**The University of Texas at Arlington**

**College of Nursing**

**NURS 5335 - FNP II**

**Summer 2018**

**Instructor: Lynda Jarrell**

**Office Number:** Pickard Hall 512 B

**Office Telephone Number:** 979-450-9394

**Email Address:** lynda.jarrell@uta.edu

**Faculty Profile:**

<https://mentis.uta.edu/public/>**.**

<https://www.uta.edu/provost/administrative-forms/index.php>

**Office Hours:** By Appointment

**Section Information: 2185-N5335-001**

**Time and Place of Class Meetings:** Pickard Hall Room TBA 9:00 AM-1150 AM (see course schedule for dates)

**Description of Course Content:**

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

**Student Learning Outcomes:**

Upon completion of the course, the student will be able to:

1. Evaluate theoretical and empirical knowledge of **designated** acute, chronic and complex health problems in primary care practice for individuals and families across the lifespan.

2. Assess, diagnose, and manage the health care needs of individuals across the lifespan with **designated** acute, chronic and complex problems.

3. Apply evidenced-based practice guidelines to the planning of comprehensive health care for individuals and families across the lifespan.

4. Plan health promotion, health protection, and disease prevention approaches in the care of individuals and families across the lifespan.

5. Plan health education, coaching, shared decision-making, and counseling strategies in the care of individuals and families across the lifespan.

# Course Outcomes and Performance Measurement:

| Module # | **Master**  **Essiential** | **Learning Outcomes** | Module Objective | Activity / Assessment |
| --- | --- | --- | --- | --- |
| **Module 1**  **EENT/**  **Lifespan** | I. Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.  II. Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.  III. Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.  IV. Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as change agent and disseminates results.  V. 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.  VI. 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.  VII Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.  VIII Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.  IX Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge, | Evaluate theoretical and empirical knowledge of **designated** acute, chronic and complex health problems in primary care practice for individuals and families across the lifespan  Assess diagnose, and manage the health care needs of individuals across the lifespan with **designated** acute, chronic and complex problems.  Apply evidenced-based practice guidelines to the planning of comprehensive health care for individuals and families across the lifespan.  Plan health promotion, health protection, and disease prevention approaches in the care of individuals and families across the lifespan.  Plan health education, coaching, shared decision-making, and counseling strategies in the care of individuals and families across the lifespan. | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients with common Eye, Ear, Nose & Throat disorders seen in primary care across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lecture and videos and readings  Med U # 23 sore throat  Case Study Assignment  Quiz 1 EENT/Resp  Final Exam |
| **Module 2**  **Resp/**  **Lifesapn** |  | Plan care that is sensitive to individuals and families across the lifespan in the domains of culture,spirituality, age, gender, and sexual  orientation.  Identify collaborative roles of other health professionals in the care of individuals and families across the lifespan. | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients with common respiratory disorders seen in primary care across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient | Power point lecture and videos and readings  Med U #13 persistent cough Case Study Assignment  Quiz 1 EENT/Resp  Final exam |
| **Module**  **3**  **ID/**  **Lifespan** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients with common infectious diseases seen in primary care across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lectures and videos and readings  Non Healing Lesions Case Study  TB quiz  Med U #21 twelve year old with fever Case Study Assignment  Quiz 2 ID/Renal  Final exam |
| **Module 4**  **Renal/**  **Uro Lifespan** |  | . | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients across the lifespan with common urological and renal disorders seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lectures and videos and readings  Quiz 2 ID/Renal  Final exam |
| **Module 5**  **Endocrine/Lifespan** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients across the lifespan with common endocrine disorders seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lecture and videos and readings  Med U #5 palpitations Case Study Assignment  Quiz 3 Endocrine/Neuro  Final Exam |
| **Module 6**  **Neuro/Lifespan** |  |  | Upon completion of the assigned readings and lectures, the nurse practitioner student will:  Effectively treat patients with common neurological disorders seen in primary care across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lectures and videos and readings  Med U # 18 headache Case Study Assignment  Quiz 3 Endocrine/Neuro  Final exam |
| **Module 7**  **MSK/**  **Lifespan** |  |  | Effectively treat patients with common musculoskeletal/arthritic/rheumaticdisorders seen in primary care across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lectures and videos and readings  Med U # 13 low back pain Case Study Assignment  Quiz 4 MSK/Pain Management  Final exam |
| **Module 8**  **Pain Management/**  **Lifespan** |  |  | Effectively treat patients with pain across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient | Power point lectures and videos and readings  Quiz 4 MSK/Pain Management  Final exam |
| **Module**  **9 CV/**  **Lifespan** |  |  | Effectively treat patients across the lifespan with cardiovascular disorders seen in primary care:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lectures and videos and readings  Med U #31 Shortness of Breath Case Study Assignment  Final exam |
| **Module 10**  **Vascular/**  **Lifespan** |  |  | Effectively treat patients with common vascular disorders seen in primary care across the lifespan:  1. Effectively assess patients through use of the following strategies:   * gathering patient information including patient history. * performing the applicable physical exam given the patient's symptoms. * ordering appropriate diagnostic tests.   2. Evaluate and synthesize assessment data to determine a primary diagnosis and differential diagnoses.  3. Create treatment plans that include:   * personalized recommendations ranging from holistic care to medical prescriptions and rehabilitation. * comprehend patient scripts describing the pathophysiology (relaying to patient in laymen's terms). * age and culturally appropriate patient education. * appropriate referrals when needed including interprofessional referrals and available resources in the community to assist the patient. | Power point lectures and videos and readings  Med U #7 Leg Swelling Case Study Assignment  Final exam |

**Required Textbooks and Other Course Materials:**

1. Burns, C., Dunn, A., Brady, M., et al. (2017). *Pediatric Primary Care*. (6th ed.). Saunders.
2. Buttarro, T., Trybulski, J., Polgar-Bailey, P., Sandberg-Cook, J. (2017). Primary Care: A Collaborative Practice. (5th ed). Elsevier. **IBSN:978-0-323-35501-8.**
3. Gilbert, D., Moellering, R., Eliopoulous, G, Chambers, H., Saag, M., (2014/2015).*The Sanford Guide to Antimicrobial Therapy.* (44th /45th ed.). Antimicrobial Therapy, Inc. 2014 Edition-- **ISBN-10:** 193080878X; **ISBN-13:** **978-1930808782**; ***always get latest version—updated annually (online access is acceptable)***
4. Hollier, A. (2016). Clinical Guidelines in Primary Care. (2nd ed). APEA. **IBSN: 978-1-892418-22-7.**

1. Reuben, D., Herr, K., Pacala, J., Pollock, B., Potter, F., Semla, T. (2012). Geriatrics at Your Fingertips (14th ed.). New York: American Geriatrics Society. ISBN: **9781886775572**
2. <https://indsub.meduapp.com/document_sets/shop_index> Aquifer ( Med U)Virtual Patient Cases: Purchase during the first week of Family 1. Order online as an individual subscriber, not as an institutional subscriber. Purchase the Family Medicine Cases

* If you have UptoDate, Lexicomp, Epocrates or any other electronic guidelines, you may use in place of the Hollier Book.

<http://www.bkstr.com/texasatarlingtonstore/shop/textbooks-and-course-materials>

**Recommended Texts:**

1. Habif, T., Chapman, S., (2012). Campbell, J., et al., *Dermatology DDX Deck.* (2nd ed.). Saunders. **ISBN: 9780323080798**

**Descriptions of major assignments and examinations with due dates:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Grade Percentage** |
| Med U #23 Case Study Quiz | June 10 at Midnight | 2.5% |
| Med U #13 Case Study Quiz | June 17 at Midnight | 2.5% |
| Quiz 1 EENT/Respiratory | Open June 15-17 at Midnight | 10% |
| Med U #21 Case Study Quiz | June 24 at Midnight | 2.5% |
| Non Healing Lesion Case Study | June 24 at Midnight | 10% |
| Quiz 2 ID/Renal | Open June 29-July 1 at Midnight | 10% |
| Med U #5 Case Study Quiz | July 8 at Midnight | 2.5% |
| Med U #18 Case Study Quiz | July 15 at Midnight | 2.5% |
| Quiz 3 Endocrine/Neuro | Open July 13-15 at Midnight | 10% |
| Med U #10 Case Study Quiz | July 22 at Midnight | 2.5% |
| Quiz 4 MSK/Pain Management | Open July 27-29 at Midnight | 10% |
| Med U #31 Case Study Quiz | August 5 at Midnight | 2.5% |
| Med U #7 Case Study Quiz | August 5 at Midnight | 2.5% |
| Final Exam | Open August 10-12 at Midnight | 30% |
| **Total** |  | 100% |

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section,I have elected to take attendance but will not factor attendance into the grade.” However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

<http://www.tgslc.org/pdf/Program-integrity-R2T4-Taking-Attendance.pdf>.)

**Other Requirements:**

Collaborate Ultra:

Collaborate is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Collaborate conference, students simply need to:

* Click on the link provided by the instructor

These sessions can also be recorded and watched through a link provided by the instructor.

**Clinical Hours:**

**There are no clinical hours required in this course**

**Grading Policy:** 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 to 100

B = 80-89

C = 70-79

D = 60 to 69 – cannot progress

F = below 59 – cannot progress

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

Final grades can be rounded up if >.51

**Incomplete Grades:** Incomplete grades (I) are typically used when a studenthas satisfactorily completed a substantial part of thecoursework, and represents an arrangement forcompletion between the faculty and the student.Incompletes should be offered sparingly, as the studentwill not have online or library access if s/he is not otherwise enrolled while completing the Incomplete. Incomplete grades for graduate students remain incomplete until the work iscompleted and the final grade is awarded. Incompletes were previously designated with an "X". They are now designated with an "I". Unreported grades no longer convert to Incompletes.

**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>.

·         Late assignments and/or quizzes/tests will normally not be accepted for a grade or reviewed for feedback and will be assigned a zero. Emergent situations in which faculty **may** consider late assignments, etc. IT IS THE SOLE RESPONSIBIITY OF THE STUDENT TO NOTIFY THE LEAD INSTRUCTOR OF ILLNESS/EMERGENCY PRIOR TO THE TEST DEADLINE. DOING SO DOES NOT GUARANTEE STUDENT ANY EXTENSION OF ASSIGNMENT/QUIZ/TEST DUE DATES. THIS IS GRANTED AT THE LEAD FACULTIES DISCRETION. Original documentation evidence for absence will be required. Acceptable forms of documentation may include 1) Official statement of student or immediate family member being or having been under medical care during the period of time in question; 2) Police report with student’s or immediate family members’ name(s) during the period of time in question; and 3) any other documentation from an official source that explains an illness/emergency during the period of time in question. Any document appearing to be altered in any way or which lacks required information will not be accepted.

·         Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted.  It is recommended that students start the test early as technical difficulties will not be accepted as an excuse.

If you are in the exam 1 minute past midnight Blackboard will enter the test as late and will not calculate the grade. If this happens you will receive a zero. I will not go in and manually grade the test.

**Exams will not be opened early. Do not ask.**

**Make-up Exams:**

**Tests will be open for a 72 hour period. Because of the length of time the exams are open, there will be no excuses for taking the exams early or late. Please do not ask. A grade of 0 will be given for any quizzes or final exam not taken by due date. Quizzes and final exam will open at 12:01 AM Friday and close 1159 PM Sunday.**

**Test Reviews:** There are no test reviews. Missed concepts will be posted after each quiz.

**Quiz and Test Taking Rules:**

Read the test taking tips prior to each quiz and test. Follow these tips to optimize your computer’s functionality, enhance blackboard’s function, and to minimize technical difficulties.

* Respondus Lockdown Browser with video monitoring will be used to administer each quiz and test. Please make sure to download Respondus prior to taking your first quiz.
* Update Respondus prior to completing each quiz and test.
* Update Java prior to completing each quiz and test.
* You will need an external high definition (1080p) webcam with a tripod. This will ensure that your IDs and videos are clearly seen. You will use this webcam throughout the online FNP curriculum. An external webcam is one that is separate from your computer or laptop.
* Using the tripod position, the webcam to the side of your desk so that the webcam captures a profile view of you, your computer, and desk. The webcam should provide a clear view of you, the desk and computer from the level of the desk up.
* To ensure your webcam is working properly, complete the webcam test prior to taking every quiz and test.
* If you are kicked out of a quiz or test, close your browser completely, reopen it, and log back into Respondus lockdown browser to continue taking the quiz or test.
* A photo ID is required to take the test. Show your driver’s license or Mav ID when prompted by the system. Only your driver’s license or Mav ID are acceptable forms of identification. A work ID badge, passport, or other forms of ID are not acceptable and should not be used.
* Your photo ID must be held close enough to the camera to be read. The photo must be facing the camera. If the image of your ID is not legible you will be asked to provide an electronic copy of your driver’s license or Mav ID to verify your identity. Your grade will not be released until your identify has been verified. Failure to verify your identity will result in a zero for the quiz or test.
* You will be asked to show your environment. When you are prompted please rotate the camera to show your desk and the room in its entirety.
* Please ensure that there are no lights shining in front of the webcam. This will obscure the images taken by the webcam.
* Your desk must be completely clear of all materials. Papers, pencils, pens, books, electronics, cell phones, tablets etc. are not allowed on or around your desk while taking a quiz or test.
* Drinks are not allowed while taking a quiz or test.
* No one else may be in the room while you are taking a quiz or test.
* Once you have started a quiz or test you are not allowed to leave your desk. You must complete and submit the quiz or test prior to leaving your desk.
* Plug in laptops and computers prior to starting the quiz or test.
* Talking is prohibited.
* The use of any electronics is strictly prohibited.
* Hats may not be worn while taking a quiz or test.

Any violation in the above rules may result in any and all of the following:

* A point deduction up to and including a grade of zero on the respective quiz or test.
* The student may be reported to The Office of Student Conduct. If The Office of Student Conduct determines the reported student has participated in academic dishonesty the consequences may include any or all of the following: a quiz or test score of zero, course failure, probation, suspension or expulsion from the university.

Students are responsible for assigned readings, web-based assignments, classroom and/or participatory assignments as given by faculty and a grade may be assigned on any of the above.

It is the student’s responsibility to contact University of Texas at Arlington Computing Help Desk (817-272-2208) for computer issues that distract from the completion of assignments. It is the student’s responsibility to ensure maintenance of Internet/software needed to complete all assignments.

Problems, concerns or issues students may have will be discussed in front of the Family Nurse Practitioner faculty team.

**Expectations of Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional \_\_9\_\_\_ hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**CONHI – language**

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Academic Advisor @ [MSNAdvising@uta.edu](mailto:MSNAdvising@uta.edu).

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=20176>

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.

**Census Day:  June 21, 2018**

**Last day to drop or withdraw – July 19, 2018 by 4:00 p.m.**

**Last day of classes – Aug. 9, 2018**

**Final Exams – August, 13, 14**

**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).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. 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).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**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)*.*

**Title IX Policy:** 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).

**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’s 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. Additional information is available at <https://www.uta.edu/conduct/>.

"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 BON using rule §215.8 as a guide.**

**Plagiarism:**  Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS) , or call (817) 272-6593.

**The English Writing Center (411LIBR)**:The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**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.

The success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: [donelle@uta.edu](mailto:donelle@uta.edu).

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).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

If you are unable to resolve your issue contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** may not apply to NP’s - for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

<http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php>

[http://www.uta.edu/police/Evacuation Procedures.pdf](http://www.uta.edu/police/Evacuation%20Procedures.pdf))

**Librarian to Contact:**

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| --- | --- | --- |
| 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**

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| **Research Information on Nursing** | [**http://libguides.uta.edu/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** | [library.uta.edu/how-to](http://library.uta.edu/how-to) |
| **Connecting from Off- Campus** | <http://libguides.uta.edu/offcampus> |
| **Academic Plaza Consultation Services** | [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza) |
| **Study Room Reservations** | [openroom.uta.edu/](http://openroom.uta.edu/) |

For help with APA formatting, you can go to:

1. <http://libguides.uta.edu>
2. Scroll down and click on “Nursing”
3. Click on “APA Guide” for advice on various aspects of paper writing.  This is a short-cut for the APA Manual.  When in doubt, refer to the Manual.

In addition to providing the general library guide for nursing (<http://libguides.uta.edu/nursing>), we can put together course specific guides for your students.  The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .

**Course Schedule:**

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| **Week/Date** | **Dates on Campus** | **Content** | **Activities** |
| Week 1: June 4-10 | **June 7 Pickard Hall**  **9 AM-11:50 AM** | EENT/Lifespan | Orientation  Attestation forms due June 10 at Midnight  Med U #23 (Sore Throat) quiz due June10 at Midnight |
| Week 2: June 11-17 |  | Respiratory/Lifespan | Med U #13(Persistent Cough) quiz due June 17 at Midnight  **Quiz 1 EENT/Resp open June 15-17 at Midnight** |
| Week 3: June 18-24 | **Meeting on campus or by Collaborate at 9 AM June 21** | Infectious Disease/Lifespan | Non Healing Lesion Case Study Due June 24 at Midnight  Med U #21 (Fever) quiz Due June 24 at Midnight  TB quiz open but not graded |
| Week 4: June 25-July 1 |  | Urology/Renal/Lifespan | **Quiz 2 ID/Renal open June 29-July1 Midnight** |
| Week 5: July 2-8 | **Meeting on Campus or by Collaborate at 9 AM July 5** | Endocrine/Lifespan | Med U #5 (Palpitations) quiz Due July 8 at Midnight |
| Week 6: July 9-15 |  | Neurology/Lifespan | Med U #18 (Headache) quiz Due July 15 at Midnight  **Quiz 3 Endocrine/Neurology open July 13-15 Midnight** |
| Week 7: July 16-22 | **Meeting on campus or by Collaborate at 9 AM July 19** | MSK/Arthritic/Rheumatic Disorders/Lifespan | Med U #10 Low Back Pain Quiz due July 22 at Midnight |
| Week 8: July 23-29 |  | Pain Management/Lifespan | **Quiz 4 MSK/Pain Management open July 27-29 Midnight** |
| Week 9: July 30- August 5 | **Meeting on Campus August 2 at 9 AM for Final Exam Review** | Cardiovascular/Vascular Lifespan | Med U #7 Leg Swelling quiz due August 5 at Midnight  Med U #31 SOB quiz due August 5 at Midnight |
| Week 10: August 6-12 |  | Final Exam | **Final Exam open August 10-12 at Midnight** |

*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. –Dr. Lynda Jarrell.”*

**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)

**MSN Graduate Student Dress Code:** The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. Students must adhere to the Dress Code Policy. www.uta.edu/nursing/file\_download/234/BSNDressCode.pdf **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

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

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**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/policy/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.

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

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. For non-emergencies, call 817-272-3381.

**Graduate Nursing Support Staff**

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| **John Gonzalez, DNP, RN, ACNP-BC, ANP-C**  Chair, Graduate Nursing Programs  Assistant Professor, Clinical  Pickard Hall Office #512  Email address:  [johngonz@uta.edu](mailto:johngonz@uta.edu) | **E. Monee’ Carter-Griffin, DNP, RN, ACNP-BC**  Associate Chair for Advanced Practice Nursing  Assistant Professor, Clinical  Pickard Hall Office #510  Email address: [monee@uta.edu](mailto:monee@uta.edu) |
| **Margarita Trevino, PhD, RN, CHN**  Associate Chair, DNP, PhD, Graduate Educator and Administration Programs  Pickard Hall Office #512A  817-272-6347  Email address: [trevinom@uta.edu](mailto:trevinom@uta.edu) | **Felicia Chamberlain**  Manager of Graduate Nursing Programs  On-line Programs support  Pickard Hall Office #515  817-272-0659  Email Address: chamberl@uta.edu |
| **Rose Olivier**  Administrative Assistant II  Graduate Nursing Programs  Pickard Hall Office #513  817-272-9517  Email address: [olivier@uta.edu](mailto:olivier@uta.edu) | **Meagan Hare**  Support Specialist II  Graduate Nursing Programs  Pickard Hall Office #520  817-272-5769  Email address: [mhare@uta.edu](file:///C:\Users\Lynda\AppData\Local\Temp\mhare@uta.edu) |
| **Tameshia Morgan,** Clinical Coordinator  Letter set – A-G  Pickard Hall Office #518  817-272-1039  Email address:  [tameshia.morgan@uta.edu](mailto:tameshia.morgan@uta.edu) | **Angel Trevino-Korenek,** Clinical Coordinator  Letter set – K-Q  Email address: [angel.korenek@uta.edu](mailto:angel.korenek@uta.edu) |
| **TBA**  Letter set – R-Z  Email address: | **Brittany Garza**, Clinical Coordinator  Letter set – H-J, NEDU, DNP  [Brittany.garza@uta.edu](mailto:Brittany.garza@uta.edu) |
|  | **Tabitha Giddings,** Administrative Assistant  Clinical Clearance  817-272-9440  [Tabitha.giddings@uta.edu](mailto:Tabitha.giddings@uta.edu) |

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| **Graduate Advisors**  [msnadvising@uta.edu](http://www.uta.edu/conhi/students/advising/nursing-grad.php) |