**NURS 6308: Research Seminar**

Fall 2015

**Instructor:** Lauri D. John, PhD, RN, CNS (oncology), Clinical Associate Professor

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**Faculty Profile:** <http://www.uta.edu/profiles/lauri-john>

**Office Hours:** By appointment

**Section Information:** NURS 6308-001

**Time and Place of Class Meetings:** 2-5 PM on 9/10, 9/11, 9/12, 10/8, 10/9, 10/10, 11/12, 11/13, 11/14; location PKH 554

**Course description:** Application of criteria for appraising strengths and weaknesses of published studies; Synthesis of research literature on a selected topic.

**Student Learning Outcomes:**

Upon completion of the course, the student will be able to

1. Compare various criteria for appraising research studies.
2. Evaluate the scientific rigor of the components of the research process of published studies.
3. Analyze the standards and processes of a systematic research review, integrated reviews, and other literature reviews.
4. Conduct a robust search of the research literature
5. Synthesize findings of multiple studies into summary of a research topic.
6. Write a focused, organized literature review to support development of a research study.

**Required Textbook:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.  ISBN: 978-1-4338-0561-5

Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences*. (6th ed.). Glendale, CA:Pyrczak Publishing.

Pyrczak, F. (2012). *Evaluating research in academic journals* (5th ed.). Glendale, CA: Pyrczak Publishing.

**Recommended Textbooks and Other Course Materials:**

Research texts of your choice, such as:

Grove, S. K., Burns, N., & Gray, J. R. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (7th ed.). Saunders.  ISBN 978-1-4557-07369-2

\*the assigned chapters from this text are posted in Course Materials on Blackboard

LoBiondo-Wood, G., & Haber, J. (2014). Nursing research: Methods and critical appraisal for evidence-based practice. New York: Mosby Elsevier. ISBN:  978-0-323-05743-1

**Teaching Methods/Strategies:**

Seminar discussion, online discussion, selected readings, collegial review/feedback

The seminar is designed for discussion, participation, and reflection; the traditional lecture format will not usually be implemented. Instead, value will be placed on your informed conversations about the assigned readings, the sharing of thinking about certain phenomena, and experiential learning. The seminar is conceptualized around the notion that all participants will adhere to the PACT.

P Prepare for class as evidenced by the completion of the required readings

A Attend all classes and respect the opinions of others who participate in the seminar

C Contribute your best thinking to the class discussion

T Thoughtfully and mindfully complete all course requirements

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. Much of the learning in a doctoral program occurs through discussion with colleagues. Failure to attend classes decreases the student’s exposure to these opportunities. In this course, regular class attendance and participation is expected of all students. Students are responsible for all missed course information. If a student is ill or has a conflict, please contact the instructor with the pertinent information prior to the beginning of the class.

**Other Requirements:** Students are expected to come to class prepared to discuss the scheduled topic. Respectful consideration of others’ opinions is an expectation as well. During the weeks when there is no class meeting, the instructor will initiate an asynchronous, online discuss in Blackboard. The quality and extent of participation in the discussion board will not be graded but will reflect on the student’s commitment to learning and the standards of scholarship. Lunch seminars are scheduled through the semester to facilitate socialization to the role of a scholar and to promote interaction among students.

**Course Requirements:**

Students must submit all assignments on Blackboard in order to pass the course. The specific criteria for all assignments are posted on Blackboard. There are no options for extra credit.

Faculty will impose penalties for late work. Work is considered late if it is received after the scheduled due date and time. Up to five points will be deducted from the final assignment grade for each day the work is late. If you become ill or have an accident or family emergency and do not believe you can complete an assignment on time, you should phone or email the instructor immediately - BEFORE the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. After the due date/time, points will be deducted for late work regardless of the excuse.

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have 20 points deducted and be returned to the student for revision. The revised paper must be resubmitted within one week, and the maximum grade that may be earned on that paper will be 80%.

**Expectations for 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 9 to 12 hours per week of their own time in course-related activities, including reading required materials, completing assignments, and writing papers.

**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. All grade calculations will be carried out to two decimal places, and there will be no rounding of final grades. Letter grades for written assignments and end-of-course grades shall be:

A = 92.00 ‑ 100

B = 83.00 – 91.99

C = 74.00 – 82.99

D = 68.00 – 73.99

F = < 68.00

All course activities must be completed at the passing level in order to pass the course.

**Grade Grievance:** 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 .

**Major Assignments:** (see course schedule for due dates/times)

Student Information Form Pass/Fail

Seminar Participation (online and in class) 20%

Significance Literature Summary Table 10%

Background Literature Summary Table 10%

Literature Review Paper Outline 20%

Literature Review Paper 40%

**Descriptions of Major Assignments for N6308**

**Seminar Participation**: During each intensive and online meeting you are expected to substantively participate in course discussions. You will do this in each of two ways: during face to face class meetings and through the Black Board discussion boards. It is expected that students will a) actively share thoughts and ideas, b) integrate course materials into discussions, c) share pertinent personal/professional experiences, d) pose questions/issues that provoke critical thought and analysis, e) post substantive comments related to the weekly content, and read, listen, and respond to the contributions of others.

There are specific, required discussion board activities during weeks when we do not meet for the intensives. Due dates for initial posts and feedback posts are listed in the course schedule. Instructions for each activity are included on the discussion board for the Early Group. The grading criteria for Seminar Participation are located in the Blackboard Assignments.

**Literature Summary Tables**: The purpose of developing literature summary tables is to help you summarize the information from articles/other resources you find in your literature search **in your own words**. This will help you organize information so that it will be readily accessible for you to use when developing the papers for this class.

Significance Lit Summary Table: The table that you submit to the Discussion Board and that you will submit with your lit review paper will include summaries of sources that provide support for why we should care about the problem of interest. You will need to find **at least five** primary sources or credible/reputable secondary sources to support the significance of the problem.

Background Lit Summary Table: The Literature Summary Table that you submit to the Discussion Board and that you will submit with your lit review paper will include summaries of sources that provide background information to support why further research is needed about the clinical problem. The background information should support that there is a research problem (gap in research knowledge). You will need to find **at least ten primary sources** to summarize in your table and then synthesize when you write your lit review paper.

**Literature Review Paper**: The purpose of this 12-15 page paper is to provide a synthesis of information gathered from the literature to support the need for a research study about a topic of your choice. See specific criteria for the paper in Blackboard Assignments. See General Guidelines for N6308 Papers in Blackboard Course Materials.

**Course Schedule**

Each seminar class will begin with a short discussion of content. The remainder of the seminar will be discussion about application of content to students’ topics of interest. Suggested readings for classes are from the required texts for this course. Students are expected to review additional texts, articles, and other resources as needed to achieve the course outcome of developing a literature review to support development of a research study. 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. –Lauri D. John.

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| Date | Topics, Activities | Readings/ Preparation | Assignments |
| Week 1 beginning 8/27  No Class | Overview of Lit Review, Purposes of Lit Review, & Topic Selection | Galvan Ch 1-3; Burns, Grove, & Gray Ch 6 | **Due by 5PM Wed. 9/2:**   * Submit Student Info Form to Blackboard Assignment * Post Bio & Photo to General Discussion Board.   Begin work on Activities for Chapters 1 and 3 (due next week) as you are reading these chapters. |
| Week 2 beginning 9/3  No Class | Analyzing Research Literature | Galvan Ch 4-6; Burns, Grove, & Gray Ch 18 | **Due by 5PM Mon. 9/7:**  Initial post to Early Grp Discussion Board: Galvan Ch 1 Activity #1 and Ch 3 Activities #1-5, Ch 4 Activity #1  **Due by 5PM Wed. 9/9:**  Feedback post to at least one classmate on Early Grp Discussion Board |
| Week 3  9/10  Thurs  Class 2-5 | Orientation, Analyzing Rsch Articles, Overview of Lit Review, Significance of Problem | Burns, Grove, & Gray Ch 6 | Be prepared to introduce yourself to the whole group and describe your topic of interest. |
| Week 3  9/11  Fri  No Class | Literature search time on your own | Find at least 3 articles/sources to support significance of your problem (at least one for magnitude & at least one for impact) | Save pdfs of sources to support significance. Prepare to discuss significance in 9/12 class.  **Due by 10PM Fri. 9/11:** Post to Early Grp Discussion Board: brief description of your problem’s significance & articles found to support significance |
| Week 3  9/12  Sat  Class 2-5 | Significance of your problem, Lit Summary Tables |  | Be prepared to discuss evidence found to support significance of problem |
| Week 4 beginning  9/17  No Class | Developing support for significance of problem |  | **Due by 5PM Wed. 9/23:**  Initial post to Early Grp Discussion Board: Significance Literature Summary Table, reference list, & pdfs of all sources cited |
| Week 5 beginning  9/24  No Class | Developing support for significance of problem |  | **Due by 5PM Wed. 9/30:**  Feedback post to at least one classmate on Early Grp Discussion Board |
| Week 6 beginning  10/1  No Class | Developing support for significance of problem |  | **Due by 5PM Mon. 10/5:**  Initial post to Early Grp Discussion Board: Detailed outline of Significance section of paper with reference list and pdfs of all sources cited  **Due by 5PM Wed. 10/7:**  Feedback post to at least one classmate on Early Grp Discussion Board |
| Week 7  10/8  Thurs  Class 2-5 | Developing support for background of problem | Burns, Grove, & Gray Ch 6 |  |
| Week 7  10/9  Fri  No Class | Literature search time on your own | Find at least 5 articles/sources to support background of your problem | Save pdfs of sources to support background. Prepare to discuss background in 10/10 class.  **Due by 10PM Fri. 10/9:**   * Post to Early Grp Discussion Board: articles to support background * Upload to Blackboard Assignment the Significance Literature Summary Table, reference list, & pdfs of all sources cited |
| Week 7  10/10  Sat  Class 2-5 | Background of your problem |  | Be prepared to discuss evidence found to support background of problem |
| Week 8 beginning  10/15  No Class | Developing support for background of problem |  | **Due by 5PM Wed. 10/21:**  Initial post to Early Grp Discussion Board: Background Literature Summary Table, reference list, & pdfs of all sources cited |
| Week 9 beginning  10/22  No Class | Developing support for background of problem |  | **Due by 5PM Wed. 10/28:**  Feedback post to at least one classmate on Early Grp Discussion Board |
| Week 10 beginning  10/29  No Class | Literature search & writing time on your own |  | Work on detailed outline of background due next week to discussion board. |
| Week 11 beginning  11/5  No Class |  |  | **Due by 5PM Mon. 11/9:**  Initial post to Early Grp Discussion Board: Detailed outline of Background section of paper with reference list and pdfs of all sources cited  **Due by 5PM Wed. 11/11:**  Feedback post to at least one classmate on Early Grp Discussion Board |
| Week 12  11/12  Thurs  Class 2-5 | Research Problem and Purpose | Burns, Grove, & Gray Ch 5 |  |
| Week 12  11/13  Fri  No Class | Literature search & writing time on your own |  | **Due by 10PM Fri. 11/13:**   * Post to Early Grp Discussion Board: draft of research problem statement and purpose statement * Upload to Blackboard Assignment the BackgroundLiterature Summary Table, reference list, & pdfs of all sources cited |
| Week 12  11/14  Sat  Class 2-5 | Review of Significance, Background, Problem, and Purpose |  |  |
| Week 13 beginning  11/19  No Class |  |  | **Due by 5PM Mon 11/23:**  Upload to Blackboard Assignment the Detailed Outline of Lit Review Paper, reference list, & pdfs of all sources cited |
| Week 14 beginning  11/26  No Class | **Thanksgiving** |  |  |
| Week 15 beginning  12/3  No Class |  |  | **Due by 5PM Wed. 12/9:**  Upload to Blackboard Assignment the Final Literature Review Paper with lit summary tables and pdfs of all sources cited |

**UT ARLINGTON (UTA) & COLLEGE OF NURSING AND HEALTH INNOVATION POLICIES/INFORMATION**

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. 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=20146>

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 contact their graduate advisor to obtain the drop form and further instructions before the last day to drop.

**Census Day: September 14, 2015**

**Last day to drop or withdraw: November 4, 2015 by 4:00pm**

**Americans with Disabilities Act:**  UTA 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)*. All instructors at UTA are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** UTA 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). For information regarding Title IX, visit [*uta.edu/titleix*](http://www.uta.edu/titleix/).

**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.

"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, journals, electronic sources) 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 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 UTA Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**Student Support Services Available**: UTA 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, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. 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 [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication Policy:** UTA has adopted MavMail as its official means to communicate with students about important deadlines and events as well as to transact university-related business. **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. For information about activating/using MavMail: <http://www.uta.edu/oit/cs/email/mavmail.php>. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Students are responsible for having a functioning computer and being familiar with its use. For example, papers must be written in Word software (presentations in Powerpoint) and uploaded into Blackboard. You must be able to open documents in Word, power point presentations, and other files. If you have difficulty with your computer, it is your responsibility to problem-solve that issue. You may always phone or email the Help Desk in the UTA Library at 817-272-2208, or you can email them at [helpdesk@uta.edu](mailto:helpdesk@uta.edu)

**Online Conduct: Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often. Use Blackboard for all course correspondence.** Blackboard and UTA email should be checked at least every other day except weekends and holidays. In general, faculty will check Blackboard and UTA email daily with the exception of weekends and holidays. An immediate response to emailed questions is not guaranteed, particularly within the 48 hour window before an assignment is due or on weekends or holidays.

The discussion board should be viewed as a public and professional forum for course-related discussions. The tone of postings should be professional in nature. Although constructive discussion and feedback is important in a learning environment, 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 Board. Refer to the Student Handbook for more information.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UTA’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Librarian to Contact:**

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| Peace Williamson – 817-272-6208  [peace@uta.edu](mailto:peace@uta.edu) | Lydia Pyburn – 817-272-7593  [llpyburn@uta.edu](mailto:llpyburn@uta.edu) | Shawn Lee – 817-272-5352 |

Research Information on Nursing: [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.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>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

**Writing Center:** The English Writing Center, Room 411 in the Central Library, provides support to UTA undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UTA. Writing Center hours are 9 am to 8 pm on Mondays through Thursdays; 9 am to 3 pm on Fridays; and noon to 5 pm on Saturdays and Sundays. Individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at [clought@uta.edu](mailto:clought@uta.edu) or 817-272-2517.

**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)

**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/nursing/phd/>.

**Student Code of Ethics:** UTA College of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the MSN Student Handbook online: <http://www.uta.edu/nursing/phd/>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds 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.

**Department of Graduate Nursing**

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| **Judy LeFlore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN**  Interim Associate Dean  Graduate Nursing Programs  Director, PNP, ACPNP, NNP Programs  Pickard Hall Office #518  Email address:  [jleflore@uta.edu](mailto:jleflore@uta.edu) | **Lauri D. John, PhD, RN, CNS, Clinical** Associate Professor  Associate Chair of MSN Administration, MSN Education, DNP, and PhD Nursing Programs; DNP and PhD Academic Advisor  Office #519, Pickard Hall  817-272-0172  Email address: [ljohn@uta.edu](mailto:ljohn@uta.edu) |
| **Vivian Lail-Davis**  Administrative Assistant II  Pickard Hall Office # 512  (817) 272-1038  Email address: [vivian@uta.edu](mailto:vivian@uta.edu) |  |
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**Emergency Phone Numbers**: [Optional but strongly recommended] 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.