**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**N6322 TRANSLATION RESEARCH**

**Fall 2017**

## Instructor(s)

Maureen Courtney APRN, FNP-BC, PhD

Associate Professor

## Office Number

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## Faculty Profile

<https://mentis.uta.edu/public/#profile/profile/edit/id/1629/category/2>

## Office Hours

By appointment

## Maximum Timeframe for Responding to Student Communication

*Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame assuming the email was submitted using UTA email via the Blackboard course as requested.*

## Section Information

001

## Time and Place of Class Meetings

ONLINE

## Description of Course Content

This course provides a review of core research concepts as a foundation for evidence appraisal and translation. New practice-based clinical inquiry methods and strategies to promote translational science are explored for application in the DNP role.

## Student Learning Outcomes

1. Demonstrate application of core research concepts to evidence appraisal.
2. Apply design and measurement concepts into practice-based clinical inquiry.
3. Analyze practice-based clinical inquiry and translation to DNP practice.
4. Compare and contrast Evidence Based Practice, Quality Improvement, and Research (knowledge generation).

## Required Textbooks and Other Course Materials

**Required Textbooks:**

LoBiondo-Wood, G., & Haber, J. (2014). *Nursing research: Methods and critical appraisal for evidence based practice* (8th ed.). New York: Mosby Elsevier.

ISBN: 978-0-323-10086-1

Heavey, E. (2014). *Statistics for Nursing: A practical approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-04834-6

White, K., Dudley-Brown, S., and Terhaar, M. (2016). *Translation of evidence into nursing and health care* (2nd ed). New York: Springer

**Recommended Textbooks:**

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

ISBN: 978-1-4338-0561-5

Hacker, D., & Sommers, N. (2011). A writer’s reference (8th ed.). Boston: Bedford/St. Martin’s. ISBN-10:0-312-60143-3

**Some of the exam questions will be testing your knowledge of the research article:**

**Onieva-Zafra, M.D., Castro-Sanchez, A.M., Mataran-Penarrocha, G.A., Moreno-Lorenzo, C., (2013). Effect of music as nursing intervention for people diagnosed with fibromyalgia.** *Pain Management Nursing****,* 14(2):e39-e46. doi: 10.1016/j.pmn.2010.09.004.** (Available full text, online, through the UTA Library.)

PRIOR TO EACH EXAM, you should read the above listed article, looking for application of your knowledge of the research process in that article.

During the exam, you may have the article next to you at your computer. You may refer to it during the exam but you will have quite limited time to do this. I suggest you mark each research component in the article clearly so that if a question, for example, is about variables you can quickly check that. You may NOT confer with other students or any other individual during or after the exam. It should be your work alone.

## Descriptions of major assignments and examinations

**1. Multiple-choice exams: Taken online in Blackboard**

There are two quizzes that cover the content of the reading assignments and lectures for specific weeks. The purpose of the quizzes is to test your knowledge of the content, or see where you need to learn more.

**2. Statistical Multiple-choice exams: Taken online in Blackboard**

Students will complete one quiz that covers the review of statistics and new reading assignments for those weeks. The purpose of the exams is to test your knowledge of the content, or see where you need to learn more.

1. **Research Core Assignments:** There are 7 small assignments with open-ended, short answer items designed to help you apply your research knowledge.
2. **Final PICO question:** You will provide a final version of the PICO question you have developed for use in your next courses.
3. **Research Translation Plan:** You will provide a brief document that demonstrates your ability to develop a plan to translate research evidence to practice.

**Grading Percentages for this Course:**

Research Quizzes (2 X 15% each) 30 %

Statistics Quiz (1 X 15% each) 15 %

Discussion Board 5%

Initial PICOTS statement 5%

Presentation 2%

Assignments (7 X 3% each) 21%

Research Translation Plan 22%

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOTAL 100 %

**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 = 92 to 100

B = 83 to 91.99

C = 74 to 82.99

D = 60 to 73.99 – cannot progress

F = below 59.99 – cannot progress

## Course Outcomes and Performance Measurement:

| Course Objective(s) | Module Number and Objective(s) | Assignment  (Practice) | Assessment Item **(Showing Mastery)** |
| --- | --- | --- | --- |
| **Demonstrate application of core research concepts to evidence appraisal.** | **Module #2**  Differentiate research and its main characteristics from other ways of knowing. | Assigned Readings, lecture and slides  Assignments #1: Research Intro/Overview | Quiz #1 covering Modules 1,2,3 |
|  | Describe the literature review and its relationship to the research process and EBP. | Assignments #1: Research Intro/Overview | Quiz #1 covering Modules 1,2,3 |
|  | Critically appraise the quality of a literature review using assigned criteria. | Assignments #1: Research Intro/Overview | Quiz #1 covering Modules 1,2,3 |
|  | Explain the different types of systematic  literature reviews. | Assigned Readings, lecture and slides | Quiz #1 covering Modules 1,2,3 |
|  | **Module 2** |  |  |
|  | Describe how a problem area is identified and stated. | Assignments #2: Research Problem & Purpose | Quiz #1 covering Modules 1,2,3 |
|  | Describe the DNP role in considering GAP analyses and implications for practice.  Analyze the study problem and purpose  on assignment. | Assignments #2: Research Problem & Purpose  Discussion Board #3: Identifying Your Clinical Concerns and  Discussion Board #4: Starting with Your Clinical Concerns  Assignments #2: Research Problem & Purpose | Quiz #1 covering Modules 1,2,3 |
|  | Analyze the study problem and purpose  on assignment. | Assignments #2: Research Problem & Purpose | Quiz #1 covering Modules 1,2,3 |
|  | **Module #4**  Define research design and its purpose | Assigned Readings, lecture and slides  Assignments #4: Research Design | Quiz #2 covering Modules 4,5 |
|  | Define internal and external validity and apply criteria to evaluate them in a study. | Assignments #4: Research Design | Quiz #2 covering Modules 4,5 |
|  | Evaluate research designs using critiquing questions. | Assignments #4: Research Design | Quiz #2 covering Modules 4,5 |
|  | Describe the characteristics of experimental and quasi-experimental designs | Assignments #4: Research Design | Quiz #2 covering Modules 4,5 |
|  | Define the elements necessary for inferring cause and effect relationships. | Assignments #4: Research Design | Quiz #2 covering Modules 4,5 |
|  | Differentiate the characteristics of nonprobability and probability sampling strategies. | Assigned Readings, lecture and slides  Assignments #5: Sampling | Quiz #2 covering Modules 4,5 |
|  | Describe the relationship of power analysis and sample size and the implications for study results. | Assignments #5: Sampling | Quiz #2 covering Modules 4,5 |
|  | Describe inclusion and exclusion criteria. | Assignments #5: Sampling | Quiz #2 covering Modules 4,5 |
|  | Define intention to treat analysis and the implications for study results. | Assignments #5: Sampling | Quiz #2 covering Modules 4,5 |
|  | **Module #5** |  |  |
|  | Analyze major approaches to data collection citing strengths and weaknesses. | Assignments #6:  Measurement | Quiz #2 covering Modules 4,5 |
|  | Describe characteristics of various types of validity and reliability of measures and assessment techniques to determine these. | Assignments #6:  Measurement | Quiz #2 covering Modules 4,5 |
|  | Define the elements of the results and the discussion sections in a research study. | Assignments #7:  Findings & Discussion | Quiz #2 covering Modules 4,5 |
|  | Determine whether results are objectively reported and how tables and figures are used to convey data. | Assignments #7:  Findings & Discussion | Quiz #2 covering Modules 4,5 |
|  | Identify the necessary components of the discussion section and if results are correctly interpreted. | Assignments #7:  Findings & Discussion | Quiz #2 covering Modules 4,5 |
|  | **Module #6** |  |  |
|  | Review descriptive and inferential statistics including test assumptions | Practice Stats quiz | Quiz #3 covering Modules 6,7 |
|  | Describe the use of major statistical tests in research noting the requirements for their use. | Practice Stats quiz | Quiz #3 covering Modules 6,7 |
|  | Interpret the meaning of various outcomes of statistical test | Practice Stats quiz | Quiz #3 covering Modules 6,7 |
|  | Apply a translation framework to everyday practice using a specific problem. | Begin to develop Translation memo | Translation Memo Paper |
|  | **Module #7** |  |  |
|  | Interpret clinical evidence regarding AR, RR, and NNT | Assigned Readings, lecture and slides | Quiz #3 covering Modules 6,7 |
|  | Demonstrate interpretation of a forest plot.  Differentiate p values from confidence intervals and their implications. |  | Quiz #3 covering Modules 6,7 |
|  |  |  |  |
| **Apply design and measurement concepts into practice-based clinical inquiry.** | **Module #3** |  |  |
|  | Describe how the research question and hypotheses relate to the other components of the research process. | Assignments #2: Research Problem & Purpose |  |
|  | Identify the criteria for determining the significance of a research question. | Assignments #2: Research Problem & Purpose |  |
|  | Evaluate the adequacy of a research question. | Assignments #2: Research Problem & Purpose |  |
|  | Describe how PICO relates to the development of a clinical question.  Begin investigation of a clinical problem using background information and rationale. | Practice PICO questions and review/provide peer feedback Modules # 3 -- #7 (scaffolding) | Final PICO Question & presentation |
|  | Discuss the differences between a research question and a clinical question in relation to the DNP role and EBP. | Assignments #2: Research Problem & Purpose |  |
|  | Describe the purpose of conceptual and theoretical frameworks for research. | Assignments #3:  Theory Frameworks | Quiz #1 covering Modules 1,2,3 |
|  | Describe the relationship between theory, research, and practice. | Assignments #3:  Theory Frameworks | Quiz #1 covering Modules 1,2,3 |
|  | Apply critical appraisal criteria to evaluate the appropriateness, cohesiveness, and consistency of a framework guiding research. | Assignments #3:  Theory Frameworks | Quiz #1 covering Modules 1,2,3 |
|  |  |  |  |
| **Analyze practice-based clinical inquiry and translation to DNP practice.** | **Module #8**  Complete your initial translation  plan  based on guidelines. | Individual development of paper components  Prior DB discussions and feedback from classmates | Translation Plan Paper |
|  | Finalize PICO question and rational | Module 6,7,8 DB Posts and feedback from classmates | PICO Paper and Presentation |
|  |  |  |  |
| **Compare and contrast Evidence Based Practice, Quality Improvement, and Research (knowledge generation).** | **Module #1**  Lesson A: EBP--What it is  Describe EBP and implications for DNP role.  Identify the major components of an EBP model | Discussion Board #1 and #2  Review common EBP models and components. | Quiz #1  Translation Plan Paper |
|  | Apply levels of evidence category to a study  Lesson B: EBP, QI, and Research | Readings and Lectures | Quiz #1  Translation Plan Paper |
|  | Differentiate EBP, QI, and research approaches from each other. | Readings and Lectures | Quiz #1 |
|  | Analyze an example of a clinical question appropriate for a QI project, and EBP project, and a research project. | DB #1 | Translation Plan Paper  PICO Paper |
|  | Analyze the DNP role and contribution to EBP, QI, and research. | DB #2 | Translation Plan Paper |

## Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. However, in this online course, you are required to complete all modules and course requirements.

## Other Requirements

This course is offered in entirety as an online format through Blackboard. It is a requirement and responsibility of each student to have access to a computer and a high speed Internet connection on a daily basis. Review UT Arlington’s hardware recommendations: <http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php> and Blackboard’s browser requirements: <http://www.uta.edu/blackboard/browsertest/browsertest.php>.

You will use your Netid and password to login to Blackboard at <https://elearn.uta.edu/>. It is your responsibility to become familiar with Blackboard and how to access course components. There are several Blackboard resources for students including <http://www.uta.edu/blackboard/students/index.php> and <http://help.blackboard.com/>.

This course requires the use of word processing and presentation software that is compatible with Microsoft Office formats. Students may purchase this software (in person or by mail) at a significant discount from the UT Arlington bookstore <http://www.uta.edu/bookstore>.

## 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 = 92 to 100

B = 83-91

C = 74-87

D = 68 to 73 – cannot progress

F = below 59 – cannot progress

| **Required Components for Course Credit** |
| --- |
| Research Quizzes (2 X 15% each) 30 %  Statistics Quiz (1 X 15% each) 15 %  Discussion Board assignments 5%  Initial PICOTS statement 5%  Presentation 2%  Assignments (7 X 3% each) 21%  Research Translation Plan 22% |

## Grade Grievances

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

## Late Assignments / Assessments:

Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. Make-up exams are not provided given the extended period for which exams are open.

## Expectations of Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional \_\_20\_\_\_ hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

## CONHI – language

## Drop Policy

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

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

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

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

**Census Day:,August 21, 2017**

**Last day to drop or withdraw, September 18, 2017 by 4:00 p.m.**

## Disability Accommodations

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

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

## Non-Discrimination Policy

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

## Title IX Policy

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

## Academic Integrity

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

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

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

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

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

"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>.

## 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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

## The English Writing Center (411LIBR)

The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor 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. <http://library.uta.edu/academic-plaza>

## Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

## Student Success Faculty

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

The success faculty in the DNP Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the DNP Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: [donelle@uta.edu](mailto:donelle@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](mailto: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](mailto:helpdesk@uta.edu).

## Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

## Final Review Week

for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Students should 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

* Peace Williamson, 817-272-6208, [peace@uta.edu](mailto:peace@uta.edu)
* Lydia Pyburn, 817-272-7593, [llpyburn@uta.edu](mailto:llpyburn@uta.edu)
* Heather Scalf, 817-272-7436, [scalf@uta.edu](mailto:scalf@uta.edu)
* Kaeli Vandertulip, 817-272-5352, [Kaeli.vandertulip@uta.edu](mailto:Kaeli.vandertulip@uta.edu)

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

## Helpful Direct Links to the UTA Libraries’ Resources

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

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> .

**Please contact Kaeli if you would like this for your course.**

## Course Schedule

**[**

“*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.”*

## Status of RN Licensure

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

## DNP Graduate Student Dress Code

The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. Students must adhere to the Dress Code Policy. www.uta.edu/nursing/file\_download/234/BSNDressCode.pdf **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

## UTA Student Identification

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

## Unsafe Clinical Behaviors

Students deemed unsafe or incompetent will fail the course and receive a course grade of “F”. **Any of the following behaviors constitute a clinical failure**:

1. Fails to follow standards of professional practice as detailed by the Texas Nursing Practice Act \* (available at [www.bon.state.tx.us](http://www.bon.state.tx.us))

2. Unable to accept and/or act on constructive feedback.

3. Needs continuous, specific, and detailed supervision for the expected course performance.

4. Unable to implement advanced clinical behaviors required by the course.

5. Fails to complete required clinical assignments.

6. Falsifies clinical hours.

7. Violates student confidentiality agreement.

\*Students should also be aware that violation of the Nursing Practice Act is a “reportable offense” to the Texas Board of Nurse Examiners.

## Blood and Body Fluids Exposure

A Health Verification form was signed by all DNP students at start of the program documenting personal health insurance coverage. All DNP 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/>

## Ebola exposure

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

## Confidentiality Agreement

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

## Graduate Student Handbook

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

## Student Code of Ethics

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

## No Gift Policy

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

## Online Conduct

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

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

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

**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.

## Department of Graduate Programs

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## Graduate Advisors

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