******

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

# NURS 5120 Adult-Gerontology Advanced Assessment Lab

# Course Description

In this course the student will practice and refine their knowledge of advanced assessment skills, documentation of history and physical examination, and ability to identify pertinent physical findings.

# Pre and Co-requisite Courses

NURS 5220 Advanced Assessment

# Section:

 400

# Instructor(s):

 **Patricia Meadows, RN, MSN, FNP**

***Lead Instructor, Clinical Assistant Professor***

Email Address: patricia.meadows@uta.edu (preferred)

Faculty Profile: <https://mentis.uta.edu/explore/courses/year/2017/instructor/25299>

# 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/courses/year/2017/instructor/>

Preferred Methods for Reaching Instructor

Email is preferred. patricia.meadows@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: 1

# 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 and Equipment - REQUIRED

**(**Some of the following you may have already purchased for NURS 5220.)

* Ball, J., Dains, J., Flynn, J., Soloman, B., Stewart, R. (2015) Seidel's Guide to Physical Examination (9th ed.). **ISBN: 9780323481953 (8th edition is fine.)**
* Ball, J., Dains, J., Flynn, J., Soloman, B., Stewart, R. (2015) Seidel's Physical Examination Handbook (8th ed.). **ISBN: 9780323169530**(If you order thru online access it is included in the package.)
* White lab jacket and stethoscope.
* Assessment kit (Otoscope/Ophthalmoscope) **SKU# 016109482** New: $248.00, Used (Limited supply): $217.00 or it can be rented for at bookstore. (required for 5120)
* Assessment kit II (disposables) – SKU# 016156798 (only available new) (Components are required for 5120) Assessment Kit II consists of the following items:
	+ Tape measure, retractable fiberglass, 60"/160cm
	+ Penlight, Led, replaceable pupil gauge, AAA batteries
	+ Eye Chart, pocket size with 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.
* Seidel, Ball, Dains, Flynn, Solomon, & Stewart (Ed.). (2015). Mosby's Physical Examination Video Series, Version 2. St.Louis, MO: Elsevier.

**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.**

**Shadow Health Digital Clinical Experiences Program:**

|  |  |
| --- | --- |
|  **Course PIN:**  | **January2018-1786-2726-7895-8315** |

* (Not included in the UTA Course Bundle/MUST be purchased separately from either the UTA bookstore or directly from the manufacturer/publisher as below:
* **To Register as a Student in NURS 5120 in Shadow Health**
* Please visit [app.shadowhealth.com](http://app.shadowhealth.com/) and click "Register for a Student Account." Then enter your Spring 2018 course PIN: **above** to enroll. You may either purchase your software license from Shadow Health's website during this process or from your University bookstore. For Shadow Health support, visit [support.shadowhealth.com](http://support.shadowhealth.com/) or call 1-800-860-3241.

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

* 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**

# 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 ­12 to 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
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** | **Heads Up!**  | 1. **Mental status**
2. **Skin**
3. **Eyes, ears, nose and throat**
4. **Problem-focused history**
 |
| **2** | **Torso Systems** | 1. **Cardiac system**
2. **Respiratory system**
3. **Abdominal Assessment**
4. **Geriatric Concerns**
5. **Problem-focused history with exam and SOAP note**
 |
| **3** | **Putting It All Together** | 1. **Reproductive system**
2. **Musculoskeletal system**
3. **Neurological system**
4. **Comprehensive assessment with SOAP note**
 |

# Course Outcomes and Performance Measurement:

1. Accurately perform a comprehensive and problem-focused physical exam on an adult and geriatric patient.
2. Document and analyze a patient's comprehensive or problem-focused history and physical exam findings.
3. Propose potential differential diagnoses based on their findings in the history and physical exam.

| **MSN Essential** | **MSN UTA Program Outcome** | **Course Outcome** | **Module Objective** | **Assignment** |
| --- | --- | --- | --- | --- |
| **Essential VIII: Clinical Prevention and Population Health for Improving Health.** Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. | The graduate is provided a background to demonstrate competence in an advanced nursing role. | 1. Accurately perform a comprehensive and problem-focused physical exam on an adult and geriatric patient.
2. Document and analyze a patient's comprehensive or problem-focused history and physical exam findings.
 | 1. Accurately complete assessment for adult/geriatric population in comprehensive and problem-focused visits. (CO1)
2. Perform and document physical assessment exam with differential diagnoses. (CO1, 2)
3. Demonstrate the ability to develop a list of differential diagnoses based on pertinent history and exam findings. (CO3)
 | Pretest |
| **Essential VIII: Clinical Prevention and Population Health for Improving Health** Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. | The graduate is provided a background to demonstrate competence in an advanced nursing role | 1. Document and analyze a patient's comprehensive or problem-focused history and physical exam findings.
 | * Perform and document a problem-focused history/subjective data on an adult/geriatric client. (CO!)
 | Problem-focused History/Subjective Data video with peer review |
| **Essential VI: Health Policy and Advocacy** Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care | The graduate is provided a background to provide leadership in professional nursing and interdisciplinary health care. | 1. Propose potential differential diagnoses based on their findings in the history and physical exam.
 | * Recognize the common exam differences that develop with increasing age. (CO1, 3)
 | Geriatric Scenario Discussion |
| **Essential V: Informatics and Healthcare Technologies** Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care. | The graduate is provided a background to demonstrate competence in an advanced nursing role | 1. Accurately perform a comprehensive and problem-focused physical exam on an adult and geriatric patient.
 | * Recognize and document pertinent positive and negatives of these assessments.

(CO 1, 2, 3)  | Shadow Health Concept LabsModule 2 Quiz |
| **Essential VIII: Clinical Prevention and Population Health for Improving Health** Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. | The graduate is provided a background to demonstrate competence in an advanced nursing role | 1. Accurately perform a comprehensive and problem-focused physical exam on an adult and geriatric patient.
2. Document and analyze a patient's comprehensive or problem-focused history and physical exam findings.
3. Propose potential differential diagnoses based on their findings in the history and physical exam.
 | 1. Perform and document a problem-focused history and exam on an adult/geriatric client. (CO1)2. Demonstrate the ability to develop a list of differential diagnoses based on pertinent exam findings. (CO3) | Problem-focused history with exam and SOAP note |
| **Essential** **VIII: Clinical Prevention and Population Health for Improving Health** Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. | The graduate is provided a background to demonstrate competence in an advanced nursing role | 1. Accurately perform a comprehensive and problem-focused physical exam on an adult and geriatric patient.
2. Document and analyze a patient's comprehensive or problem-focused history and physical exam findings.
3. Propose potential differential diagnoses based on their findings in the history and physical exam.
 | 1. Perform and document a complete history and exam on an adult/geriatric client. (CO1)
2. 2. Demonstrate the ability to develop a list of differential diagnoses based on pertinent exam findings. (CO3)
 | Comprehensive assessment video with SOAP note |
| **Essential VIII: Clinical Prevention and Population Health for Improving Health.** Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. | The graduate is provided a background to demonstrate competence in an advanced nursing role.  | 1. Accurately perform a comprehensive and problem-focused physical exam on an adult and geriatric patient.
2. Document and analyze a patient's comprehensive or problem-focused history and physical exam findings.
3. Propose potential differential diagnoses based on their findings in the history and physical exam
 | 1.Perform and document a complete history and exam on an adult/geriatric client. (CO1)2. Demonstrate the ability to develop a list of differential diagnoses based on pertinent exam findings. (CO3) | Posttest |

# Course Schedule and Due Dates (Central Time)

| **Course or Module Activity** | **Due Date** |
| --- | --- |
| **Module One (All Courses)** |  |
| Attestation Statement | Wednesday 23:59 |
| Discussions- Introduce YourselfTwo responses to peers | Wednesday 23:59Saturday 23:59 |
| Shadow Health: Pretest Esther Parks Abdominal complaint (CO1,2,3) | Wednesday 23:55 |
| Problem-Focused History video Two peer review responses (CO2) | Wednesday 23:59Saturday 23:59 |
| **Module Two** |  |
| Discussion Question: Elderly Scenario initial postTwo responses to peers (CO2,3) | Wednesday 23:59Saturday 23:59 |
| Problem-Focused Assessment Exam and SOAP note (CO1,2,3) | Saturday 23:59 |
| Module 2 Quiz | Wednesday MN to Friday 23:59 |
| Shadow Health Concept Labs:Heart, Lungs, and Abdomen (CO1) | Saturday 23:59 |
| **Module Three** |  |
| Comprehensive Assessment Simulation Experience | Saturday 23:59 |
| Comprehensive Assessment Simulation Experience SOAP note | Saturday 23:59 |
| Shadow Health: Posttest Esther Parks Abdominal Complaint (CO1,2,3) | Saturday 23:55 |

# Course Outcomes and Performance Measurement:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course****Objective(s)** | **Module Number****And Objective(s)** | **Assignment****(Practice)** | **Assessment Item****(Showing Mastery)** |
| Perform a comprehensive and problem-focused physical exam on an adult and geriatric patient.    | Module 1, 2, 3 | Video of problem-focused and comprehensive physical exams | Peer Review discussion and Video grading |
| Document and analyze a patient’s comprehensive or problem- focused history and physical exam findings. | Module 1, 2, 3 | SOAP note | SOAP note |
| Document and analyze a patient’s comprehensive or problem- focused history and physical exam findings. | Module 1, 2, 3 | SOAP notes and Pretest and Posttest Shadow Health | Grading of SOAP note and Shadow Health feedback. |

.

# 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. This course is a Pass or Fail with passing grade being 70 or above and does not affect the student’s GPA.

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.

**Class is Pass/Fail, but lack of participation will result in failure of the course.**

|  |  |
| --- | --- |
| Required Components for Course Credit | Weight/Percentage Value Within the Course |
| **Shadow Health Pretest:** Esther Parks (CO 1, 2, 3) | **Pretest completion will be considered a pass.** |
| **Problem-Focused History and Two Peer Review responses** (CO2) | **10%** |
| **Problem-Focused Assessment Exam and SOAP note** (CO1, 2, 3) | **20%** |
| **Shadow Health Concept Labs: Heart, Lungs, and Abdomen** (CO1) | **10%** |
| **Discussion Question Module 2: Elderly Scenario with Two responses to Peers** (CO2, 3) | **10%** |
| **Module 2 Quiz** | **10%** |
| **Comprehensive Assessment Simulation Experience** (CO1, 2, 3) | **30%** |
| **Comprehensive Assessment Simulation Experience SOAP note**  | **10%** |
| **Shadow Health Assignment Posttest:** Esther Parks (CO 1, 2, 3) | **Posttest completion will be considered a pass.** |

## 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

|  |  |
| --- | --- |
| **John Gonzalez, DNP, RN, ACNP-BC, ANP-C**Chair, Graduate Nursing ProgramsAssistant Professor, ClinicalPickard Hall Office #512Email address:  johngonz@uta.edu |  |
| **E. Monee’ Carter-Griffin, DNP, RN, ACNP-BC**Associate Chair for Advanced Practice NursingAssistant Professor, ClinicalPickard Hall Office #510Email address:  monee@uta.edu  | **Margarita Trevino, PhD, RN, CHN**Associate Chair, DNP, PhD, Graduate Educator and Administration ProgramsPickard Hall Office #TBA817-272-6347Email address: trevinom@uta.edu |
| **Felicia Chamberlain**Manager of Graduate Nursing ProgramsPickard Hall Office #515Email address:  chamberl@uta.edu  | **Tabitha Giddings,** Administrative AssistantNEDU and DNP Programs817-272-9440Tabitha.giddings@uta.edu |
| **Tameshia Morgan,** Clinical CoordinatorLetter set – A-GPickard Hall Office #518817-272-1039Email address:  tameshia.morgan@uta.edu | **Angel Trevino-Korenek,** Clinical CoordinatorLetter set – H-QEmail address:  angel.korenek@uta.edu |
| **Janette Rieta,** Clinical CoordinatorLetter set – R-ZEmail address: jrieta@uta.edu | **Brittany Garza**, Clinical CoordinatorLetter set – TBABrittany.garza@uta.edu  |

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