



PRINCIPLES OF ACUTE CARE 1 (NURS 7351)

Term: Fall Flex 1/2026

Professor: Dr. Teresa Griffin, DNP, APRN, AGACNP-BC, FNP-C, CNEcl, ACUE

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Office Hours: Wednesdays 9:00 AM-12:00 Noon CST and by appointment

Course Dates: August 27 – October 17, 2026 (SON Flex 1)

Course Times & Classroom: Hybrid online course with Objective Structured Clinical Examinations (OSCEs) on-campus during Week 7

Best way to contact: Do not hesitate to reach out to your faculty for any needs.

First, send an inbox message through the associated Canvas course to your assigned faculty. Follow-up with secondary method if no response within two (2) business days through the following pathway: inbox->email->call.

If you do not get a response or resolution from your assigned faculty, then proceed through the following pathway: course lead faculty->program coordinator.

Co-Faculty (pending enrollment needs):

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Course Overview

This is the first of four didactic courses that provides an in-depth exploration of the role of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) in managing adult and geriatric patients with acute, chronic, and critical illnesses across healthcare settings. Body systems will be reviewed across these four courses in a head-to-toe progression to teach the essential concepts of evaluation, diagnosis, and management of acute, chronic, and critical conditions. Students will study related scientific evidence, ethical principles, and health policy.

Prerequisites

Admission to the AGACNP program

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Define the role of the AGACNP as a leader in managing adults and older adults with acute, chronic, and critical illnesses across healthcare settings emphasizing interprofessional collaboration.
2. Retrieve clinical data to guide evidence-based evaluation, diagnosis, and management of chronic, acute, and critical conditions to promote health, safety, and risk reduction.
3. Interpret scientific evidence to develop evidence-based, person-centered care plans for adults with acute, chronic, and complex conditions.
4. Identify communication and education techniques to support shared decision-making, health promotion, and self-management, tailored to the individual's health literacy, cognitive status, and life stage.
5. Utilize principles of ethics, health policy, and professional integrity in the provision of person-centered care.
6. Select healthcare technologies and clinical decision support tools to enhance patient care.

Required Textbooks and Readings

- **Primary Textbook:** Fuller, V. J., & McCauley, P. S., (2023). Textbook for the Adult-Gerontology Acute Care Nurse Practitioner: Evidence-based standards of practice. Springer Publishing. ISBN: 978-0-8261-5232-9; eBook ISBN: 978-0-8261-5233-6; DOI: 10.1891/9780826152336
- **Secondary Textbooks:** Please refer to additional textbooks below available to students at no charge through the UT Tyler library open access.
- **Additional Readings:** Throughout the semester, you will encounter insightful readings assigned and posted on Canvas.
- Total Estimated costs of required course materials: ~ \$90. Please refer to the table below:

Textbook Name	ISBN	Link	Cost
Textbook for the Adult-Gerontology Acute Care Nurse Practitioner by Valerie J. Fuller & Paula S. McCauley	ISBN: 9780826152299	Student purchase	\$86.74 on Amazon 8/1/2025
Adult-Gerontology Acute Care Practice Guidelines by Catherine Harris (Editor)	ISBN: 9780826176172	Link to Adult-Gerontology Acute care guidelines	Open Access
Advanced Practice Nursing: Essentials for Role Development by Lucille A. Joel	ISBN: 9781719647113	Link to Advanced Practice Nursing: Essentials for Role Development	Older version in open access.
Essential Procedures for Emergency, Urgent, and Primary Care Settings: A Clinical Companion by Theresa M. Campo and Keith A. Lafferty	ISBN: 9780826141040	Link to Essential Procedures for Emergency, Urgent, and Primary Care Settings: A Clinical Companion	Open Access
Ferri's Best Test : A Practical Guide to Laboratory Medicine and Diagnostic Imaging (5th ed.) by Fred F. Ferri	ISBN: 9780323812900	Link to Ferri's Best Test: A Practical Guide to Laboratory Medicine and Diagnostic Imaging.	Open Access
Mosby's® Diagnostic and Laboratory Test Reference, 17th ed. by K. D. Pagana, T. J. Pagana, & T. N. Pagana	ISBN: 9780323828673	Link to Essential Procedures for Emergency, Urgent and Primary Care Settings	Open Access
Mount Sinai Expert Guides: Critical Care by S. A. Mayer, J. M. Shapiro, U. K. Gidwani, & J. M. Oropello (Eds)	ISBN: 9781119293309	Link to Mount Sinai Expert Guides: Critical Care	Open Access

Recommended Resources (Optional):

- Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th ed.; American Psychological Association; ISBN: 978-1433832161; eBook ISBN: 978-1433832154
- APA7 Manual above is now offered through the UT Tyler library for free access. [Link to APA7 Manual](#)

- Other resources may be suggested throughout the semester.

Special Course Notes:

⌘ **Proctoring Notice: LockDown Browser + Webcam Requirement**

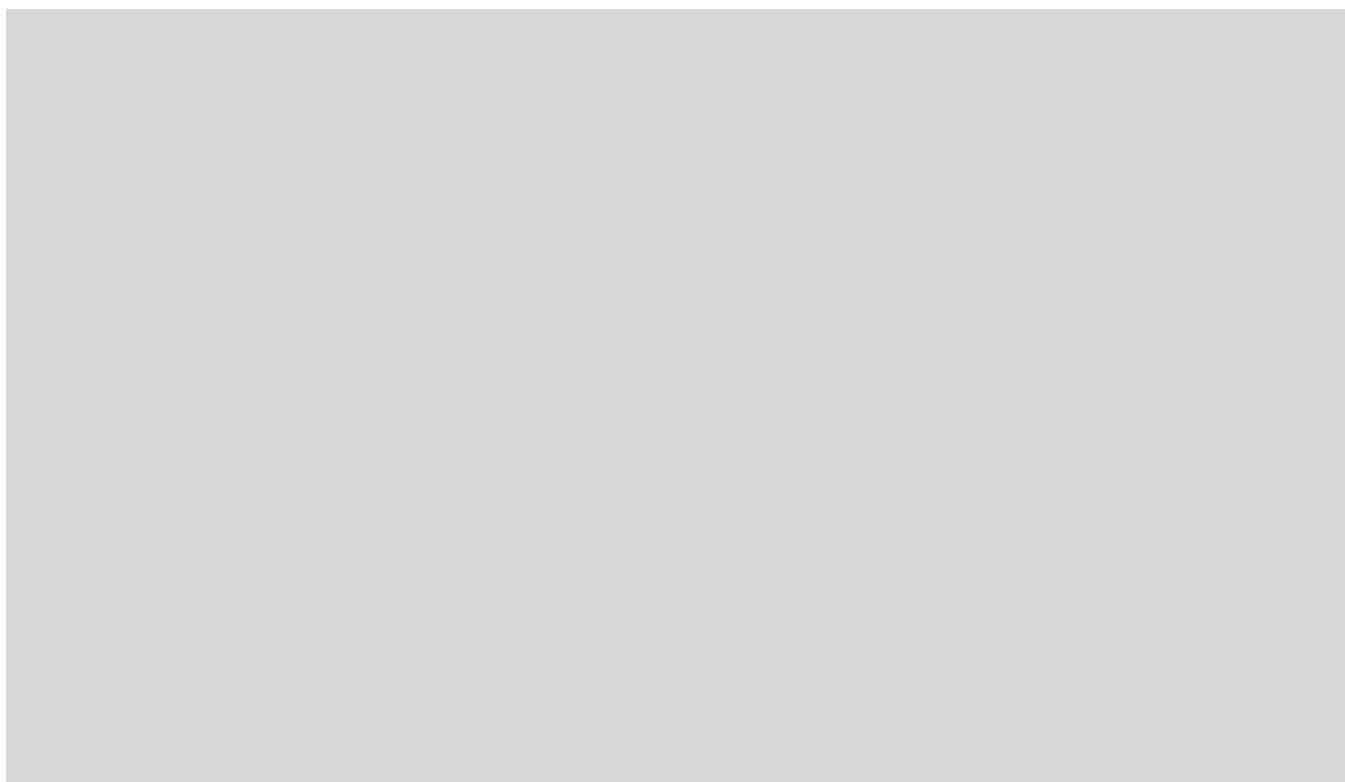
This course will utilize *Respondus Lockdown Browser* and *Respondus Monitor* for all exams. *Respondus Lockdown Browser* and *Respondus Monitor* are specialized assessment tools designed to maintain academic integrity during online exams. Together, these tools provide comprehensive exam security for online and remote testing environments.

⌘ **Lockdown Browser** is a custom browser that restricts students from accessing other applications, websites, or system functions during an exam.

⌘ **Respondus Monitor** is a webcam proctoring system that records students during exams, using AI to flag suspicious behaviors.

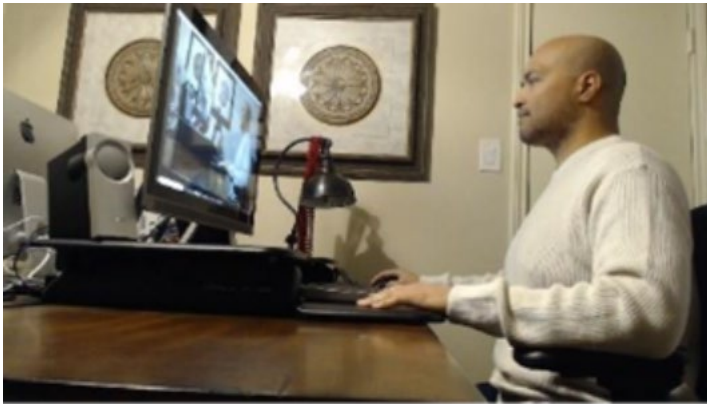
⌘ These tools are reviewed in the student video below provided by the University. For help with using these exam tools, contact the Office of Digital Learning at canvas@uttyler.edu.

⌘ <https://youtu.be/WcHuYw488nM>



⌘ **Additional requirement:** 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. Retail cost: \$30.00 to \$160.00

⌘ Please refer to this setup for the required view (it can be either body side):



⌘

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- ⌘ Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature. <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

⌘ **Download Instructions**

- ⌘ Select a quiz from the course
- ⌘ If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- ⌘ Return to the quiz page in a standard browser
- ⌘ LockDown Browser will launch, and the quiz will begin

- ⌘ *Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.*

⌘ **Guidelines**

When taking an online exam, follow these guidelines:

- ⌘ Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- ⌘ Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- ⌘ Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- ⌘ Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- ⌘ Remain at your computer for the duration of the test
- ⌘ If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- ⌘ To produce a good webcam video, do the following:
 - ☐ Avoid wearing baseball caps or hats with brims
 - ☐ Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - ☐ If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - ☐ Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)

- ⌘ Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

⌘ **Getting Help**

Several resources are available if you encounter problems with LockDown Browser:

- ⌘ The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- ⌘ 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
- ⌘ Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- ⌘ If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.

- ⌘ **Artificial Intelligence:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.** This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited following the APA guidelines, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Unless specified in the course assignment directions, the default is that AI is not allowed during any stage of an assignment. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such. Students shall not use AI tools during examinations.

- ⌘ **Alternate Locations:** During Objective Structured Clinical Examinations (OSCEs), the class will meet in the Braithwaite Building School of Nursing at the main UT Tyler campus at 3900 University Blvd., Tyler, Texas,

75799. OSCEs are typically scheduled during the Week 7 module of the course. Please refer to the course calendar for specific dates.

- **External Resources:** The AGACNP program incorporates question banks from *APEA* (Advanced Practice Education Associates) for assessments of board examination readiness during the six practicum courses. AGACNP diagnostic skill practice through virtual reality (VR) will be incorporated through *InciteVR*. During the last semesters of the program, Fundamental Critical Care Support (FCCS) certification will be obtained through the *Society of Critical Care Medicine*. Detailed instructions will be provided in class for each of these assignments.

Course Structure

This course is structured as an online hybrid learning environment with some asynchronous and synchronous content delivery. This course has live office hours via ZOOM that are designed to review course material and assignments and provide question-and-answer (Q&A) sessions. Attendance requirements will be specified in the grading criteria, and it is highly recommended to achieve academic success; however, sessions are recorded and available for students to review who are unable to attend. Please notify your assigned faculty if you are unable to attend. This does not require you to be in a specific location to participate; however, it is recommended to be in a quiet location with distractions minimized to enhance your learning experience.

The online nature of this course will push you to take an active role in the learning process. You will do this by engaging in and collaborating with other students and the instructor regularly through live sessions, assignments, and group activities. Please review the course content before attending online meetings to enhance the learning experience for all participants.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professors. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you have commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up. ***For each 3-hour didactic course, it is recommended to allot a minimum of 9-10 hours per week of content study time to successfully pass the course. For every 3-hour clinical course, it is recommended to allot 20 hours per week of clinical time along with content review.***
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts, and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace, and each week builds on the previous class's content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))

6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

Participation Activities

- Participation activities engage students in the active learning process and serve several important purposes:
 1. **Engagement and Interaction:** They provide a platform for students to engage with their peers and instructors, fostering a collaborative learning environment.
 2. **Critical Thinking:** By responding to prompts and engaging in discussions, students develop and enhance their critical thinking and analytical skills.
 3. **Knowledge Sharing:** Students can share insights, experiences, and resources, enriching the learning experience for everyone involved.
 4. **Reflection:** Discussion boards encourage students to reflect on their learning, clinical experiences, and how theoretical knowledge applies to practice.
 5. **Communication Skills:** Regular participation helps students improve their written communication skills, which are essential for professional practice.
 6. **Feedback and Support:** Instructors and peers can provide feedback and support, helping students to identify areas for improvement and to stay motivated.
- Discussion board topics may be associated with a corresponding module or a relevant topic in acute care practice.
- The initial response to the module discussion is due by midnight on the Wednesday of the module week. The maximum word count is 500. Discussions should cite scholarly references in APA 7 format. Two references are preferred for initial posts to support your stance.
- Replies to other students' posts for the module are due by Sunday at midnight of the module week and have a maximum word count of 250 and should include one reference.
- Discussion board and participation assignments combined will weigh 10% of the course grade.

Student Engagement

- Weekly online live sessions will be scheduled in Canvas through Zoom for students to engage with faculty and peers through the active learning process and serve several key purposes:
 1. **Interactive Learning:** These sessions provide an opportunity for real-time interaction with instructors and peers, enhancing the learning experience through discussions, Q&A sessions, and collaborative activities.
 2. **Clarification of Concepts:** Students can seek clarification on complex topics, ensuring a deeper understanding of the material covered in the program.
 3. **Skill Development:** Through live demonstration and clinical case scenarios, students can develop and refine their clinical skills in a faculty-guided environment.
 4. **Networking:** Online classrooms allow students to build professional relationships with classmates and faculty, fostering a sense of community and support.
 5. **Flexibility:** Online classrooms offer the flexibility to attend sessions from any location, making it easier for students to balance their studies with other commitments.

- Recognizing the challenges of online classroom participation, students are encouraged to attend and actively engage in at least 50% of the scheduled online meetings to avoid adverse effects on overall course grade.
- Excused absences can be obtained by notifying your faculty prior to the online class start time and making alternative arrangements with your faculty to review class content.
- Student engagement is weighted as 10% of the course grade.

Case Studies

- Clinical case scenarios will be assigned throughout courses in the AGACNP program and serve several important purposes:
 1. **Application of Knowledge:** These assignments allow students to apply theoretical knowledge to real-world situations, bridging the gap between classroom learning and clinical practice.
 2. **Critical Thinking and Decision-Making:** By working through complex patient scenarios, students develop critical thinking and decision-making skills essential for acute care settings.
 3. **Clinical Skills Development:** These scenarios help students practice and refine their clinical skills, such as patient assessment, diagnosis, and treatment planning.
 4. **Interdisciplinary Collaboration:** Students learn to collaborate with other healthcare professions, understanding the importance of teamwork in providing comprehensive patient care.
 5. **Preparation for Real-World Challenges:** These assignments prepare students for the unpredictable and high-pressure environment of acute care, enhancing their readiness to handle real-life clinical situations.
 6. **Feedback and Improvement:** Instructors can provide targeted feedback on students' performance, helping them identify areas for improvement and guiding their professional growth.
- A clinical case relevant to the module or unit topic will be presented, and students are expected to work through the scenario using the provided grading rubric to develop a thorough evaluation and treatment plan. Please see the grading rubric for further details. The clinical case presentation should be submitted in APA7 format, and frequent citation of scholarly references is expected.
- Case studies will be weighted as 15% of the overall course grade.

Role Application Project

- The role of the AGACNP extends beyond clinical bedside skills to encompass many facets of healthcare delivery. Various activities will be assigned throughout the program to assist the student with development of the specific role and professional practice of the AGACNP and will serve several key purposes:
 1. **Practical Application:** These projects allow students to apply theoretical knowledge to real-world clinical or practice scenarios, bridging the gap between classroom learning and practical experience.
 2. **Professional Role Understanding:** These projects help students understand the responsibilities and expectations of their role as acute care NPs, preparing them for future careers.
 3. **Interdisciplinary Collaboration:** Role application projects often involve working with other healthcare professionals, fostering teamwork and collaboration skills.
 4. **Influence on Practice:** These projects enable students to understand and engage with policy-making processes, thereby equipping them to advocate for and implement healthcare policies that enhance patient outcomes and healthcare delivery.

5. **Navigating the Healthcare System:** Role application projects equip students with the skills to assist patients in navigating complex healthcare systems, including support with insurance, billing, and accessing necessary services, with a focus on advocating for vulnerable populations who may face barriers to care.
- The assigned role application project will be weighted as 15% of the course grade.

Objective Structured Clinical Examination (OSCE)

- Objective Structured Clinical Examinations (OSCEs) in advanced practice nursing education serves several important purposes:
 1. **Assessment of Clinical Competence:** OSCEs provide a standardized method to evaluate students' clinical skills, including patient assessment, diagnosis, and treatment planning, ensuring they meet the required competencies.
 2. **Realistic Clinical Scenarios:** These exams simulate real-life clinical situations, allowing students to demonstrate their ability to apply theoretical knowledge in a practical, controlled environment.
 3. **Immediate Feedback:** Students receive immediate feedback from examiners, helping them identify strengths and areas for improvement, which is crucial for their professional development.
 4. **Skill Development:** OSCEs help students refine their clinical skills through repeated practice and exposure to a variety of clinical scenarios, enhancing their readiness for real-world practice.
 5. **Stress Management:** By exposing students to high-pressure situations in a simulated environment, OSCEs help them develop the ability to manage stress and perform effectively under pressure.
 6. **Interpersonal Skills:** These exams also assess students' communication and interpersonal skills, ensuring they can effectively interact with patients, families, and healthcare team members.
- OSCE stations will be arranged on-campus through the School of Nursing simulation lab and may include:
 - Clinical interactions (in-person or virtual reality) with standardized patients: counseling, examination, history taking
 - Examination of mannequins and interpretation of findings
 - Computerized cases
 - Test interpretation
 - Order writing
 - Documentation
- OSCEs will be held during Week 7 module for all AGACNP courses unless otherwise specified. Final dates will be announced shortly after the course begins pending total student enrollment. Please refer to each course calendar for specific dates.
- OSCEs and any specified procedural skills checkoffs will be graded as Pass/Fail. A minimum score of 80% must be achieved on OSCEs to pass the course. Remediation is at the discretion of the instructor.

Exam

- Unit exams will be dispersed throughout the course as noted on the course schedule and will serve several key purposes:
 1. **Knowledge Assessment:** These exams evaluate students' understanding of the material covered in each unit, ensuring they have a solid grasp of essential concepts and information.

2. **Progress Monitoring:** Unit exams help both students and instructors track progress throughout the program, identifying areas where students may need additional support or review.
 3. **Preparation for Certification:** By regularly testing students' knowledge, unit exams help prepare them for the comprehensive certification exams they will need to pass to become licensed AGACNPs.
 4. **Critical Thinking:** These exams challenge students to apply their knowledge to clinical scenarios, enhancing their critical thinking and problem-solving skills.
 5. **Retention of Information:** Regular assessments encourage students to review and retain information, promoting long-term learning and mastery of the subject matter.
 6. **Feedback and Improvement:** Unit exams provide valuable feedback to students, highlighting their strengths and areas for improvement, which is essential for their academic and professional development.
- Please review all required content including module readings, PowerPoint presentations, and recorded office hours to prepare for final examinations.
 - An average score of 80% or higher (grades are not rounded up) must be achieved on all module or unit exams to pass the course and progress through the program and are weighted at 20% of course grade.
 - Final Exams will be conducted during the final week of the course and will assess minimal competency of the overall course content. A minimum grade of 80% is required on the final exam to pass the course and progress in the AGACNP program and is weighted as 30% of the course grade.

Grading Structure

Assignment	Percentage %
Discussion Boards and Participation Assignments	10%
Student Engagement	10%
Case Studies	15%
Role Application Project	15%
Unit Exams (80% average required)	20%
Comprehensive Final Exam (80%+ required)	30%
OSCEs & Skill Checkoff	Pass/Fail
Total	100%

Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

Late Work and Make-Up Exams:

All

assignments, quizzes, and exams are due on or before midnight (Central Standard Time) of the assigned date. 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course:

Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. **Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.**

Attendance Policy (optional):

Attendance/participation is expected. Make-up for exams, quizzes, assignments, and clinical time missed is at the faculty's discretion.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus."

- [University Policy](#)
- [Student Resources](#)