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

# NURS 5467 Pediatric Complex Care

# Course Description

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

# Pre and Co-requisite Courses

Graduate Standing

# Section:

400 and 401

# Instructor(s):

Lindy L. Moake, RN, MSN, PCCNP

# Email:

moake@uta.edu

# Student Email

Students enrolled in online NP courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly**.**

Faculty and Students – Email

For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student’s personal email address will be deleted without a response.

Instructor Office or Department Location: *Pickard Hall Office #626*

Instructor Office or Department Telephone Number: **817-272-2776**

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Manager-Graduate Nursing Online Programs

Emergency Phone Number for Reaching Faculty:

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Manager-Graduate Nursing Online Programs

# Faculty Profile

INSERT FACULTY PROFILE LINK

* 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> and choose one of the two “how to” options under “course-related information.”

Preferred Methods for Reaching Instructor

INSERT PREFERRED METHOD

# Maximum Timeframe for Responding to Student Communication

Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame. **Response to student assignments may be expected no later than 96 hours after the due date and time.**

Virtual Office Hours

Please email the professor to schedule an individual or small group, virtual work session during office hours or at a separate time if necessary. Include the purpose of the meeting, what you hope to learn because of this meeting and who will be participating in your email.

The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email, an announcement, or the question and answer forum provided within the course.

# Zoom

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

* Use a computer with video and audio features
* Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
* Check their video and audio features via the cues provided in Zoom

The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.

Students do not need a Zoom account to join Zoom meetings hosted by a faculty member.

Zoom tutorials can be found at the following link:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

# Credit Hours: 3

# Clinical Hours:

Clinical hours are not required until the last three courses of the program, however **preparation for clinical coursework begins early in the degree program.** Check your Pathway to Graduation for detailed instructions regarding what you must do concurrently with each academic course to ensure you are ready for your clinical experience!

If you do not have access to your online Pathway to Graduation please notify your advisor. You will need to check and use your Pathway to Graduation concurrently with every course throughout the MSN-NP degree program.

# Textbooks or Equipment - REQUIRED

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

You will need an external high definition (1080p) webcam with a tripod. An external webcam with a tripod is required to allow you to meet the requirements of the video monitoring for each test. An external webcam is one which is separate from your computer or laptop. Logitech tends to be a good brand, but any high definition external webcam is acceptable.

## Textbooks or Equipment - RECOMMENDED

1. Kliegman, R. Stanton, B., Geme, J., Schor, N., Behrman, R. (2011). *Nelson Textbook of Pediatrics,* (19th ed.). St. Louis, MO:  Saunders  **ISBN: 9781437707557**
2. 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**
3. Gilbert-Barness, E., Barness, L. (2009).*Clinical Use of Pediatric Diagnostic Tests.* (2nd ed.). IOS Press  **ISBN:  9781586039936**
4. Park, M., Guntheroth, W., (2006). *How to Read Pediatric ECG’s.* (4th ed.). **ISBN:  9780323035705**
5. American Academy of Pediatrics (2013). *Caring for the Hospitalized Child: A Handbook of Inpatient Pediatrics***.** **ISBN:  9781281107548**
6. *Pediatric Advanced Life Support Provider Manual.* Dallas, TX:American Heart Association  **ISBN:  9781616691127**

# Attendance Policy

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines. The course has been developed to be delivered completely online. There are no mandatory in class attendance requirements however you are required to meet the established assignment due dates.

# Course Expectations

The amount of time required by students to study and complete assignments in this course will vary according to students’ previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to “unlearn” practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

It is recommended that students schedule a minimum of ­20 hours per week to study and complete their online content in this didactic (non-clinical) course, however, some weeks may require fewer hours and other weeks may require more hours.

# NP Program Expectations

1. GPA of 3.0: Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

* your course professor
* UTA Student Success Coordinators
* Your advisor
* Your retention specialist

1. Successful completion of the required clinical hours during your last three courses is completely dependent upon successful completion of clinical placements in your Pathway to Graduation. Successful graduation requires both completion of your courses and timely completion of all of the requirements in your Pathway to Graduation.
2. Preceptors and Clinical Sites: Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the overall program to ensure readiness when the clinical courses begin.

# Course Topics / Lesson Titles

| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| --- | --- | --- |
| **1** | **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** |

# Course Outcomes and Performance Measurement:

1. Assess, diagnose, and manage children birth to 21 years with acute and critical, single, and multi-system health problems using evidence-based knowledge.
2. Use technology to provide therapeutic management of children with complex acute and critical illnesses.
3. Collaborate with other health professionals to promote quality health outcomes for acutely and critically ill children and their families.
4. Use research to examine outcomes of Acute Care Pediatric Nurse Practitioner (ACPNP) practice.

**Course Chart**

| **MSN Essential** | **MSN UTA Program Outcome** | **Course Outcome** | **Module Objectives** | **Assignment** |
| --- | --- | --- | --- | --- |
| SLO #1  IV- Translating and integrating scholarship into practice  V-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 tracheostomy  List 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 disease  Describe 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 #1  Introduce yourself (P/F)  CDM exercise #1, Part 1  CDM exercise #1, Part 1  CDM exercise #1, Part 1  CDM exercise #1, Part 1  CDM exercise #1, Part 1  CDM exercise #1, Part 1  Begin to study for quiz 1 (covers Modules 1-3) |
| SLO #1  I-Background practice from sciences and humanities |  | 1,2 | Module 2  Describe 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 span  Compare 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 Cardiology  Discussion Board #2; Pediatric Cardiology  Continue to study for quiz 1 (covers Modules 1-3) |
| SLO #1  I-Background practice from sciences and humanities  SLO #2  IV-Translating and integrating scholarship into practice |  | 2,3 | Module 3  Identify nutritional needs of children in varying age groups  Describe various nutritional interventions needed to ensure children can meet their required caloric intake  Identify 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 Gastroenterology  Discussion Board #3; Pediatric Gastroenterology  Discussion Board #3; Pediatric Gastroenterology  Discussion Board #3; Pediatric Gastroenterology  Continue to study and complete quiz 1 (covers Modules 1-3) |
| SLO #1  I-Background practice from sciences and humanities  SLO #2  IV-Translating and integrating scholarship into practice |  | 3 | Module 4  Identify signs, symptoms, etiology, and management of common electrolyte disorders  Compare 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 videos  Assignment Module 4, #1  Assignment Module 4, #1  Assignment Module 4, #1  Begin to study for quiz 2 (covers Modules 4-6) |
| SLO #1  I-Background practice from sciences and humanities  SLO #2  IV-Translating and integrating scholarship into practice |  | 3,4,5 | Module 5  Identify 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 videos  Discussion Board #4, Immunology  Discussion Board #4, Immunology  Discussion Board #4, Immunology  Discussion Board #4, Immunology  Discussion Board #4, Immunology  Discussion Board #4, Immunology  Continue to study for quiz 2 (covers Modules 4-6) |
| SLO #1  I-Background practice from sciences and humanities  SLO #2  IV-Translating and integrating scholarship into practice |  | 2,5 | Module 6  Identify 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 SCA  List the cause of Cystic Fibrosis, diagnosis of CF, and 3 common complications of CF  Compare 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 #2  III – Quality Improvement and Safety and IV – Translating and integrating scholarship into practice |  | 2,5 | Module 7  Identify 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 Management  Discussion Board #5 – Musculoskeletal/Wound Management  Begin to study for quiz 3 (covers Modules 7-9) |
| SLO #2  III – Quality Improvement and Safety and IV – Translating and integrating scholarship into practice |  | 2,5 | Module 8  Identify risk factors for Cerebral Palsy (CP) and what signs and symptoms should warrant further testing  List 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 videos  Assignment CDM #2 – Infant Development  Assignment CDM #2 – Infant Development  Assignment CDM #2 – Infant Development  Begin to study for quiz 3 (covers Modules 7-9) |
| SLO #1  IV- Translating and integrating scholarship into practice |  | 2,4 | Module 9  Compare 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, #3  Assignment Module 9, #3 Rheumatology  Continue to study for and take Quiz 3 (Modules 7-9) |
| SLO #2  III – Quality Improvement and Safety and IV – Translating and integrating scholarship into practice |  | 2,5 | Module 10  List 3 causes of chronic pain in pediatric patients  List 3 goals of palliative care  List 3 differences in palliative care and hospice | Readings: Lectures/recommended videos;  Assignment CDM #3 – Chronic Pain and Palliative Care  Assignment CDM #3 – Chronic Pain and Palliative Care  Assignment CDM #3 – Chronic Pain and Palliative Care  Begin to study for cumulative final exam (Modules 1-11) |
| SLO #3  III – Quality Improvement and safety, VI Health Policy and Advocacy |  | 4,5 | Module 11  Define transition  Define transfer of care | Readings; Lectures/recommended  Continue to study for and take cumulative Final Exam |

# Course Schedule and Due Dates (Central Time)

| **Course or Module Activity** | **Due Date** |
| --- | --- |
| **Module One (All Courses)** |  |
| Attestation Statement | Wednesday, August 15th, by 23:59 |
| Discussions- Introduction  Assignment: Clinical Decision Making Exercise Part 1 (1.4) | Not a graded assignment.  Due Friday, August 17th, by 23:59 |
| **Module Two** |  |
| Assignment: Discussion Board 2.1 | Wednesday August 15th, by 23:59 – post discussion thread  Saturday August 18th, by 23:59 – post replies to 2 colleagues |
| **Module Three** |  |
| Assignment: Discussion Board 3.1  Exam 1, 3.3 (Modules 1-3) | Wednesday August 22nd, by 23:59 – post discussion thread  Saturday August 25th, by 23:59 – post replies to 2 colleagues  Exam #1 opens Wednesday August 22nd at 0800-Friday August 24th at 23:59 |
| **Module Four** |  |
| Assignment 1: Electrolyte disturbances | Due Friday, August 24th by 23:59 |
| **Module Five** |  |
| Assignment: Discussion Board 5.1 | Wednesday, August 29th by 23:59 – post discussion thread Saturday, September 1st by 23:59 – post replies to 2 colleagues |
| **Module Six** |  |
| Assignment 2: Genetics  Exam #2 (Modules 4-6) | Friday, August 31st by 23:59  Wednesday, September 5th, 0800-Friday September 7th, 23:59 |
| **Module Seven** |  |
| Assignment: Discussion Board 7.1 | Wednesday, September 5th, 23:59 – post discussion thread  Saturday, September 8th, 23:59 – post replies to 2 colleagues |
| **Module Eight** |  |
| Assignment: Clinical Decision Making 2 (8.1)– Infant Development | Due Friday, September 7th by 23:59 |
| **Module Nine** |  |
| Assignment #3: Rheumatology  Exam #3 (Modules 6-9) | Friday, September 14th, 23:59  Wednesday September 19th, 08:00 – Friday, September 21nd, 23:59 |
| **Module Ten** |  |
| Assignment: Clinical Decision Making 3 (10.1) – Chronic Pain and Palliative Care | Due Friday, September 28th, 23:59 |
| **Module Eleven** |  |
| Exam (Cumulative Final Exam over Modules 1-11) | Wednesday, October 3rd, 08:00 – Friday, October 5th, 23:59 |

# Assignments and Assessments

## Blackboard Required

Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback nor graded. They will be assigned a grade of zero. No exceptions will be made**.**

## Technical Problems

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment (case study or discussion board) or test. If you experience technical difficulties, contact Blackboard Support to help resolve the issue. They are open 24 hours a day. All technical issues must be resolved prior to an assignment or test due date and time. Assignments or tests which are submitted late secondary to technical issues may not be accepted and/or are subject to a point deduction up to and including a zero.

## Late Assignments / Assessments/ Tests

Late assignments may not be accepted for a grade or reviewed for feedback (regardless of the reason) and/or are subject to a point deduction up to and including a zero.

## Central Standard Time Zone

The University of Texas at Arlington is located in the central standard time zone. As such all due dates and times are based on the central standard time zone. All students regardless of their physical location are required to adhere to the central standard time zone due dates and times. It is the student’s responsibility to know, in which time zone they are located, how it differs from the CST zone, and to ensure they follow the due dates and times accordingly. Late assignments or tests will not be accepted if the student encounters difficulties due to time zone discrepancies.

## Plagiarism

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All your work is to be in your own words, paraphrased and referenced per APA style. Using quoted sentences is not an acceptable way to complete any assignment in this course and does not reflect synthesis of the material. Consequently, the use of quoted sentences will result in a point deduction up to and including a zero**.**

# Academic Integrity

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas Board of Nursing (BON) using rule §215.8 as a guide.**

# APA 6th Edition

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

* <http://library.uta.edu/sites/default/files/apa2014.pdf>
* <http://libguides.uta.edu/apa>
* <http://library.uta.edu/how-to/paper-formatting-apa-st>

# Grading and Evaluation

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 90-100

B = 80-89.99

C = 70-79.99

Students are required to maintain a GPA of 3.0. Final grades are not rounded up.

| **Required Components for Course Credit** | **Weight / Percentage Value**  **Within the Course** |
| --- | --- |
| 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% |

## Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

## Drop Policy

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor.

Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://www.uta.edu/fao/>  .  The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20166>.

1. A student may not add a course after the end of late registration.

2. A student dropping a graduate course after the Census Date but on or before the last day to drop may, receive a grade of W. Students dropping a course must:

(1)  Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

## Librarian to Contact

* Peace Williamson, 817-272-6208, [peace@uta.edu](mailto:peace@uta.edu)
* Lydia Pyburn, 817-272-7593, [llpyburn@uta.edu](mailto:llpyburn@uta.edu)
* Heather Scalf, 817-272-7436, [scalf@uta.edu](mailto:scalf@uta.edu)

Contact all nursing librarians: [library-nursing@listserv.uta.edu](mailto:library-nursing@listserv.uta.edu)

## Helpful Direct Links to the UTA Libraries’ Resources

* Research Information on Nursing, <http://libguides.uta.edu/nursing>
* Library Home Page, <http://library.uta.edu/>
* Subject Guides, <http://libguides.uta.edu>
* Ask Us, <http://ask.uta.edu>
* Database List, <http://libguides.uta.edu/az.php>
* Course Reserves, <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
* Library Catalog, <http://uta.summon.serialssolutions.com/#!/>
* E-Journals, <http://pulse.uta.edu/vwebv/searchSubject>
* Library Tutorials, <http://www.uta.edu/library/help/tutorials.php>
* Connecting from Off- Campus, <http://libguides.uta.edu/offcampus>
* Academic Plaza Consultation Services, <http://library.ua.edu/academic-plaza>
* Study Room Reservations: <http://openroom.uta.edu>

Resources often used by online students: <http://library.uta.edu/distance-disability-services>

# Disability Accommodations

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)**:

[www.uta.edu/disability or calling 817-272-3364](http://www.uta.edu/disability%20or%20calling%20817-272-3364).

**Counseling and Psychological Services, (CAPS):**

[www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

# Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

# Student Success Faculty

In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance.   Course content challenges may also be addressed, with referral to additional resources as indicated.  Dr. Schira can be reached via email:  [schira@uta.edu](mailto:schira@uta.edu).

# Student Evaluation of Course

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

Title IX

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\olivier\AppData\Local\Temp\jmhood@uta.edu).

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

## Status of RN Licensure

All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Associate Dean, Department of Graduate Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

## UTA Student Identification

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

## Ebola exposure

Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

## Confidentiality Agreement

You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. **Please do not sign** other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

## Graduate Student Handbook

Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/conhi/students/msn-resources/index.php>

## Student Code of Ethics

The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/conhi/students/msn-resources/index.php>

## No Gift Policy

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is <http://www.uta.edu/conhi/students/scholarships/index.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

## Online Conduct

The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTA CONHI Graduate Student Handbook for more information.

## Faculty and Staff Contact

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