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

# NURS 5220-Advanced Health Assessment and Diagnostic Reasoning

# Course Description

Apply theoretical foundations of comprehensive health assessment across the lifespan.

# Pre and Co-requisite Courses

Graduate Standing

# Section:

400 & 401—

# Instructor(s):

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

# Email:

[Moores@uta.edu](mailto: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](mailto: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>

Clinical Faculty: ***None***

## Clinical Faculty Email: N/A

## Clinical Faculty Profile: N/A

# Credit Hours: 2

# 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 or Equipment –REQUIRED**

* **Option 1--Hardcopy with ACCESS CODES ISBN:** These books are offered as a bundle through the UTA Bookstore **– 9780323617666**
  + Included in the purchase of the **hardcopy** ISBN
    - Seidel guide to Physical Exam 9e (Hardcopy)
    - Seidel physical exam handbook (ebook) 9e – free with bundle (required for 5130)
    - Ebook/EVOLVE Online Recourses Access Code
      * + Access codes can be emailed to you from the bookstore, so they do not have to be mailed
        + The **online code will allow you to register for Evolve ONLINE Course (this will be needed for a course assignment)**:Evolve: <https://evolve.elsevier.com/>
        + **Seidel’s Guide Course ID:** 153543\_smoore1346\_1001
  + Mosby’s Physical Exam Videos, 1st edition
    - **Video Series**: Course ID: 14321\_smoore1346\_1001
  + Health Assessment Online
    - With the purchase you get FREE access to Mosby’s Consult Clinical Key (valued at $544 per year). This will allow you to get the latest Evidence-Based Clinical Information, access to 20+ clinical books, Elsevier journals, clinical updates, evidence-based monographs, Critical Care Clinics of America, Perioperative Clinics and much more at no charge!
* **Option 2--ELECTRONIC COPY with ACCESS CODES**: These books are offered as a bundle through the UTA Bookstore: ***eOnly ISBN—*** **9780323623377**
  + Seidel guide to physical exam ebook 9e
  + Seidel physical exam handbook (ebook) 9e – free with bundle
  + Evolve resources
    - * + The **online code will allow you to register for Evolve ONLINE Course (this will be needed for a course assignment)**: Evolve: <https://evolve.elsevier.com/>
        + **Seidel’s Guide Course ID:** 153543\_smoore1346\_1001
  + Mosby’s Physical Exam Videos
    - * **Video Series**: Course ID: 14321\_smoore1346\_1001
  + Health Assessment Online
    - With the purchase of the eOnly package, you get FREE access to Mosby’s Consult Clinical Key (valued at $544 per year). This will allow you to get the latest Evidence-Based Clinical Information, access to 20+ clinical books, Elsevier journals, clinical updates, evidence-based monographs, Critical Care Clinics of America, Perioperative Clinics and much more at no charge!

**Option 3—Third party Vendor**

**One of the assignments** for this course are found in the Evolve-Online course for Seidel’s Guide for Physical Examination,you will have to make sure that you purchase the correct book with the correct online access. If you choose a 3rd party vendor and have access issues, then no allowances will be made for late submissions.



       Evolve: <https://evolve.elsevier.com/> for the appropriate ISBN numbers.

* Seidel guide to physical exam 9e
* Online for Seidel’s Guide to Physical Examination.
* Mosby’s Physical Exam Videos 1st 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):**

* Mosby's Pocket Guide for Pediatric Assessment (2006) Engel, J.  Fifth Edition **ISBN:** **9780323044127 (This book is required for 5130 Pediatric Assessment Lab)**
* Ball, J., Dains, J., Flynn, J., Soloman, B., Stewart, R. (2015) Seidel's Physical Examination Handbook (8th ed.). **ISBN: 9780323545327**(If you order thru Option #2 it is included in the package.  (**This book is required for 5130 Pediatric Assessment Lab)**
* Dains, J., Baumann, L., Scheibel, P., (2015). *Advanced Health Assessment & Clinical Diagnosis in Primary Care*. (5th ed.) Mosby  **ISBN:  9780323266253**
* Fischbach, F., Dunning, M., (2015). *A Manual of Laboratory and Diagnostic Tests*. (9th ed.) Philadelphia, PA: Lippincott Williams & Wilkins.  **ISBN: 9781451190892**
* Baxter, R., (2004). *Pocket Guide to Musculoskeletal Assessment*. (2nd ed.). Saunders.  **ISBN:  9780721697796**
* Tappero & Honeyfield. (2014*). Physical Assessment of the Newborn: A Comprehensive Approach to the Art of Physical Examination (5th ed.)*. Springer. **ISBN:** **978-1887571173**
* Assessment kit (Otoscope/Ophthalmoscope)– **SKU# 016109482**
* Purchase new: $620.00
* Purchase used: $465.00
* Rental new: $248.00
* Rental used: $217.00
* **(These ITEMS are required for your assessment Class, may buy/rent/borrow from any source or third party vendor)**
* Assessment kit II (disposables) – **SKU# 016156798** (only available new $46.00)
* **(These ITEMS are required for your assessment Class, you may buy/borrow/or create a personal kit)**
* Assessment Kit II consists of the following items:
* Tape measure, retractable fiberglass, 60"/160cm
* Penlight, Led, replaceable pupil gauge, AAA batteries
* Eye Chart, pocket w/pupil gauge 3.5 X 6.625
* Specula, Otoscope 4.25 mm universal, Kleen
* Tuning Fork C-128 Frequency w/weights
* Hammer Percussion Taylor LF
* ​All items are in a drawstring tote bag.

# 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

| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| --- | --- | --- |
| **1** | **Subjective Components** | 1. **Growth and Measurement** 2. **Partnership with Parents/Cultural Sensitivity** 3. **History** 4. **Exam Techniques** 5. **Recording and Medical Records** 6. **Vital Signs and Pain** 7. **Nutrition** |
| **2** | **Physical Exam Part I** | 1. **Hair/Skin/Nails** 2. **Eye and Ophthalmological Exam** 3. **Ear/Nose/Throat and Otoscopy Exam** 4. **Head/Neck/Lymphatic Exam** 5. **Chest and Lung** 6. **Cardiac and Blood Vessel** |
| **3** | **Physical Exam Part II** | 1. **Mental Status and Neurologic** 2. **Breast and Axilla** 3. **Abdomen** 4. **Musculoskeletal** 5. **Female/Genitalia, Prostate, and Anus** |
| **4** | **Assessment Across the Lifespan** | 1. **Assessment Across the Lifespan** 2. **Pregnancy Pearls** 3. **Sports Physicals** 4. **Emergency Situations** |
| **5** | **Putting It All Together** | 1. **General Introduction to EKG, Radiology, Tympanogram, Spirometry, and Bedside Rounding** 2. **Critical Thinking** |

# Course Outcomes and Performance Measurement:

1. Determine elements of a comprehensive and problem-focused physical examination across the lifespan.
2. Differentiate between objective and subjective findings in documenting a history and physical examination.
3. Develop appropriate differential diagnoses.
4. Differentiate among normal variations, normal and abnormal findings across the lifespan.
5. Incorporate socio/cultural beliefs, values and practices relevant to health into assessment.

| **MSN Essential** | **MSN UTA Program Outcome** | **Course Outcome** | **Module Objective** | **Assignment** |
| --- | --- | --- | --- | --- |
| VIII: Recognizes that the masters-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. | Develops skills to provide care and case management for patients in ambulatory settings, acute and chronically ill community settings, acute care facilities and extended care facilities | 1. Determine elements of a comprehensive and problem-focused physical examination across the lifespan | Explain variations of head to toe exam | Pretest |
| XI: 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. Masters-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. | Promotes the skills to develop collaborative relationships with community agencies concerned with health problems related to economic, psychosocial, cultural and environmental factors in the quality improvement of healthcare delivery | CO 2, 4, 5  2: Differentiate between objective and subjective findings in documenting a history and physical examination.  4: Differentiate among normal variations, normal and abnormal findings across the lifespan.  5: Incorporate socio/cultural beliefs, values and practices relevant to health into the assessment | Module 1:     Incorporate data from across the lifespan components into physical assessment (CO 1,4) | Genealogy Discussion |
| VIII: Recognizes that the masters-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. | Hones the ability to use research and theoretical principles in the management and quality improvement of healthcare delivery and clinical outcomes | 1. Determine elements of a comprehensive and problem-focused physical examination across the lifespan 2. Incorporate socio/cultural beliefs, values and practices relevant to health into assessment | 1. Explain the variations in the physical exam components from head to chest (CO 1)  3. Identify and  describe cultural and  social variations (CO5) | Socio/Cultural Discussion |
| Essential IV: Translating and Integrating Scholarship into Practice o Recognizes that the masters-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results. | Hones the ability to use research and theoretical principles in the management and quality improvement of healthcare delivery and clinical outcomes | 1. Determine elements of a comprehensive and problem-focused physical examination across the lifespan | Explain the variations in the physical exam components from head to chest (CO 1) | Exam #1 |
| VIII: Recognizes that the masters-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. | Develops skills to provide care and case management for patients in ambulatory settings, acute and chronically ill community settings, acute care facilities and extended care facilities | 1. Determine elements of a comprehensive and problem-focused physical examination across the lifespan | Complete a recording of a problem focused history (Co 1) | Mixed Up Soap Assignment |
| VIII: Recognizes that the masters-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. | Develops skills to provide care and case management for patients in ambulatory settings, acute and chronically ill community settings, acute care facilities and extended care facilities | 1. Determine elements of a comprehensive and problem-focused physical examination across the lifespan. 2. Differentiate between objective and subjective findings in documenting a history and physical examination. 3. Develop appropriate differential diagnoses. | 1. Complete a physical exam of a problem-focused issue (CO 1, 2) 2. Complete a Soap note to accompany Simulated Experience (CO 2) 3. Identify areas for improvement (CO 2) 4. Incorporate data from across the lifespan components into physical assessment (CO 1,4) | Problem-Focused HEENT Assignment |
| Essential IV: Translating and Integrating Scholarship into Practice o Recognizes that the masters-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results | Hones the ability to use research and theoretical principles in the management and quality improvement of healthcare delivery and clinical outcomes | 1. Determine elements of a comprehensive and problem-focused physical examination across the lifespan | Explain the variations in the physical exam components from head to chest (CO 1) | Exam #2 |
| VIII: Recognizes that the masters-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. | Develops skills to provide pediatric care and case management for patients in ambulatory settings, acute and chronically ill community settings, acute care facilities and extended care facilities | VIII: Recognizes that the masters-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. | Develops skills to provide pediatric care and case management for patients in ambulatory settings, acute and chronically ill community settings, acute care facilities and extended care facilities | Post Test |

# Course Schedule and Due Dates (Central Time)

| **Course or Module Activity** | **Due Date** |
| --- | --- |
| **Module One (All Courses)** |  |
| Attestation Statement (Must be completed and submitted to access course content) | Wednesday 23:59 |
| Pretest (Must be completed to access course content) | Wednesday 23:59 |
| Discussions:  Introduction (Not a graded Assignment)  Genealogy Discussion (15%, Module 1: Lesson 2) | Wednesday 23:59  **Friday** 23:59 with Peer Review due Saturday 23:59 |
| **Module Two** |  |
| Discussion:  Socio/Cultural Discussion (15%, Module 2: Lesson 1) | **Friday** 23:59 with Peer Review due Saturday 23:59 |
| Exam #1 (15%, Test is found in Module 2: Lesson 6) | Wednesday 08:00 – Friday 23:59 |
| **Module Three** |  |
| Assignment: Mixed Up Soap Note (20%, Module 3: Lesson 4) | Saturday 23:59 |
| **Module Four** |  |
| Assignment: Problem Focused HEENT Scenario (20%, Module 4: Lesson 1) | Saturday 23:59 |
| **Module Five** |  |
| Exam #2 (15%, Test is found in Module 5: Lesson 2) | Wednesday 08:00 – Friday 23:59 |
| Post Test (no %, Required to complete class requirements, Module 5: Lesson 2) | Friday 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.

## 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.

| **Required Components for Course Credit** | **Weight / Percentage Value**  **Within the Course** |
| --- | --- |
| Pretest | Required Completion |
| Genealogy Discussion | 15% |
| Socio/Cultural Discussion | 15% |
| Exam #1 | 15% |
| Mixed Up Soap Note Assignment | 20% |
| Problem-Focused HEENT Assignment | 20% |
| Exam #2 | 15% |
| Post Test | Required Completion |

## 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](mailto:peace@uta.edu)
* Lydia Pyburn, 817-272-7593, [llpyburn@uta.edu](mailto:llpyburn@uta.edu)
* Heather Scalf, 817-272-7436, [scalf@uta.edu](mailto:scalf@uta.edu)

Contact all nursing librarians: [library-nursing@listserv.uta.edu](mailto: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](mailto: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:\Users\olivier\AppData\Local\Temp\jmhood@uta.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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| --- | --- |
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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.***