

PRECISION HEALTH Fellowship Mentoring Handbook

PRECISION HEALTH (T32) FELLOWSHIP MENTORING PROGRAM GUIDELINES

Adapted from John's Hopkins University PhD Mentee/Mentor Guidelines

GUIDELINES FOR MENTEES

Introduction

Effective mentoring: Effective mentoring is critical to the success of transdisciplinary research training. Our fellowship mentoring program will create an ideal environment for developing methodologically sound, transdisciplinary researchers in precision health research by providing:

- a primary mentor,
- a transdisciplinary mentoring committee,
- a supportive infrastructure.

Primary mentor: A primary mentor (usually a senior faculty mentor) will be assigned to each fellow. The primary mentor will be responsible for planning and oversight of the trainee's education, development as a transdisciplinary scientist, and career development. They will also introduce mentees to important faculty collaborators in other disciplines.

Written Individual Development Plan: The primary mentor and mentee will develop a written individual development plan that outlines goals, strategies, and the mentor's and mentee's responsibilities.

Transdisciplinary Mentoring Committee: An important part of transdisciplinary research training is having more than one mentor, with each mentor playing a different role. Although primary mentors have broad research knowledge and capability, each mentee will have a mentoring committee that includes the primary mentor and transdisciplinary mentors from disciplines such as, nursing, molecular biology, engineering, computer science, health communication, game development, data analytics, psychology, medicine, pharmacy, social work, and management and health policy.

The mentoring committee will **meet twice a semester** and the mentee will ensure that their transdisciplinary research training goals are being met.

Publications Acknowledgment: All publications related to this T-32 training program should include the following acknowledgment: *“Research reported in this publication was supported by the National Institute of Nursing Research of the National Institutes of Health under Award Number T32NR019035. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.”*

Getting Started

- *Clarify Your Interests and Needs in the Fellowship Mentoring Program*

Carefully identify the professional goals you have for this fellowship mentoring relationship. Consider what you would like to learn from your experience. Prepare a list of questions or

concerns you have about your fellowship development. From your list of questions, develop eight to ten specific goals for your participation in the program (refer to the Toolbox starting on page 10 for “*Goals for Your Mentoring Experience*”).

➤ *Prepare for Your role in the Fellowship Mentoring Relationships*

The mentors will be giving their time to share experiences, perspectives and approaches to succeeding in the Precision Health (T32) Fellowship Program within the School of Nursing. Be as specific as possible when asking for information, ideas and suggestions. Be receptive to the feedback you are offered. Use the information to improve your preparation and your performance (see the “*Making the Most of Mentoring, Mentee Guidelines*” section).

➤ *Recognize the Value and Limits of the Fellowship Mentoring Relationships*

Like any relationship, this match involves a dynamic process in which the uniqueness, individuality and expertise of each member of the mentoring group needs to be respected. The mentors will be offering you lessons from their experience, information, and suggestions on how to approach and solve various problems related to progressing through the Precision Health (T32) Fellowship Program. Be open to the information you are offered. Show appreciation for the time and assistance given by the mentors. Suggestions may not fit your particular personality style or approach. It will ultimately be your choice as to how you will weave the insights gained into your own evolving style.

The First Fellowship Mentoring Meeting

➤ *Setting Up Meetings*

Take the responsibility for setting meetings with the primary mentor and mentorship committee. Experience has shown that relationships of this kind are most successful when the mentee takes the responsibility for managing the relationships. Use e-mail, phone and Zoom as methods to maintain communication with the mentors.

➤ *Reach Agreement About the Goals of Your Fellowship Mentoring Relationships*

Be prepared to provide additional clarity and background about your goals, strategies, and responsibilities. (Refer to the “*Mentee’s Goals, Strategies and Responsibilities*”). Share your prospective goals with your mentors. Working together, you and the primary mentor should finalize the list of goals that they feel they can adequately address during this experience. You may wish to clarify these goals in writing by completing the “*Fellowship Milestone/Achievement/Action Plan*” (found in the Toolbox).

➤ *Agree Upon the Duration, Frequency, and Length of Your Meetings*

Mentees will meet *one time per month* with their primary mentor, and *twice a semester* with their mentoring committee. Agree upon when and where you will meet (Zoom, or local location

practicing social distancing/wearing a face mask, based on current public health recommendations). Plan to keep your commitment and be on time for your meetings with the primary mentor and mentoring committee. The meetings with the primary mentor will be substantial and must be reported subsequently by the mentee in a brief e-mail to the mentor, summarizing the meeting's content, any decisions made, and accountabilities for next steps, timelines, and the date for the next meeting. The outcomes of the mentor committee meetings (decisions made, accountability, steps, timelines, and the date for the next meeting) may be shared subsequently by the mentee in a brief e-mail.

➤ *Clarify Confidentiality (Optional)*

Some mentees and primary mentors will feel a need for complete confidentiality in their relationship, others will not. It is critical that you and the primary mentor clarify the limits of confidentiality in your relationship. If both parties agree, you may wish to complete the *optional* mentoring agreement provided (see “*Creating the Fellowship Mentoring Agreement*” and “*The Fellowship Mentoring Agreement*”).

➤ *Structure Your First Meeting*

It can be helpful to structure your first meeting because there may be some uncertainty about how to proceed. Give some thought to how you would like the meeting to go. For example, you might consider the following outline:

1. Share your educational/professional background and purpose for participating in the Precision Health (T32) Fellowship Program.
2. Review your Precision Health (T32) Fellowship Program goals.
3. Identify ways the mentor(s) can support you.
4. Complete an action plan for your mentoring relationship (with primary mentor).
5. Summarize key learnings and express appreciation for the meeting.
6. Establish an agenda and date for your next meeting.

➤ *Set goals for Each Subsequent Meeting*

Set goals for future meetings to maximize your time. As with all goal setting, you do not need to strictly adhere to the goals you initially set, as other more vital matters or pressing priorities may arise. Nevertheless, some foresight and advanced planning can keep your relationship productive and worthwhile for both participants.

MAKING THE MOST OF MENTORING, MENTEE GUIDELINES

- ❖ Identify clear goals and take responsibility for your own development.
- ❖ Assess how mentors can assist you with developmental needs.
- ❖ Actively seek feedback from the mentors and ask questions; use the information to improve your performance.
- ❖ Keep an accurate record of your development and progress.
- ❖ Respect the need for trust and confidentiality in the mentoring relationships.
- ❖ Stay open to new ideas and suggestions.
- ❖ Quickly use the mentors' recommendations to improve your performance.
- ❖ Be receptive to feedback from the mentors.
- ❖ Observe how the mentors approach tasks, research technique/development, and solve problems; then use the mentors as role models, as appropriate.
- ❖ Give the mentors reasons to believe that it is worthwhile to work with you.

Avoid Pitfalls:

- ❖ Do not take advantage of the mentors' time or their trust. Do not try to force a friendship with the mentors
- ❖ Make your expectations, assumptions, and plans clear
- ❖ Be sensitive to differences in race, gender, and cultural background

Characteristics of a mentee should include:

- ❖ Effort and hard work
- ❖ Meticulous attention to details and deadlines
- ❖ Seek advice when necessary
- ❖ Be responsive to the interactions/discussions/advice of mentors
- ❖ Have respect for your mentor
- ❖ Knowledge of literature in your chosen field and ability to communicate this information
- ❖ Honesty
- ❖ Take initiative and responsibility for achieving your learning objectives
- ❖ Play an active role in the mentoring process
- ❖ Develop self-awareness on both personal and professional levels
- ❖ Develop network to meet needs

GUIDELINES FOR PRIMARY MENTORS

Getting Started

➤ *Assist Your Mentee in Clarifying Their Interests and Needs*

The mentee will be asked to carefully identify their educational and professional goals for this mentoring relationship before they meet with you. Mentees will be encouraged to consider questions they may have about such areas as progression in the program and research development. From their list of questions, they will be encouraged to develop eight to ten specific goals for their participation in the program. You may wish to suggest that the mentee review these goals with you.

Mentees, however, often have difficulty anticipating the kinds of questions they could be asking, given an opportunity of this kind. The primary mentor will prepare to assist the mentee by giving some advanced thoughts to what your own lessons or experience have taught you. Think about key learnings and important insights you have gained as a researcher in academic nursing. What support were you given that you can now pass on to your mentee? What discoveries did you make on your own, and how can you ease the path for this mentee?

➤ *Prepare for Your role in the Fellowship Mentoring Relationship*

As mentors, plan to share your experiences, perspectives, and approaches (see the “*Making the Most of Mentoring, Mentor Guidelines*” section). An exploration of critical incidents can be particularly valuable. Consider sharing some of the key challenges you were confronted with; the options you identified for resolving the problem; your decision-making strategy; the action you took; the outcomes you obtained; and your analysis of your results.

The mentee also will be encouraged to seek feedback from you on their current performance. When giving feedback, be mindful of preserving the mentee’s sense of self-confidence. Use confrontation and feedback skills to give clear, non-judgmental descriptions of behavior. Assist the mentee in recognizing potential outcomes prior to taking actions.

➤ *Recognize the Value and Limits of the Mentoring Relationship*

Like any relationship, this match involves a dynamic process in which the uniqueness, individuality and expertise of each member of the mentoring group needs to be respected. You are not expected to respond to all of the mentee’s needs. Be judicious in how you spend your time together and clarify the ways in which you will choose to be of support. While sharing your expertise, refrain from telling a mentee what to do, to limit dependency. Recognize that one size does not fit all and that your mentee’s personality, gender, background, or style may preclude them from achieving the results you obtained, using your particular techniques or approach. Assist the mentee in recognizing the options available for action and selecting the one that will work best for them. Recognize that some advice you offer may seem irrelevant to the mentee at

this time but may prove to be useful later on. It will ultimately be the mentee's choice as to how they will integrate the insights gained into their own evolving style, methods or approach. Your guidance and wisdom will nevertheless be invaluable. Look for opportunities for your own enrichment, as mentors often find value in the questions or fresh perspectives of mentees.

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The First Meeting Between the Mentor and Mentee

➤ *Setting Up the Meeting*

The mentee will be asked to take the responsibility for setting up the first and subsequent meetings. Experience has shown that relationships of this kind are most successful when the mentee takes the responsibility for managing the relationship. If, however, you do not hear from your mentee by the first three weeks of the beginning of the program, please initiate the first contact to ensure the relationship gets underway. The mentee may contact you by e-mail, phone and Zoom and will use any one of these methods to maintain communication with you.

➤ *Reach Agreement About the Goals of Your Relationship*

The mentee will be prepared to outline their professional experience to date. They will plan to provide additional clarity and background about their goals, strategies, and responsibilities. The mentee will also be encouraged to bring the list of questions or prospective goals to the first primary mentor meeting. After learning more about the mentee's education/research goals and particular concerns about precision health research development, work together to finalize the list of goals that you feel can be adequately addressed during this experience. You may wish to clarify these goals when reviewing the *“Fellowship Milestone/Achievement/Action Plan”* that the mentee will bring to the first meeting.

➤ *Agree Upon the Duration, Frequency, and Length of Your Meetings*

The mentee and primary mentor will meet one time per month. The mentoring committee will meet twice per semester. Agree upon when and where you will meet (Zoom, or local location practicing physical distancing, as needed). Plan to keep your commitment for your meetings with your mentee. The meetings will be substantial and must be reported subsequently by the mentee in a brief e-mail to the mentor, summarizing the meeting's content, any decisions made, and accountabilities for next steps, timelines, and the date for the next meeting.

➤ *Structure Your First Meeting*

It can be helpful to structure your first meeting because there may be some uncertainty about how to proceed. Give some thought to how you would like the meeting to go. The mentee has been provided the following as a possible example for structuring the first meeting:

Suggestions for Mentees:

1. Share your educational/professional background and purpose for participating in the Precision Health (T32) Fellowship Program.
2. Review your goals for the Precision Health (T32) Fellowship Program.
3. Identify ways the mentor(s) can support you.
4. Complete an action plan for your mentoring relationship (with primary mentor).
5. Summarize key learnings and express appreciation for the meeting.
6. Establish an agenda and date for your next meeting.

Suggestions for Mentors:

1. Show genuine interest in the mentee
2. Share your research/professional background information, and your interest in participating as a mentor in the Precision Health (T32) Fellowship Mentoring Program.
3. Clarify which of the mentee's goals you believe you can support. Suggest other mentoring committee members where appropriate.
4. Help the mentee develop a focus and agenda for the next meeting.
5. Suggest relevant reading and other resources and activities, as appropriate, in preparation for the next meeting.
6. Support the mentee when engaging with the mentoring committee. Mentors from different disciplines have different perspectives on issues, different metrics for success and different philosophical beliefs of what science is.

Managing the Mentoring Relationship

➤ *Set goals for Each Subsequent Meeting*

Mentees will be encouraged to set goals for future meetings. As with all goal setting, you do not need to strictly adhere to the goals you initially agree to, as other more vital matters or pressing priorities may arise. Nevertheless, some foresight and advanced planning can keep your relationship productive and worthwhile.

MAKING THE MOST OF MENTORING, MENTOR GUIDELINES

- ❖ Be available and accessible; make time for the mentee
- ❖ Show genuine interest in the mentee
- ❖ Share your educational/professional expertise
- ❖ Suggest and, if possible, provide opportunities for the mentee to try out new skills
- ❖ Encourage the mentee to take risks
- ❖ Encourage the mentee to use resources inside and outside their organization to improve performance and achieve goals

Avoid Pitfalls

- ❖ Listen carefully to what the mentee would like to accomplish. Help translate these needs into objective and measurable action plan steps
- ❖ Be sensitive to differences in race, gender, and cultural background

Characteristics of positive mentoring (No one mentor will have all skills)

- ❖ Accepts responsibility for being a mentor
- ❖ Has time to mentor and is approachable
- ❖ Respectful of the goals of others
- ❖ Altruistic - able to invest in the success of another's career
- ❖ Objective - can evaluate new ideas free of bias
- ❖ Insightful
- ❖ Capable of empathy and caring
- ❖ Respectful of diversity and differences among people; able to appreciate the mentee despite possible differences
- ❖ Able to listen effectively and constructively
- ❖ Able to give effective and constructive critical and positive feedback and a clear, specific evaluation of progress
- ❖ Able to identify opportunities for mentee
- ❖ Ability to communicate

TOOLBOX for MENTORS/MENTEES

GOALS FOR YOUR FELLOWSHIP MENTORING EXPERIENCE

List below eight to ten specific things that you want to learn about, be exposed to, receive feedback on, understand how to do better, be informed about, accomplish, experience, etc., in your meetings with your mentor.

- E.g.,
1. Obtain grant writing experience
 2. Obtain experience writing an IRB protocol
 3. Learn how to run an efficient team science meeting
 4. How to prepare and present study findings at a scientific conference
 5. How to create and harmonize data sets for precision health research

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

MENTEE'S GOALS, STRATEGIES AND RESPONSIBILITIES

Develop a written individual development plan that outlines goals, strategies, and the mentor's and mentee's responsibilities. Mentees may use advisory reports and essential skills development list from the PhD program.

FELLOWSHIP MILESTONE/ACHIEVEMENT/ACTION PLAN

Fill in the PhD 5-year plan and add in the T32 2-year plan.

Program Milestones	Activities to Achieve Milestones	Progress Check
Other		

CREATING THE FELLOWSHIP MENTORING AGREEMENT (OPTIONAL)

Key points of the Agreement:

Confidentiality	Primary mentor and mentee acknowledge that personal and professional confidences will be treated as such and that the parties will endeavor to maintain a relationship build on mutual trust and respect.
Frequency of Meetings	One meeting per month is required for the mentee and primary mentor. Two meetings per semester for the mentee and the mentoring committee.
Mentor's Primary Objectives/Expectations	Define what you hope to extract from the relationship. What goals do you hope to achieve?
Mentee's Primary Objectives/Expectations	Define what you hope to achieve from this relationship. Mentees are expected to assume an active, self-directed involvement in their own development.
Roles	The mentor is expected to be a teacher, role model, guide, and communicator. The mentee is expected to participate as a learner, absorber, informer, emulator, performer, and communicator.
Progress Reporting	Define how often the mentee will review action plans with the mentor and assess progress achieved.
Success Criteria	Discuss individual definition of a successful mentoring relationship. Agree on how you will handle the discussion if either participant's expectations are not being met.
Duration	The duration of the mentor program is 2 years with a “no-fault” provision for either party who wishes to discontinue participation at any time. After the sponsorship, mentors and mentees may continue their relationship informally.
Changing Mentors	A change of mentor/advisor may be considered at any time. The first step should be a conversation between the mentee and mentor, who are welcomed and encouraged to discuss concerns and possible remedies, in confidence, at any time with the Precision Health (T32) Program Director or the PhD Program Director.

THE UNIVERSITY OF TEXAS AT AUSTIN
THE MENTORING AGREEMENT

Optional

(Delete any parts that may not be relevant to your agreement)

We are entering into a voluntary MENTORING relationship that we expect to benefit both of us. We want this to be a rich rewarding experience with most of our time spent in substantive development activities. To minimize confusion, frustration, and administrative details, we have noted the following features of our relationship:

Confidentiality: We acknowledge that personal and professional confidences will be treated as such and that the parties will endeavor to maintain a relationship built on mutual trust and respect.

Frequency of Meetings:

Mentor's Primary Objectives/Expectations:

Mentee's Primary Objectives/Expectations:

Mentor's Role: The mentor's role is expected to be a teacher, role model, guide and communicator.

Mentee's Role: The mentee's role is expected to participate as a learner, absorber, informer, emulator, performer, and communicator.

Progress Reporting:

Success Criteria:

Duration of Relationship: Duration of the mentor program is 2 years with a "no-fault" provision for either who desires to discontinue participation at any time. After sponsorship, mentors and mentees may continue their relationship informally.

Changing Mentors:

We both understand and agree that this Mentor/Mentee relationship may be cancelled at any time, for any reason, with no notice required.

Mentor's Name (Print)

Mentor's Signature

Date

Mentee's Name (Print)

Mentee's Signature

Date

ANNUAL MENTEE/MENTOR EVALUATION FORM

Mentee and Mentor Answer Together

Name of Mentee: _____ Name of Mentor: _____

- 1. Date/Anticipated Date of Preliminary Exam: _____
- 2. Date/Anticipated Date of Final Defense: _____
- 3. # of monthly meetings with student and advisor/mentor in the past academic year: _____

Is this adequate and why?

- 4. Is the student progressing as expected and why?

- 5. Strengths of current relationship with student and advisor/mentor:

- 6. Areas of improvement between student and advisor/mentor:

- 7. Suggested changes to maximize student and advisor relationship for next academic year:

Student signature / Date

Advisor /Mentor signature /Date

A copy of this evaluation will go to both the PhD Program Director and the Associate Dean for Research

ADDITIONAL GUIDELINES

Guidelines for Effective and Satisfying Mentoring Relationships

Review below the various MENTORING roles and functions that can be utilized; ascertain which ones are needed by the mentee and whether the mentor's interest and knowledge/skills/resources match the mentee's need:

- *Teacher/Educator* – Orients mentee to organizational culture & professional skills; helps locate resources.
- *Coach/Advisor* – Gives guidance; feedback & support sounding board

Signs of a Successful Mentoring Relationship

- Openness to change; exploring possibilities
- Enthusiasm and Satisfaction
- Commitment to understanding and growing
- A bond or connection
- Comfortable asking for support
- Environment established for learning and discussion
- Increased self-confidence

Do's and Do Not's for a Good Mentor

GOOD MENTORS	
DO	DO NOT
Advise/Guide/Model	Direct
Mentor	Parent
Suggest	Choose
Nurture	Smother
Encourage	Disparage
Observe-Give Feedback	Take Over
Work with Reality	Expect Perfection
Expect Improvement	Accept Mediocrity
Praise Good Work	Praise Everything
Enjoy	Endure
Demand the Best	Accept Less
Cheer	Jeer
Demonstrate	Describe

Characteristics of “Good Feedback”

- Mentor gives specific examples of what was effective or not effective
- Provides feedback as soon as possible

- States the rationale for giving the feedback
- Waits until emotions are in check before giving feedback
- Asks mentee to share his or her perspective and asks mentee for his or her feedback

Confirming Feedback vs. Corrective Feedback

Both confirming and corrective feedback needs to be clear, descriptive of behavior, genuine, straight forward and honest.

- Confirming feedback
 - Describes behavior that is working well
 - Identifies and builds on strengths
 - Reinforces behaviors that are already effective
 - Builds self-esteem and confidence
 - Encourages risk-taking

- Corrective feedback
 - Describes behavior that can be improved
 - Used “I” statements in describing impact
 - Example: “As I observed you do this, I reacted with increasing concern and wondered if others were feeling the same way.”
 - Suggests development
 - What does the preferred or expected behavior look like?
 - What steps can the mentee take to master it

CULTURAL COMPETENCY & THE MENTORING RELATIONSHIP

Mentors and their mentees are most often brought together with diverse experiential and cultural backgrounds. It is important for each to respect and understand that the context of their roles and missions may often inhibit open exchange regarding mentee needs. A dialog regarding how mentees are adapting or "acculturating" to the expectations placed upon them as University of Texas at Austin School of Nursing (UT SON) pre-doctoral students is critical. Both mentors and mentees must be aware of cultural diversity issues that may influence the effectiveness of the relationship. Examples may include:

- Mentee is from a culture in which communication skills and student learning are approached differently than this institutional setting (technology, level of independence, economics, competition, high stress environment)
- Mentee and mentors may not be aware of personal cultural differences influencing the relationship
- Mentee comes from geographic area different from the inner city of Austin, and may be having difficulty adapting
- Mentee comes from a cultural minority background and may have difficulty with peer communication, socialization, faculty interaction
- Mentee may speak English as a second language and have difficulty with written work
- Mentee may be hesitant to ask for assistance based on past experience or cultural value
- Mentee may be new to the academic environment at UT SON and need help identifying expectations

For both mentor and mentees, addressing these issues early in the relationship is critical. Both must be willing to identify their own cultural values and biases, in order to keep them from inhibiting mentee growth and performance.

If you are interested in information about English as a Second Language courses being offered in the area, please contact English Language Center at (512) 471-2480; elc@austin.utexas.edu.

For more general information regarding UT School of Nursing resources (next few pages).

University of Texas at Austin School of Nursing Resources

THE OFFICE OF ADMISSIONS AND STUDENT SERVICES

The Office of Student Services is staffed from 8:00 a.m. to 5:00 p.m., Monday through Friday. Students are seen primarily by appointment only, however, students may be seen on a walk-in basis for situations that can be addressed in approximately 15 minutes. Students with an emergency situation may see an advisor or the Assistant Dean for Student Services at any time. <https://nursing.utexas.edu/students/office-student-services>

Office Location: NUR 2.400

Office Phone: 512-232-4780

Office Email: ss@nursing.utexas.edu

Office Hours: Available by appointment; call 512-232-4780 to make an appointment if you have not already been assigned an advisor.

STUDENT SERVICES CARE COUNSELOR – Counselors in Academic Residence Program (CARE) is a satellite program of the UT Counseling and Mental Health Center (CMHC). The CARE Counselor is available to help with a variety of issues that may serve as a barrier to students' academic success. Gretchen Rees, LCSW-S, is the CARE representative in the School of Nursing. Gretchen enjoys working with the students of the School of Nursing as she is interested in working with burnout, compassion fatigue, and mental health issues unique to caregivers. <https://nursing.utexas.edu/students/office-student-services/care-counselor>

Call Gretchen at 512-232-4701 and ask to schedule a CARE appointment. Be sure to leave a voicemail with your UT EID if no answer.

Call the Counseling and Mental Health Center at 512-472-3515 and say you would like to make an appointment with your CARE counselor.

Students may also be referred by Nursing faculty and staff.

CAREER RESOURCE CENTER

Career Advising: Our career services staff is available to look over your cover letter and resume, conduct mock interviews to prepare you for a real interview, discuss interview techniques, and provide helpful resources to navigate the job search. <https://nursing.utexas.edu/career-services>

Allison Wahl

Assistant Director for Career & Recruitment Services

Office: 2.424

Phone: (512) 471-5451

Email: awahl@nursing.utexas.edu

Meera Rajagopalan

Program Coordinator for Clinical & Career Services

Office: 2.438

Phone: (512) 471-8563

Email: mrajagopalan@nursing.utexas.edu

ACADEMIC ETHICS POLICY

The Ethics Policy is available online at

<https://compliance.utexas.edu/ethics>

UNIVERSITY HEALTH SERVICES

<https://www.healthyhorns.utexas.edu/contactuhs.html>

UHS Contact Information

Appointments CALL: (512) 471-4955

Make an online appointment https://www.healthyhorns.utexas.edu/stop_germs.html

To cancel an appointment (24 hours a day) (512) 475-8265

STUDENT DISABILITY SERVICES

<https://diversity.utexas.edu/disability/>

Call 512-471-6259

Videophone 512-410-6644

Fax: 512-475-7730

Email ssd@austin.utexas.edu

<https://diversity.utexas.edu/disability/2020/03/update-on-ssd-operations/>

SSD Campus Address:

A4100

Mailing Address:

100 West Dean Keeton Street

Student Services Building 4.206

Austin, TX 78712-0175

* The SSD office on campus is closed and our staff are all working remotely.

STUDENT ORGANIZATIONS

<https://nursing.utexas.edu/students/students-orgs>

Student may participate in several clubs and organizations within the School of Nursing.

These include:

[African American Nursing Student Association \(AANSA\)](#)

[Association of Nurses in Graduate School \(ANGS\)](#)

[Hispanic Nursing Student Association \(HNSA\)](#)

[The Longhorn Association for Men in Nursing \(LAMN\)](#)

[Nurses Christian Fellowship \(NCF\)](#)

[National Student Nurses Association \(NSNA\)](#)

[Student Community of Asian Nurses \(SCAN\)](#)

[Sigma Theta Tau International \(STTI\) Epsilon Theta Chapter](#)

[Texas Nursing Student Association \(TNSA\)](#)

[The University of Texas at Austin Medical Reserve Corps \(UTMRC\)](#)

[The University of Texas Nursing Students' Association \(UTNSA\)](#)

INTERNATIONAL STUDENT, FACULTY & STAFF SERVICES

<https://global.utexas.edu/iss/about>

For general questions please email hotline@austin.utexas.edu

Desk Hours

Monday - Friday, 8am - 5pm

Learn more about our advising hours.

Phone

(512) 471-2477

Fax

(512) 471-8848