



Undergraduate Course Syllabus

NUR-320: Patient-Centered Assessments

Center: Online

Term: 14TW1
Duration: 10 weeks
Credits: 6 credits
Prerequisites: Licensed RN

Instructor Availability and Response Time

As your instructor, I will be active in Blackboard at least six days each week; this is where most of our class interactions will happen. If there are times when I need to be away from the course room for more than 24 hours, I will send an announcement letting you know which faculty member will be covering the course room in my absence. Communication, when in the Blackboard environment, benefits the entire class. Emails sent directly to me should be reserved for concerns of a personal/sensitive nature. I will respond to questions—either via the Discussion Board or via email—within 24 hours. Please consider using the course questions and answers for general course questions. Refer to the **My Instructor** tab in Blackboard for my contact information and office hours.

Course Description

In this course, students analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Students conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Students also explore ways of adapting their communication style to meet the specific needs of their audience.

AACN Essentials

This course helps to meet the AACN Essentials of Baccalaureate's Education for Professional Nursing Practice:
Essential IV: Information Technology and Application of Patient Care Technology
Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
Essential VII: Clinical Prevention and Population Health.
Essential IX: Baccalaureate Generalist Nursing Practice

Course Objectives

1. Demonstrate skill in data collection to complete a comprehensive, patient-centered assessment, including: interviewing, observation, and physical examination with diverse populations.
2. Interpret health assessment data through the use of anatomical, physiological, psychosocial, nutritional, developmental norms and theories, and cultural and environmental factors.
3. Identify information technology sources to generate assessment data.
4. Discuss common pathophysiological mechanisms in relation to health assessment, health promotion, and disease prevention.
5. Perform interventions appropriate to promoting health and quality of life across the lifespan process in various health care settings.
6. Apply principles of learning and teaching to health promotion/education activities utilizing best practice in health literacy.
7. Discuss the nurse's patient advocacy role within the interprofessional healthcare team.

Required Materials

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association. ISBN: 9781433805615

Jensen, S. (2011). *Nursing health assessment: A best practice approach*. Philadelphia, PA: Wolters Kluwer Health, Lippincott Williams & Wilkins. ISBN: 9780781780629

Pender, N., Murdaugh, C, & Parsons, M. A. (2011). *Health promotion in nursing practice*. Upper Saddle River, NJ: Pearson. ISBN: 9780135097212

Writing Resources for Academic Writing and APA format

I expect that students already have knowledge of academic writing, understand APA format style, and know what plagiarism is and how to avoid it. This course contains a resource folder called **Research/Writing**, located on the left column of the course page. Students **are required** to view the four lectures on writing and APA style. These lectures will explain the writing expectations for academic success in the Nursing and Healthcare Professions programs. Failure to follow the expectations will affect the grades on your papers and discussion posts. In addition to the APA and writing lectures, this folder contains resources for using the library, research guides, a link to online tutoring, and other resources. This folder will remain available throughout the term.

Websites with more information about APA format

1. American Psychological Association
 - a. Website: <http://www.apastyle.org>
 - b. Blog: <http://blog.apastyle.org/>
2. e Writing Lab & the OWL at Purdue. (2012). APA Style. Purdue University. Available at <http://owl.english.purdue.edu/owl/section/2/10/>
 - a. APA Overview and Workshop <http://owl.english.purdue.edu/owl/resource/664/01/>
 - b. APA Formatting and Style Guide <http://owl.english.purdue.edu/owl/resource/560/01/>

Other Materials

You may purchase a text about Nursing Diagnoses or use the websites below as a reference

- a. <http://onlinecareplans.com/nursing-diagnoses-list-2012-2014>
- b. <http://www.nanda.org>

Technical Materials Required

Please refer to the computer specifications listed further in the syllabus. You will also need to have access to a video-cam so that you are able to record your demonstration of the complete, head-to-toe exam.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Final Assessment Skills Demonstration Video	1	10	10
Discussion	10	4	40
Health Promotion Teaching Tool Proposal	1	12	12
Case Scenarios: Data Analysis	6	1	6
Quiz	4	2	8
Reflection Journal	2	2	4
Documentation, Personal Goals, and Self Assessment in "Tina Jones" Modules	8	2.5	20
		Total Course Points:	100

Grading Guides

The nursing faculty within the online RN-BS program believes that every student comes to learning environment with their own unique perspective of nursing and the world at large. The faculty believes that education is a vehicle to achieve personal transformation. To achieve transformation, students must engage with the educational content, consider diverse opinions, and through engagement and collaboration, create new understanding – transformation. A brief description of the course assignments can be found below. Specific activity directions and grading guides can be found in the Course Information area in the Assignment Guidelines and Rubrics folder. Please refer to the items in the **Start Here** folder for the documents: *Faculty expectations of students* and *what students can expect from faculty*.

Late Assignment Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All lectures, readings, and additional content can be found in the folders. Initial discussion posts are expected early in the week

(by Wednesday). Follow-up discussion postings are expected to be completed by 11:59 p.m. EST on Sunday evening for Modules One through Seven, and by 11:59 p.m. EST on Tuesday for Module Eight. All other assignments throughout the course are due by 11:59 p.m. EST on Sunday evening for Modules One through Seven, and by 11:59 p.m. EST on Tuesday for Module Eight. Please be mindful that faculty have one week from the submission date to evaluate your assignments.

Description of Assignments

Tina Jones Modules

The Tina Jones modules are a digital clinical experience which allows you to practice assessment techniques on a virtual patient. It is extremely important that you use the *Shadow Health Student Workbook* to guide your work and ensure you cover all of the items expected of you. The use of Tina Jones Modules allows you to practice the assessment techniques as often as you need to feel comfortable with the assessment area and documentation. An important feature to be aware of is that you must complete the assigned skills and document your findings before you leave Tina's room, or, your information will be lost. Then, students will complete a self-reflection of their performance and answer questions related to their assessment. For each Tina Jones Module you complete, you will be graded on 5 areas, scored at 0.5 points each, for a total of 2.5 points per module. The areas to be graded in Tina are (a) Hallway (b) Lifespan, (c) Patient Exam/Assessment, (d) Documentation, and (d) Self Reflection. The *Shadow Health Student Workbook* explains the specific items for each of the modules. After completing each Tina Jones Module, practice what you have learned with your practice patient. The Final Assessment Skills Demonstration will be a compilation of all you have learned in Tina Jones but you will be recording a video of your head-to-toe assessment on your practice patient.

In order to access the Tina Jones Modules, you have to use the Internet Browser **Google Chrome**. The *Tina Jones* Modules will not function properly with Internet Explorer and other Internet browsers. Please refer to the computer specifications. In the course, you will have a link (URL) for you to copy-and-paste into the Google Chrome address bar. Remember, this URL will not be effective on Internet Explorer. The following two links provide more detailed information about (a) system requirements and (b) registering for Shadow Health so that you can access The Tina Jones Modules (remember to use the copy-and-paste the URL into the Google Chrome address bar):

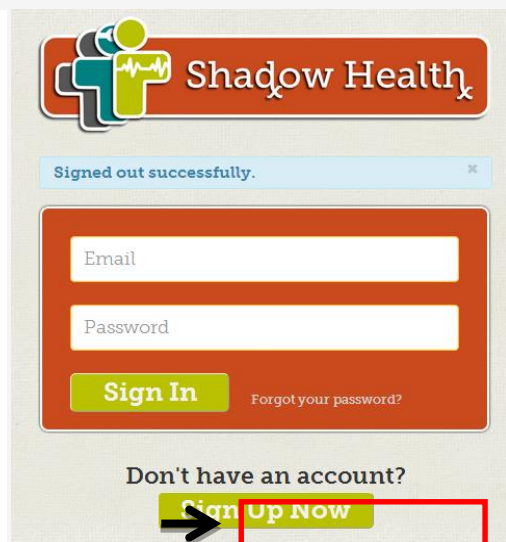
URL <http://j.mp/UzH77P> that direct students to [Shadow health system requirements](#).

URL <http://j.mp/11qgxRc> that directs students to [Student login instructions](#).

The Customer Support Line for issues with Shadow Health is 352-224-5012

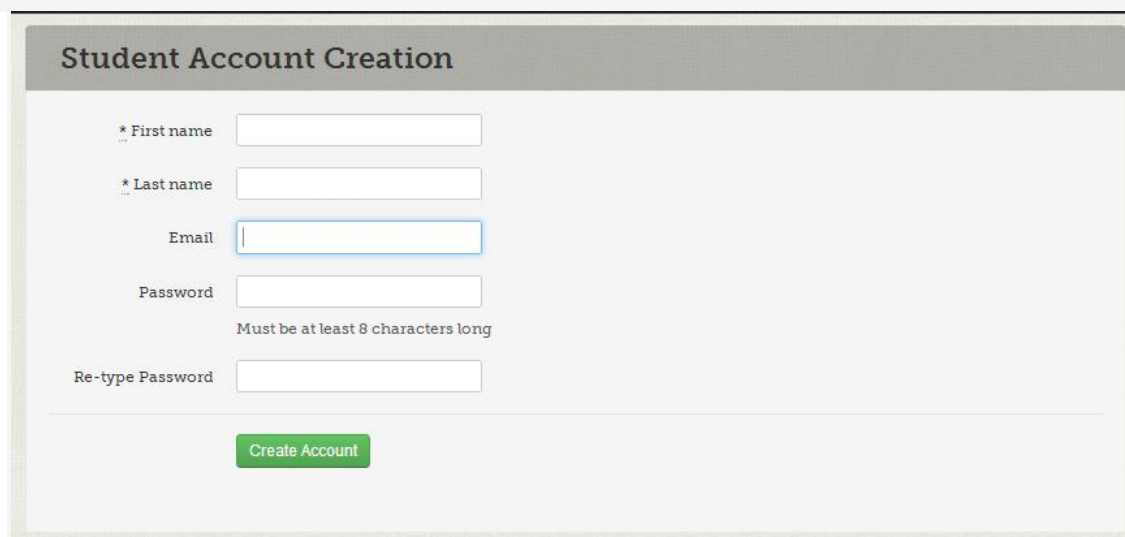
For the best possible experience with the Tina Jones Modules, it is recommended that students do not have other programs running, such as YouTube, Facebook, Netflix or others in the background. Such programs take up a lot of processing power and can crash the Tina Jones program on typical computer systems. There is no need to go out and purchase and expensive, fancy, multi-media computer. Simply limiting the number of programs opened will enhance the performance. Another tip is to plug-in your laptop while using Tina Jones. If using a laptop that is not plugged in, the performance may be reduced by up to 50%. Many laptops are set to go into battery-saving mode when they are not plugged in; Battery-saving mode reduces performance.

1. Visit <https://app.shadowhealth.com> (Using Google Chrome as your browser)
2. Click "Sign Up Now"



The image shows the Shadow Health login and sign-up interface. At the top is the Shadow Health logo. Below it is a blue notification bar that says "Signed out successfully." with a close button. The main login area has two input fields for "Email" and "Password", a green "Sign In" button, and a link for "Forgot your password?". Below the login area is the text "Don't have an account?" followed by a green "Sign Up Now" button. A red rectangle highlights the "Sign Up Now" button, and a black arrow points to it from the left.

3. Enter your name and email to create your student account



The image shows the "Student Account Creation" form. It has a title bar "Student Account Creation". Below the title bar are five input fields: "* First name", "* Last name", "Email", "Password", and "Re-type Password". The "Email" field is highlighted with a blue border. Below the "Password" field is a note "Must be at least 8 characters long". At the bottom of the form is a green "Create Account" button.

4. Enter your course pin to register for your course. The course pin is will be provided by your instructor in the announcement section of the course.

Course Registration

Enter your Course PIN to register for class

PIN format: 1234-1234-1234-1234

1234-1234-1234-1234

Add Course

a) The pin format is: 1234-1234-1234-1234

5. SNHU sets up Tina Jones as a lab fee so **DO NOT PAY!** Your registration is now complete!

Student Computer Specifications

Student Minimum System Requirements

Recommended system should be at most 5 years old or newer

Windows Vista SP1 or XP SP3

Intel P4 or AMD Athalon 64

1GB RAM

Nvidia or ATI graphics card, or Intel GMA950; must support DirectX 9c or later, with minimum 128M VRAM

Display running at 1024x768 or higher resolution

Mac OSX Leopard

Intel Core 2 (non-Intel Macs are not supported)

1GB RAM

Nvidia graphics card capable of DirectX 9c or later with minimum 128M VRAM

Display running at 1024x768 or higher resolution

Student Recommended System Requirements for Optimal Experience

Recommended system should be at most 3 years old or newer

Windows 7

Intel Core i3/i5/i7

2 GB RAM

Nvidia or ATI/AMD graphics card capable of DirectX 10 or later, with minimum 512M VRAM

Display running at 1366x768 or higher resolution

Mac OSX Snow Leopard, or later

Intel Core 2/i3/i5/i7

2 GB RAM

Nvidia graphics card capable of DirectX 10 or later, with minimum 512M VRAM

Internet Browser and Connection

Google Chrome internet browser is required. Internet Explorer, Apple Safari, and Mozilla Firefox are not currently supported. Broadband Internet connection of 1.5 Mbps is recommended.

Identifying your Practice Patient

Your practice patient is a person who is willing to allow you to practice your assessment skills. The practice patient could be someone from your family or a friend. The practice patient cannot be an actual patient from your place of employment. Your practice patient must be 18 years of age. You will need to obtain written permission (consent) from the person to prior to practicing your assessment skills on them. This consent will be submitted in the course. It is the expectation that you will learn and practice the assessment techniques in Tina Jones and then use them on your practice patient. Your practice patient will be your patient for the final skills demonstration. Please see the document *Practice Patient: Identifying your "Practice Patient"* in the course assignments for further details.

Final Assessment Skills Demonstration

For this assignment, you will submit a video, using a videocam and the Tegrity tool in Blackboard. The video will show you, performing a complete, and head-to-toe physical exam on your practice patient. There is a checklist of assessment skills, available under the **Assignments** folder in the course. This checklist should be used to guide in practicing the steps of the head-to-toe physical exam. This is the same tool used to grade your demonstration. However, this checklist may not be used while you are demonstrating the physical exam on video. You may refer to the checklist twice during the videotaping but no more than that. Note: Placing the checklist out of the camera view, but within your vision, is cheating and **cheating is not accepted**. Therefore, the key to a successful demonstration is **practice**.

Details of this assignment are included in the *Assignments* folder in Blackboard. Students will take measures to assure patient privacy and modesty, according to the detailed guidelines. For example, the patient is to keep his or her clothes on during the videotaping of the assessment and you do not need to explain everything you are doing for each portion of the exam. Students must successfully perform 90% of the skills to pass the course, regardless of the point-grade value of the other assignments in the course. The video must be less than 30 minutes. If the student fails the demonstration the first time, they will have a second chance to complete. Under the Assignment and Rubric tab in Blackboard you will see a document under 8-2 titled "Technical Options for Submitting the Final Skills Video" which will give you options for submission.

Discussion posts

In the nursing program, high importance is placed on classroom participation and the sharing of various perspectives. Therefore, you are expected to participate in your discussion forums on at least 2 separate days per week. Discussion Rubrics are meant to help students a) bridge theory to practice; b) increase communication skills between colleagues; c) increase validity of individual's beliefs through attribution; and d) demonstrate a thorough understanding of the weekly content. We expect students to post a *substantive* initial thread early in the week, read at least 10 posts made by your peers, and, unless otherwise directed, respond to two peers' postings with a

substantive response that augments and extends the conversation. Attribution is applied by including relevant, APA-style citations from the content.

Substantive posts include: a) the mention of at least two specific points from the readings and/or lectures with appropriate attribution b) demonstrate an understanding of the content and relationships within the topic, and c) analyze why you hold a certain opinion: relate the value of the point mentioned, identify consistencies or inconsistencies, and justify your analysis. Postings should be 1-2 complete paragraphs (approximately 250 – 350 words) structured with an introduction, development of the point, and a conclusion. Writing should present ideas clearly and without grammatical or spelling errors. Be sure to use references and citations in your discussion to avoid plagiarism. If plagiarism is discovered in a discussion post, your grade for that assignment will be a zero. Please refer to the Discussion Grading Rubric for grading details and the lecture in the *Research/Writing* folder about plagiarism.

Health Promotion Teaching Tool

For this assignment, you will identify a health risk within a patient population (hopefully within your workplace). Focus on this identified health risk and develop a teaching tool that would promote healthy (or, possibly, safe) behaviors to decrease the health risk, or, that would promote a higher quality of life for this target population. Use your clinical expertise and apply your creativity. Types of projects could include the creation of a health-related web site, data collection and analysis, a bulletin, flyer, a PowerPoint presentation, a poster session, an educational brochure, or another project that would be useful in your workplace or target setting. You might consider consulting with your nurse manager for verification. Your instructor must approve the potential project. One reason for this step is to assure your proposal will meet course requirements, yet not be an overwhelming project. As you consider a teaching topic, remember to have a framework of health promotion and not of medical treatment teaching. For example, even though discharge teaching of the medical treatment is a part of our nursing scope of practice, the objective of this assignment focuses on *health promotion*.

A written proposal is the graded component of the project. The proposal will be submitted to Turnitin, then to the assignment drop box, with a draft of the teaching tool that was developed. Be sure to submit the assignment to Turnitin a few days before it is due so you can modify, if needed, before the due date. Please refer to complete instructions and grading rubric for details in the **Assignments** folder.

Case Scenarios: Data Analysis

Within six of the course modules, there is a case scenario. These scenarios are designed for the student to apply critical thinking to patient assessments and care planning. Each week, students will choose one of the two scenarios presented and submit a Word document that not only responds to the questions provided, but analyzes the data presented, explains the significance, provides evidence to support the analysis (and your rationales), and any proposed interventions. Be sure to use references and citations in your case scenario to avoid plagiarism. For these assignments, you may use your textbooks. If plagiarism is discovered, then your grade for that assignment will be a zero.

Quizzes

There will be 4 quizzes in the course. These quizzes are low-risk assessments to help you test knowledge and to help you with your self-assessment of learning. Important to note is that the quiz is to be taken in one sitting. You cannot start the quiz and then go back and finish later as there is a time limit.

Reflection Journal

In the RN-BSN Program, reflecting leads to a developing sense of self as a learner. This course is designed to build on prior experiences to relate to new and challenging contexts. It is our belief that these assignments will provide critical opportunities for you to bear witness to your own transformation as nurses. In the beginning and at the end of the course you will be asked to reflect on your thoughts. Please review the Self-Reflection Grading Rubric for details on how this assignment will be evaluated.

This course may also contain non-graded activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System

UC-COCE Undergraduate Grading System:		
Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
Grades below this level are considered NON-Passing For Nursing		
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-69	0.00
I	Incomplete	
IF	Incomplete/Failure*	
IP	In Progress (past end of term)	
W	Withdrawn	

*Incomplete and Incomplete/Failure: Any student requesting an “I” grade must complete see the Nursing Handbook.

Topical Outline by Module

Module One: Defining Patient-Centered Care

Health and Wellness

Critical thinking and the Nursing Process

Cultural competence

Module Two: Health History interview

Motivational Interview

Health promotion theories

Module Three: General Survey

Changing Health Behaviors

Health Literacy

Charting systems and documentation

Module Four: Assessment of the integumentary system

Assessment of the head, ears, eyes, nose, and throat

Human violence

Module Five: Pain

Assessment of the Respiratory; Cardiovascular; and Peripheral vascular systems

Module Six: Assessment of the Abdomen

Nutrition

Obesity, and bariatric surgery

Food insecurity

Module Seven: Musculoskeletal System

Neurological system

Physical activity

Module Eight: Putting it all together

Module Nine: Health promotion topics:

Smoking cessation

Stress

Social supports

Module Ten: Assessment of the male and female genitalia and breasts

GLBT

Vulnerable Populations

Course wrap up

Module	Title	Readings	Course Objective	Evaluation
One	Patient-Centered Care	Jensen (2011): Chapter 1 Pender et al. (2011): Introduction and Chapter 1 Facione (2013): Critical Thinking: What it is and Why it Counts Tina Jones Modules- Digital Clinical Experience Orientation, Safety Orientation, Digital Standardized Patient Orientation	1,2,4,7	Reflection Discussion Identify Practice Patient Case Scenario Sign in to Shadow Health/Tina Jones and complete the Orientation Modules
Two	The Health Interview and Health Promotion Theories	Jensen (2011): Chapters 2, 5, & 10 Pender et al. (2011): Chapter 4 Galloway (2003): Health Promotion: Causes, Beliefs and Measurements Tina Jones – Health History Assignment	1,2, 7	Discussion Case Scenario Quiz Tina Jones – Hallway, Lifespan/Multiple Choice, Patient Exam/Assessment, Documentation, Self Reflection
Three	Assessment Techniques and Documentation	Jensen (2011): Chapters 3, 4, 6 & 11 Pender et al. (2011): Chapter 2 Cancer Prevention Research Center (n.d.) Detailed overview of TTM	1,2,3,4,6,7	Discussion Course Project Approval by Instructor
Four	Integumentary (Skin, Hair, and Nails) and HEENT; Human Violence	1. Jensen (2011): Chapters 12, 13, 14, 15, 16 & 17 2. Tina Jones Modules – Skin, Hair, Nails Assignment, HEENT Assignment	1,2,4,6,7	Discussion Case Scenario Quiz

				Tina Jones – Hallway, Lifespan/Multiple Choice, Patient Exam/Assessment, Documentation, Self Reflection
Five	Pain, Respiratory, Cardiovascular, and Peripheral Vascular Assessments	1.Jensen (2011): Chapters 7, 18, 19 & 20 2. Tina Jones Modules – Respiratory Assessment, Cardiovascular Assessment	1,2,4,5,6,7	Discussion Tina Jones – Hallway, Lifespan/Multiple Choice, Patient Exam/Assessment, Documentation, Self Reflection
Six	Abdominal Assessment, Nutrition, Obesity, and Bariatric Surgery	Jensen (2011): Chapters 8 & 22 Pender et al. (2011): Chapter 7 3. Tina Jones – GI/GU Assessment	1,2,4,5,7	Discussion Case Scenario Tina Jones – Hallway, Lifespan/Multiple Choice, Patient Exam/Assessment, Documentation, Self Reflection
Seven	Musculoskeletal System and Neurological System Assessments	Jensen (2011): Chapters 23 & 24 Pender et al. (2011): Chapter 6 (pp. 141-157) Tina Jones Modules – MSK Assessment, Neurological Assessment	1,2,4,5,6,7	Discussion Tina Jones – Hallway, Lifespan/Multiple Choice, Patient Exam/Assessment, Documentation, Self Reflection
Eight	Putting It All Together	Jensen (2011): Chapter 31	1	Discussion Video Case Scenario Quiz
Nine	Some Health Promotion Topics	Pender et al. (2011): Chapters 8, 9 & 14 Bloniasz (2011): Caring for the Caretaker: A Nursing Process Approach	3,4,6,7	Discussion Case Scenario Health Promotion Teaching Tool Paper

		Douglas (2010): When Caring Stops, Staffing Doesn't Really Matter CDC (2012) Health effects of cigarette smoking		
Ten	Assessment of the Male and Female Genitalia and Breasts; Gay, Lesbian, Bisexual, and Transvestite (GLBT) Population	Jensen (2011): Chapters 21, 25 & 26 Pender et al. (2011): Chapter 12 Merevick (2012) Chicago Launches LGBT Health Action Plan	2,4,5,7	Discussion Case Scenario Reflection Quiz

In addition to the readings that are listed, there may be additional required resources within each module in Blackboard.

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Attendance Policy

Failure to participate during the first week of the course (12:00 a.m. Monday through 11:59 p.m. Sunday) will result in automatic withdrawal. Participation must include posting activity within the discussion forum in addition to any other assignment requirement listed in the syllabus. Students who do not participate during the first week forfeit their rights to be reinstated into the course.

While online education classes are asynchronous, they are not correspondence- or self-paced. Although only a portion of students' grades are tied to discussion, participation in discussion boards (unless otherwise indicated) is **mandatory**. Students are expected to participate in their Blackboard course at least two separate days per week throughout the term.

Extended absences, defined as failure to post into the Blackboard classroom for more than five days, must be coordinated with the instructor. Students who fail to coordinate any such absence with the instructor, or who fail to withdraw from the course in accordance with the COCE official drop and withdrawal policy, will receive the grade that corresponds to the points earned up to the day participation stopped.

All assignments must be submitted through the appropriate Blackboard tool by 11:59 PM Eastern Standard Time on the specified due date. Refer to the Assignment Guidelines and Rubrics folder for specific details on completing the assignments in this course.

Southern New Hampshire University Policies

More information about SNHU nursing policies can be found at http://www.snhu.edu/files/pdfs/NSG_Student_Handbook.pdf

Academic Honesty Policy: Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Students involved in such activities are subject to serious disciplinary action. Plagiarism is defined as

the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations, or written assignments from any source not approved by the instructor. Understand that in taking this course, your assignments may be submitted to Turnitin.com or other plagiarism-detection services and reviewed for textual similarity suggestive of plagiarism. All submitted papers are subsequently included as source material in the Turnitin.com database for the purpose of detecting plagiarism in other submitted work. Please review the Turnitin.com Usage Policy should you have any questions. For more about academic dishonesty, please refer to the undergraduate or graduate catalogs.

ADA/504 Compliance Statement: Southern New Hampshire University is committed to and concerned with meeting the needs of students challenged by physical, sensory, psychiatric and/or learning disabilities with regard to the Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act. At the beginning of each term, or as soon as you become aware of a disability, we encourage you to contact the Office of Disability Services to discuss accommodations for which you may be qualified.

For questions concerning support services, documentation guidelines, or general disability issues:

Office of Disability Services, Exeter Hall, Suite 59

Hyla Jaffe, Director

603.668.2211 ext.2386

h.jaffe@snhu.edu

For questions concerning disability-related compliance matters, grievance, or legal issues:

Ms. Jet Goldberg, ADA/504 Compliance Officer

Director of Wellness Center

603-645-9679

j.goldberg@snhu.edu

Technical Support: Support for technology and Blackboard software issues can be found at <http://www.snhu.edu/techsupport> or by dialing SNHU 24/7 Live Support at 1-877-708-2909.

Academic Assistance: Online students enrolled in undergraduate courses in the areas of math, writing, accounting, and statistics will have access to Smarthinking online tutoring:
<https://my.snhu.edu/offices/COCE/Tutoring/Pages/default.aspx>.

Library Resources Statement: In addition to the intellectual resources available onsite and online, <https://my.snhu.edu/Academics/Library/Pages/default.aspx>, Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socioeconomic issues that are inherent in scholarly investigation.

Copyright Policy: Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The SNHU Copyright Policy can be accessed from the Shapiro Library's Copyright LibGuide at <http://libguides.snhu.edu/content.php?pid=5411>. Questions regarding copyright may be addressed to the Dean of the University Library.

SNHU College of Online and Continuing Education Withdrawal Policy

<https://www.snhu.edu/648.asp>

SNHU College of Online and Continuing Education Guide to Student Success

<https://my.snhu.edu/Resources/StudentHandbooks/Pages/default.aspx>

Blackboard Course Tools/Areas Overview

Your course will be delivered through Blackboard. Below are the most often used Blackboard tools and areas.

Tool/Area	Description	You Should...
Announcements	This area is used to post day-to-day course details such as the status of or directions for assignments and discussions.	Check the announcements on a regular basis, at least several times each week.
Start Here	The course syllabus, course expectations, online netiquette, navigation video, and acknowledgement of content review	Read each document carefully and remember this resource for future reference, as needed. It is recommended that the syllabus be downloaded for future reference. You may not progress in the course without completing this module.
Assignments	This area lists the main assignments in the course, with grading rubrics. They also describe weekly assignments (discussions, case scenarios, etc.) and include the grading rubrics	You can refer to this tab for the assignments and the grading rubrics are you are working in the course. Assignments should be submitted from the module they are due. You are not able to submit the assignments from the Assignment folder.
Course Information	Technical support, Student Handbook, and advising information can be found here.	Check this area at the start of the class
Learning Modules	This area contains course content, including lectures, readings, resources, and assignments. This area may also contain a checklist summary of assignments for the module.	Check this area at the start of each module and throughout the module week to review course materials.
Course Questions	This is a discussion thread for you to post questions about the course	When you have a question, check the discussion threads to see if someone else has already asked your question. Please direct personal questions to your instructor.

Discussion Board	This is one of the primary areas for discussion and collaboration in the class.	Participate and contribute on a regular basis. Refer to the Attendance Policy section for information.
Research/Writing	Lectures for writing and APA, SNHU library and research information, and online tutoring can be found here.	Check this area for links and information on different library-related resources.
My Instructor	Instructor information is located in this area.	Check this area to find out about your instructor's background and contact information.
My Grades	Assignment grades are located in this area.	Check this area to find out your grades for your course assignments.
Communication	The primary communication tool areas for the course are discussion forums and small group areas.	Limit the use of email for comments and questions of a personal or sensitive nature. All course-related questions should be posted on the discussion boards.