# Table of Contents

Welcome 2  
Christine Kennedy, RN, PhD, PPCNP-BC, FAAN 2  
Verification of Employment Eligibility and Identity (Form I-9 Online) 4  
Payroll Procedures 4  
Pay Checks 4  
Pay Schedule 5  
Teaching Resource Center 6  
Typical Graduate Teaching Assistant's Responsibilities 6  
Periods of Appointments 8  
Renewals of Appointments 8  
Non-Renewal 8  
Resignation/Termination before the End of Your Appointment 8  
Registration Requirements 9  
Making the Most of the Graduate Teaching Assistantship 9  
Scheduling Hours of Work 9  
Office Space 10  
Printers Access 10  
Technology Support 10  
Graduate Assistant Supervision 10  
Graduate Teaching Assistant Evaluation 11  
Handling Problems 11  
School of Nursing Faculty/Staff Handbook 12  
Helpful Websites/Links 16  
Strategies for a Successful GTA Experience 17  
Understanding Plagiarism and Paraphrasing 19  
Appendix I: Faculty Evaluation of Graduate Teaching Assistant 24  
Appendix II: GTA Self Evaluation 25  
Appendix III: Sample of Course Evaluation 26
Welcome

Dear Graduate Teaching Assistants,

Congratulations and welcome to the Fall 2015 semester. For more than one hundred years, the *University of Virginia School of Nursing* has provided students with a comprehensive education that has included challenging and rewarding learning environment experiences. The Graduate Teaching Assistant experience facilitates professional growth and allows for the seamless integration of the intellectual with the practical, where our students learn from you how to best exercise judgment, analysis, and reason. Through successful collaboration with faculty and Graduate Teaching Assistants, our students receive one of the finest nursing educations in the country.

To ensure the quality and consistency in the GTA experience, the Faculty-Staff Handbook Policy 1.02.1, *Guidelines for Course and Clinical Faculty*, has been developed over the years. The Guidelines are designed to assist you in the preparation and facilitation of the student course and clinical experience. The *Guidelines* will likely not address every situation that may arise, but I am confident that with our collective expertise and skill, that we can collaborate to address what may come. Again, we want to welcome you to the new academic year and express our earnest desire to assist you as you endeavor in one of the School's most important missions – teaching the next generation.

Sincerely,

Christine Kennedy, RN, PhD, PPCNP-BC, FAAN
Associate Dean for Academics
Madeline Higginbotham Sly Professor of Nursing
Members of the SON faculty ascribe to the following mission/vision statement and values

- **Mission and Vision Statement**
  
  The School of Nursing transforms lives by promoting health and the quality of health care. Through 2020 we will cultivate the SON’s multicultural community of scholars and researchers; create innovative models of education and practice; foster well-being and collegial spirit in a healthy work environment.

- **Values**
  
  1. Respect and honor
  2. Relationships and collaboration
  3. Recognition and celebration
  4. Excellence

- **Setting the Tone for Nursing Professionalism:** The School of Nursing endorses a professional student-centered teaching and a quality learning environment that begins on the first day by establishing expectations and norms of behavior. We believe that students are adult learners and have unique life experiences that bring diversity and depth to our academic and practice settings. As faculty members we are a vibrant culture that embraces and fosters collaborative learning, innovative teaching, accountability, accessibility, and respectful communication. As a practice profession, we support a culture of safety with the highest levels of respect, integrity, compassion and excellence. As faculty of higher education, we set the tone for professionalism and role-model formation of professional identify as an honor and respect for nursing science and clinical practice. *Examples of “setting the tone” may be accessed http://collab.itc.virginia.edu → NURS Online → Resources → ADAP Series.*

Further we ask that you attend an orientation session and be familiar with the contents of this handbook.

Key individuals to support the success of your GTA and/or GRA experience are the faculty to whose course you are supporting. Other individuals you should be aware of are:

<table>
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<tr>
<th>Name</th>
<th>Email</th>
<th>Contact Regarding</th>
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<tbody>
<tr>
<td>Christopher De La Cerda</td>
<td><a href="mailto:cjd8kn@virginia.edu">cjd8kn@virginia.edu</a></td>
<td>Graduate admissions and financial aid</td>
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<tr>
<td>Christine Kennedy</td>
<td><a href="mailto:cmk4k@virginia.edu">cmk4k@virginia.edu</a></td>
<td>Faculty issues (see page 11)</td>
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<tr>
<td>Theresa Carroll</td>
<td><a href="mailto:ljc4g@virginia.edu">ljc4g@virginia.edu</a></td>
<td>Academic and student services</td>
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<tr>
<td>Karen Rose</td>
<td><a href="mailto:kmr5q@virginia.edu">kmr5q@virginia.edu</a></td>
<td>Issues related to your program of study</td>
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<tr>
<td>PhD Program Director</td>
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<tr>
<td>Dorothy Tullmann</td>
<td><a href="mailto:dft6f@virginia.edu">dft6f@virginia.edu</a></td>
<td>Issues related to your program of study</td>
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<tr>
<td>DNP Program Director</td>
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<tr>
<td>Della Marsh</td>
<td><a href="mailto:djm@virginia.edu">djm@virginia.edu</a></td>
<td>Events, evaluations and general correspondence</td>
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Verification of Employment Eligibility and Identity
(Form I-9 Online)

The Immigration and Control Act of 1986 requires all employers to verify each new employee’s identity and employment eligibility. Once you have accepted, please complete the online I-9 form at this link - http://www.hr.virginia.edu/other-hr-services/CIS/i-9-online-page/i-9-online-for-employees/. A list of acceptable documents required to complete the form will be displayed according to citizenship status. Generally you can use a current passport, or your driver’s license AND social security card. The choice is yours. Once the forms have been completed or you have questions, please contact Mrs. Sue Loving at 434-924-8792; srl@virginia.edu to make an appointment. She must see the ORIGINAL current documents listed on the I-9 form. She will enter your GTA assignment into the HR system and will gladly answer any HR questions you may have. Mrs. Loving’s office is located in the Claude Moore Nursing Education Building, Room 3104.

Paychecks will not be issued until the Form I-9 is completed.

Payroll Procedures

As GTAs and GRAs you do not complete a timesheet. Mrs. Sue Loving (CMNEB 3104) will provide paper payroll forms for completion during your appointment. Once your assignment is entered into the HR system, Mrs. Loving will send you instruction for completing additional on-line payroll forms.

Pay Checks

Pay is computed to allow for equal bi-weekly payments throughout the academic year, including holidays.
Wages paid to GTAs and GRAs are usually treated as taxable income by the Internal Revenue Service (IRS) and the University is obligated to withhold income taxes. The Payroll Office will deduct appropriate Federal and State income taxes.

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PLEASE NOTE:

*Graduate Teaching Assistants are entitled to a discount at the University Bookstore during the term of appointment. Eligible students receive a discount of 10% on books. There is no discount for GRAs.*

Teaching Resource Center

One of the resources available to GTA’s is the Teaching Resource Center. The Teaching Resource Center (TRC) offers a number of services and resource materials designed to enhance the teaching abilities of faculty and teaching assistants at the University of Virginia. More detailed information on the TRC is available at [http://trc.virginia.edu/](http://trc.virginia.edu/).

The TRC also administers several special programs, recognizing the skills and accomplishments of faculty and aiding in the development of courses.

- Workshops
- Programs
- Consultations
- ITA Programs
- Teaching Awards
- TRC Library
- Teaching Tips
- Publications
- Resources & Links
- Staff & Location
- Mission Statement

TRC Workshops and events are open to the university community.

Typical Graduate Teaching Assistant’s Responsibilities

The Graduate Teaching Assistant (GTA) position is designed to be an experience of mutual benefit for both faculty and students. GTAs provide academic and scholarly support for faculty. The faculty provides opportunities for mentored teaching, research, service and learning about the faculty role experiences for students. The foundation for this type of relationship is good communication between the GTA and faculty members. It is absolutely necessary for both parties to be open and clear about expectations and responsibilities. Although each GTA position may differ slightly depending upon specific assignments, the following is a sampling of GTA responsibilities.

**Teaching**
- Present lectures
- Lead class discussions
- Supervise undergraduate student clinical experiences
- Organize and retrieve outside reading materials for a class
- Communicate with students via Collab
- Assist with grading tests, quizzes and projects
Review course material with students in tutoring sessions
Grade process recordings, examinations, papers and presentations
Calculate and post grades on Collab
Advise and counsel students and provide referrals as appropriate
Prepare a class syllabus

Please note that student records are legally protected and that we adhere to the highest standards when dealing with student academic and nonacademic concerns. You should familiarize yourself with the FERPA guidelines at http://www.virginia.edu/registrar/privacy.html.

Graduate Research Assistants support the research endeavors of the School’s faculty. A sampling of duties includes:

Research
- Critique research articles
- Prepare a literature search
- Retrieve and copy articles
- Set up a database and enter data
- Interview patients
- Review patient records for data
- Transcribe qualitative responses on a questionnaire and pull themes from the responses
- Search for missing questionnaires in a research study
- Analyze data
- Interpret data results
- Create tables, graphs, etc. for a research report
- Create slides or posters about faculty research
- Develop web pages for teaching or research

Please note that GRAs must have their names added to the Human Investigation Committee protocol prior to working on research projects. GTAs and GRAs are responsible for knowing the using SON policy on storage and access to research and clinical data.

Service Activities
- Write/edit newsletters to monitor specific health policy issues
- Assist in reviewing and editing manuscripts for potential publication

Graduate Teaching and Research Assistants (GTA and GRA) typically juggle a number of related roles, such as research, administration or instruction. It is critical to apply priority setting skills and goals for effective time management. Above all, Graduate Assistants must plan and manage time effectively in order to meet responsibilities as Graduate Teaching or Research Assistants while at the same time focus on primary academic goals as graduate students. Appointments and stipends are for a specific
number of hours per week. GTAs and GRAs are expected to self-monitor to assure that the time commitment is met.

Appointment as a GTA typically involves a stipend, health insurance, and a full academic fellowship to cover your tuition expenses.

**Periods of Appointments**

Appointments may be made for an academic year or for a single semester.

**Renewals of Appointments**

Renewal of appointments is not automatic. Re-appointments are based on the availability of funds, determination of satisfactory performance and School needs. **Students must apply for re-appointment.**

**Non-Renewal**

Graduate Teaching Assistants or Graduate Research Assistants who fail to meet eligibility requirements will be denied renewal. Such a decision will be reached jointly by the Associate Dean of Academics and the Assistant Director for Graduate Admissions and Financial Aid.

**Resignation/Termination before the End of Your Appointment**

A Graduate Teaching Assistant or Graduate Research Assistant may resign by voluntary mutual agreement among the Graduate Assistant, the Associate Dean of Academics and the Assistant Dean for Admissions and Financial Aid.

Graduate Teaching and Research Assistantship appointments are contingent and subject to satisfactory performance of assigned duties as determined by the supervisor. Appointments may be terminated for cause before their expiration under certain conditions.

- Appointee fails to perform services satisfactorily
- Appointee violates provisions of the Agreement/Appointment
- Appointee fails to maintain good academic standing (3.00 minimum GPA)
- Funds cease to be available for Graduate Teaching Assistantships or Graduate Research Assistantships

Before termination for unsatisfactory performance, GTAs or GRAs will receive written notice of specific deficiencies in performance, as well as detailed suggestions for
improvement from their immediate supervisors such as the assigned faculty, academic advisor and/or the Associate Dean of Academics. If unacceptable performance continues, the appointment will be terminated.

**Registration Requirements**

Graduate Teaching Assistants and Graduate Research Assistants must be registered students each term they hold an appointment. GTAs and GRAs must enroll in a full-time program of graduate study during each semester (minimum of 12 hours for all graduate students), and must retain that minimum for the entire year.

**Making the Most of the Graduate Teaching Assistantship**

Graduate Teaching Assistantships offer valuable opportunities and benefits. Practical application complements theoretical knowledge to create a more comprehensive learning experience for students and yourself.

To make the most of the experience, it is important to give yourself credit for the experience you are bringing to the student learning environment on the first day. Whether limited or extensive experience in clinical practice, teaching, and/or research, you more than likely have an educational and professional standards background with important skills such as organization and preparation, maturity and punctuality, and compassion and competence.

Be patient with yourself and remember the golden rule to “do unto others as you would have them do unto you”. It is not uncommon for professionals to experience the “good, the bad, and the ugly” during academic and/or clinical settings so shepherd students well and give yourself a chance to learn as well. Begin to envision yourself as an educator, instructor, and/or professor-in-training and you will feel more empowered to actively engage in the student learning environment.

**Scheduling Hours of Work**

GTAs and GRAs are expected to work the number of hours per week specified in the letter of appointment unless a different arrangement is made with the supervising faculty member. It is important to establish a work schedule that accommodates class time needs as well as the needs of the faculty or division.
Office Space

Shared workspaces in the Doctoral Student Office in McLeod 5031 and Graduate Teaching Assistant Offices in McLeod Hall 4027, McLeod 4073, and Claude Moore Nursing Education Building 2115 are available.

Printers Access

You should use your EmplID (a six-digit number tied to your academic job assignment) to login into our copier/printers, located on the 2nd and 3rd floors in CMNEB and 4th and 5th floors in McLeod Hall. Please use your six-digit EmplID number on the back of your ID badge or follow this link to look it up: http://nursing.virginia.edu/emplid (it will be listed as “Employee Number”). If you have a Health System EmplID (a five-digit number) and prefer to use it instead, you should contact our School of Nursing Help Desk (uvason.helpdesk@gmail.com) with your Health System EmplID and Mr. Robert Shifflett will update the system with that number instead.

You should print to the “Follow me Print” printer and you can print/copy/scan/fax on any of the copier/printers listed above. If you need to print anything in the Health Sciences Library for your assigned faculty, please see Della Marsh in CMNEB 3106 to obtain a copy card for that purpose.

Please be mindful of the cost of printing and copying, and that the SON will contact you if your usage is out of bounds of acceptability. Please restrict the use of your copying/printing privileges to work associated with your GTA position. In addition, it is more expensive, considering total cost of ownership, to print to a desktop printer than to an enterprise copier, so please learn how to send jobs to the copier, particularly for high volume jobs. Additionally, color printing/copying is more expensive than monochromatic output. Please limit the use of color copying and printing to those items that truly need to be produced in color.

Technology Support

Technology support for students is available 24x7 by contacting the UVa Help Desk at (866) 469-4866. Other support options are listed at http://its.virginia.edu/helpdesk.

Graduate Assistant Supervision

Graduate Teaching Assistants and Graduate Research Assistants receive supervision from the faculty member to whom they are assigned to work during that semester. Other lines of supervision include the academic advisor, the PhD Program Director (Karen Rose) or the DNP Program Director (Dorothy Tullmann) and the Associate Dean of Academics (Christine Kennedy). Since the primary purpose of Graduate Teaching
Assistantships is to provide graduate students with academically relevant experiences, it is the responsibility of the supervisor to assure that this occurs.

**Graduate Teaching Assistant Evaluation**

Toward the end of each semester, both the GTA and the faculty member will be responsible for evaluating the GTA’s performance. The GTA and the supervisor will review evaluations together and come to some agreement on the GTA’s performance and the goals for next semester or future assignments. Evaluations will be managed by the Office of the Associate Dean of Academics. This includes course evaluations by students and specific GTA evaluations by GTAs. Note appendices for examples of evaluations.

**Handling Problems**

Hopefully as a Graduate Teaching Assistant this will not be an issue during the assistantship; however from time to time, issues do arise. Conflict is a normal part of organizational and interpersonal dynamics because individuals have different goals, objectives, and styles of communicating. If a Graduate Teaching Assistant encounters problems during the assistantship, he or she should take time to reflect on the issue(s). Identify the problem(s) from the perspective of everyone involved and attempt to determine what is necessary to resolve the problem. In most instances, it is beneficial to start with the individual with whom the problem involves and to keep the immediate supervisor informed (assigned faculty member). Communicate clearly, and be willing to compromise and participate in creating a “win-win” situation. If a Graduate Teaching Assistant is not able to resolve the problem through this initial step after consultation with their faculty supervisor, he or she should speak with the Associate Dean for Academics (Christine Kennedy). All student-related issues not resolved at the immediate supervisor level (assigned faculty member) will be discussed with the Senior Assistant Dean for Academic and Student Services, Dr. Theresa Carroll.
School of Nursing Faculty/Staff Handbook
Note: To access, go to http://www.nursing.virginia.edu/ and then click on iNursing under “SON RELATED” at the bottom of the page. Log In on NetBadge Web to access the handbook.

- 1. Academic
  - 1.01 Calendars and Schedules
    - 1.01.1 UVA Academic Calendar
    - 1.01.2 SON Calendar and Schedule Information
    - 1.01.3 Process for Changes to the Records
  - 1.02 Course Preparation and Policies
    - 1.02.1 Course and Clinical Faculty Guidelines
      - 1.02.1.1 Academic Program Benchmarks
      - 1.02.1.2 Course Transition Tool
      - 1.02.1.3 Course Professor Roles & Responsibilities for Acad Prog of Study Courses
    - 1.02.2 Student Verification Forms
      - 1.02.2.1 Student Verification Form â€“ Grad & Doctoral
      - 1.02.2.2 Student Verification Form â€“ Undergrads, RN-BSNs, & CNLs
    - 1.02.3 Credit Hours vs. Class Hours
    - 1.02.4 Academic Deficiency Policy
    - 1.02.5 Form - Piloting a New Elective Course
  - 1.03 Clinical Simulation Learning Center
    - 1.03.1 Clinical Simulation Learning Center
    - 1.03.2 Rights and Responsibilities – HIV - ANA
    - 1.03.3 Rights & Responsibilities-HIV Infection
    - 1.03.4 SON Bloodborne Pathogens Exposure Form
    - 1.03.5 Mgmt of Students Sustain: Needlestick or Body Fluid Exposures
  - 1.04 Clinical Site Contracts
    - 1.04.1 Responsibilities and Compliance
    - 1.04.2 Clinical Sites Contracts Database
    - 1.04.3 Contract Request Form for Student Clinical
    - 1.04.4 Faculty Transportation of Students
    - 1.04.5 Criminal Background Investigations
  - 1.05 Course Evaluation Forms
    - 1.05.1 Graduate Nursing Course Evaluation
    - 1.05.2 Graduate Nursing Clinical Evaluation
    - 1.05.3 Graduate Nursing Lab Evaluation
    - 1.05.4 Undergraduate Nursing Course Evaluation
    - 1.05.5 Undergraduate Nursing Clinical Evaluation
    - 1.05.6 Undergraduate Nursing Lab Evaluation
    - 1.05.7 Summer Session Evaluation of all Courses
  - 1.06 End Of Program Evaluations
1.06 EBI Exit Assessments
- 1.06.1 EBI Undergraduate Exit Assessment
- 1.06.2 EBI MSN Exit Assessment
- 1.06.3 EBI DNP Exit Assessment
- 1.06.4 PhD Exit Assessment

1.07 Alumni Evaluations
- 1.07.1 EBI Undergraduate Alumni Assessment
- 1.07.2 EBI MSN Alumni Assessment
- 1.07.3 EBI DNP Alumni Assessment
- 1.07.4 PhD Alumni Assessment

1.08 Academic Procedures For Students
- 1.08.1 Student Withdrawals
- 1.08.2 Practicum Extension Request Form
- 1.08.3 Independent Study Policy and Form

1.09 Graduate Admissions
- 1.09.1 Graduate Admissions Policy and Membership
- 1.09.2 Graduate Admissions Procedures

1.10 Policy on Graduate Teaching Assistantship
- 1.10.1 Policy on Graduate Teaching Assistantship

1.11 Program Information
- 1.11.1 Program Handbooks Process
- 1.11.2 Course Evaluation Summary

1.12 Education Abroad in Nursing
- 1.12.1 Education Abroad in Nursing - SON
- 1.12.2 Nursing Faculty Advisor Information - ISO

2. Research and Training Grants
- 2.01 Creating Centers or Institutes
  - 2.01.1 Creating Centers or Institutes Policy
- 2.02 Preparing Grants
  - 2.02.1 Academic (Training) Grant Preparation
  - 2.02.2 Research Grant Development Guidelines
- 2.03 SON/UVA Policies
  - 2.03.1 Hiring Guidelines for Research Personnel
  - 2.03.2 Faculty Incentive Plan
  - 2.03.3 Research Leave Policy
  - 2.03.4 Crediting Protected Time Policy & Procedure
- 2.04 Research and Clinical Data Access/Storage
  - 2.04.1 Storage & Access-Research & Clinical Data
  - 2.04.2 Use of Information Form (HIPAA)
- 2.05 Miscellaneous Policies/Items
  - 2.05.1 Alternative Human Subjects Payment Log
  - 2.05.2 Procedure: Compensation to Research Trial

3. Service
- 3.01 Faculty Practice Contract Guidelines
  - 3.01.1 Individual Faculty Practice Negotiations
- 3.02 International Initiatives
  - 3.02.1 International Guidelines- Faculty, Student
• 3.02.2 Int’l Host Process Flow Chart

o 4. Administration and Organization
  • 4.0.0 University Org Chart
  • 4.01 School of Nursing History
    • 4.01.1 School of Nursing History
  • 4.02 School of Nursing Organization
    • 4.02.1 SON Organization Chart (w/Positions)
    • 4.02.2 SON Organization Chart (w/Names)
    • 4.02.3 SON Evaluation Plan
    • 4.02.4 SON Telephone Listing
    • 4.02.5 SON Employment Directory
    • 4.02.6 SON Administrative Assistants Assignments
    • 4.02.7 Faculty Organization Bylaws
      • 4.02.7.1 SON Mission-Values-Philosophy Statement
    • 4.02.8 Committee Representatives
    • 4.02.9 Committee Meeting Schedule
      • 4.02.9.1 Sample Committee Meeting Agenda Format
      • 4.02.9.2 Sample Committee Meeting Minutes Format
      • 4.02.9.3 Committee Final Annual Report Template
  • 4.02.10 Awards Procedure

• 4.03 Human Resources: Faculty
  • 4.03.1 Faculty Position Descriptions
    • 4.03.1.1: Policy/Procedure: Endowed Professorship
  • 4.03.2 Procedures and Policies
    • 4.03.2.1 Orientation for New Faculty
    • 4.03.2.2 Policy on Faculty Titles and Credentials
    • 4.03.2.3 Procedure for Communicating Faculty Offer
    • 4.03.2.4 Single Course and Clinical Faculty - Hire, Orient, Support and Evaluate
  • 4.03.3 Faculty Workload Guidelines
  • 4.03.4 Annual Faculty Evaluations
    • 4.03.4.1 Annual Faculty Evaluation Template
    • 4.03.4.2 Academic Plan & NP Practice Form
    • 4.03.4.3 Continued Competency Verification Form
    • 4.03.4.4 Research Plan
    • 4.03.4.5 SON Peer Review Update
  • 4.03.5 Sample Curriculum Vitae Format
  • 4.03.6 Faculty Benchmarking
  • 4.03.7 SON Honorary Appointments
    • 4.03.7.1 Honorary Appointment Recommendation Form
    • 4.03.7.2 Inactive Honorary Appointments
  • 4.03.8 SON Promotion & Tenure Policies/Procedures
    • 4.03.8.1 Policy for Track Transfer
  • 4.03.9 Secondary Appointment Promotion Procedures
  • 4.03.10 Enrollment as a Doctoral Student/Faculty
  • 4.03.11 Business Cards for Part-time Faculty
- **4.03.12** New Department Assignment Guidelines

- **4.04** Human Resources: Staff
  - **4.04.1** Staff Job Descriptions
  - **4.04.2** Staff Evaluation
  - **4.04.3** Orientation for New Staff
  - **4.04.4** Staff Rewards & Recognition (R&R) Program
    - **4.04.4.1** Staff R&R Nomination Form
  - **4.04.5** Staff Achievement Awards

- **4.05** Human Resources: All
  - **4.05.1** Recognition Guidelines for Faculty & Staff
  - **4.05.2** Request to Hire Employee Form
  - **4.05.3** University Policy on Academic Services
  - **4.05.4** UVA Work Med and Workers Compensation
  - **4.05.5** Exiting Employee Guidelines
  - **4.05.6** NetLearning Module Assignments
  - **4.05.7** Compliance Process

- **4.06** Financial Services
  - **4.06.1** General Policies and Procedures
  - **4.06.2** Faculty Travel
  - **4.06.3** Reimbursement Request-FOR HOSTING STUDENTS
  - **4.06.4** Business Meals Reimbursement Form
  - **4.06.5** UVA Reimbursement of Conference Registration Fees (Educational Benefits)

- **4.07** Information Systems
  - **4.07.1** Health Sciences Library Learning Resources
  - **4.07.2** Classroom/Conference Room Equipment
  - **4.07.3** Instructions for use of video projection
  - **4.07.4** Podcasting Information
    - **4.07.4.1** Podcast Release Form
  - **4.07.5** Scheduling Rooms Using SOURCE
  - **4.07.6** Data Management Policies
  - **4.07.7** Payment Card Industry Policies
    - Desk Procedures
    - Credit Card Reconciliation Process
    - Online Reporting for Credit Card Transactions
    - Recognition of Credit Card Revenues (GL entries for Credit Card Transactions)
    - Guide to VirtualMerchant
    - PCI Frontline Training 2013
    - UVA PCI Confidentiality Agreement

- **4.08** Facilities: Safety, Buildings and Garage
  - **4.08.1** Full Safety and Security Plan
  - **4.08.2** Safety and Security
  - **4.08.3** Disaster Calling Tree
  - **4.08.4** Fire/Evacuation Plan
  - **4.08.5** Alternate Evacuation Map
4.08.6 UVA Emergency Operations Plan: SON
4.08.7 UVA Bomb Threat Checklist
4.08.8 Incident Report Form
4.08.9 Facilities Management Policies
4.08.10 Parking
4.08.11 Classroom Assignment
4.08.12 Inclement Weather Policy
4.08.13 Emergency Features in Classroom
4.08.14 Emergency Response Sheet
4.08.15 Emergency Preparedness and Responses
4.08.16 Jefferson Quarry Fire Emergency Plan
4.08.17 UVA Emergency Procedures
4.08.18 Faculty Fellows and Bookcase in McLeod Hall

4.09 Miscellaneous Policies/Items
4.09.1 Copyright Law
4.09.2 Sending, Receiving, Distributing Mail
4.09.3 Statement on Healthy Work Environment - Expected Behaviors

5. Development and Funding Opportunities
5.01 Guidelines for J Lancaster Endowment Fund
5.01.1 Application – Lancaster Fund

Helpful Websites/Links


- Policy on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence: Sexual Harassment Policy: http://titleix-vawa.virginia.edu/policy

- SON Homepage: http://www.nursing.virginia.edu/
  Key tabs: Collab access; iNURSING access; Registrar assess

- UVA Policy on Graduate Teaching Assistants: http://uvapolicy.virginia.edu/policy/PROV-001
Strategies for a Successful GTA Experience

1. Keep it SIMPLE as a GTA: Students come first, Integrate plans to stay organized, Maintain effective communication, Preparation is critical, Learn to communicate effectively and Evaluate respectfully.

2. Complete the required training module series to optimize GTA teaching and evaluating effectiveness prior to start of teaching assignment. Modules may be accessed http://collab.itc.virginia.edu → eClinsystemNSGFac/Prec→Resources.

3. Learn the names and get to know students as soon as possible – this is an important strategy to build trust and confidence to support the academic welfare of the student as an individual. Reviewing composite photos obtained from the Office of Admissions and Student Services (OASS) may be helpful to help familiarize names.

4. Adhere to course syllabus norms and expectations. It is the course professors’ responsibility to ensure that students know what is expected of them; it is the students’ responsibility to ensure that they fulfill those expectations. A course syllabus is considered an “academic contract”. A GTA supports the faculty and does not negotiate independently with the students.

5. Provide norms and boundaries for communication. Stating preferred contact (SON outlook email or Collab email) including days of the week and hours of day available is highly recommended. Office hours, schedule conflict notifications, emergent issues, and/or course assignment feedback decisions are also encouraged to be addressed. The standard of practice for SON recommended timeliness includes returning email responses within 48 hours and providing course assignment feedback within 2 weeks.

6. Arrive early to the academic and/or clinical setting and try not to rush out of the setting when learning objectives are met for the day. A full presence by a faculty member/GTA is critical to optimize a positive learning experience for students.

7. Maintain positive communication skills such as eye contact and recognize most effective means to deliver “crucial conversations” or “feedback”. Preferred communication, especially if difficult issue to address, is best face to face instead of email or written comments.

8. Apply interactive strategies or different techniques to allow opportunities for all students to participate in discussions of “safe /comfortable zones”. For example, asking a large group to break into smaller groups to discuss a question often gives quiet students a less threatening forum in which to present their ideas.
9. Listen carefully to what students say and respond thoughtfully. Remember that the character and/or self-esteem of students may be vulnerable during high performing evaluation sessions and/or stressful experiences. We encourage taking all students seriously and treating with the utmost respect.

10. Admit when something is not known. Say so humbly but do it in a manner that is positive and models for them that not knowing is not something of which to be ashamed or afraid but the first step toward learning. Follow through with sharing information to the student or group once answer or resource is known. Refer serious student issues immediately to the course professor.

11. Share experiences and encourage discussions by asking questions to which there may be a variety of answers and/or diverse perspectives. Well-told stories or related experiences of diversity foster approaches to make connections and personalize course content. Be mindful of comments that may be construed as gossip, and stay within the HIPAA Privacy and FERPA guidelines.

12. Recognize that students may be under direct or indirect stress from course work to perform well, and they might therefore seem overly grade-conscious. The value of meeting competencies cannot be overemphasized especially with pre-licensure evaluations. The GTA has an opportunity to influence a learning culture to value “meeting expectations/satisfactory competence” instead of fostering a value for “the A+” mindset.

13. Smile, enjoy your time as a GTA and be infectious with your professionalism and positivism. Research supports best learning takes place when students feel safe in their learning environment and connected, not competitive with the community of learners, peers and faculty. One can still ensure standards of professional practice and help meet course work expectations without threatening or intimidating approaches.

Modified from teaching handouts UVA Teaching Resource Center and Handbooks for Teaching Assistants, University of California at San Diego and University of Delaware and the Office of the Academic Dean.

Revised: 8-8-2012
7-17-2015
Understanding Plagiarism and Paraphrasing

A University of Virginia Honor Committee Supplement

The Bylaws of the Honor Committee define an Honor offense as “a Non-Trivial Act of Lying, Cheating or Stealing, which Act is committed with Dishonest Intent” (capitalized terms are defined in the Bylaws). “Cheating” is defined in the Bylaws as “a violation of any standards, conditions, or rules for which a student may receive benefit, credit, or acknowledgment, academic or otherwise. Cheating includes, but is not limited to, performance of any of the following acts, or abetting a fellow student in the performance of any of the following acts: using unauthorized materials in the completion of work, copying from a fellow student, plagiarism, multiple submission, false citation, false data submission, and/or unauthorized acquisition of advance knowledge of the contents of an exam or assignment” (emphasis added).

This Supplement is designed to elaborate on one element of cheating—plagiarism—with a particular emphasis on one kind of potential plagiarism—paraphrasing the ideas or work of another. In general, you will avoid plagiarism if you cite the sources you paraphrase and, if you use words or phrases that are distinctive to your original source, you use quotation marks as well. You should err on the side of attribution and quotation marks if you want to avoid plagiarism.

This Supplement describes plagiarism and paraphrasing in a general way. Every case of alleged plagiarism will necessarily entail unique facts and circumstances. In other words, whether or not a particular Act actually constitutes plagiarism, and thus “Cheating,” for purposes of the Honor Code, will turn on the unique facts and circumstances of each case (including, for example, such things as the nature of the assignment in question; the professor’s instructions on source material, if any; the extent and manner of reliance on the ideas and work of another author; and the policies established and expectations held by the relevant school, department or professor). Because nobody can anticipate and describe every Act that may constitute plagiarism, if you are at all uncertain, speak to your professor or consult a standards manual, such as A Manual for Writers of Research Papers, Theses, and Dissertations, by Kate Turabian, in advance, about whether your actions may put you at risk of committing an Honor violation.

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Plagiarism is representing someone else’s ideas or work as your own original ideas or work. Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book, a website, or any other source into a paper without using quotation marks and explicitly citing the source is plagiarism. Additionally, paraphrasing is plagiarism where you fail to cite your original source and, in some cases, where you fail to use quotation marks as well. It is very important that students properly acknowledge all ideas, work, and
even distinctive words or phrases that are not their own. However, certain information in any discipline is considered “common knowledge” and may be used without acknowledgement. What is considered to be common knowledge varies among fields; when in doubt, consult a professor or Teaching Assistant (“TA”). Students unsure of how to properly acknowledge a source should consult a professor, TA, or relevant manual of style. If you are still unsure, always err on the side of attribution.

It may be appropriate to paraphrase a source when you can represent what a source says more clearly or pointedly in your own words. Paraphrasing does not mean merely changing a word or two or re-ordering the concepts in a passage; you must use your own words and your own phrasing to replace most of the words and phrasing of the source. Remember: Even paraphrased sources MUST BE CITED. Plagiarism by paraphrasing occurs when you paraphrase a source and fail to cite it.

In addition, even where the original source has been cited, plagiarism occurs where you fail to use quotation marks around words or phrases that show the author’s distinct and original thought or expression (of course, you should not put quotation marks around words or phrases that are not exactly those of the author – this would constitute false citation). While determining whether certain words warrant quotation marks might seem dependent on the reader, you should always use quotation marks when in doubt. Additionally, in certain specialized fields, such as law or business, close paraphrasing may be considered acceptable; in such cases, the relevant facts and circumstances will, as in all cases, inform the question whether a particular Act constitutes plagiarism.

Take, for example, this passage:

*Because technology begets more technology, the importance of an invention’s diffusion potentially exceeds the importance of the original invention. Technology’s history exemplifies what is termed as autocatalytic process: that is, one that speeds up at a rate that increases with time, because the process catalyzes itself (Jared Diamond 1998, 301).*

At least two of the author’s phrases are so striking that any use of these phrases would definitely require quotation marks: “technology begets more technology” and “autocatalytic process.”

To cite Diamond’s passage appropriately, one possible sentence could look like this:

*The power of technology goes beyond individual inventions because technology “begets more technology.” It is, as Diamond puts it, an “autocatalytic process” (301).*

Once the distinctive phrase has been cited, you may use it again without quotation marks or citation.

You paraphrase appropriately when you represent an idea in your own words more clearly or pointedly than the source does. Remember: Even an appropriate
** paraphrase requires citation to the original source.** But readers will think you crossed the line from fair paraphrase to plagiarism, even though you have cited the original source, if they can match your words and phrasing with those of your source. Whether or not the line has been crossed will be decided on a case-by-case basis; since the facts and circumstances of each Honor case are unique, it is impossible to anticipate and describe every example of paraphrasing that may constitute plagiarism. **The important question is whether you have represented someone else’s ideas or work as your own original ideas or work.** In some cases, even where you have cited the original author, you may, in the manner and extent to which you go on to convey the author’s ideas, be found to have represented that author’s ideas or work as your own. This might be the case, for example, where you cite the original author one time, at the beginning of a 10-page paper, then, after leaving the topic, return to the author’s ideas, time and again, without indicating to the reader that you have done so; that is, the reader would reasonably infer that your reference to the original author had ended and that later paraphrases of the author’s ideas or work were in fact your own original ideas or work. In each case, an I-Panel, and, if applicable, a jury, will be asked to decide whether, in the totality of the circumstances, you have misrepresented the author’s original ideas as your own.

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Here are two examples of appropriate and impermissible paraphrasing designed to help you better understand what plagiarism by paraphrasing would look like, together with some suggestions on how to avoid it.

Example 1:

**Original Source Material:** Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior.

Plagiarized Version: Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.

Explanation: This example has been plagiarized. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.

Unplagiarized Version: According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.

Explanation: This example has been paraphrased and is not considered plagiarized. The author was cited at the beginning of the passage (and should be cited in any bibliography as well). Since the passage was properly paraphrased, quotation marks are not used. Nothing was directly quoted.

Example 2:

Original Source Material: During the last decade, there has been a shift from “instructivist” towards “constructivist” approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.


Plagiarized Version: Over the last ten years, there has been a marked change from “instructivist” points of view to “constructivist” points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.

Explanation: This example has been plagiarized. The student has substituted synonyms for many words in the passage, but has not changed the structure of the text and has used another person's ideas without crediting that person for them.
Unplagiarized Version: Instructivists hold that the “real world,” external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).

Explanation: This example has been paraphrased and the original author has been credited for those ideas. The student has cited the source of the ideas appropriately (and should include the information in a bibliography, if any).

*******

One suggestion for avoiding plagiarism in paraphrasing is to avoid reading your source as you paraphrase it. Read the passage, look away, think about it for a moment; then, still looking away, put it in your own words. Then check whether you can run your finger along your sentence and find the same ideas in the same order in your source. If so, you have crossed the line into plagiarism. Finally, remember, even if you have correctly paraphrased your source—that is, even if quotation marks are not necessary—you must also cite the source from which you have taken the ideas or information to begin with.

In short, when in doubt about paraphrasing, use quotation marks around words or phrases that are distinctively those of the original author and properly acknowledge (cite) the original source.

Note: This supplement was created in consultation with Gregory C. Colomb, Professor of English at the University of Virginia, and draws heavily from the 7th edition of A Manual for Writers of Research Papers, Theses, and Dissertations, by Kate L. Turabian, revised by Wayne C. Booth, Gregory C. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff.

Source: Honor Plagiarism Supplement, January 2010
Appendix I: Faculty Evaluation of Graduate Teaching Assistant

(Submitted Online)

1. GTA’s Name: ________________________________

2. Faculty’s Name: ______________________________

3. Briefly list the duties and responsibilities assigned to the GTA.

4. What was the GTA’s attitude toward assigned work?

5. Please comment on the degree to which the quantity and quality of work accomplished by the GTA met your needs and expectations.

6. Ability to learn on the job:

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7. Ability to communicate:

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8. Ability to think and act independently:

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9. Please describe progress/accomplishments made possible by working with your GTA.
Appendix II: GTA Self Evaluation

(Submitted Online)

1. Faculty member's name:

2. Student's name:

3. Please describe your responsibilities:

4. Please comment on the degree to which assigned tasks were appropriate to your level of expertise:

5. Please describe the quantity of work you are responsible for performing:

6. Is the quantity of work that you are responsible for performing consistent with your expectations?

7. Please comment on the degree to which your assignments make good use of your skills:

8. How has this experience related to your coursework and career aspirations?

9. What new skills and knowledge have you gained?

10. In what ways have you been able to gain insight into the practices and problems of a job in your field?

11. In what ways, overall, has your GTA experience been consistent or inconsistent with your prior expectations?

12. Please comment briefly on your relationship with your supervising faculty. For example: was he/she approachable for advice and instruction? How well do you think he/she understood your position as a GA? In what ways could he/she have made your experience more worthwhile?

13. Willingness of faculty supervisor to teach:

14. Opportunities to learn and progress:

15. Opportunities to think and act independently:

16. Please take this opportunity to provide any additional comments, if any, that you would like to make about your GTA experience:
Appendix III: Sample of Course Evaluation

(Results on Collab)

1. The School supports an environment in which all students, regardless of race, gender, age, religious affiliation, sexual orientation, or physical disability are encouraged to learn and develop their skills. Did the instructor create an atmosphere where students of all backgrounds felt equally welcome and valued? If your answer is "no", please explain in the last question.

   Question Type: Multiple Choice

   1 answer(s) allowed;
   contributed by Dean of the School of Nursing

2. The instructor provides students with ongoing constructive feedback about their progress.

   Question Type: Likert

   1 answer(s) allowed;
   contributed by Dean of the School of Nursing

3. The average number of hours per week I spent outside of class preparing for this course was:

   Question Type: Multiple Choice

   1 answer(s) allowed;
   contributed by Office of the Provost

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Results for Nursing, Graduate Clinical

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Results for Nursing, Graduate Clinical - Spring, 2012

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4. I learned a great deal in this course.

Question Type: Likert

1 answer(s) allowed; contributed by Office of the Provost

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<th>Neutral (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
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Results for Nursing, Graduate Clinical

5. Overall, this was a worthwhile course.

Question Type: Likert

1 answer(s) allowed; contributed by Office of the Provost

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<th>Neutral (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
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Results for Nursing, Graduate Clinical

6. The course’s goals and requirements were defined and adhered to by the instructor.

Question Type: Likert

1 answer(s) allowed; contributed by Office of the Provost

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<th>Neutral (3)</th>
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Results for Nursing, Graduate Clinical

7. The instructor was approachable and made himself/herself available to students outside the classroom.

Question Type: Likert

1 answer(s) allowed; contributed by Office of the Provost

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<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
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Results for Nursing, Graduate Clinical
8. Overall, the instructor was an effective teacher.

Question Type: Likert

1 answer(s) allowed;
contributed by Office of the Provost

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Results for Nursing, Graduate Clinical

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<th>Strongly Disagree (1)</th>
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9. Please make any overall comments or observations about this course:

Question Type: Short Answer

1 answer(s) allowed;
contributed by Office of the Provost

Handbook Updated 8/18/2015