

**The University of Texas at Arlington
College of Nursing
NURS 5315 Advanced Pathophysiology
Fall 2019**

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

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Office Hours: By Appointment

Section Information: 400

Course Start Date: August 12, 2019

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

Student Learning Outcomes:

1. Evaluate the impact of cellular and organ dysfunction on normal anatomy and physiologic functions.
2. Examine risk factors associated with the development of pathologies.
3. Examine the etiology, pathophysiology and manifestations of disorders across age groups.
4. Analyze the influence of genetics on the development of disorders.
5. Analyze how normal age-related variations in physiologic function may contribute to pathophysiology.

MSN Essential	MSN UTA Program Outcome	Course Outcome	Module Objective	Assignment
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting	Demonstrate competence in advanced nursing role.	1, 2, 3, 4	Module 1: For specifics see the module. -Analyze the steps of the action potential. -Examine how the action potential is altered by calcium and potassium imbalances. -Analyze the differences between cellular adaptation patterns.	Lecture and Readings Practice Test Questions- Not Graded Test 1- Graded

<p>for patient values and clinical judgment.</p> <p>VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.</p>			<p>-Analyze the mechanisms and outcomes of cellular injury. -Analyze the cellular and body changes associated with aging. -Examine the mechanisms and effects of altered cellular metabolism. -Examine the basic concepts of cancer biology and nomenclature.</p>	
<p>I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</p> <p>VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.</p>	Demonstrate competence in advanced nursing role.	1, 2, 3, 4	<p>Module 2: For specifics see the module. -Analyze the mechanisms of sodium & potassium homeostasis. -Analyze the pathologic consequences of fluid volume disorders on the mechanisms of fluid homeostasis. -Analyze the effects of aging on body fluid distribution. -Analyze how the body maintains optimal pH balance. -Analyze normal ABG Values. -Differentiate between the etiology, clinical manifestations and pathophysiology of acid base disorders. -Analyze the pathological processes which alter the structure and role of the DNA and RNA molecules. -Analyze the pathological processes which alter the structure and role of chromosomes. -Evaluate the role of the following elements of formal genetics: locus, alleles, phenotype, genotype, homozygous, heterozygous, heterozygote, dominant, recessive, homozygote, autosomal chromosomes, sex-linked chromosomes, recessive allele, and dominant allele. -Analyze the difference between the transmission of autosomal and sex linked genetic diseases.</p>	<p>Lecture and Readings</p> <p>Fluid and Electrolyte Case Study- Graded</p> <p>Practice Test Questions- Not Graded</p> <p>Test 1- Graded</p>

			-Use a Punnett Square to predict the chance of the transmission of an autosomal dominant disorder, an autosomal recessive disorder and a sex-linked disorder.	
<p>I: Background for Practice from Science and Humanities:</p> <ul style="list-style-type: none"> -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. <p>VIII: Clinical Prevention and Population Health for Improving Health:</p> <ul style="list-style-type: none"> -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies. 	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	<p>Module 3: For specifics see the module.</p> <ul style="list-style-type: none"> -Examine the process of inflammation. -Examine the structure and function of the immune system. -Examine the age-related changes which occur in the immune system. -Evaluate the physiologic differences in fetal and neonatal immune function. -Analyze the process and purpose of the primary and secondary immune responses. -Analyze disorders which affect immune function -Analyze the concepts of infectious disease. 	<p>Lecture and Readings</p> <p>Practice Test Questions- Not Graded</p> <p>Test 2- Graded</p>
<p>I: Background for Practice from Science and Humanities:</p> <ul style="list-style-type: none"> -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. <p>VIII: Clinical Prevention and Population Health for Improving Health:</p> <ul style="list-style-type: none"> -Synthesize broad ecological, global and social determinants 	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	<p>Module 4: For specifics see the module.</p> <ul style="list-style-type: none"> -Analyze the process of hemostasis (Coagulation Cascade and Platelet Plug Formation). -Examine the etiology, clinical manifestations, and the pathophysiology of disorders of hemostasis. -Evaluate the age-related changes which occur in the hematologic system. -Examine the physiologic differences in the hematologic system in the pediatric population. -Analyze fetal/neonatal hematopoiesis and post-natal changes in the blood. 	<p>Lecture and Readings</p> <p>Hematologic Case Study- Graded</p> <p>Practice Test Questions- Not Graded</p> <p>Test 2- Graded</p>

of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.			-Evaluate the etiology, clinical manifestations and pathophysiology of select red blood cell disorders. -Analyze the etiology, clinical manifestations and pathophysiology of select white blood cell disorders.	
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 5: For specifics see the module. -Examine the anatomy and physiology of the cardiovascular system. - Analyze the etiology, pathophysiology and clinical manifestations of disorders which affect the cardiovascular system. -Examine the pathological basis of congenital heart defects.	Lecture and Readings Practice Test Questions- Not Graded Test 3- Graded
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 6: For specifics see the module. -Describe the age-related changes which occur in the alveoli, chest wall, and gas exchange. -Explain the structure and physiologic differences of the pulmonary system in the infant and child. -Examine the process of ventilation, gas exchange and transport. -Examine the pathologic basis of adult disorders which affect the pulmonary system. -Differentiate between the etiology, clinical manifestations	Lecture and Readings Pulmonary and Shock Case Study- Graded Practice Test Questions- Not Graded Test 3- Graded

VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.			and pathophysiology of select pulmonary disorders in children. - Examine the etiology, clinical manifestations and pathophysiology of shock states.	
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 7: For specifics see the module. -Examine the anatomy and physiology of the Central Nervous System. -Examine the pathologic basis of adult disorders which affect the nervous system. -Differentiate between the etiology, clinical manifestations, and pathophysiology of neurologic disorders in the child. -Differentiate between the etiology, clinical manifestations, and pathophysiology of select psychiatric disorders.	Lecture and Readings Discussion Board Assignment- Graded Practice Test Questions- Not Graded Test 3- Graded
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 8: For specifics see the module. -Analyze the anatomy and physiology of the endocrine system. -Examine the pathologic basis of adult and pediatric disorders which affect the endocrine system. -Differentiate between the etiology, pathophysiology and clinical manifestations for osteoporosis, osteoarthritis, and muscular dystrophy.	Lecture and Readings Practice Test Questions- Not Graded Test 4- Graded

VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.				
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 9: For specifics see the module. -Examine the anatomy and physiology of the GI System. -Examine the pathologic basis of adult and pediatric disorders which affect the GI system.	Lecture and Readings Gastrointestinal Case Study- Graded Practice Test Questions- Not Graded Test 4- Graded
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 10: For specifics see the module. -Examine the anatomy and physiology of the renal system. -Analyze the patterns of renal injury. -Examine the pathologic basis of adult disorders which affect the renal and urologic systems. -Differentiate between the etiology, pathophysiology, and clinical manifestations of polycystic kidney disease and hemolytic uremic syndrome. -Differentiate between the etiology, pathophysiology, and	Lecture and Readings Discussion Board Assignment- Graded Practice Test Questions- Not Graded Test 4- Graded

VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.			clinical manifestations for cancers which affect the reproductive system.	
I: Background for Practice from Science and Humanities: -Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment. VIII: Clinical Prevention and Population Health for Improving Health: -Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidenced- based, culturally relevant clinical prevention interventions and strategies.	Demonstrate competence in advanced nursing role.	1, 2, 3, 4, 5	Module 11: For specifics see the module. There is not any content presented in this module. The only assignment is Test 4, which will cover modules 8, 9, 10.	Test 4

Required Textbooks and Other Course Materials:

- American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington, DC:American Psychological Association, 6th edition.
- McCance, K. L. & Huether, S. E. (2019). *Pathophysiology: The Biologic Basis of Disease in Adults and Children*. St. Louis, MO:Mosby Elsevier, 8th edition.

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: SUPPLEMENTAL (Not Required):
Costanzo, L. S. (2016) *Physiology*. Elsevier: Philadelphia, PA. 6th edition.

Descriptions of major assignments and examinations with due dates:

Tests, case studies and discussion board assignments are all described in the course overview video. Students are expected to follow the requirements of each of these assignments as described in the course overview video and the rubric. Watch the course overview video and read the rubrics for each assignment.

Canvas Required:

Only assignments submitted through Canvas 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 or test. If you experience technical difficulties contact Canvas 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.

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.

Other Requirements: as listed above.

Clinical Hours: N/A

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

Required Components for Course Credit	Weight / Percentage Value Within the Course
Test 1	17.5%
Test 2	17.5%
Test 3	17.5%
Test 4	17.5%
Discussion Board Assignments	10%
Case Studies	20%

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/conhi/doc/gnurs/StudentComplaintAndGrievance.pdf>

Late Assignments / Assignments:

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. Extensions or exceptions may be granted at the faculty's discretion for University approved absences and will require documentation. Should the faculty assess that the documentation provided by the student is not appropriate an extension will not be granted and/or a zero will be assigned for the assignment in question.

Case studies must be submitted in Canvas before the due date and time or a grade of zero will be assigned.

Discussion board assignments are open for an extended time frame and must be completed before the due date and time. Once the discussion board closes, no additional work on the assignment will be permitted and the grade will be based on the work which has been posted. If nothing was posted a grade of zero will be assigned. If a

partial assignment was posted, the grade will be based on the work posted. Points will be deducted for any late posts or partial assignments as specified in the rubric for the assignment.

Tests must be started, completed, and submitted prior to the submission due date and time. If the test is submitted after the due date and time a point deduction up to an including a grade of zero will be applied. 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) will be subject to a point deduction up to and including a zero.

Make-up Exams: see above

Test Reviews: Individual test reviews are not permitted. Feedback is provided to the class as a whole.

Expectations of Out-of-Class Study:

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 15 hours per week to study and complete their online content in this didactic (non-clinical) course, however, some weeks may require fewer hours and other weeks may require more hours.

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

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.

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.

LAST DAY TO DROP COURSE: 9/23/2019

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."

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. Plagiarism software will be used to assess for plagiarism.

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) (<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) (<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) (<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. Joy Don Baker 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: JDBaker@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.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

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 Nursing 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.

Module	Module Topics / Titles	Lesson Topics / Lesson Titles
1	Altered Cellular and Tissue Biology Cancer	Altered Cellular and Tissue Biology Cancer

Module	Module Topics / Titles	Lesson Topics / Lesson Titles
2	Cellular Environment Genetics	Principles of Fluid Balance Acid Base Imbalances Genetics and Genetic Disease
3	Inflammation, Alterations in Immunity and Infection	Immunity, Inflammation, Hypersensitivities, Viral Infections
4	Hematologic System	Hematologic Disorders
5	Cardiovascular System	Cardiac Disorders
6	Pulmonary System and Shock States	Pulmonary Disorders Shock States
7	Neurologic System	Neurologic Disorders
8	Endocrine System Musculoskeletal System	Endocrine Disorders Musculoskeletal Disorders
9	Gastrointestinal System	Gastrointestinal Disorders
10	Renal and Urologic Systems Reproductive System	Renal and Urologic Disorders Reproductive Disorders
11	Test 4	Test 4

“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. –First M. Last.”

UTA College of Nursing and Health Innovation - Additional Information:

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

Your Castle Branch 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](http://www.uta.edu/nursing/file_download/234/BSNDressCode.pdf). 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 Canvas 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

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