associated with the development of pathologies.
3. Examine the etiology, pathophysiology and manifestations of disorders across age groups.
4. Analyze the influence of genetics on the development of disorders.
5. Analyze how normal age-related variations in physiologic function may contribute to pathophysiology.

MSN Essential	MSN UTA Program Outcome	Course Outcome	Module Objective	Assignment
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4	Module 1: For specifics see the module. -Analyze the steps of the action potential. -Discuss how the action potential is altered by calcium and sodium imbalances and the clinical significance. -Analyze the differences between cellular adaptation patterns. -Analyze the mechanisms and outcomes of cellular injury. -Examine the mechanisms and effects of altered cellular metabolism. -Examine the basic concepts of cancer biology and nomenclature.	Lecture and Readings Practice Test Questions- Not Graded Test 1- Graded

<p>I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</p> <p>VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.</p>	<p>Demonstrate competence in advanced nursing role.</p>	<p>1, 2, 3, 4</p>	<p>Module 2: For specifics see the module. -Analyze the pathologic consequences of fluid volume disorders on the mechanisms of fluid homeostasis. -Analyze how the body maintains optimal pH balance. -Differentiate between the etiology, clinical manifestations and pathophysiology of acid base disorders. -Analyze the pathological processes which alter the structure and role of the DNA and RNA molecules. -Analyze the pathological processes which alter the structure and role of chromosomes. -Evaluate and explain the clinical significance of the following elements of formal genetics: locus, alleles, phenotype, genotype, homozygous, heterozygous, heterozygote, dominant, recessive, homozygote, autosomal chromosomes, sex-linked chromosomes, recessive allele, and dominant allele. -Explain the difference between the transmission of autosomal and sex linked genetic diseases. -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.</p>	<p>Lecture and Readings</p> <p>Fluid and Electrolyte Case Study- Graded</p> <p>Practice Test Questions- Not Graded</p> <p>Test 1- Graded</p>
<p>I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</p> <p>VIII: Clinical Prevention and</p>	<p>Demonstrate competence in advanced nursing role.</p>	<p>1, 2, 3, 4, 5</p>	<p>Module 3: For specifics see the module. -Examine the process of inflammation. -Analyze the steps of the arachidonic acid pathway and describe the implication for the treatment of inflammation. -Examine the structure and function of the immune system. -Describe the age-related changes which occur in the immune system. -Explain the physiologic differences in fetal and neonatal immune function.</p>	<p>Lecture and Readings</p> <p>Practice Test Questions- Not Graded</p> <p>Test 2- Graded</p>

Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.			-Analyze the process and purpose of the primary and secondary immune responses. -Analyze disorders which affect immune function. -Analyze the concepts of infectious disease.	
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 4: For specifics see the module. -Analyze the process of hemostasis -Examine the etiology, clinical manifestations, and the pathophysiology of disorders of hemostasis. -Describe the age-related changes which occur in the hematologic system. -Explain the physiologic differences in the hematologic system in the pediatric population. -Discuss fetal/neonatal hematopoiesis and post-natal changes in the blood. -Evaluate the etiology, clinical manifestations and pathophysiology of select red blood cell disorders. -Analyze the etiology, clinical manifestations and pathophysiology of select white blood cell disorders.	Lecture and Readings Hematologic Case Study- Graded Practice Test Questions- Not Graded Test 2- Graded
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 5: For specifics see the module. -Examine the anatomy and physiology of the cardiovascular system. -Analyze the etiology, pathophysiology and clinical manifestations of disorders which affect the cardiovascular system. -Examine the pathological basis of congenital heart defects.	Lecture and Readings Practice Test Questions- Not Graded Test 3- Graded

Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.				
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 6: For specifics see the module. -Describe the age-related changes which occur in the alveoli, chest wall, and with gas exchange. -Explain the structure and physiologic differences of the pulmonary system in the infant and child. -Examine the pathologic basis of adult and pediatric disorders which affect the pulmonary system. -Examine the etiology, clinical manifestations and pathophysiology of shock states.	Lecture and Readings Pulmonary and Shock Case Study- Graded Practice Test Questions- Not Graded Test 3- Graded
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological,	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 7: For specifics see the module. -Examine the anatomy and physiology of the Central Nervous System. -Examine the pathologic basis of adult and pediatric disorders which affect the nervous system. -Differentiate between the etiology, clinical manifestations, and pathophysiology of neurologic disorders (Spinal Bifida, Cerebral Palsy and febrile seizure) in the child.	Lecture and Readings Discussion Board Assignment- Graded Practice Test Questions- Not Graded Test 3- Graded

global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.				
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 8: For specifics see the module. -Analyze the anatomy and physiology of the endocrine system. -Examine the pathologic basis of adult and pediatric disorders which affect the endocrine system. -Differentiate between the etiology, pathophysiology and clinical manifestations for osteoporosis, osteoarthritis, and muscular dystrophy.	Lecture and Readings Practice Test Questions- Not Graded Test 4- Graded
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 9: For specifics see the module. -Examine the anatomy and physiology of the GI System. -Examine the pathologic basis of adult and pediatric disorders which affect the GI system.	Lecture and Readings Gastrointestinal Case Study- Graded Practice Test Questions- Not Graded Test 4- Graded

and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.				
<p>I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</p> <p>VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.</p>	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	<p>Module 10: For specifics see the module. -Examine the anatomy and physiology of the renal system. -Analyze the patterns of renal injury. -Examine the pathologic basis of adult and pediatric disorders which affect the renal and urologic systems. -Differentiate between the etiology, pathophysiology, and clinical manifestations for cancers which affect the reproductive system.</p>	<p>Lecture and Readings</p> <p>Discussion Board Assignment- Graded</p> <p>Practice Test Questions- Not Graded</p> <p>Test 4- Graded</p>
<p>I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</p> <p>VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design</p>	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	<p>Module 11: For specifics see the module. There is not any content presented in this module. The only assignment is Test 4, which will cover modules 8, 9, 10.</p>	Test 4

and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.				
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Course Schedule and Due Dates **(Central Time):**

Course or Module Activity	Due Date
Module One (All Courses)	
Attestation Statement	Wednesday 23:59
Discussions- Introduction	Not a graded assignment. May be done anytime.
Module Two	
Assignment: Case Study	Saturday 23:59
Module Three	
Exam	Saturday 23:59
Module Four	
Assignment: Case Study	Saturday 23:59
Module Five	
Exam	Saturday 23:59
Module Six	
Assignment: 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	Saturday 23:59
Module Nine	
Assignment: 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	Saturday 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 (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. Extensions or exceptions may be granted at the faculty's discretion for University approved absences and will require documentation. Should the faculty assess that the documentation provided by the student is not appropriate an extension will not be granted and/or a zero will be assigned for the assignment in question.

Case studies must be submitted in blackboard before the due date and time or a grade of zero will be assigned.

Discussion board assignments are open for an extended time frame and must be completed before the due date and time. Once the discussion board closes, no additional work on the assignment will be permitted and the grade will be based on the work which has been posted. If nothing was posted a grade of zero will be assigned. If a partial assignment was posted, the grade will be based on the work posted. Points will be deducted for any late posts or partial assignments as specified in the rubric for the assignment. Given the nature of the assignment, which requires interaction with the class, extensions are not given for this assignment. If an extension is required for a university approved absence, the student have to provide documentation and will be advised on the option of taking an incomplete and the consequences at that time.

Tests must be started, completed, and submitted prior to the submission due date and time. If the test is submitted after the due date and time a point deduction up to an including a grade of zero will be applied. Students are expected to take each test during the scheduled time. Work and personal schedules must be arranged around the schedule for each test and alternative test dates will not be granted for work, vacation, or other personal schedule conflicts. Limited alternative test dates may be granted at the faculty's discretion for university approved absences and require appropriate documentation. Should the faculty assess that the documentation provided by the student is not appropriate, an extension or make up test will not be granted, and a grade of zero will be assigned for the test if it is missed. Tests which are missed secondary to an unapproved university absence (including local student computer or technical issues) will be 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:

A = 90 to 100

B = 80-89

C = 70-79

D = 60 to 69 – cannot progress

F = below 59 – cannot progress

Students are required to maintain a GPA of 3.0.

Required Components for Course Credit	Weight / Percentage Value Within the Course
Test 1	17.5%
Test 2	17.5%
Test 3	17.5%
Test 4	17.5%
Discussion Board Assignments	10%
Case Studies (Lowest Grade Dropped)	20%

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

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