

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit: Nursing

Type of action: New course Full online course**

Semester and year course will take effect: Fall 2025

New course title: Intro to Acute Care Adult-Gerontology Practicum

Appropriate computer abbreviation (30 spaces or less): Intro ACAG Pract

Course instructional methodology: Practicum

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number: NAPN 85183

Prerequisites for new course: *include an attachment if additional space is needed*

Prerequisites: [NURS 50003](#); [NURS 50013](#); [NAPN 84201](#); [NURS 50053](#); [NAPN 84223](#) (or concurrent enrollment); [NURS 50022](#). This course is taken concurrently with [NAPN 84213](#).

Click here to attach a file

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments

Description of new course (catalog copy): *include an attachment if additional space is needed*

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84223 (or concurrent enrollment); NURS 50022. This course is taken concurrently with NAPN 84213. This clinical practicum course focuses on the acquisition of diagnostic decision-making skills necessary to practice as a nurse practitioner in an adult-gerontology acute care setting caring for patients over the continuum of wellness through acute care. Students participate in a direct patient care supervised practicum in an adult-gerontology care setting with a qualified preceptor. Application of evidence-based clinical practice guidelines, tools, and methods for promoting safe, patient-centered care will be emphasized.

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Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

see attached file

Click here to attach a file

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Additional resources required:

Faculty: none

Space: none

Equipment: none

Library: none

Financial Aid: none

Other: none

Change in teaching load: none

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name: Suzy Lockwood

Unit: Nursing-Grad

Signature: **Dr Suzy Lockwood** Digitally signed by Dr Suzy Lockwood
Date: 2022.09.09 13:08:00 -05'00'

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

NAPN 85183 Intro to Acute Care Practicum

Instructor Name:

Semester and Year:

Number of Credits: 3

Class Location: Online

Class Meeting Day(s) & Time(s): Asynchronous

Office Location:

Office Hours: *[If you will use virtual office hours, indicate this and instruct students how to access.]*

Telephone:

Email:

Response Time: *[If a student has contacted you with a question or a concern, how soon do you reply to these queries? Does this differ on weekends / holidays?]*

Final Exam Date & Other Important Dates

There is no final examination in this course. There will be a final clinical site assessment scheduled with you and your preceptor. This course is graded on a Pass/No Credit basis.

Course Description

This course is taken concurrently with NAPN 84213. This clinical practicum course focuses on the acquisition of diagnostic decision-making skills necessary to practice as a nurse practitioner in an adult-gerontology acute care setting caring for patients over the continuum of wellness through acute care. Students participate in a direct patient care supervised practicum in an adult-gerontology care setting with a qualified preceptor. Application of evidence-based clinical practice guidelines, tools, and methods for promoting safe, patient-centered care will be emphasized.

Learning Outcomes

Upon completion of this course the student should be able to:

1. Perform comprehensive and problem specific health assessments in the acute care setting for the adult/gerontology patient population.
2. Formulate differential diagnoses based on health assessment.
3. Employ appropriate screening and diagnostic tools with consideration for costs, risks, and benefits.
4. Develop appropriate evidence-based treatment plans for common acute and chronic conditions including pharmacologic and nonpharmacologic therapies.
5. Evaluate treatment plans for effectiveness.
6. Incorporate health care technologies into clinical practice.
7. Collaborate with members of the health care team and community agencies in an interprofessional approach to facilitate quality care.

Prerequisites

Prerequisites: [NURS 50003](#); [NURS 50013](#); NAPN 84202; [NURS 50053](#); NAPN 84223 (or concurrent enrollment); [NURS 50022](#). This course is taken concurrently with NAPN 84213.

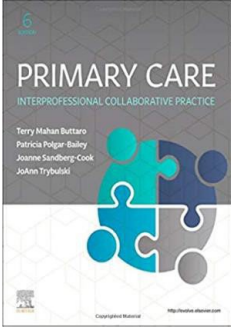

This course meets the following **DNP Essentials and TCU DNP Program Outcomes, and NONPF Competencies**:

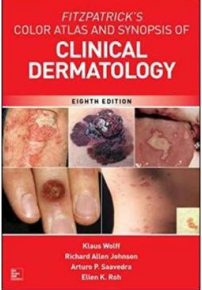
Assignment	DNP Essential	TCU DNP Program Outcomes	2022 NONPF Competencies	Course Outcomes
Self-Assessment (3)	I, II, III, VI, VIII	1,2,3,6	<ul style="list-style-type: none"> • Practice Inquiry (1-4,6) • Technology & Information Literacy (1-5) • Policy - • Health Delivery System (1,3,5-7) • Ethics - • Independent Practice (2-7) 	3,5
Threaded Discussions (6)	I, II, III, V, VI, VIII	1,2,3,5	<ul style="list-style-type: none"> • Scientific Foundations (1-4) • Leadership (1-6) • Quality (1-3,5) • Practice Inquiry (1-6) • Technology & Information Literacy (2,3,5) • Policy (1-3, 5-7) • Health Delivery System (3-7) • Ethics (1-3) • Independent 	1-5

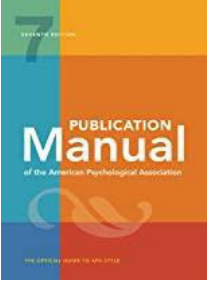


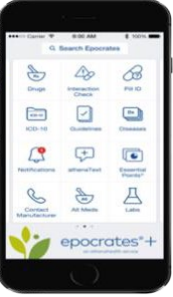
			<ul style="list-style-type: none"> Practice (2-8) 	
SOAP Notes (3)	I, II, VIII	1-5	<ul style="list-style-type: none"> Scientific Foundations (1-4) Leadership (4-6) Quality (1,5) Practice Inquiry (1-6) Technology & Information Literacy (1-3) Policy (1-3) Health Delivery System (3,4,7) Ethics (1-3) Independent Practice (1-8) 	1-7
Typhon: Clinical Hours 150	I-IV, VI-VIII	1-5	<ul style="list-style-type: none"> Scientific Foundations (1-4) Leadership (1,3-6) Quality (1-5) Practice Inquiry (1-6) Technology & Information Literacy (1-3,5) Policy (1) Health Delivery System (3,7) Ethics (1-3) 	1-7

Required Texts / Materials

The same textbook requirements for the didactic portion will apply to the Practicum course:

	<p>REQUIRED</p> <p>Buttaro, T.M., Trybulski, J., Bailey, P. P., & Sandberg Cook, J. (2020). <i>Primary care: Interprofessional collaborative practice</i>, (6th Ed.). St. Louis: Mosby.</p> <p>ISBN-10 : 0323570151, eText available</p>
	<p>REQUIRED</p> <p>Dains, J.E., Baumann, L.C., & Scheibel, P. (2019). <i>Advanced health assessment & clinical diagnosis in primary care</i>, (6th Ed). St. Louis: Mosby.</p> <p>ISBN 10: 0323554962, eText available</p>

	<p>REQUIRED</p> <p>Fischbach, F., Dunning, M.B. (2017). <i>A manual of Laboratory and Diagnostic Tests</i> (10th Ed.). Philadelphia, PA: Lippincott Williams & Wilkins</p> <p>ISBN: 9781496377128</p>
	<p>REQUIRED</p> <p>Gilbert, D. N., Moellering, R. C., Eliopoulos, G. M., Chambers, H. F. & Saag, M. S. (2018). <i>Sanford Guide to Antimicrobial Therapy</i>. (50th Ed.). Sperryville, VA, Antimicrobial Therapy Inc.</p> <p>Pocket edition, Spiral edition, Library edition, and smartphone App Available.</p> <p><i>(always get the latest version as it is updated annually)</i></p> <p>ISBN: 978-1-944272-13-5</p>
	<p>REQUIRED</p> <p>Kane, R. L., Ouslander, J. G., Resnick, B., & Malone, R. L. (2018). <i>Essentials of Clinical Geriatrics</i>, (8th Ed.). New York: McGraw-Hill Education.</p> <p>ISBN-13: 978-1259860515</p>
	<p>REQUIRED</p> <p>Wolff, K., Johnson, R. A., & Surmond, D. (2017). <i>Fitzpatrick's Color Atlas & Synopsis of Clinical Dermatology</i> (8th Ed.). New York: McGraw-Hill Education</p> <p>ISBN-13: 978-1259642197, eText available. App Available.</p>

	<p>REQUIRED</p> <p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i>, (7th Ed.). Washington: Author</p> <p>ISBN-10: 143383216X ISBN-13: 978-1433832161</p>
	<p>REQUIRED</p> <p>ASCVD Risk Estimator by American College of Cardiology: http://www.acc.org/tools-and-practice-support/mobile-resources/features/2013-prevention-guidelines-ascvd-risk-estimator</p> <p>App Available, free.</p>
	<p>REQUIRED</p> <p>ePSS (Electronic Preventive Services Selector) by Agency for Healthcare Research and Quality: http://epss.ahrq.gov/PDA/index.jsp</p> <p>App Available, free.</p>
	<p>RECOMMENDED</p> <p>Epocrates: www.epocrates.com App Available.</p>

Teaching Philosophy

[In this brief statement, include descriptions of how you think learning occurs, how students should participate in the learning process, and how you understand your role in the course.]

Instructional Methods

This supervised practicum course will include a minimum of 180 direct patient care clinical hours. In addition, students will participate in threaded discussions, objectives & self-assessment assignment, and documentation of clinical logs.

The practicum is graded on a **Pass/No Credit** basis.

Course Policies and Requirements

Assignments

CLINICAL CASE LOGS

1. Documentation of clinical encounters through the Typhon Group Patient Tracking Program permits the faculty to evaluate student progress during the clinical practicum experience. The documentation of clinical encounters becomes part of the student's permanent file and substantiates the Director's recommendation for certification upon graduation. Students are expected to submit clinical encounters and clinical hours to the web-based clinical tracking system. The web-based program can be accessed at: <http://www.typhongroup.net>. Data must be entered weekly (See Course Schedule/Assignments/Due Dates). Faculty feedback and approval on log entries will take place within Typhon web-based system. If students experience technical issues related to the Typhon system, they should contact Typhon technical support directly.

2. To receive full credit, the **student must demonstrate** completion of the minimum required direct patient care clinical hours (180 clock hours) by completing and submitting:
 - a. Signed clinical attendance time log (submitted through TCU online).
 - b. Clinical patient case logs (Must submit hours weekly (daily is best) and be approved by faculty).

- c. Clinical logs must be timely and accurate for full approval for credit.
- d. Submission of **3** SOAP notes via TCU online scattered throughout the semester. You may be required to submit additional SOAP notes depending upon your progress.

Clinical Case Logs fulfill course-learning outcomes 1-5 and 7.

THREADED DISCUSSIONS (6)

There will be 6 Threaded Discussion scattered throughout the semester. Each student is expected to post one original response by Wednesday and respond to at least three other student's post by Friday to receive full credit (more responses are encouraged). Threaded Discussions are a wonderful way to share information and promote learning among professional colleagues. The focus of discussions will center on *clinical pearls, incorporation of technology and EBP clinical tools*. To receive passing credit, the student must score a cumulative grade of $\geq 80\%$ on the threaded discussions.

Threaded discussions fulfill course learning outcomes 3,4,6

Threaded Discussion Rubric

CATEGORY	3	2	1	0
Topic Response	Responding to the instructor's topic by Wednesday.	Responding to the instructor's topic by Friday.	Responding to the instructor's topic by Sunday.	Not responding to the instructor's topic.
Peer Response	Responding to at least 3 peers posting by Friday.	Responding to 3 peers posting by Saturday.	Responding to 3 peers posting by Sunday.	Responding to NO peer postings.
Final Response	Responding to all peers who have posted a response to you.	Responding to 3/4 of the peers who have posted a response to you.	Responding to 1/2 of the peers who have posted a response to you.	Responding to NONE of the peers who have posted a response to you.
Quality Threads	Student comments that add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing.	Student comments that add moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully	Student comments that do not add to the discussion. Student does not substantiate any comments made with reasoning or	Student does not participate at all in the threaded discussion.

	Student also substantiates any comments made with reasoning or even source citation. A quality posting is about 30 to 75 words.	disagreeing. Student does not substantiate any comments made with reasoning or even source citation. Posting is about 20 to 75 words.	even source citation. Posting is simple: "I agree" or "Yes" or "No"	
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Learning Objectives and Self-Assessment Assignments (3)

The purpose of this 3-part assignment is to guide the clinical experience and your professional development as a nurse practitioner student (See Course Schedule/Assignments/Due Dates). The clinical experience is directed by the development, reevaluation, and reflection of your clinical objectives. Your clinical faculty and your preceptor will both review and discuss this assignment with you during your semester.

Grading Rubrics for the 3 assignments are in the course shell. Students will be required to score: ≥ 24 points on Part 1, ≥ 16 points on Part 2, and ≥ 40 points on Part 3 to successfully receive credit.

Objectives and Self-Assessments fulfill course-learning outcomes 3,4,6,7.

Clinical Performance

To be successful and receive CREDIT for this course **the student must:**

1. Demonstrate completion of the minimum required direct patient care clinical hours (180 clock hours) by completing and submitting:
 - a. Signed clinical attendance time log.
 - b. Clinical patient case logs (submitted through Typhon patient tracking system. Must submit hours weekly and approved by faculty).
 - c. Submission of **3** SOAP notes via Typhon scattered throughout the semester. Your Clinical Faculty Advisor may require additional SOAP notes depending upon your progress.
2. Receive satisfactory evaluations from preceptor submitted through Typhon evaluation system (see course shell for evaluation forms).
3. Receive satisfactory evaluations from faculty submitted through Typhon evaluation system (must receive evaluation score ≥ 30 to receive passing credit; see course shell for evaluation forms).
4. Demonstrate completion of all assigned practicum learning activities (Threaded Discussions and Learning Objectives & Self-Assessment Assignment).
5. Demonstrate completion of end of semester evaluation of clinical site and preceptor (see course shell for evaluations).

Grading

Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage
	Clinical Typhon patient case logs	Pass/No Credit (see criteria below)
	DFWHC Quiz	10%
	Learning Objectives & Self- Assessment Assignment	30%
	Threaded discussion	30%
	SOAP Notes (3)	30%

There are no options for extra credit.

Progression to NAPN 85213 Acute Care Adult-Gerontology I and NAPN 85283 Acute Care Adult-Gerontology I Practicum requires achievement of a grade of 80% or higher in NAPN 84213 Primary Care Adult Gerontology I and a PASSING grade in NAPN 851833 Intro to Acute Care Practicum.

Grading Scales

Grading for this course will be Pass or No Credit. Elements reviewed by faculty to make this determination include aspects of the Preceptor evaluation of student performance, Faculty evaluation of student performance, Typhon case logs entries, student engagement within the shell with other students, and communication with faculty. Additionally, quality of Threaded Discussion content and Learning Objectives & Self-Assessment assignment will receive a grade as part of the determination of course success. For activities receiving a numerical grade in the practicum, a grade of 80% or more is considered passing. The faculty is the final evaluator of the student and will assign the final Pass or No Credit grade.

Late Work

No late work is accepted. Please contact me as soon as possible if you are concerned.

Remote Testing Protocol

This course requires the use of LockDown Browser and a webcam for online exams and quizzes. Here is information for LockDown Browser and webcam.

<https://cte.tcu.edu/edtech/respondus/> . Students will also be required to read the Exam Monitor Remote Testing Protocol <https://harriscollege.tcu.edu/nursing/wp-content/uploads/sites/6/2020/07/Graduate-Remote-Testing-Protocol.docx> and sign the Student Acknowledgment Form at the beginning of the semester. This form is added to your course modules as an assignment. Please upload after signing.

Grading Concerns

Type your policy regarding questions about grades.

[Clearly articulate what you would like students to do if they have a question about a grade or your feedback. Is there a time-frame for addressing these issues? With whom should they speak first or second? Do you require a written statement? What should this statement contain? Refer to the relevant sections of the [Student Handbook](#) for further information.]

Participation / Engagement (Attendance)

Throughout the semester, the student is expected to work collaboratively with the faculty and preceptor to schedule individualized clinical experiences to meet the minimum requirement of 150 clinical hours. These hours must be completed within the timeframe of the course's semester. A log documenting the clinical hours and verified by the original signature of the Preceptor will be submitted at the end of course validating completion of these hours. The student is expected to remain engaged in the course shell and to communicate regularly with the faculty.

Every other day review of the Syllabus and Course Schedule are essential to have an awareness of course expectations, learning outcomes, assignments, due dates, and grading policies.

Communication between the student and instructor must occur through TCU email. It is the student's responsibility to check his/her email at least every other day for any communication from the instructor.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Typhon Group Patient Tracking Program

Documentation of clinical encounters through the Typhon Group Patient Tracking Program permits the faculty to evaluate student progress during the clinical practicum experience. The documentation of clinical encounters becomes part of the student's permanent file and substantiates the Director's recommendation for certification upon graduation. Students are expected to submit clinical encounters and clinical hours to the web-based clinical tracking system. The web-based program can be accessed at: <http://www.typhongroup.net>. Data must be entered weekly and approved by faculty (See Course Schedule/Assignments/Due Dates). Faculty feedback and approval on log entries will take place within Typhon web-based system. If students experience technical issues related to the Typhon system, they should contact Typhon technical support directly.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://tcu.policytech.com/dotNet/documents/?docid=55&public=true>.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Recording of Class Sessions

Any synchronous class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact me immediately so I may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) (<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>).

Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

Option 1: Access via my.tcu.edu > Student Quick Links > TCU Online

Option 2: Login at <http://d2l.tcu.edu>

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

[Per the [University Policy for Distance Learning](#), all online courses must use TCU Online. Tell students how you plan to use TCU Online in this course: will you post grades, lecture notes, or assignments? Will students be required to submit items or engage in discussions online?]

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the Help Desk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Coats Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

Anti-Discrimination and Title IX Information

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oiie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/](https://inclusion.tcu.edu/campus-community-response-team/)

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oiie@tcu.edu or a.vircks@tcu.edu,

or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education

<https://care.tcu.edu/> | 817-257-5225

Counseling & Mental Health Center

www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life

www.faith.tcu.edu | 817-257-7830

On Campus Resources

TCU Police

www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at

<https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Emergency Response Information

View [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

View the [TCU Building Safety Maps](#) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](#) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>).

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

DATE	TOPIC	READINGS/ASSIGNMENTS	DUE DATES
Weeks 1-2 01/10 - 01/23	Module 1 Module 2 @ ZOOM Meeting Q&A and Clinical Paperwork Meeting ID: 934 5447 8842	Readings: Refer to didactic course Threaded Discussion #1 Oral Presentation DFWHC Foundation Orientation Quiz Assignment #1: Learning Objectives Part 1	Midnight 01/19 – 1/23 Midnight 01/23 Midnight 01/23
Week 3 01/24 – 01/30	Module 3:	Readings: Refer to didactic course Practicum Hours/Typhon Patient Case Logs	Midnight 01/30
Week 4 01/31 - 02/06	Module 4	Readings: Refer to didactic course Practicum Hours/Typhon Patient Case Logs Threaded Discussion #2	Midnight 02/06 Midnight 02/06
Week 5 02/7 – 02/13	Module 5	Readings: Refer to didactic course SOAP Note #1 Due Practicum Hours/Typhon Patient Case Logs	Midnight 2/13 Midnight 02/13

Week 6 02/14 – 02/20	Module 6	Readings: Refer to didactic course Practicum Hours/Typhon Patient Case Logs Threaded Discussion #3	Midnight 02/20 Midnight 02/20
Week 7 02/21 – 02/27	Module 7	MIDTERM CHECK IN SURVEY Readings: Refer to didactic course	

		Practicum Hours/Typhon Patient Case Logs	Midnight 02/27
Week 8 02/28 – 03/06	Module 8 ZOOM Meeting: Attendance is Required March 2, 2022 @6:30pm CT Meeting ID: 975 9456 1124	Readings: Refer to didactic course Practicum Hours/Patient Case Logs Midterm Preceptor Evaluation Mid Term Typhon log Analysis due Assignment #2: Oral Presentation Mid-Term Assessment Part 2 – completed during Zoom	All Due Midnight 03/06 Midnight 03/06
Week 9 03-/07- 03/13	Spring Break	No work due	
Week 10 03/14 – 03/20	Module 10	Threaded Discussion #4 Practicum Hours/Patient Case Logs	Midnight 03/20 Midnight 03/20

Week 11 03/21 – 03/27	Module 11	Readings: Refer to didactic course SOAP Note #2 Due Practicum Hours/Typhon Patient Case Logs Practicum Hours/Typhon Patient Case Logs	Midnight 03/27 Midnight 03/27
Weeks 12 03/28 – 04/3	Module 12	Readings: Refer to didactic course Threaded Discussion #5 Practicum Hours/Typhon Patient Case Logs	Midnight 04/03 Midnight 04/03

Week 13 04/4 - 04/10	Module 13	Readings: Refer to didactic course SOAP Note #3 Due Practicum Hours/Typhon Patient Case Logs	Midnight 04/10 Midnight 04/10
Week 14 04/11 – 04/17	Module 14 Good Friday: April 15, 2022	Readings: Refer to didactic course Threaded Discussion #6 End of Course Clinical Evaluation: Schedule with faculty Practicum Hours/Patient Case Logs	Midnight 04/17
Week 15 04/18– 04/24	Module 15	Readings: Refer to didactic course End of Course Clinical Evaluation: Schedule with faculty Practicum Hours/Patient Case Logs. Complete clinical hours this week.	Midnight 04/24

<p>Week 16 04/25 – 05/01</p>	<p>Module 16</p>	<p>Assignment #3: Self-Assessment Part 3</p> <p>Final Typhon Analysis due</p> <p>Complete & Submit Clinical Evaluations (Preceptor Evaluation of Student; Student Evaluation of Preceptor; Student Evaluation of Clinical Agency)</p> <p>Submit Clinical Attendance Roster(s)</p>	<p>Midnight 05/01</p> <p>Midnight 05/01</p> <p>Midnight 05/01</p>
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<p>Final Week 05/02 – 05/06</p>	<p>Final Week</p>	<p>SPOT Evaluation</p> <p>End of Course Survey</p>	<p>Midnight 05/06</p>
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Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

[Explain here how you use SPOT feedback to improve the course over time. You should also add a note on a module introduction page toward the end of the course to remind students to complete the SPOT.]

TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

[Consider adding the college / program / department mission statement as well.]



KOEHLER CENTER
For Instruction, Innovation & Engagement

September 9, 2022

To: TCU Graduate Council

SUBJECT: LETTER OF ENDORSEMENT

This is to confirm that the Koehler Center for Instruction, Innovation, and Engagement is working in collaboration with the Doctor of Nursing Practice Program in the development of a new fully online course. Accordingly, we have reviewed the proposed syllabus for the courses listed below:

Course Number	Course Title
NAPN 85183	Intro to Acute Care Practicum

We recommend approval of the above course.

The program has been provided with an annotated syllabus with recommendations from the Koehler Center. Overall, the syllabus and the eventual course development should ensure: use of the most recent TCU syllabus template for online instruction; verification that courses run for the duration of the designated session; sufficient self-assessment opportunities; and well-defined and clearly communicated policies addressing late work and collaboration / academic integrity issues regarding quizzes.

The Koehler Center will work individually with the designated instructor to revise the syllabus and fully develop course content in TCU's Learning Management System (TCU Online). The Completed course will need to meet the TCU Policy for Distance Learning and Web-Enhanced Courses; adhere to federal financial aid, SACS, and state authorization (SARA) regulations; and implement evidence-based practices in online learning design and delivery as reflected in TCU's Online Structure Assessment Tool (OSAT).

The following steps must take place prior to the course going live for online instruction:

TCU Box 298970, Fort Worth, Texas, 76129
cte.tcu.edu



KOEHLER CENTER

For Instruction, Innovation & Engagement

1. Address the identified syllabus recommendations.
2. Course development in TCU's Learning Management System, completed at least one month prior to the first day of the session for each course offering.
3. Pre-instruction OSAT review & partner with instructor.
4. Review of course shell for implementation of identified high-priority OSAT improvements.

Program leadership should also ensure compliance with provisions related to distance education. In particular, the instructor of the course must complete Preparing to Teach Online and TCU Online Boot Camp in advance of the semester in which the course will be taught.

Additionally, if the course is part of a program that is preparation for a new professional license for out-of-state students, the program must make all reasonable efforts to communicate with licensure authorities in each student's state of residence to determine whether the program fulfills the educational requirements for licensure in the state. These out-of-state students must be apprised of this information in writing; this information should also be posted on the program's website.

Regards,

Afsaneh Iranpour-Farhadi

Dr. A. Farhadi

Director, Online and Distance Learning
Koehler Center for Instruction, Innovation, and Engagement