

The University of Texas at Arlington
College of Nursing
NURS 5463 Adult Gerontology Acute Care
Summer 2019

Instructor(s): John D. Gonzalez DNP, RN, ACNP-BC, ANP-C

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Office Hours: By Appointment

Instructor(s): Monee Carter-Griffin DNP, RN, ACNP-BC

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Faculty Profile: <https://mentis.uta.edu/explore/profile/essence-carter-griffin>

Office Hours: By Appointment

Section Information: N5463-001

Time and Place of Class Meetings:

All classes will meet in Pickard Hall

Date	Time (CST)	Room Number	Comments
6/20/2019	3:30 pm to 7pm	205	
7/3/2019	3:30 pm to 7pm	205	Please note this a Wednesday.
7/18/2019	3:30 pm to 7pm	205	
8/1/2019	3:30 pm to 7pm	205	
8/8/2019	3:30 pm to 7pm	205	

Description of Course Content:

Focuses on an interprofessional approach and the development of advanced knowledge in the primary care management of adults from adolescence through old age, their families, and communities in a variety of health care settings.

Student Learning Outcomes:

The Adult-Gerontology Acute Care NP student will:

1. Integrate theoretical knowledge and evidence-based care into the evaluation, diagnosis, and management of complex multisystem dysfunction across health care settings.

2. Plan for collaboration with the individual, family, informal care givers, and other health care professionals to promote continuity of care and to improve outcomes across healthcare settings.
3. Develop interprofessional interventions to promote quality health outcomes for patients experiencing acute, critical, or complex chronic illness.
4. Evaluate legal and health policy influences on the provision of care for patients experiencing acute, critical, or complex chronic illnesses across the adult lifespan
5. Plan education and counseling for patients, families, and caregivers to restore and maintain health.
6. Synthesize clinical data to make decisions regarding the appropriate evaluation, diagnosis, and management of complex multisystem dysfunction to promote safety and risk reduction.
7. Promote patient safety in transitions between and across health care delivery environments.

Required Textbooks and Other Course Materials:

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association, 6th edition.

Barkley, T. W. & Myers, M. M. (2015). Practice considerations for adult gerontology acute care nurse practitioners. West Hollywood: CA / Barkley & Associates. (2nd edition, Volumes 1 & 2)

McKean, S. C., Ross, J. J., Dressler, D. D., & Scheurer, D. B. (2017). *Principles and practice of hospital medicine*. New York: McGraw Hill.

Oropello, J. M., Kvetan, V., & Pastores, S. M. (2017). Critical Care. New York: McGraw Hill Education.

Pagana, K. D., Pagana, T. J., & Pagana N. P. (2017). *Mosby's diagnostic and laboratory test reference*. St. Louis: Elsevier Mosby.

Papadakis, M. A. & McPhee, S. J. (2018). *Current medical diagnosis & treatment*. New York: McGraw Hill.

Williams, B., Chang, A., Ahalt, C., Chen, H., Conant, R., Landefeld, C. S., Ritchie, C., & Yukawa, M. (2014). *Current diagnosis and treatment: Geriatrics*. New York: McGraw Hill.

Additional Resources (Not Required)

American Association of Critical Care Nurses. (2017). *Scope and standards of practice for the acute care nurse practitioner* (3rd ed.) Aliso Viejo, CA

- Bhat, P., Dretler, A., Gdowski, M., Ramgopal, R., & Williams, D. (2016). *The Washington manual of medical therapeutics*. Philadelphia: Wolters Kluwer Health / Lippincott Williams & Wilkins.
- Gilbert, D., Moellering, R., Eliopoulous, G, Chambers, H., Saag, M., (2018). *The Sanford Guide to Antimicrobial Therapy*. (48th Ed.).
- Herring, W. (2015). *Learning Radiology Recognizing The Basics*. [3rd edition]. Elsevier.
- Nicoll, D., Lu, C. M., Pigone, M., & McPhee, S. J. (2017). *Guide to diagnostic tests*. New York: McGraw Hill Lange
- Reddi, A. S. (2017). *Fluid, Electrolyte and Acid-Base Disorders*. Springer.
- Sabatine, M. S. (2016). *Pocket medicine*. Philadelphia: Wolters Kluwer Health / Lippincott Williams & Wilkins.
- Seller, R. H. & Symons, A. B. (2017). *Differential diagnosis of common complaints*. Philadelphia: Elsevier Saunders.
- Thaler, M. S. (2019). *The Only EKG BOOK You'll Ever Need*. [9th edition]. Wolters Kluwer.

Descriptions of major assignments and examinations with due dates:

Course Format and Design

AGACNPs may function in an autonomous manner to provide high quality, evidenced based care to the patients which they serve. The AGACNP is frequently faced with complex, acute and chronic issues which require a higher level of information synthesis, application, and clinical reasoning to stabilize, restore or maintain health. This course is designed to help facilitate your learning experience with proactive learning strategies to develop these essential skills.

A hybrid course format is used to deliver content. Extensive weekly lectures, topic outlines and objectives are provided. Class time will take on variable formats including small group work, presenting to the class, and completing in-class case studies. To get the best experience from your small group work and/or the in-class case studies, all readings and lectures should be completed prior to coming to a scheduled class. This includes content that is scheduled on the week of a scheduled class meeting.

Tests

There is a total of five tests in this course. Each test will contain approximately 50 multiple choice questions; however, the total number may vary. You will have approximately 2.4 minutes per question. Thus, the time allotted for the completion of a test which contains 50 questions is 2 hours. Test questions are developed from the required readings and the lectures.

Test 5 is not comprehensive; however, the concepts in this course build on one another and will

be integrated into each test. You will need to understand concepts from each week as they may appear in a later test within the course. Because this course builds on previously acquired knowledge, you are responsible for all previously learned content from Advanced Pathophysiology, Advanced Pharmacology, Advanced Assessment, Role, and Adult Gerontology Management Across the Continuum of Care. Tests items may be inclusive of this information as well. You are expected to do your own work. The use of reference materials or outside help of any kind is prohibited and doing so will result in an automatic zero on the respective test and the student will be referred to the Office of Student Conduct.

Each test will open **beginning Friday at 8:00am (CST) through Sunday at 8:00am** (CST) on the respective week it is scheduled. Students are expected to take each test during the scheduled time. Work and personal schedules must be arranged around the schedule for each test and alternative test dates will not be granted for work, vacation, or other personal schedule conflicts. Limited alternative test dates may be granted at the faculty's discretion for university approved absences and require appropriate documentation. Should the faculty assess that the documentation provided by the student is not appropriate, an extension or make up test will not be granted, and a grade of zero will be assigned for the test if it is missed. Tests which are missed secondary to an unapproved university absence are subject to a point deduction up to and including a zero.

Discussing the test is strictly prohibited. Any person caught discussing any test content will be given a zero on the respective test and referred to the Office of Student Conduct. To ensure the integrity of the test and to prepare you for certification, test questions come from a pool of questions, may include pictures (e.g. CXR, ECGs, etc.), and are randomly assigned to the students.

Test questions are developed from the required readings and the lectures. The questions will cover the topics listed for each major content area and are aligned with the content objectives. Focus your reading and studying on the listed topics, guided by the objectives. In accordance with the graduate nursing program's policy individual test review will not be allowed. General feedback will be given to the class as a whole.

All tests will be video monitored and require the use of Respondus Lockdown browser and a webcam.

TEST TAKING REQUIREMENTS ARE AVAILABLE IN CANVAS, please read and follow these requirements when taking a test.

Class Participation Grade: Class will meet five times on campus and attendance is required. This is an all or nothing grade. To receive full credit for each class one must be present for the entire class. Any student coming to class more than 5 minutes late or leaves before class is over will receive a zero for the respective class date. Attendance will be taken at the beginning and end of each class. If a class is missed a grade of zero will be assigned. Attending class is extremely important for your learning process and grade. Make up assignments will not be allowed for missed classes. The content covered during each class will pertain to the topics covered in the weekly lectures and readings assigned in the weeks preceding the class and is inclusive of the content presented during the week of a scheduled class meeting. Therefore, it is essential that you complete the lectures and readings prior to coming to class.

Quality in Acute Care Worksheet: The quality in acute care worksheet is an assignment which will help students to understand the importance of quality in the acute care setting and serves as an introduction to the quality process and metrics. A rubric with specific instructions is available in CANVAS and should be followed to complete the assignment. There is not a minimum page limit, however there is a maximum limit of 8 pages, not including the title or reference pages. If you have difficulties with writing, please work with the writing center to improve your skills and paper prior to submitting it for grading. The worksheet is due on **7/11/2019 before 0800 AM (CST)**. The assignment should be submitted through CANVAS. Papers which are submitted through email may not be accepted for a grade or given feedback and/or will receive a zero. A late submission may not be accepted and/or is subject to a point deduction up to and including a zero. Unicheck will be used to check for plagiarism.

Other Requirements: Students must have an up-to-date computer system preferably with wired (not wireless) high speed internet in addition to e-mail and internet skills. The course will be delivered in a hybrid format and lectures will be posted online for viewing. Respondus Lockdown Browser with webcam monitoring will be used to administer all test. Please download Respondus at: <http://www.respondus.com/lockdown/download.php?id=163943837>

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. Class will meet five times on campus this semester. Each class meeting time is required and a grade will be assigned for class participation. Attendance will be taken. The class participation grade is an all or nothing grade. There are no make-up assignments for any missed class. In the event a class is missed a grade of zero will be assigned for the respective missed class.

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 CANVAS. This date is reported to the Department of Education for federal financial aid recipients.

Other Requirements: Students must have an up-to-date computer system preferably with wired (not wireless) high speed internet in addition to e-mail and internet skills. The course will be delivered in a hybrid format and lectures will be posted online for viewing. Respondus Lockdown Browser with webcam monitoring will be used to administer all test. Please download Respondus at: <http://www.respondus.com/lockdown/download.php?id=163943837>

Clinical Hours: No clinical hours are required for 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

Major assignments and examinations:

1. Test 1	14%
2. Test 2	14%
3. Test 3	14%
4. Test 4	14%
5. Test 5	14%
6. Class Participation 1	3%
7. Class Participation 2	3%
8. Class Participation 3	3%
9. Class Participation 4	3%
10. Class Participation 5	3%
11. Quality Paper	15%

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. For graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/complaints/index.php>.

Late Assignments / Assignments: Late written assignments may not be accepted for a grade or reviewed for feedback and/or are subject to a point deduction up to an including a zero. 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. See the description above of the class participating grade for the policy and late arrivals and early departures.

Make-up Exams: Students are expected to take each test during the scheduled time. Work and personal schedules must be arranged around the schedule for each test and alternative test dates will not be granted for work, vacation, or other personal schedule conflicts. Limited alternative test dates may be granted at the faculty's discretion for university approved absences and require appropriate documentation. Should the faculty assess that the documentation provided by the student is not appropriate, an extension or make up test will not be granted, and a grade of zero

will be assigned for the test if it is missed. Tests which are missed secondary to an unapproved university absence (including local student computer or technical issues) are subject to a point deduction up to and including a zero.

Test Reviews: The faculty will offer general feedback through the announcement board that will review any concept or major area of concern after faculty analyzes the test results. Individual test reviews will not be offered.

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 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. The time quoted in this paragraph in in addition to the 60 hours of didactic work that is required of this 4 semester hour course.

Institutional Information:

<http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php>

Includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam schedule

CONHI Drop Information: 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.

Summer	11 Week class	14 Week Practicum
Census Day	June 20	June 4
Last Day to Drop – by 4:00 pm	July 18	July 5

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

"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."

Any student assignment suspected of plagiarism, collusion or other forms of academic dishonesty will receive a zero for the assignment in question and reported to the Office of Student Conduct.

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>

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

Collusion:

Collusion is the completion of an assignment in collaboration with another and without authorization. All graded assignments in this course are to be completed without collaborating with anyone. Do not share your work. Often students will share their work with a colleague to help them because they are struggling. In the past this has resulted in the student recipient, copying the work word for word and submitting it as their own. This is not appropriate academic behavior at any level and should be avoided. Both parties in this instance are equally responsible for the consequences and will both be given a zero on the assignment and reported to the Office for Student Conduct. This is a serious offense and students may be expelled, suspended, placed on probation or fail the course for engaging in academic dishonesty.

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](#) by

appointment, [drop-in tutoring](#), [mentoring](#) (time management, study skills, etc.), [major-based learning centers](#), [counseling](#), and [federally funded programs](#). For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [Resource Hotline](#) (<http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>).

The IDEAS Center: The IDEAS Center (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) 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, 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 the [Writing Center](#) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2nd floor [Academic Plaza](#) (<http://library.uta.edu/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.

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 member 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. Heather Skrivanek is available as a writing coach to assist graduate nursing students improve the clarity and organization of their written papers. If you have questions about grammar or format as you are writing a paper, she can answer those questions for you by email or in person by appointment. After you have written a strong draft of a written paper, you can send it to her along with the grading criteria/rubric for the paper as email attachments at least 5 days before the paper is due, and she will give you feedback about your writing on a first come, first served basis. She can be reached via email: heather.skrivanek@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.

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.

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.

Librarian to Contact:

Nursing Liaison Librarians: nursinglibrarians@uta.edu (Use if you need an immediate response)
ReaAnna Jeffers Information Literacy and Health Sciences Librarian raeanna.jeffers@uta.edu 817-272-1563 Office Hours: 11am – 2pm (Mon., Tues., Wed.)
Library Resources Library Website: library@uta.edu Nursing Databases: http://libguides.uta.edu/az.php?s=9598 APA Guide: http://libguides.uta.edu/apa Nursing Guide: http://libguides.uta.edu/nursing Other Nurrsing Guides: http://libguides.uta.edu/?b=s

Contact all nursing librarians:
library-nursing@listserv.uta.edu

Helpful Direct Links to the UTA Libraries' Resources

Research Information on Nursing	http://libguides.uta.edu/nursing
Library Home Page	http://library.uta.edu/
Subject Guides	http://libguides.uta.edu
Ask us	http://ask.uta.edu
Database List	http://libguides.uta.edu/az.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://uta.summon.serialssolutions.com/#!/
E-Journals	http://pulse.uta.edu/vwebv/searchSubject
Library Tutorials	library.uta.edu/how-to
Connecting from Off- Campus	http://libguides.uta.edu/offcampus

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Study Room Reservations 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.

Week	Date	Class Date	Topic	Faculty	Miscellaneous
1	6/3/2019	N/A	Course Orientation Differential Diagnosis of Common Complaints Transitions in Care / Levels of Care Legal Considerations in Acute Care Quality in Acute Care	Carter-Griffin Gonzalez Gonzalez Gonzalez	
2	6/10/2019	N/A	Sedation, Paralytics and IV Pain Management ABG Analysis Hemodynamic Monitoring	Gonzalez Carter-Griffin Carter-Griffin	

3	6/17/2019	6/20/2019 3:30-7pm (CST)	Exam 1 Cancer & Oncologic Emergencies	Gonzalez	Exam 1 opens 6/21/2019 at 8:00 AM (CST) and closes on 6/23/2019 at 8:00 AM (CST)
4	6/24/2019	N/A	Disorders of Hemostasis Endocrine Part I Endocrine Part II	Gonzalez Major Carter- Griffin	
5	7/1/2019	7/3/2019 3:30pm-7pm (CST)	Exam 2 Toxicology Dermatologic Emergencies	Carter- Griffin Parker	Exam 2 opens 7/5/2019 at 8:00 AM (CST) and closes on 7/7/2019 at 8:00 AM (CST)
6	7/8/2019		Infectious Disease Part II Shock States	Gonzalez Carter- Griffin	Quality in Acute Care Paper Due 7/11/2019 at 0800 AM (CST)
7	7/15/2019	7/18/2019 3:30 -7pm (CST)	Exam 3 Transplant Considerations Immune System	Carter- Griffin Gonzalez	Exam 3 opens 7/19/2019 at 8:00 AM (CST) and closes on 7/21/2019 at 8:00 AM (CST)
8	7/22/2019		Cardiac Heart Failure	Carter- Griffin	

9	7/29/2019	8/1/2019 3:30- 7pm (CST)	Exam 4 Pulmonary and Ventilator Management Neurologic System	Carter- Griffin Merriman- Noeges	Exam 4 opens 8/2/2019 at 8:00 AM (CST) and closes on 8/5/2019 at 8:00 AM (CST)
10	8/5/2019	8/8/2019 3:30pm-7pm (CST)	Gastrointestinal Hepatology	Major	Exam 5 opens 8/9/2019 at 8:00 AM (CST) and closes on 8/11/2019 at 8:00 AM (CST)
11	8/12/2019 Final exam week		Done!		

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. –John D. Gonzalez

UTA College of Nursing and Health Innovation - Additional Information:

Clinical/Practicum Clearance Overview (Nurse Educator, Nurse Practitioner, DNP)

Your Pathway to Graduation is a series of “steps” to guide you through successful clinical/practicum clearance. Watch the video located at <https://elearn.uta.edu> – **failure to follow through on critical steps in the process can delay your clinical courses and graduation dates.** Note: This information does not apply to students pursuing an MSN in Nursing Administration.

Attention Nursing Students

Clinical/Practicum Clearance Overview for Graduate Nursing Students

[InPlace Pathway to Graduation - Clinical / Practicum Clearance Overview Video](#)

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

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/>

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.

<p>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.</p>

Graduate Nursing Support

John Gonzalez, DNP, RN, ACNP-BC, ANP-C Chair, Graduate Nursing Programs Assistant Professor, Clinical Pickard Hall Office #512 Email address: 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
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Student Learning Outcomes:

MSN Essentials 2011

<http://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf>

UTA MSN Program Outcomes:

1. Demonstrates competence in an advanced nursing role.
2. Participate in Scholarly endeavors to advanced nursing knowledge.
3. Provide leadership in professional nursing and interdisciplinary health care.

Course Outcomes and Performance Measurement:

The Adult-Gerontology Acute Care NP student will:

8. Integrate theoretical knowledge and evidence-based care into the evaluation, diagnosis, and management of complex multisystem dysfunction across health care settings.
9. Plan for collaboration with the individual, family, informal care givers, and other health care professionals to promote continuity of care and to improve outcomes across healthcare settings.
10. Develop interprofessional interventions to promote quality health outcomes for patients experiencing acute, critical, or complex chronic illness.
11. Evaluate legal and health policy influences on the provision of care for patients experiencing acute, critical, or complex chronic illnesses across the adult lifespan
12. Plan education and counseling for patients, families, and caregivers to restore and maintain health.
13. Synthesize clinical data to make decisions regarding the appropriate evaluation, diagnosis, and management of complex multisystem dysfunction to promote safety and risk reduction.
14. Promote patient safety in transitions between and across health care delivery environments.

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
I.1, I.2, I.4, I.5, I.6 II.1, II.2 III.1-8 IV.1, IV.3, IV.4, IV.5 VI.3, IV.6 VII.2-3 VIII.3, VIII.5 IX.1, 2, 3, 6, 7, 8, 11, 13	1,2, 3	See Next Column	Category 1 Topics Differential Diagnosis of Common Complaints in Acute Care: <ol style="list-style-type: none">1. Develop a list of differential diagnoses of common complaints encountered in the acute care setting. (Course Objective: 1, 6)2. Integrate the knowledge of advanced pathophysiology and advanced health assessment into the evaluation and differential diagnosis of common complaints encountered in the	Lectures (Covers all Category 1 Topics Objectives, except Quality in Acute Care) Readings (Covers all Category 1 Topics Objectives) Class Room Case Study Discussions (Covers all Category 1 Topics Objectives, Except Quality in Acute Care)

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>acute care setting. (Course Objective: 1, 6)</p> <ol style="list-style-type: none"> Order the appropriate diagnostic tests to evaluate select common complaints encountered in the acute care setting. (Course Objective: 1, 6) Determine the appropriate level of care. (Course Objective 7) Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3) <p>Legal and Ethical Considerations in Acute Care:</p> <ol style="list-style-type: none"> Identify how ethical and legal considerations impact the provision of care provided by the AGACNP (Course Objective: 4) <p>Transition in Care /Levels of Care:</p> <ol style="list-style-type: none"> Evaluate clinical data to determine the appropriate level of care. (Course Objective: 2, 6, 7) Analyze clinical data to determine the appropriate time for hospital discharge and/or discharge from the ICU. (Course Objective: 2, 6, 7) Evaluate strategies to provide safe transitions of care. (Course Objective: 2, 6, 7) <p>Quality in Acute Care:</p> <ol style="list-style-type: none"> Discuss methods used to prevent and manage adverse events. (Course Objective: 2, 3) Analyze the frequency, type and impact of medical errors. (Course Objective: 2, 3) Define never events and sentinel events. (Course Objective: 2, 3) 	<p>Test 1 (Covers all Category 1 Topics Objectives, Except Quality in Acute care)</p> <p>Quality in Acute Care Worksheet (Quality in Acute Care Objectives 1-7)</p>

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<ol style="list-style-type: none"> Analyze the process of analyzing errors. (Course Objective: 2, 3) Define root cause analysis and discuss its role in quality improvement. (Course Objective: 2, 3) Discuss the purpose of patient safety goals and core measures. (Course Objective: 2, 3) Analyze the quality improvement process. (Course Objective: 2, 3) 	
I.1, I.2, I.4, I.5, I.6 II.1, II.2 IV.1, IV.3, IV.4, IV.5 VII.2-3 VIII.3, VIII.5 IX.1, IX.2, IX.3, IX.6, IX.7, IX.8, IX.11, IX.13	1,3	See next column	Category 2 Topics: ABG Analysis: <ol style="list-style-type: none"> Analyze ABGs to diagnose acid base disorders, ARDS, and Hypoxia. (Course Objective: 1,6) Hemodynamics: <ol style="list-style-type: none"> Integrate the knowledge of advanced pathophysiology, advanced pharmacology, and advanced health assessment into the evaluation, differential diagnosis, and evidenced based management of hemodynamic instabilities. (Course Objective: 1, 6) Analyze hemodynamic and clinical data (history, examination, diagnostic test results) to prioritize the evaluation, diagnosis, and evidenced based management of hemodynamic instabilities. (Course Objective: 1, 6) Analyze hemodynamic and clinical data to develop an evidenced based evaluation and treatment plan to prevent physiologic decompensation and/or restore homeostasis. (Course Objective: 1, 6) Determine the appropriate level of care. (Course Objective: 7) Plan for anticipatory guidance and/or education of the individual, family, or informal 	Lectures (Covers all Category 2 Topics objectives) Readings (Covers all Category 2 Topics objectives) Class Room Case Study Discussions (ABG Objective 2, Hemodynamics Objective 1-5) Test 1 (Covers all Category 2 Topics objectives)

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>caregivers. (Course Objective: 2, 5)</p> <p>Sedation, Paralytics, and IV Pain Management:</p> <ol style="list-style-type: none"> 1. Prescribe appropriate IV sedation, analgesic, or paralytic medication based on the patient's clinical data, medication pharmacotherapeutics, and response to therapy. (Course Objective: 1, 6) 2. Identify complications and adverse effects which may occurs from the use of IV sedation, paralytic medications, or IV analgesics. (Course Objective: 1, 6) 3. Identify post-operative pain management considerations. (Course Objective: 1, 6) 4. Determine the risk that the use of pre-operative opioids confer on post-operative outcomes. (Course Objective: 1, 6). 5. Plan for anticipatory guidance and/or education of the individual, family, or informal caregivers. (Course Objective: 2, 5) 	
I.1, I.2, I.4, I.5, I.6 II.1, II.2 IV.1, IV.3, IV.4, IV.5 VII.2-3 VIII.3, VIII.5 IX.1, IX.2, IX.3, IX.6, IX.7, IX.8, IX.11, IX.13	1,3	See next column	<p>Category 3 Topics Cancer and Oncologic Emergencies:</p> <ol style="list-style-type: none"> 1. Identify patterns of metastasis for select cancer disorders. (Course Objective: 1, 6) 2. Identify the stage of the cancer using the TNM staging system. (Course Objective: 1, 6) 3. Analyze the role of tumor markers in the management and evaluation of cancer. (Course Objective: 1, 6) 4. Identify geriatric considerations in the evaluation and management of cancer. (Course Objective: 1, 6) 	<p>Lectures (Covers all Category 3 Topics objectives)</p> <p>Readings (Covers all Category 3 Topics objectives)</p> <p>Class Room Case Study Discussions (Cancer Objectives 1, 5-11, Disorders of Hemostasis Objectives 1-8)</p>

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<ol style="list-style-type: none"> 5. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select cancer disorders and its complications. (Course Objective: 1, 6) 6. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select cancer disorders and its complications, which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6) 7. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose select cancer disorders and its complications. (Course Objective: 1, 6) 8. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) 9. Modify the treatment plan for select cancer disorders and its complications based on the response to therapy. (Course Objective: 6) 10. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3) 11. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2) <p>Disorders of Hemostasis:</p> <ol style="list-style-type: none"> 1. Determine how hemostasis is altered by antithrombotic agents, hypercoagulable states, coagulopathies, and platelet 	Test 2 (Covers all Category 3 Topics objectives)

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>disorders. (Course Objective: 1)</p> <p>2. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select disorders of hemostasis. (Course Objective: 1, 6)</p> <p>3. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select disorders of hemostasis, which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6)</p> <p>4. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose select disorders of hemostasis. (Course Objective: 1, 6)</p> <p>5. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7)</p> <p>6. Modify the treatment plan for select disorders or hemostasis based on the response to therapy. (Course Objective: 6)</p> <p>7. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)</p> <p>8. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p>	
I.1, I.2, I.4, I.5, I.6 II.1, II.2 IV.1, IV.3, IV.4, IV.5 VII.2-3 VIII.3, VIII.5 IX.1, IX.2, IX.3, IX.6, IX.7, IX.8, IX.11, IX.13	1,3	See next column	Category 4 Topics Endocrine I: <ol style="list-style-type: none"> Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and 	Lectures (Covers all Category 4 Topic Objectives) Readings (Covers all Category 4 Topic Objectives)

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>evidenced based management of diabetes and its complications. (Course Objective: 1, 6)</p> <ol style="list-style-type: none"> Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for diabetes and its complications which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6) Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose diabetes and its complications. (Course Objective: 1, 6) Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) Modify the treatment plan based on the physiologic or pathologic response to therapy. (Course Objective: 6) Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3) <p>Endocrine II:</p> <ol style="list-style-type: none"> Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select endocrine disorders. (Course Objective: 1, 6) Analyze clinical data (history, examination, diagnostic test results) to develop an evidence based evaluation and treatment plan for select endocrine disorders which prevents physiologic decompensation and/or restores homeostasis and 	<p>Resident 360 Reading (Dermatology Objectives 1-6)</p> <p>Class Room Case Study Discussions (Cover all Endocrine I and Endocrine II Objectives)</p> <p>Test 2 (Covers all Category 4 Topic Objectives)</p>

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>health. (Course Objective: 1, 6)</p> <ol style="list-style-type: none"> 3. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose of select endocrine disorders. (Course Objective: 1, 6) 4. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) 5. Modify the treatment plan for select endocrine disorders based on the response to therapy. (Course Objective: 6) 6. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3) <p>Toxicology:</p> <ol style="list-style-type: none"> 1. Analyze the general concepts of the evaluation, diagnosis and treatment of drug and alcohol abuse. (Course Objective: 1) 2. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select toxicology disorders. (Course Objective: 1, 6) 3. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence based evaluation and treatment plan for select toxicology disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6) 4. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose of select toxicology disorders. (Course Objective: 1, 6) 	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<ol style="list-style-type: none"> 5. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) 6. Modify the treatment plan for select toxicology disorders based on the response to therapy. (Course Objective: 6) 7. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3) <p>Dermatology:</p> <ol style="list-style-type: none"> 1. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select dermatologic emergencies. (Course Objective: 1, 6) 2. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select dermatologic emergencies which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6) 3. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose of select dermatologic emergencies. (Course Objective: 1, 6) 4. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) 5. Modify the treatment plan for select dermatologic emergencies based on the response to therapy. (Course Objective: 6) 	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			6. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)	
I.1, I.2, I.4, I.5, I.6 II.1, II.2 IV.1, IV.3, IV.4, IV.5 VII.2-3 VIII.3, VIII.5 IX.1, IX.2, IX.3, IX.6, IX.7, IX.8, IX.11, IX.13	1,3	See next column	Category 5 Topics: Infectious Disease: 1. Use bacterial characteristics to guide the evaluation, diagnosis and management of patients with an infectious disease. (Course Objective: 1) 2. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select infectious disorders. (Course Objective: 1, 6) 3. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select infectious disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6) 4. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose of select infectious disorders. (Course Objective: 1, 6) 5. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) 6. Modify the treatment plan for select infectious disorders based on the response to therapy. (Course Objective: 6) 7. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work,	Lectures (Covers all Category 5 Topic Objectives) Readings (Covers all Category 5 Topic Objectives) Class Room Case Study Discussions (Covers all Category 5 Topic Objectives) Test 3 (Covers all Category 5 Topic Objectives)

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)</p> <p>8. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p> <p>Antimicrobial Agents:</p> <ol style="list-style-type: none"> 1. Identify the role of normal flora in prescribing antimicrobial agents. (Course Objective: 1) 2. Analyze the purpose of empiric antimicrobial therapy. (Course Objective: 1) 3. Order empiric antimicrobial therapy based on the most likely organism, its characteristics, and an interpretation of an antibiogram. (Course Objective: 1) 4. Order antimicrobial therapy based on the drug indications, contraindications, action, adverse effects, and age-related considerations. (Course Objective: 1, 6) 5. Modify antimicrobial therapy based on the diagnostic test results, physiologic and pathophysiology response to therapy. (Course Objective: 1, 6) 6. Order adjunct therapy for antimicrobial agents to decrease the risk of complications/adverse effects. (Course Objective: 1, 6) <p>Shock States:</p> <ol style="list-style-type: none"> 1. Order vasopressor therapy based on the patient's clinical data, the drugs' action, indications, contraindications, adverse effects and age-related considerations. (Course Objective: 1, 6) 2. Modify vasopressor therapy based on the patient's clinical data, the drugs' actions, indications, contraindications, adverse effects and age-related 	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>considerations. (Course Objective: 1, 6)</p> <p>3. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of shock states and hypothermia. (Course Objective: 1, 6)</p> <p>4. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for shock states and hypothermia which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6)</p> <p>5. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose of shock states and hypothermia. (Course Objective: 1, 6)</p> <p>6. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7)</p> <p>7. Modify the treatment plan for shock states and hypothermia based on the response to therapy. (Course Objective: 6)</p> <p>8. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)</p> <p>9. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p> <p>Transplant:</p> <p>1. Identify the role of UNOS in listing patients for organ transplantation. (Course Objective: 1)</p>	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<ol style="list-style-type: none"> 2. Define the UNOS wait list status classifications. (Course Objective: 1) 3. Identify the common indications and contraindications for solid organ transplantation. (Course Objective: 1) 4. Analyze clinical data (history, examination, diagnostic test results) to determine the appropriateness of referring a patient for solid organ transplantation evaluation. (Course Objective: 1, 6) 5. Order and modify immune suppressive therapy based on the clinical data, the drug indications, contraindications, action, adverse effects, and age-related considerations. (Course Objective: 1, 6) 6. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management post solid organ transplantation. (Course Objective: 1, 6) 7. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan post solid organ transplantation which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6) 8. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose complications post solid organ transplantation. (Course Objective: 1, 6) 9. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) 10. Modify the treatment plan post solid organ transplantation 	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>based on the response to therapy. (Course Objective: 6)</p> <p>11. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)</p> <p>12. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p> <p>Immune System:</p> <p>1. Evaluate the HIV antiviral medication regimen and clinical data to identify complications or contraindications to therapy. (Course Objective: 1)</p> <p>2. Determine how the HIV viral cycle is inhibited by HIV antiretroviral therapy. (Course Objective: 1)</p> <p>3. Discuss the indications, contraindications, actions and adverse events of biologic and biosimilar agents. (Course Objective: 1)</p> <p>4. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select immune disorders. (Course Objective: 1, 6)</p> <p>5. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select immune disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6)</p> <p>6. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose</p>	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>select immune disorders. (Course Objective: 1, 6)</p> <p>7. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7)</p> <p>8. Modify the treatment plan of select immune disorders based on the response to therapy. (Course Objective: 6)</p> <p>9. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)</p> <p>10. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p>	
<p>I.1, I.2, I.4, I.5, I.6 II.1, II.2 IV.1, IV.3, IV.4, IV.5 VII.2-3 VIII.3, VIII.5 IX.1, IX.2, IX.3, IX.6, IX.7, IX.8, IX.11, IX.13</p>	1,3	See next column	<p>Category 6 Topic: Cardiac:</p> <p>1. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select cardiac disorders. (Course Objective: 1, 6)</p> <p>2. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select cardiac disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6)</p> <p>3. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose select cardiac disorders. (Course Objective: 1, 6)</p> <p>4. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7)</p>	<p>Lectures (Covers all Category 6 Topic Objectives)</p> <p>Readings (Covers all Category 6 Topic Objectives)</p> <p>Class Room Case Study Discussions (Covers all Category 6 Topic Objectives)</p> <p>Test 4 (Covers all Category 6 Topic Objectives)</p>

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<ol style="list-style-type: none"> 5. Modify the treatment plan of select cardiac disorders based on the response to therapy. (Course Objective: 6) 6. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3) 7. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2) 8. Analyze clinical data to determine the pre-operative cardiac risk of patients receiving non-cardiac surgery. (Course Objective: 1) 9. Develop interventions to optimize the cardiac health and decrease the perioperative risk of patients undergoing non-cardiac surgery. (Course Objective: 1) 10. Identify the purpose, role, indications and contraindications of the LVAD. (Course Objective: 1) 11. Evaluate the patient receiving LVAD therapy for contraindications and/or complications secondary to the LVAD. (Course Objective: 1) <p>Pulmonary & Ventilatory Management:</p> <ol style="list-style-type: none"> 1. Differentiate between the role, purpose, indications and contraindications between non-invasive and invasive IPPV. (Course Objective: 1) 2. Identify the role of ventilator support. (Course Objective: 1) 3. Evaluate the clinical data to determine which mode of ventilation and common settings to use upon initiating ventilator 	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>support. (Course Objective: 1, 6)</p> <p>4. Modify ventilator modes and settings based on the evaluation of the patient's clinical data. (Course Objective: 6)</p> <p>5. Determine the appropriate time to wean a patient from the ventilator. (Course Objective: 1, 6)</p> <p>6. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select pulmonary disorders. (Course Objective: 1, 6)</p> <p>7. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select pulmonary disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6)</p> <p>8. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose select pulmonary disorders. (Course Objective: 1, 6)</p> <p>9. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7)</p> <p>10. Modify the treatment plan of select pulmonary disorders based on the response to therapy. (Course Objective: 6)</p> <p>11. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)</p> <p>12. Identifies anticipatory guidance, counseling, and education needs</p>	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>of patients and their families. (Course Objective: 2)</p> <p>13. Analyze clinical data to determine the pre-operative pulmonary risk of patients undergoing surgery. (Course Objective: 1)</p> <p>14. Develop interventions to optimize the pulmonary health and decrease the risk of perioperative complications. (Course Objective: 1)</p>	
<p>I.1, I.2, I.4, I.5, I.6 II.1, II.2 IV.1, IV.3, IV.4, IV.5 VII.2-3 VIII.3, VIII.5 IX.1, IX.2, IX.3, IX.6, IX.7, IX.8, IX.11, IX.13</p>	1,3	See next column	<p>Category 7 Topics: Neurologic System:</p> <ol style="list-style-type: none"> 1. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select neurologic disorders. (Course Objective: 1, 6) 2. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select neurologic disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6) 3. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose select neurologic disorders. (Course Objective: 1, 6) 4. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7) 5. Modify the treatment plan of select neurologic disorders based on the response to therapy. (Course Objective: 6) 6. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical 	<p>Lectures (Covers all Category 7 Topic Objectives)</p> <p>Readings (Covers all Category 7 Topic Objectives)</p> <p>Class Room Case Study Discussions (Covers all Category 7 Topic Objectives)</p> <p>Test 5 (Covers all Category 7 Topic Objectives)</p>

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>therapy, and speech therapy. (Course Objective: 3)</p> <p>7. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p> <p>Gastroenterology:</p> <p>1. Determine the risk of the development of stress related mucosal disease. (Course Objective: 1)</p> <p>2. Identify the indications and contraindications for stress related mucosal disease prophylaxis. (Course Objective: 1)</p> <p>3. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select GI disorders.</p> <p>4. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence-based evaluation and treatment plan for select GI disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6)</p> <p>5. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose select GI disorders. (Course Objective: 1, 6)</p> <p>6. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7)</p> <p>7. Modify the treatment plan of select GI disorders based on the response to therapy. (Course Objective: 6)</p> <p>8. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical</p>	

MSN Essential	MSN UTA Program Outcome	Course Outcome	Topic Objectives	Assignment
			<p>therapy, and speech therapy. (Course Objective: 3)</p> <p>9. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p> <p>Hepatology:</p> <p>1. Integrate the knowledge of advanced assessment, advanced pathophysiology, and advanced pharmacology into the evaluation, diagnosis, and evidenced based management of select liver disorders. (Course Objective: 1, 6)</p> <p>2. Analyze clinical data (history, examination, diagnostic test results) to develop an evidence based evaluation and treatment plan for select liver disorders which prevents physiologic decompensation and/or restores homeostasis and health. (Course Objective: 1, 6)</p> <p>3. Analyze clinical data (history, examination, diagnostic test results) to correctly diagnose select liver disorders. (Course Objective: 1, 6)</p> <p>4. Determine the appropriate level of care based on the clinical data and required treatment. (Course Objective: 7)</p> <p>5. Modify the treatment plan of select liver disorders based on the response to therapy. (Course Objective: 6)</p> <p>6. Determine the need for interprofessional collaboration, including but not limited to physician consultation, case management, social work, occupational therapy, physical therapy, and speech therapy. (Course Objective: 3)</p> <p>7. Identifies anticipatory guidance, counseling, and education needs of patients and their families. (Course Objective: 2)</p>	

