

**University of Nevada, Las Vegas  
School of Nursing  
Fall 2019**

<b>COURSE NUMBER:</b>	NURS 729R
<b>COURSE TITLE:</b>	Translational Evidence for Healthcare Systems
<b>CREDIT HOURS:</b>	3 credits
<b>PREREQUISITES:</b>	Acceptance to DNP program or permission of instructor.
<b>PLACEMENT IN CURRICULUM:</b>	Fall
<b>COURSE DESCRIPTION:</b>	This course addresses critical analysis and synthesis of the literature and available data to determine and implement evidenced-based science into healthcare practice.
<b>COURSE DELIVERY METHOD:</b>	Online

The overall goal of NURS 729R is to enhance your knowledge related to the translation of evidence needed to practice within healthcare systems. In achieving that overall goal, this course is intended to get you started on your DNP project proposal incorporating the objectives of this course, the outcomes of the DNP program, the DNP Essentials (from AACN), and the doctoral level Evidence-based practice competencies (all are listed below).

By the end of the semester, the student will be able to complete the course learning objectives which correspond to the DNP Program Learning Outcomes and respective DNP Essentials as listed below:

<b>COURSE LEARNING OBJECTIVES</b>	<b>DNP LEARNING OUTCOMES</b>	<b>DNP ESSENTIAL</b>
1. Use appropriate technology to identify important sets of empirical literature and synthesize these findings to determine their relevance for enhancing the scientific basis of nursing practice.	1. Provide advanced nursing care to improve patient and population healthcare outcomes in various direct and indirect settings.	I, IV
2. Use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena.  3. Evaluate the strengths and weaknesses of common databases and collection methods  4. Decide upon the most effective, efficient, and least costly ways to secure data.  5. Disseminate findings from evidence-based practice and research to improve healthcare outcomes.	2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.	I, II, III, V, VII, VIII
6. Describe actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery and evaluate outcomes.  7. Evaluate new practice approaches based on nursing theories and theories from other disciplines.	3. Provide evidence-based practice through the application of analytical methods, information systems technology, and clinical research.	I, VI, VIII
8. Analyze GIS, epidemiological, bio- statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.  9. Recognize the limitations of data in decision-making at the organizational and public policy levels and plan for the most effective use of data in program initiation and evaluation.	4. Collaborate with inter- professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.	I, II, IV, VII

## DOCTORAL LEVEL EBP COMPETENCIES:

ACE STAR POINT	COMPETENCIES
Discovery	<ol style="list-style-type: none"><li>1. Independently appraise original research reports for practice implications in the context of EBP.</li><li>2. Develop and test methods to quantify outcomes of care and establish benchmarks.</li><li>3. Utilize informatics in approaches to EBP.</li><li>4. Develop clinical applications of primary research.</li><li>5. Conduct research on factors related to reducing variation in practice and knowledge needed to inform clinical practice.</li><li>6. Design primary research to address factors within the system, the microsystem, and the individual that are associated with uptake of evidence-based clinical practice guidelines (CPG)</li></ol>
Summary	<ol style="list-style-type: none"><li>7. As part of an interdisciplinary team, conduct evidence syntheses.</li><li>8. Use existing and advanced scientific methodologies for research synthesis.</li></ol>
	<ol style="list-style-type: none"><li>9. Adapt taxonomies to rate strength of evidence specific to phenomenon of interest in nursing.</li><li>10. Interpret results of evidence summaries to the scientific community, clinicians, policy-makers, and the public.</li><li>11. Critically appraise evidence summaries for practice implications in context of EBP and as the basis for proposing</li></ol>
Translation	<ol style="list-style-type: none"><li>12. As part of planned organizational change, outline systematic approaches to develop evidence-based CPG.</li><li>13. Develop and routinely update automated databases of evidence (including primary research and synthesized evidence) to support quality improvement efforts.</li><li>14. Interpret research evidence to support evidence-based guidelines development.</li><li>15. Critically appraise scientific soundness of clinical practice guidelines.</li><li>16. Interpret transdisciplinary knowledge during CPG development for implications to nursing.</li><li>17. Design EBP programs for patient populations.</li><li>18. Participate in establishing national and local priorities for evidence-based quality improvement.</li></ol>

ACE STAR POINT	COMPETENCIES
Integration	19. Design and implement improvement plans for systems, microsystems, and individual practices, based on principles and theories from organizational models, changes, and adoption of innovation. 20. Lead practice change through formal institutional channels collaborating with resource managers. 21. Assume leadership role in bringing EBP to the community of practitioners. 22. Provide convincing rationale for using evidenced-based approaches in clinical decision making, research, health care policy, and education. 23. Influence health care policy development using EBP approaches. 24. Partner with clinical agency to design an organizational culture of quality.
Evaluation	25. Represent nursing in developing interdisciplinary national initiatives to redesign health care to infuse quality and safety into health care. 26. Promote health care reform that uses EBP approaches. 27. Propose socio-political initiatives to advance EBP.

#### REQUIRED TEXTS:

Murphy, M. P., Staffileno, B.A., & Foreman, M.D. (Eds.). (2017). *Research for advanced practice nurses: From evidence to practice* (3rd ed.). New York: Springer Publishing Co. (Note: the course instructor receives no royalties or other compensation from the publisher of this text).

Reavy, K. (2016). *Inquiry and leadership: A resource for the DNP project*. Philadelphia: F.A. Davis Company

#### RECOMMENDED TEXT:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**NOTE:** The APA text above is only recommended vs requires. There are multiple other free resources available to use and some are shared in the course; however, if there ever is a question on an APA issue, the APA 2009 text will be the final recourse to resolve any disputes or questions. Additionally, I did not require it at this time because I have heard that a new edition will be out soon.

Affordability is a major issue in higher education today, and through its many offerings, the UNLV Bookstore is furthering its dedication to ensuring students have access to the most affordable course materials, including new, used, rental and digital. Last year UNLV students saved \$1,497,430 thru our USED and Rental offerings.

The Price Match Program matches the prices of any textbook advertised or offered from local brick-and-mortar bookstores or online retailers (i.e., Amazon or [bn.com](http://bn.com)). Any price difference is refunded back to the customer through their original form of payment, and includes rental, used and new textbooks, saving students even more money.

<https://www.bkstr.com/rebelbookstore/home>

## EXPECTATIONS FOR STUDENT SUCCESS:

1. To get the most out of the course, receive course updates, and stay engaged with your learning progress and with colleague students, you are encouraged to login to WebCampus every day.
2. Contact the instructor EARLY if you perceive difficulties with progression through the course. Remember, the instructor won't know a student is having a problem unless it is communicated.
3. Master the WebCampus/Canvas learning management system. For technical questions, contact the IT help desk at 702-895-0777 or <https://oit.unlv.edu/help/it-help-desk>
4. Access links in the WebCampus navigation areas: Academic SuccessCenter, Technology Help, UNLV Libraries, and the Help link.
5. In all interactions on the Discussion Board and other avenues throughout the course, students are required to be respectful in communications.

## TEACHING/LEARNING METHODS:

NURS 729R is an on online, asynchronous course based, in part, on the Academic Center for Evidence Based Practice (ACE) STAR Model of knowledge transformation developed by Dr. Kathleen Stevens. This course is designed for students to be self-directed as they learn the course material.

All course material is presented in modules on the UNLV WebCampus (Canvas) internet site or at various internet sites that can be accessed from online addresses provided within the individual course modules. This course utilizes PowerPoint handouts, self-paced learning material, various learning activities, and formal writing assignments. A collegial learning Discussion Board is also utilized as an additional teaching-learning strategy

## EVALUATION METHODS:

Rubrics will be provided for each assignment and numeric points assigned. No grade points are assigned for the introductory videos

ASSIGNMENT	TOTAL POINTS POSSIBLE
Module 1: Introductions and Stats review	0
Module 1: Data Analytics Course (CEs provided)	10
Module 1: Background/Intro, Problem, Significance and Purpose	10
Module 1: Completed Evidence Table and APA formatted reference list (either 13 or 15 entries)	15
Module 3: Writing the Literature Review with reference list	25
Module 3: AGREE - CPG Team Appraisal	5
Module 3: Conceptual Framework	10
Module 4 & 5: Integration & Evaluation – Mini Proposal with reference list	15
CITI – Responsible Conduct and Bio-medical courses only	10
<b>TOTAL</b>	<b>100</b>

Note: Any scheduled class, dates, topics, quizzes, and/or assignments are subject to change by the instructor with notice to be given to students via WebCampus.. For this course, the week starts on Sunday 8:00 am and ends on Saturday at 11:59 pm

### Topical Outline and Due Dates

Module, Week & STAR Domain	Content
<p>Module 1 Weeks 1 – 4</p> <p>DISCOVERY</p>	<p><b>Prior to first day of class</b> (classes officially begin September 9, 2019, you can start the work of Module one as soon as the course opens on September 2, 2019)):</p> <ul style="list-style-type: none"> <li>EBP Competencies Pre-course Assessment due BEFORE the start of the first day of class. <a href="https://www.surveymonkey.com/r/729R_FA_19">https://www.surveymonkey.com/r/729R_FA_19</a></li> </ul> <p><b>Due by the end of week 1:</b></p> <ul style="list-style-type: none"> <li>Make and post a 2-3 minute introduction video (see my example which will be available on or before the first day of class). Just do a video recording from your phone if you do not know how to do a video from your computer.</li> </ul> <p><b>Pre-test due by end of week 1 and all attempts at the post-test are due by the end of week 2:</b></p> <ul style="list-style-type: none"> <li><b>Take the Stats Review pre-test</b> (most people receive a score 20 % or 30% on the pre-test!! Don't be discouraged, this is expected). This is a self-assessment, please do not use any resources, you will want to have a true view of your basic stats knowledge. No grade points, but this is a requirement of the course</li> <li><b>View the 6-part video series</b> on Measurement and Statistical Review View and download the <i>Quick Guide to Statistical Test (QGST)</i> and <i>Tips for working with the QGST</i> handouts - have these documents out/available while you are viewing the videos. Video are between 5 – 7 minutes each.</li> <li><b>Take the Stats Review post-test by the end of week 2</b> (it is the same as the pre-test) and obtain at least 93 or higher in 3 attempts – if you can't obtain a score of 93, set up a google conference with the instructor (Dr. Bondmass) for a one-on-one 15-20 minute session. <b>Trust me, everyone gets through this first exercise!!!</b></li> </ul> <p><b>Begin or complete by the end of week 3 or 4:</b></p> <ul style="list-style-type: none"> <li><b>Begin Data Analytics Course</b> (CEs provided upon completion) (can be started sooner, but does not need to be completed until end of week 9) – there are 8 modules and 8 brief quizzes associated with the <i>Data Analytics Course</i>.</li> <li><b>Review</b> all required posted videos and information related to <i>Basic Research Terms and Concepts</i>, <i>Critical Appraisal of Research Article</i>, and <i>Psychometric Properties of Research Instruments</i></li> <li><b>Submit</b> a one sentence purpose of your DNP project. This may change later, but all the work in this class will be with your purpose statement in mind (therefore, it is best to give this thought early and consult with your Committee Chair so your work in this class will be transferable to your actual DNP project proposal in NURS 788 next semester). <b>Due end of week 3</b></li> <li><b>Submit</b> one paragraph regarding the <i>Background/Introduction</i> of your purpose or topic and one paragraph related to the <i>Problem</i>, and one <i>Paragraph</i> related to the significance of your purpose or topic. <b>Due with Purpose statement included at the end of week 4</b></li> <li><b>Review</b> any optional/supplemental materials as needed</li> <li><b>Read</b> Chapter 1 in Murphy, Staffileno, &amp; Foreman</li> <li><b>Read</b> Chapters 1,2 and 4 in Reavy</li> </ul>

Module, Week & STAR Domain	Content
<p>Module 2 Weeks 4-8</p> <p>DISCOVERY &amp; SUMMARY</p>	<p><b>Due by the end of weeks 6 and 7:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> Chapters 2, 5-7 &amp; 14 in Murphy, Staffileno, &amp; Foreman and Chapters 5-8 in Reavy</li> <li>• <b>Read</b> any articles in the module related to critical appraisal and how to read a research paper</li> <li>• <b>View</b> all videos related to searching the literature (as needed)</li> <li>• <b>Search</b> for, download, and submit 10 <b>by the end of week 6</b>, primary research articles related to your purpose statement and begin to develop your project's evidence table.</li> <li>• <b>Search</b> for and submit 3 – 5 systematic reviews (preferably from Cochrane) related to your purpose statement and add to your evidence table – if there are no SR related to your topic, add 5 more primary research articles <b>by the end of week 6</b></li> <li>• <b>Develop</b> an APA formatted reference list from the articles and systematic reviews in your evidence table</li> <li>• <b>Submit</b> your evidence table and APA formatted reference list <b>the end of week 7</b></li> <li>• <b>Read</b> all required articles on critical appraisal to assist and articles related to grading evidence</li> <li>• <b>Begin</b> CITI course <b>due on or before the end of Week 15</b></li> </ul> <p>(A template for an evidence table will be provide – but you can use any table you like as long as the critical elements are included).</p> <p>Website for the <a href="#">GRADE System of evidence rating (Links to an external site.)</a>.</p>
<p>Module 3 Weeks 8 – 12</p> <p>TRANSLATION</p>	<p><b>Due by the end of week 9:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> Chapter 7 in Murphy, Staffileno, &amp; Foreman and Chapter 15 from Bondmass (this will be provided) and Chapters 9, 13 and 16 in Reavy</li> <li>• <b>Complete</b> any edits to your evidence table</li> <li>• <b>Submit</b> at least 4-5 paragraphs of your Review of the Literature – you must include all the entries on your evidence table (use template provided). <b>Due at the end of week 10</b></li> <li>• Begin to formulate a conceptual framework for your DNP project.</li> <li>• <b>Submit</b> a one paragraph summary of a framework that you might use and why for your DNP project. <b>Due at the end of week 10</b></li> <li>• <b>Complete Data Analytics Course</b> - evaluation and all module quizzes are <b>due by the end of week 9</b> (which should have begun in Week 0 or Week 1)</li> <li>• <b>Complete</b> AGREE assignment by the <b>end of week 12</b></li> <li>• <b>Begin</b> or continue working on CITI course <b>due on or before the end of Week 15</b></li> </ul>
<p>Module 4 Weeks 13 – 15</p> <p>INTEGRATION EVALUATION</p>	<p><b>First draft of mini proposal (optional submission, not-graded but feedback provided – this is optional) due on or before the end of week 13 – submit to turnitin.com before submitting your first draft to faculty; final draft of mini proposal (graded) due on or before Wednesday (11:59 pm) of week 15</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> Chapter 19 in Murphy, Staffileno, &amp; Foreman and Chapter 13 in Reavy</li> <li>• <b>Submit</b> mini DNP proposal - first draft optional (for feedback only) and required final draft (for grade) by dates above</li> <li>• <b>Complete and submit</b> certificates from both CITI courses <b>by end of week 15</b></li> <li>• <b>Complete</b> the Post Course EBP competency Assessment <b>by end of week 15</b></li> </ul>

All course assignments **are expected to be submitted on time and students are responsible for their own time management. Any assignment submitted late (even 1 minute) will only be eligible to receive a maximum of 75% of the potential points/value for the assignment unless** approval to submit the assignment late (date or time) is provided by the instructor PRIOR to the scheduled assignment due date/time. Any work for which the instructor has granted prior approval to be accepted late may still have points deducted for each day that it is late, depending on the situation. Assignments more than seven days late, without an exceptional rationale and prior notice. Requests for late submission of an assignment must be based on extenuating circumstances beyond the student's control, will be evaluated on a case-by-case basis, and approval is at the sole discretion of the instructor.



**GRADING SCALE:**

Grades will not be increased to the next highest number; for example, 82.99% will not be rounded up to become 83%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

**PASSING GRADE:**

The minimum passing grade for graduate courses is 83%.

**REQUIRED TECHNOLOGY:**

UNLV WebCampus (Canvas) learning platform and Rebelmail. You must have **reliable** internet access and become conversant with the use of WebCampus. Help/Support may be accessed online or via telephone (702-895-0777). Contact information is available from the course homepage. The WebCampus course mail tab will be used to communicate with individuals or groups throughout the semester of course work.

Rebelmail is also primary site of communication relative to the DNP program in general and for information from UNLV School of Nursing. This is the only official site for faculty-student communication during the program.

You will need a computer with word processing software capable of saving and delivering documents as either a “.doc,” “.docx,” or “.rtf” file. PDF conversion software (free online download) is also required. One of these formats is required for the submission of student work for this course.

**TOPICAL OUTLINE:** *The instructor reserves the right to change the topical outline as deemed necessary, including but not limited to: order of presentation of material, substitution or deletion of material. Students will be notified at least one (1) week prior to changes to the topical outline. Time allotment for each module is an estimate and may be modified as necessary. All changes that may be made are directed toward an effort to optimize student learning.*

**UNIVERSITY POLICIES****Academic Misconduct**

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are

encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

### Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](http://www.unlv.edu/provost/copyright) is available at <http://www.unlv.edu/provost/copyright>.

### Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

## Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

## Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

## Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](http://guides.library.unlv.edu/appointments/librarian) website:

<http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](http://ask.library.unlv.edu/) questions via chat and text message at: <http://ask.library.unlv.edu/>.

## Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=6&navoid=531) webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

## Rebelmail

Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

## Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering

building (TBE A 207).

### UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702- 895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

### SCHOOL OF NURSING POLICIES

**Civility** -- The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

**Teaching Evaluations** –To evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

#### UNLV School of Nursing Evaluation of Instruction Questions Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.



Key-- color or font: *Learning Ratings* ASSESSMENT RATINGS Instruction Ratings

The School of Nursing (SON) follows a different calendar than the University at large. Visit the SON homepage for more information about the [SON calendar](#) or other SON information visit the [SON Web Homepage](#)