**The University of Texas at Arlington**

**College of Nursing**

**NURS 5467 – Pediatric Complex Care**

**Fall 2018**

**Instructor(s): Sara Moore, DNP, RN, PNP-BC, CPNP-AC, NNP**

**Office Number:** Pickard Hall #626

**Office Telephone Number**: 817-272-4885

**Email Address:** Moores@uta.edu

**Faculty Profile:** [https://mentis.uta.edu/explore/profile/sara-moore](https://mentis.uta.edu/explore/profile/nancy-wyrick)

**Office Hours:** By Appointment

* To access your faculty profile, go to <https://mentis.uta.edu/public/>**.**
* For guidance on how to upload your syllabus to the Profile System, visit [**https://www.uta.edu/provost/administrative-forms/index.php**](https://www.uta.edu/provost/administrative-forms/index.php) and choose one of the two “how to” options under “course-related information.”

**Office Hours:** By appointment only

**Section Information:** 5467, Section 001

**Time and Place of Class Meetings: ONLINE Meeting (Zoom Application). Saturday September 1, 2018 from 9am-12pm.** I am proposing that we meet as a group via zoom. I will post a link in the class announcements prior to August 27, 2018. There is no clinical check off will be required for the course. I reserve the right to set up an additional online meeting later in the semester if needed.

**Description of Course Content:** **NURS 5467. PEDIATRIC COMPLEX CARE. 4 Hours.**

This course focuses on advanced concepts and knowledge for nurse practitioner management of designated acute, chronic and complex health problems of pediatric patients and their families in multiple healthcare settings. Prerequisite: [NURS 5465](http://catalog.uta.edu/search/?P=NURS%205465).

**Student Learning Outcomes:**

* Evaluate theoretical and empirical knowledge of **designated** acute, chronic and complex health problems of pediatric patients and their families in multiple healthcare environments.
* Apply evidenced-based practice guidelines to the planning of comprehensive health care pediatric patients and their families
* Plan health promotion, health protection, and disease prevention approaches in the care of pediatric patients and their families
* Plan care that is sensitive to pediatric patients and their families in the domains of culture, spirituality, age, gender, and sexual orientation.
* Identify collaborative roles of other health professionals in the care of pediatric patients and their families.

| **MSN Essential** | **MSN UTA Program Outcome** | **Course Outcome** | **Module Objectives** | **Assignment** |
| --- | --- | --- | --- | --- |
| SLO #1 IV- Translating and integrating scholarship into practiceV-Informatics and health care technologies-Interprofessional collaboration for improving patient and population health outcomes |  | 3 | * Module 1

Review EBP guidelines for appropriate management and discharge of a patient with chronic/complex problems affecting the respiratory system. List 3 indications for tracheostomyList 5 skills the parents or caregivers are require to learn prior to discharge of a patient with a tracheostomy.Describe 3 systems problems a complex patient with chronic lung disease may have and how you as the ACPNP would address them. Describe management strategies for the child with asthma or chronic reactive airway diseaseDescribe obstructive sleep apnea (OSA) presentation in children; the diagnostic testing for OSA, treatment options and 3 sequelae of untreated OSA.  | Readings; Lecture/Recommended videos;Discussion Board #1Introduce yourself (P/F)CDM exercise #1, Part 1CDM exercise #1, Part 1CDM exercise #1, Part 1CDM exercise #1, Part 1CDM exercise #1, Part 1CDM exercise #1, Part 1Begin to study for quiz 1 (covers Modules 1-3) |
| SLO #1I-Background practice from sciences and humanities |  | 1,2 | Module 2Describe management strategies of infants and children with heart failure including medications, red flags for parent or caregiver education, medications, and the importance of followup visits throughout their life spanCompare infectious disease principles for myocarditis infective endocarditis including organisms associated with each and complications associated with each | Readings; Lecture/ recommended videos; Discussion Board #2; Pediatric CardiologyDiscussion Board #2; Pediatric CardiologyContinue to study for quiz 1 (covers Modules 1-3) |
| SLO #1I-Background practice from sciences and humanitiesSLO #2IV-Translating and integrating scholarship into practice |  | 2,3 | Module 3Identify nutritional needs of children in varying age groupsDescribe various nutritional interventions needed to ensure children can meet their required caloric intakeIdentify children at risk for failure to thrive (FTT)Discuss chronic GI illnesses and their impact on nutrition, growth, and development  | Readings; Lecture/ recommended videos; Discussion Board #3; Pediatric GastroenterologyDiscussion Board #3; Pediatric GastroenterologyDiscussion Board #3; Pediatric GastroenterologyDiscussion Board #3; Pediatric GastroenterologyContinue to study and complete quiz 1 (covers Modules 1-3) |
| SLO #1I-Background practice from sciences and humanitiesSLO #2IV-Translating and integrating scholarship into practice |  | 3 | Module 4Identify signs, symptoms, etiology, and management of common electrolyte disordersCompare patient presentation and lab values of a patient with DI, SIADH, and CSW. Calculate maintenance IV fluids using the Halliday Segar method  | Readings; Lectures/recommended videosAssignment Module 4, #1Assignment Module 4, #1Assignment Module 4, #1Begin to study for quiz 2 (covers Modules 4-6) |
| SLO #1I-Background practice from sciences and humanitiesSLO #2IV-Translating and integrating scholarship into practice |  | 3,4,5 | Module 5Identify common immunologic diseases (congenital/acquired)Identify appropriate management for common immunologic disorders including immunization regimens. Describe how immunizations work. * Discuss physiology of the immune system.
* Describe presentation of a patient with a congenital immune disorder.

Describe two types of stem cell transplant and discuss 3 side effects of transplant.   | Readings; Lectures/recommended videosDiscussion Board #4, ImmunologyDiscussion Board #4, ImmunologyDiscussion Board #4, ImmunologyDiscussion Board #4, ImmunologyDiscussion Board #4, ImmunologyDiscussion Board #4, ImmunologyContinue to study for quiz 2 (covers Modules 4-6)  |
| SLO #1I-Background practice from sciences and humanitiesSLO #2IV-Translating and integrating scholarship into practice |  | 2,5 | Module 6Identify appropriate management strategies and followup for common hematologic diseases.  List the cause of Sickle Cell Anemia (SCA), diagnosis of SCA, and 3 common complications of SCAList the cause of Cystic Fibrosis, diagnosis of CF, and 3 common complications of CFCompare the causes, presentation, monitoring and anticipatory guidance for patients with Trisomy 21, DiGeorge Syndrome, Turner Syndrome, Marfan’s Syndrome, and Noonan Syndrome  | Readings; Lectures/recommended videos; Assignment Module 6, #2,Assignment Module 6, #2,Assignment Module 6, #2,Assignment Module 6, #2,Continue to study and complete Quiz 2 (covers modules 4-6) |
| SLO #2III – Quality Improvement and Safety and IV – Translating and integrating scholarship into practice |  | 2,5 | Module 7Identify the patient with an increased risk for developing a musculoskeletal or wound disorder. Describe why children with development delay are more prone to pressure ulcers and require wound management strategies. | Readings; Lectures/recommended videos; Discussion Board #5 – Musculoskeletal/Wound ManagementDiscussion Board #5 – Musculoskeletal/Wound ManagementBegin to study for quiz 3 (covers Modules 7-9)  |
| SLO #2III – Quality Improvement and Safety and IV – Translating and integrating scholarship into practice |  | 2,5 | Module 8Identify risk factors for Cerebral Palsy (CP) and what signs and symptoms should warrant further testingList 3 questions the ACPNP would ask when screening and collecting a comprehensive health history of a newborn to identify potential developmental concerns. Describe common concerns of care givers whose child has been diagnosed with a neurological or developmental disorder.  | Readings: Lectures/recommended videosAssignment CDM #2 – Infant DevelopmentAssignment CDM #2 – Infant DevelopmentAssignment CDM #2 – Infant DevelopmentBegin to study for quiz 3 (covers Modules 7-9) |
| SLO #1 IV- Translating and integrating scholarship into practice |  | 2,4 | Module 9Compare the presentation of a patient with suspected juvenile idiopathic arthritis (JIA) and a patient with suspected Kawasaki’s Disease (KD). List 3 goals of JIA therapy and list 3 goals of KD therapy | Lectures/recommended videos; Readings; Assignment Module 9, #3Assignment Module 9, #3 Rheumatology Continue to study for and take Quiz 3 (Modules 7-9) |
| SLO #2III – Quality Improvement and Safety and IV – Translating and integrating scholarship into practice |  | 2,5 | Module 10List 3 causes of chronic pain in pediatric patientsList 3 goals of palliative careList 3 differences in palliative care and hospice  | Readings: Lectures/recommended videos; Assignment CDM #3 – Chronic Pain and Palliative CareAssignment CDM #3 – Chronic Pain and Palliative CareAssignment CDM #3 – Chronic Pain and Palliative CareBegin to study for cumulative final exam (Modules 1-11) |
| SLO #3 III – Quality Improvement and safety, VI Health Policy and Advocacy |  | 4,5 | Module 11Define transitionDefine transfer of care | Readings; Lectures/recommended Continue to study for and take cumulative Final Exam  |

**Required Textbooks and Other Course Materials:**

* Reuter-Rice, K. and Bolick, B. (2011). *Pediatric Acute Care: A Guide to Interprofessional Practice.* Jones and Bartlett **ISBN: 9780763779719**
* Herring, W., (2011). *Learning Radiology: Recognizing the Basics*. (3rd ed.). Philadelphia PA: Elsevier Mosby. **ISBN 9780323328074.**

**Recommended Textbooks:**

* Kliegman, R. Stanton, B., Geme, J., Schor, N., Behrman, R. (2011). *Nelson Textbook of Pediatrics,* (19th ed.). St. Louis, MO:  Saunders **ISBN: 9781437707557**
* Allen, P., Vessey, J., Schapiro, N. (2009). *Primary Care of the Child with a Chronic Condition* (5th ed.).St. Louis, MO: Mosby Elsevier **ISBN:  9780323058773**
* Gilbert-Barness, E., Barness, L. (2009).*Clinical Use of Pediatric Diagnostic Tests.* (2nd ed.). IOS Press **ISBN:  9781586039936**
* Park, M., Guntheroth, W., (2006). *How to Read Pediatric ECG’s.* (4th ed.). **ISBN:  9780323035705**
* American Academy of Pediatrics (2013). *Caring for the Hospitalized Child: A Handbook of Inpatient Pediatrics***.** **ISBN:  9781281107548**

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

| **Required Components for Course Credit (see course calendar for due dates)** | **Weight / Percentage Value****Within the Course** |
| --- | --- |
| Discussion Boards x 4 (2.1, 3.1, 5.1, 7.1) DB #1, Introduce Yourself (P/F) | 6.25/each – total 25% |
| Assignments x 4 (Module 4, 5, 6, 9) | 2.5/each – total 10% |
| CDM 1, Parts 1-3 (1.4, 8.1, 10.1)  | 5/each – total 15% |
| Quizzes x 3 (3.3, 6.4, 9.4) | 10.0/each – total 30% |
| Cumulative Final Exam 11.2 |  20% |
|  | **TOTAL** 100% |

# Course Topics / Lesson Titles

| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| --- | --- | --- |
| **1** | **Pulmonology** | **Lesson 1 Care of the Patient with a Tracheostomy****Lesson 2 Bronchopulmonary Dysplasia****Lesson 3 Allergic Rhinitis, Anaphylaxis and Chronic Asthma****Lesson 4 Care of the patient with OSA** |
| **2** | **Pediatric Cardiology** | **Lesson 1 Heart Failure in Children****Lesson 2 Myocarditis, Infective Endocarditis and Kawasaki’s** **Knowledge Checklist: Heart Transplantation and Immunosuppression****Knowledge Checklist: Newborns and Adults with CHD** |
| **3** | **Gastroenterology** | **Lesson 1 Enteral and TPN Nutrition****Lesson 2 Pediatric Gastroenterology****Lesson 3 Ostomies** |
| **4** | **Endocrine** | **Lesson 1 Review of Endocrine System and Fluid Regulation****Lesson 2 Endocrine Disorders** |
| **5** | **Immunology and Transplant** | **Lesson 1 Immunology****Lesson 2 Bone Marrow Transplant** |
| **6** | **Genetics** | **Lesson 1 Genetics****Lesson 2 Sickle Cell****Lesson 3 Bleeding Disorders****Lesson 4 Cystic Fibrosis and Pulmonary Exacerbation** |
| **7** | **Musculoskeletal and Wound Management** | **Lesson 1 Complications of Chronic Ortho Conditions****Lesson 2 Wound Management** |
| **8** | **Neurology** | **Lesson 1 Cerebral Palsy****Lesson 2 Seizures and Neuromuscular Disorders** |
| **9** | **Rheumatology** | **Lesson 1 Rheumatology****Lesson 2 Systemic Lupus Erythematous****Lesson 3 Joint Conditions: Arthritis****Lesson 4 Vasculitis and Kawasaki’s** |
| **10** | **Chronic Pain and Palliative Care** | **Lesson 1 Chronic Pain****Lesson 2 Palliative Care** |
| **11** | **Other important considerations in Pediatric Complex Care** | **Lesson 1 Transition of Care****Lesson 2 Adults with chronic Congenital Conditions in a Children’s Hospital** |

***Class Dates:***

**Saturday September 1, 2018 Zoom (online), 9 am to noon**

# Course Schedule and Due Dates (Central Time)

| **Course or Module Activity** | **Due Date** |
| --- | --- |
| **Module One (Week 1, 2, 3, & 4 August 22-September 16th)** |  |
| Attestation Statement | Wednesday, August 29, by 23:59 |
| Discussions- IntroductionAssignment: Clinical Decision-Making Exercise Part 1 (1.4) | Not a graded assignment. Due Saturday September 8th, by 23:59 |
| **Module Two (Week 1, 2, 3, & 4 August 22-September 16th)** |  |
| Assignment: Discussion Board 2.1 | Wednesday September 5, by 23:59 – post discussion threadSaturday September 8th, by 23:59 – post replies to 2 colleagues |
| **Module Three (Week 1, 2, 3, & 4 August 22-September 16th)** |  |
| Assignment: Discussion Board 3.1Exam 1, 3.3 (Modules 1-3)  | Wednesday September 5, by 23:59 – post discussion threadSaturday September 8th, by 23:59 – post replies to 2 colleagues Exam #1 opens Wednesday September 12 at 0800-Friday September 14th at 23:59  |
| **Module Four (Week 5, 6, & 7—September 17-October 7th)** |  |
| Assignment 1: Electrolyte disturbances | Due Saturday September 28th by 23:59 |
| **Module Five (Week 5, 6, & 7—September 17-October 7th)** |  |
| Assignment: Discussion Board 5.1 | Wednesday, September 26th by 23:59 – post discussion thread Saturday, September 28th by 23:59 – post replies to 2 colleagues |
| **Module Six (Week 5, 6, & 7—September 17-October 7th)** |  |
| Assignment 2: GeneticsExam #2 (Modules 4-6) | Saturday September 28th by 23:59Wednesday, October 3rd, 0800-Friday October 5th, 23:59 |
| **Module Seven (Week 8, 9, & 10—October 8- October 28th)** |  |
| Assignment: Discussion Board 7.1 | Wednesday, October 17th, 23:59 – post discussion threadSaturday, October 20th, 23:59 – post replies to 2 colleagues |
| **Module Eight (Week 8, 9, & 10—October 8- October 28th)** |  |
| Assignment: Clinical Decision Making 2 (8.1)– Infant Development  | Due Saturday October 20th by 23:59 |
| **Module Nine (Week 11 & 12—October 29-November 11th)** |  |
| Assignment #3: RheumatologyExam #3 (Modules 6-9) | Saturday November 3rd, 23:59Wednesday November 7, 08:00 – Friday, November 9th, 23:59 |
| **Module Ten (Week 13 & 14—November 12-November 25th)** |  |
| Assignment: Clinical Decision Making 3 (10.1) – Chronic Pain and Palliative Care | Due Saturday November 17, 23:59 |
| **Module Eleven (Week 15 & 16—November 26-December 4th)** |  |
| Exam (Cumulative Final Exam over Modules 1-11) | Wednesday, November 28, 08:00 – Friday, November 30, 23:59 |

**Assignments are due by 23:59 pm (CST)**

**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, **Participation in Blackboard and in course content is mandatory, I will not take attendance**. 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.

**Other Requirements:** Zoom meeting for course orientation will be utilized

**Clinical Hours:** No clinical hours are expected during 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

**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/complaints/index.php>.

**Late Assignments / Assignments:** *Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. 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.*

**Make-up Exams:** Please contact your faculty for approval.

**Test Reviews:** Contact faculty for instructions.

**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 12-16 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.

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:  September 7, 2018**

**Last day to drop or withdraw – November 2, 2018 by 4:00 p.m.**

**Last day of classes – December 4, 2018**

**Final Exams – December 10 – 14, 2018**

**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%3A%5CUsers%5Colivier%5CAppData%5CLocal%5CTemp%5Cjmhood%40uta.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, 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. Lauri John is available as a writing coach to assist graduate nursing students who need help with their writing assignments/papers. She can help students improve the clarity and organization of their written papers.  She can be reached via email: ljohn@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.

**Writing Assistance for Students**

Should you need assistance with writing, please contact your Lead Teacher for information.

**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.

**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:** 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.

<https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Librarian to Contact:**

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| **Nursing Liaison Librarians:**nursinglibrarians@uta.edu (Use if you need an immediate response) |
| **ReaAnna Jeffers**Information Literacy and Health Sciences Librarianraeanna.jeffers@uta.edu817-272-1563Office Hours: 11am – 2pm (Mon., Tues., Wed.) |
| **Library Resources**Library Website: [library@uta.edu](https://d.docs.live.net/7968d7e5601a0983/UTA/Complex%205467/2018/library%40uta.edu)Nursing Databases: [http://libguides.uta.edu/az.php?s=9598](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Faz.php%3Fs%3D9598&data=02%7C01%7C%7C0d1da449e5d04784c1fa08d5ec0bc951%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636674457709517391&sdata=c5Kf9OBtVzO1KWEHRDZ8I81tE9XeJGM0yRRzZKLE6w4%3D&reserved=0)APA Guide: [http://libguides.uta.edu/apa](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fapa&data=02%7C01%7C%7C0d1da449e5d04784c1fa08d5ec0bc951%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636674457709517391&sdata=C6elO2qMhqfos1UlRpem2DTC8KknPTNrjYoAfWNPRlI%3D&reserved=0)Nursing Guide: [http://libguides.uta.edu/nursing](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fnursing&data=02%7C01%7C%7C0d1da449e5d04784c1fa08d5ec0bc951%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636674457709527399&sdata=xd0An2FCDmWe%2FGNQBxi5zsnqLLgLh8binjHTXN7%2F%2BCE%3D&reserved=0)Other Nurrsing Guides: [http://libguides.uta.edu/?b=s](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2F%3Fb%3Ds&data=02%7C01%7C%7C0d1da449e5d04784c1fa08d5ec0bc951%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636674457709537403&sdata=WceylYZ37Kfn%2FTotwmRwJTEeokal3Ym%2BfA91CUBHW9U%3D&reserved=0) |

Contact all nursing librarians:

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> .

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

**Clinical/Practicum Preparation - InPlace Pathway to Graduation**

**The time is now** for you to begin submitting the required documentation for your clinical or practicum courses. To help ensure you begin your clinical or practicum courses as scheduled on your degree plan, there is a series of **required steps** you must take with **important deadlines** along the way. Access your InPlace Pathway to Graduation today and get started.

**How to Access Your InPlace Pathway to Graduation**

1. Go to [inplace.uta.edu](https://www.inplace.uta.edu)

2. Click on the blue box labeled “Staff and Students”

3. Log in using your UTA Net ID (not email) and UTA password

*Be sure to type your UTA Net ID and password carefully. The system is secured, and if you enter your login information incorrectly more than once you will receive an error message and be locked out of the system until the security automatically resets. This can take several hours to reset, so use care when entering your information.*

**Home Screen Welcome Notification**

On your InPlace home screen, you will see a note on the right side titled, “Welcome! – IMPORTANT – PLEASE READ.” Here you will find instructions for clinical and practicum clearance. You will be directed to an area called “Shared Documents” where you will see the steps of your Pathway to Graduation in sequential order. **Read the steps carefully and thoroughly, and be sure to meet all required deadlines.**

Your Pathway to Graduation is a series of “steps” that are designed to guide you through successful clinical/practicum clearance. The steps are outlined in documents located in the InPlace system, in the “Shared Documents” folder. You are responsible for reading through the following documents in the order they are listed and acting on them sequentially. Note that all self-placement submissions must be complete at least 4 months in advance of your clinical/practicum start date. Failure to meet this deadline increases the risk that you will not be cleared for clinical/practicum on time and will have your degree plan adjusted for a future start date of the clinical/practicum course.

**Your Pathway to Graduation**

**Step 1: Castle Branch Compliance** (right away – must remain compliant throughout entire program, even if you are not in a clinical setting)

**Step 2: Review Clinical/Practicum Requirements** (right away – secure your clinical/practicum arrangements as soon as possible)

**Step 3: Complete Self-Placement Submissions** (DEADLINE: 4 months before the clinical/practicum course start date on your degree plan)

**Step 4: Background Check and Drug Screen** (must be done 30 days before your first clinical/practicum course, NOT SOONER. Instructions and a link for the drug test and background check will be sent 30 days before your first clinical/practicum course.)

**IMPORTANT POLICIES AND STUDENT RESOURCES FOR SUCCESS:** *This document can be found in InPlace “Shared Documents” immediately after the steps of the Pathway to Graduation that are outlined above. You are responsible for adhering to all policies and procedures in this document and in the UTA Student Handbook.*

**Your Clinical Coordination Team**

**Nurse Practitioner students with last names beginning with A-G only**

Tameshia Morgan (tameshia.morgan@uta.edu)

**Nurse Practitioner students with last names beginning with H-J only**

**All DNP and Nursing Education students**

Brittany Garza (brittany.garza@uta.edu)

**Nurse Practitioner Students with last names beginning with K-Q only**

Angel Korenek (angel.korenek@uta.edu)

**Nurse Practitioner students with last names beginning with R-Z only**

Kendra Lemon (kendra.lemon@uta.edu)

***Please include your full name, 10 digit UTA student ID number, and program in all email correspondence. Thank you!***

**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 in the state of Texas.  It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Chair of the Graduate Nursing Program. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.bon.state.tx.us&data=02%7C01%7Colivier%40uta.edu%7C6fb403a85ae94c93d21608d5e69f23b4%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636668493524291451&sdata=a8CdDGmvHDMpbMG%2BmdcXoJLS6vdu%2B%2F75TvZgJInHWzM%3D&reserved=0)

**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**: **[Optional but strongly recommended]** 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 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 #512A817-272-6347Email address: trevinom@uta.edu  | **Felicia Chamberlain**Manager of Graduate Nursing ProgramsOn-line Programs supportPickard Hall Office #515817-272-0659Email Address: [chamberl@uta.edu](file:///%5C%5Ctalisman%5Cnurs%5CAcademic%20Programs%5CMSN%20Programs%20%28Carter%20and%20Trevino%29%5CSyllabi%5CSyllabi%20Templates%5Cchamberl%40uta.edu) |
| **Rose Olivier**Administrative Assistant IIGraduate Nursing ProgramsPickard Hall Office #513817-272-9517Email address:  olivier@uta.edu | **Meagan Hare**Support Specialist IIGraduate Nursing ProgramsPickard Hall Office #520817-272-5769Email address: [mhare@uta.edu](file:///%5C%5Ctalisman%5Cnurs%5CAcademic%20Programs%5CMSN%20Programs%20%28Carter%20and%20Trevino%29%5CSyllabi%5CSyllabi%20Templates%5Cmhare%40uta.edu) |
| **Tameshia Morgan,** Clinical CoordinatorLetter set – A-GPickard Hall Office #518817-272-6344Email address:  tameshia.morgan@uta.edu | **Angel Trevino-Korenek,** Clinical CoordinatorLetter set – K-Q682-710-1569Email address:  angel.korenek@uta.edu |
| **Kendra Lemon,** Clinical Coordinator Letter set – R-ZPickard Hall Office #518817-272-9440Email address: Kendra.lemon@uta.edu | **Brittany Garza**, Clinical CoordinatorLetter set – H-J, NEDU, DNPPickard Hall Office #518817-272-1039281-810-2339 Friday’s only Email address: Brittany.garza@uta.edu  |
| **Tabitha Giddings,** Administrative Assistant817-272-4876Pickard Hall Office #517Email address: Tabitha.giddings@uta.edu |  |

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