

# The University of Texas at Arlington College of Nursing and Health Innovation

**MSN N5343**

# The University of Texas at Arlington College of Nursing and Health Innovation

**MSN N5343**

**Nursing Leadership in Complex Health Systems**

## Course Description

N5343 Nursing Leadership in Complex Health Systems will assist the learner to identify, analyze, and apply leadership strategies in complex health care systems including dimensions of workforce and workplace issues, leadership, and evidence-based decision-making.

**Course Outcomes:**

1. Develop a personal vision related to leadership in nursing administration.
2. Synthesize key components of the leadership role
3. Analyze the effect of leadership on workplace culture.
4. Examine leadership in a health care political environment.
5. Apply evidence-based leadership strategies that lead to positive outcomes in nursing and health care agencies.

## Credit hours

3 hours.

## Pre and Co-requisite Courses

NURS 5327

## Section

*400*

## Lead Faculty Instructor(s):

## Candida Constantine-Castillo, MSN, MBA, FACHE, CEN, CPHQ, CPHRM, CENP, NEA-BC, CSHA, Clinical Faculty

*Email*: Candida@uta.edu

*Faculty Profile*: Candida Constantine

## Academic Coaches

Hazel Darisse

Heidi Salem

Patrick Reed

## Textbook

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopoaske, R. (2012). *Organizations: Behavior, structure, processes*. 14th ed. Boston, MA: Irwin McGraw Hill. ISBN: 0078112664 / 9780078112669  (Package with text and premium online resources: ISBN: 0077874544 / 9780077874544)

Note – there is a textbook and the premium online package (2 items)

## APA 6th Edition

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

* + APA tutorial link: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
	+ UTA CONHI Cover page link: <http://www.uta.edu/nursing/msn/apaformat>
	+ <http://library.uta.edu/sites/default/files/apa2014.pdf>
	+ <http://libguides.uta.edu/apa>
	+ <http://library.uta.edu/how-to/paper-formatting-apa-st>

## Technology Requirements

Students must have an up-to-date computer system with wired (not wireless) high-speed Internet in addition to e-mail and internet skills. The entire course will be delivered in an online format.

## Communication

### Preferred contact method

Contact your academic coach as your first line contact. The Coach will contact the Faculty as needed.

### Student Email

Students enrolled in online UTA MSN Nursing Administration courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly**.**

### Faculty and Students – Email

For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student’s personal email address will be deleted without a response.

### Department Telephone Number

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator –Accelerated Online MSN Administration Program

### Preferred Methods for Reaching Course Faculty

Email correspondence should be sent to me via YOUR UTA EMAIL. Emails are checked at least once daily on weekdays and weekend days. Should we need to communicate further via telephone or virtual video conferencing, then that may be arranged after the initial email correspondence.

**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.
	+ Students may expect assignments to be graded within 72 hours.

### Virtual Office Hours

* + Office hours by appointment. Please email the professor or your lab/clinical faculty to request and schedule an individual (or small group) virtual work session. The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email (in this order: course coach, lab/clinical instructor then lead faculty), announcement, or the Q&A forum provided within the course.
	+ If the above resources are not appropriate, please email the lab/clinical instructor or lead faculty to schedule an individual virtual work session Include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating (i.e. coach, lab/clinical instructor and/or lead faculty).

### Zoom

* + Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:
		- Use a computer with video and audio features
		- Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
		- Check their video and audio features via the cues provided in Zoom
	+ The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.
	+ Students do not need a Zoom account to join Zoom meetings hosted by a faculty member or lab/clinical instructor. Zoom tutorial can be found at the following link: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

## Attendance Policy

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

## Grading and Evaluation

## A = 90-100

B = 80-89.99

C = 70-79.99

D = 60-69.99 (cannot progress)

F = below 60.00 (cannot progress)

Final grades are not rounded up.

Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

* Your course professor
* Your advisor
* UTA Student Success Coordinators

| **Required Components for Course Credit** | **Percentage Value****Within the Course** |
| --- | --- |
| Personal Leadership Vision - Paper  | 15% |
| Nursing Leadership and Ethics – Paper  | 15% |
| Letter to the Editor - Application Assignment | 15% |
| Interview and Analysis - Paper | 15% |
| Book Review Presentation – Application Assignment | 20% |
| Discussion Boards/Gibson Quizzes  | 20% |

## Late **Assignments / Assessments**

Late assignments and/or quizzes and/or tests will receive a minus 10 points for the first day late and will not be accepted for a grade or reviewed for feedback after 24 hours from the due date and time. A zero will be assigned for such submissions greater than 24 hours beyond the due date and time without acceptable notification. Emergent situations in which faculty may consider late assignments, etc. IT IS THE SOLE RESPONSIBIITY OF THE STUDENT TO NOTIFY THEIR COACH AND/OR INSTRUCTOR OF ILLNESS/EMERGENCY. FAILURE TO DO SO DOES NOT GUARANTEE STUDENT ANY EXTENSION OF ASSIGNMENT DUE DATES. Original documentation evidence for absence will be required. Acceptable forms of documentation may include 1) Official statement of student or immediate family member being or having been under medical care during the period of time in question; 2) Police report with student’s or immediate family members’ name(s) during the period of time in question; and 3) any other documentation from an official source that explains an illness/emergency during the period of time in question. Any document appearing to be altered in any way or which lacks required information will not be accepted.

* Late Discussion Board Posts will receive a minus 10 points for the first day and a result of zero after 24 hours beyond the due date and time (this applies to the initial post and the reply posts).
* Final week deliverables will not be accepted after course close on the final Saturday of the course. There will be no exceptions without PRIOR faculty approval and a zero will be issued.

## Course Format and Design

This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such minimal written lecture content is provided; you will be required to read the text books and other course materials and to synthesize this information to complete all of the course assignments.

As a graduate student, the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it to clinical scenarios in a manner which is reflective of advanced practice nursing. As a graduate student, you are considered to be an independent learner and if needed identify additional resources to help you understand the concepts in the course.

This class utilizes multiple teaching/learning modalities in the delivery of the content. Supplemental videos and lectures have been provided over select concepts to enhance your learning. These videos and lectures are mandatory to view, and you will find them to be an integral part of learning in this particular course. You are responsible for the content in the text books, lectures, videos, supplemental readings, and any of the other multimedia teaching/learning presentations utilized in this course. In simpler terms, any and all course-related content may be covered on your assignments and exams.

## Course Expectations

**Students are expected to work independently on every assignment in this course unless instructed otherwise**. Collusion or consulting with other students or healthcare professionals concerning assignments is not permitted. Sharing your work or borrowing the work of others will prevent students from fully benefitting from the learning opportunities in this course. It is YOUR work that we are interested in evaluating, NOT the work of others. Collusion or consulting with others is considered a matter of academic dishonesty and will be treated as such.

The amount of time required by students to study and complete assignments in this course will vary according to students’ previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to “unlearn” practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

## Course Topics / Lesson Titles

| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| --- | --- | --- |
| 1 | Characteristics and Values of Effective Leaders | Characteristics and Values of Effective LeadersComparison and Contrast: Characteristics of Leaders and Managers.Leadership Development and Vision: to include strengths and growth opportunities, leadership styles, mentoring, succession planningTransformational Leadership Theory. |
| 2 | Leadership Competency, Innovation and Mentoring and Succession Planning | Leadership Competencies for EBP PromotionInnovation, Creativity, and Risk-takingMentoring and Succession Planning |
| 3 | Leading Effective Teams | Leading Effective TeamsEffective Communication and Positive InfluenceLeading and Managing GroupsTeam Building and Problem Solving |
| 4 | Leading in Political Environments | Conflict Management/NegotiationStrategies for Leading in Political Environments Contributions to Nursing Literature |
| 5 | Evidence-Based Management & Leadership (EBML) and Emotional Intelligence | Emotional Intelligence as a Critical Competency – personal action plan for improvement of emotional competenceExploration of the Impact on Nursing and Health Care Agencies relative to National CertificationPersonal Leadership Action PlanCurrent Leadership Text Analysis and PresentationPotential Organizational Resistance to EBMLEvaluation of EBML in a Health Care Organization |

### Schedule Adjustments

*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. If any changes are made, they will be added to the Announcement Board.*

*- Candida Constantine-Castillo, MSN, MBA, FACHE, CEN, CPHQ, CPHRM, CENP, NEA-BC,*

## Assignments

### Description of Major Assignments/Assessments

For all courseassignments/ assessments, please refer to the course calendar in this syllabus for specific due dates and times. Please refer to Blackboard for more details concerning these assignments and for grading rubrics.

### Blackboard Required

Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback or graded; they will be assigned a grade of zero. **No exceptions will be made.**

### Technical Problems

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

### Discussion Boards

Discussion participation is crucial to your learning and success in the course.

* In order to receive full credit for each module discussion, you must contribute to discussions through your postings as required by discussion board guidelines and rubrics.
* A substantive post is thoughtful and includes reflection, elaboration, analysis, application, synthesis and/or evaluation. In your initial post you must also provide personal insights which includes:
	+ How this information impacts the role of a nurse educator and
	+ How it can be applied to nursing education
* Please refer to the Guidelines for Substantive Posts and the Discussion board grading rubric.
* Late or missing discussion board posts will result in a zero.

## Course Outcomes and Performance Measurement

| Course Objective(s) | Module Number and Objective(s) | Assessment Item |
| --- | --- | --- |
| 1. Develop a personal vision related to leadership in nursing administration. | Module 1 |
| Introduction | Discussion Board: Students Introduce ThemselvesAssignment - Plagiarism and Literature Search |
| Describe the characteristics and values of effective leaders.  | Assignment: Leadership SurveyApplication Activity: Discussion Board: Toxicity TransformedGibson Quiz: (Ch. 11, 12) |
| Compare and contrast the characteristics of leaders and managers.  | Discussion Board: Leadership vs. ManagementGibson Quiz: (Ch. 11, 12) |
| Identify personal leadership strengths and opportunities for growth. | Assignment : Leadership Development and Vision PaperAssignment: Interview and Analysis Paper |
| Evaluate evidence supporting the effect of different styles of leadership.  | Assignment: Leadership Development and Vision PaperAssignment: Interview and Analysis Paper |
| Discuss the leader’s role in mentoring and succession planning.  | Assignment: Leadership Development and Vision PaperAssignment: Interview and Analysis Paper |
| Analyze transformational leadership and its application to leadership. | Assignment: Leadership Development and Vision PaperAssignment: Interview and Analysis Paper |
| 2. Synthesize key components of the leadership role. | Module 2 |
| Discuss leadership competencies required to create an environment that promotes evidence-based practice.  | Discussion Board: Nursing Leadership DevelopmentGibson Quiz: (Ch. 4, 16, 17) |
| Analyze the role of leaders in promoting innovation, creativity, and risk-taking. | Discussion Board: Innovation, Creativity, and Risk Taking |
| Identify effective strategies for mentoring future leaders. | Assignment: Interview and Analysis Paper (ongoing) |
| Identify best practices for leadership succession planning. | Assignment: Interview and Analysis Paper (ongoing) |
| Compare and contrast the organizational impact of the Malcolm Baldrige Award and the American Nurses Credentialing Center (ANCC) Magnet® Recognition Award.  | Discussion Board: Malcolm Baldrige and Magnet Recognition |
| Identify the role of the nurse leader in leading effective teams. | Assignment: Nursing Leadership and Ethics Paper |
| Analyze leadership strategies for effective communication and positive influence. | Discussion Board: Guided Reflection Activity: Appealing Traits and Behaviors |
| 3. Analyze the effect of leadership on workplace culture. | Module 3 |
| Describe effective strategies to lead and manage groups.  | Discussion Board: Team Building Tool ExerciseGibson Quiz: (Ch. 8, 10) |
| Identify and test team building strategies to help groups develop effective communication and problem-solving skills. | Discussion Board: Team Building Tool Exercise |
| Develop and refine effective leadership skills related to conflict management and negotiation in the workplace. | Activity: Conflict Management Styles AssessmentDiscussion Board: Conflict Management and ResolutionDiscussion Board: Manager’s Hot Seat - Working in Teams: Cross-Functional DysfunctionGibson Quiz: (Ch. 8, 10) |
| Analyze effective strategies for leading in political environments. | Discussion Board: Cost vs. Quality – Leading for ChangeDiscussion Board: Power and Politics, Conflict Management, and Negotiation |
| 4. Examine leadership in a health care political environment. | Module 4 |
| Contribute to the nursing literature by submitting a substantive response to a current leadership article or research study. | Assignment: Interview and Analysis Paper (ongoing)Discussion Board: Letter to the EditorAssignment: Letter to the EditorGibson Quiz: (Ch. 9) |
| Explore emotional intelligence as a critical competency for leadership. | Assignment: Interview and Analysis Paper (ongoing)Discussion Board – Self-Direction and Emotional CompetenceDiscussion Board: Your Emotional CompetenceAssignment: Interview and Analysis Paper |
| Explore the impact of certification on nursing and health care agencies relative to National Certification for the Nurse Executive | Discussion Board: Certification Tug-of-War |
| 5. Apply evidence-based leadership strategies that lead to positive outcomes in nursing and health care agencies. | Module 5 |
| Analyze leadership strengths and challenges and develop a personal leadership action plan. | Discussion Board: Personal Leadership Development PlanGibson Quiz: (Ch. 7) |
| Analyze current leadership texts to identify evidence-based leadership practices.  | Assignment: Leadership Book Review |
| Present a book review of a current leadership text. | Assignment: Leadership Book Review |
| Discuss potential organizational resistance to evidence-based management initiatives. | Discussion Board: EBML: Hard for Non-Clinical Leaders? |
| Evaluate EBML implementation in a health care organization. | Discussion Board: EBML Organizational AnalysisDiscussion Board: Sequential Steps of EBML |

**UTA Policies**

## Plagiarism

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero**.**

## 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 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 Board of Nursing (BON) using rule §215.8 as a guide.**

## Disability Accommodations

UT Arlington 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).** 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.
* **Counseling and Psychological Services, (CAPS):** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

**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>.

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

**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/>

**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

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%3A%5CUsers%5Colivier%5CAppData%5CLocal%5CTemp%5Cjmhood%40uta.edu).

## 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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

## 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://wweb.uta.edu/aao/fao/>

The last day to drop a course is listed in the Academic Calendar available:

<http://www.uta.edu/records/services/academic-partnershipprograms.php>

**Last day to drop or withdraw in this course:**

**July 24, 2017**

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 with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:
	* Contact course faculty to obtain permission to drop the course with a grade of “W”.
	* Contact your graduate advisor to obtain the form and further instructions

## University Library Resources for Online Students

Librarian to Contact:

* Peace Williamson, 817-272-6208, peace@uta.edu
* Lydia Pyburn, 817-272-7593, llpyburn@uta.edu
* Heather Scalf, 817-272-7436, scalf@uta.edu
* Kaeli Vandertulip, 817-272-5352, Kaeli.vandertulip@uta.edu  Contact all nursing librarians: library-nursing@listserv.uta.edu

## Helpful Direct Links to the UTA Libraries’ Resources

* Research Information on Nursing, <http://libguides.uta.edu/nursing>
* Library Home Page, <http://library.uta.edu/>
* Subject Guides, [http://libguides.uta.edu](http://libguides.uta.edu/)
* Chat with the Library, [http://ask.uta.edu](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/#!/](http://uta.summon.serialssolutions.com/%23%21/)
* 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>

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

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# CONHI and Program Policies

## MSN Program Expectations

**GPA of 3.0:** Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

* + Your course professor
	+ UTA Student Success Coordinators
	+ Your advisor

## 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 following are success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN 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

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

**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)

**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.

## 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 Scholarship Funds, found at the following link: is [http://www.uta.edu/nursing/student-](http://www.uta.edu/nursing/student-resources/scholarship)  [resources/scholarship](http://www.uta.edu/nursing/student-resources/scholarship) 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 CONHI Student Handbook for more information.

**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>

# Department of Graduate Programs

## Judy Leflore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN

Associate Dean G raduate Nursing Programs

Director, PNP, ACPNP, NNP Programs Office # 514 Pickard Hall Email: jleflore@uta.edu

**Cynthia Plonien, DNP, RN, CENP** Director MSN Nurse Educator Program Office #: 528 Pickard Hall

Email: aguilar@uta.edu

# Department of Graduate Programs Staff

## Felicia Chamberlain, AP Program Coordinator

Office # 515- Pickard Hall (817)-272-0659 Email: chamberl@uta.edu

## Janette Rieta, AP/Campus Programs, Administrative Assistant

Office # 518 Pickard Hall (817) 272-1039

Email: jrieta@uta.edu

**Christina Gale**

Support Specialist I

Pickard Hall Office #518

817-272-1039

Email address:  christina.gale@uta.edu

# Graduate Advisors

## Timara Spivey AO/Campus Programs, Academic Advisor I (A-L)

Pickard Hall (817) 272-4297 Email: tnspivey@uta.edu

## Caitlin Wade, AP/Campus Program, Academic Advisor II (M-Z)

Pickard Hall (817) 272-9397 Email: [cwade@uta.edu](https://owa.uta.edu/owa/schwartz%40exchange.uta.edu/UrlBlockedError.aspx)