



Undergraduate Course Syllabus

NUR-310: Nursing Leadership and Management

Center: Online

Term:	14TW1
Duration:	10 weeks
Credits:	6 credits
Prerequisites:	Admission to the RN-BSN Program, ADN, or diploma from an accredited school of nursing.

Instructor: 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

This course explores the complex structures of organizations and the roles of nurses within health-care organizations. The course provides students with an in-depth understanding of how healthcare organizations are formed and how current and emerging factors influence the structure and function of the organization. The course will also integrate nurse leadership and management theories and skills. The emphasis will be on the nurse functioning within a complex organizational system to influence and improve organizational outcomes. Students will have the opportunity to develop leadership and management skills, including areas of critical thinking, problem-solving and decision-making, change and conflict management, teamwork and collaboration, delegation and competency, power and influence, resource management (planning, budget, staffing, and culturally diverse workforce), and career development.

AACN Essentials

This course helps to meet the following AACN Essentials of Baccalaureate Education for Professional Nursing Practice:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice;

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety;

Essential V: Healthcare Policy, Finance, and Regulatory Environments;

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes;

Essential VIII: Professionalism and Professional Values;

Essential IX: Baccalaureate Generalist Nursing Practice.

Course Objectives

1. Discuss organizational structure and its relationship to organizational mission, vision, values and purpose.
2. Compare and contrast the different leadership and management theories in organizations.
3. Describe the organizational chart, its purpose, and components.
4. Differentiate between organizational climate and culture.
5. Recognize that continuous quality improvement is an essential part of the daily work of all health professionals.
6. Identify situations of the tension between professional autonomy and system functioning.
7. Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms).
8. Initiate plan for self-development as a team member.

Program outcomes addressed in NUR 310

- PO#2 Incorporate concepts of patient safety, clinical management, and quality improvement to improve patient outcomes.
- PO#4 Understand the scope and role of policy, finance, and regulatory environments in relationship to individual and population outcomes.
- PO#5 Communicate effectively with all members of the healthcare team, including interdepartmental and interdisciplinary collaboration for quality outcomes.
- PO#6 Apply knowledge of organizational behavior, nursing theory, and systems as appropriate for the scope and role of one's own practice.
- PO#9 Incorporate the qualities, skills, behaviors, and knowledge required to function as a patient advocate, practice high quality care, assess and evaluate patient outcomes, and provide leadership in improving care.
- PO#10 Integrate a holistic approach to local, regional, national, and global dynamics in nursing and healthcare system delivery.

Required Texts

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

Crowell, D. (2011). *Complexity leadership: Nursing's role in health care delivery*. Philadelphia, PA: F. A. Davis. ISBN: 9780803622333

Yoder-Wise, P. (2011). *Leading and managing in nursing*. St. Louis, MO: Elsevier Mosby. ISBN: 9780323069779

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Reflection Journal			
• Part 1: Assumptions	9	1	9
• Part 2: Learning	10	1	10
Values Clarification	1	5	5
Discussion	9	4	36
Case Study	3	10	30
Lateral Violence Paper	1	10	10
Self-Assessment	9	0	0
		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 description of the course assignments can be found below. Specific activity directions and grading guides can be found under the Assignment tab.

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

The Online RN-BS Program has been designed to build upon prior life and work experiences. As adult learners, we often have heard of some of the terms and concepts that we will discuss this term. As we grow and develop, we have certain assumptions about concepts, though at times, those assumptions are not founded on evidence.

Reflection Journals

Each week, I will ask you to self-reflect upon a term or concept that we will explore over the weekly module. You will write in your private Reflection Journal to share with me your biases and assumptions and what you have learned as a result of the weekly learning activities.

Reflection journals are an opportunity to personalize your learning. The faculty has defined two parts of the *reflection process*. In Part One: the first step is to explore what you think you know and/or understand about a topic. This is done before you read any of the weekly content and lectures. Think about how you came to your ideas and what influenced you; these are called assumptions and biases. Certain cultural values and things you hear about in the news, or hear from other people or the media, may cause you to formulate ideas about things. These ideas often form within the unconscious realm. Through the process of self-reflection, we want to help you to bring your assumptions and biases to the forefront of your thought process for you to examine. For example, if I said “I am Irish” what would you think about? Consider images that might come to mind, such as, jovial, step-dancing, drinking, red hair, leprechauns, etc.... then, what makes these images come to mind? In the reflection assignments, try to identify what assumptions and biases you may have about the topic. Once these have been identified, you might question them and analyze what might be influencing your assumptions. Knowing what might be influencing your thinking will help prepare for Part Two of the *reflection process*.

In Part Two of the reflection process, you become actively involved in evaluating your learning. As you go through and review the module content each week, test your assumptions. You may have a question or two to focus your reflection. The questions will not exactly match the questions in Part One. Even so, do go back to Part One to consider your initial thoughts, and compare and contrast your assumptions and biases with the content. Were there changes in your assumptions? Perhaps the content provided some confirmations, further definitions, or delineations. Perhaps there were some surprises in what you learned. Provide rationales, or examples of learning, that support your evaluation.

Part one equals one point and part two, equals one point, for a total of 2 points. Please refer to the Reflection Journal rubric to understand how you will be graded for these assignments.

Discussions

The nursing and healthcare professions’ faculty believes that every student comes to the learning environment with their own unique perspective of nursing, healthcare, and the world at large. Students are both a resource and a learner. With these two concepts in mind, high importance is placed on classroom participation and sharing of diverse opinions. Therefore, students are expected to participate in the discussion forums on at least two separate days per week. This would include a substantive initial post supported by evidence from the readings, the reading of at least 10 other students’ posts, and a substantive response to two peers that augments and extends the conversation, while including relevant citations from the literature to support the post.

Overreaching Objectives: In the discussion threads we ask students to (a) Bridge the concepts learned in class and bridge it to real-world experiences; (b) Test your assumptions and gain insight into new knowledge, (c) Develop professional communication and collaboration; (as you increase your expertise with articulating yourself, your credibility increases with using citations from the literature); (d) Apply critical thinking skills; and (e) Hone your skills with discourse. In this course, you will complete nine discussion threads.

Criteria

Criteria for successful discussion posts include the following:

1. The mention of at least two specific points (not necessarily quotations) from the readings and/or lectures that week with appropriate attribution. It is better to paraphrase from the content than it is to insert quotes.
2. Identification of the relationship between new information and old information, demonstrating an understanding of the content
3. Articulation of how new information relates to personal experience
4. Does not simply relate facts or quotes from the readings, but facts are discussed at a “critical level.” Discussion at a **critical level** has been defined by the Department of Nursing and Healthcare Professions as:
 - a. Discussing the subject in terms of your **opinion** of the point mentioned and analyze **why you hold that opinion**
 - b. What you **see or don’t see as the value** of the point mentioned
 - c. How you see the point as **consistent or inconsistent with what you have learned** so far
 - d. Identifying **implications** for the future, **consistencies or inconsistencies within the article or reading** itself, and so forth.
 - e. In other words, critiquing an article means **analyzing the valuable and/or questionable aspects** of the article and **justifying** your analysis. *Do not just tell me what the article or reading states...* I am interested in your understanding of the material.
5. Please be sure to cite your sources for your discussion post. Students must use proper APA format and use citations from the reading as evidence for their thinking. This strategy is used to help students learn to speak from the evidence, rather than from opinion. It also is aimed to teach professionals how to communicate professionally and disagree respectfully.
6. Postings should be 1-2 complete paragraphs structured with an introduction, development of the point, and a conclusion. Writing should present ideas clearly and without grammatical or spelling errors.

Values Clarification Assignment

In order for us to deliver care to patients and their families, we need to have a clear understanding of what we value. When we select a place of employment, it is critical that we work in an environment that has values and beliefs that are congruent with our own values and beliefs.

For the first part of this assignment, you will visit these personal values sites: 1) [The Power of Personal Values](#), and 2) [Living Values](#). Read the articles and consider what your personal values are within the context of selecting a place to work. Write out your considerations as a value statement. For the second part of this assignment, please review the mission, vision, and values statement of where you work. Consider the value of working in an organization whose mission and vision is congruent with your own values, and how that would improve your productivity and contributions to the organization.

Using APA format, write a 4-5 page paper analyzing your organization’s values, your personal values, and the implications for decision-making within your current work environment.

1. The paper should include a properly formatted APA title page, 2-3 pages of writing, and a reference list (including the two web sites, plus other sources used to write the paper).

2. Because this is a personal reflection and analysis of your values, you may deviate from the traditional APA style and use the first person voice.
3. Start with an introductory paragraph. The thesis should end the paragraph with a statement of your core values, or priority values.
4. The body of the paper should provide an analysis of your personal values and beliefs regarding work. It should then present and discuss the values and beliefs of the place you work, as evidenced by the mission and vision statements, or strategic goals. Remember to consider what you identified as your assumptions and biases in the Reflection Journal entry *Organizations*. If you are not currently working, consider an organization you worked for in the past.
5. The next part of the paper should be an analysis of whether or not you work in an environment that supports your decision-making or, if making decisions at work are in conflict with your personal values. If you are not working, provide an example of a decision that might conflict with your personal values.
6. The conclusion should include the implications of your findings and how it supports a positive work-life balance.

Case Studies

Another strategy to relate theory to practice will be the use of case studies. The purpose of a case study is to apply what you learned to a virtual life-like situation through testing and proposing solutions to the case. You may have a problem to solve and will present potential solutions and alternative solutions. Or, you may have a situation to analyze and describe why (or why not) certain events were effective or successful. In processing a case study, you will have to apply reasoning, critical thinking, and analytical skills to identify underlying problems, causes and/or related factors, make decisions, and manage conflict and change. See the guidelines below for preparing and writing your case studies.

In this course, there are three different case studies for you to deliberate upon and then apply interventions from your learning. In Module 4, the case study involves IOM competencies. In Module 8, the case study involves Inter-professional collaboration. In Module 9, the third case study involves interdisciplinary communications/synergy, which could affect patient-care outcomes, in this case, with healthcare-associated infections. Each of the case studies has scenarios to view, followed by questions to direct your report on the case.

Case study Guidelines

Preparing the case study [adapted from Buchbinder, Cox, & Casciani, 2014]: (a) Read the case study to identify the main point and key players. Highlight the main points and identify themes. Review, asking questions: What is really going on? What are the problems? What is the main issue? How do the problems relate? What are the underlying issues? Describe how or why these issues developed. (b) Research the problem or issue you have identified to help frame the issue and to make connections to secondary issues. Use journal articles, and not website-based sources. (c) Decide how to “solve” or manage the issue. Consider who should be involved; what their responsibilities might be, strengths and weaknesses, and so on. (d) Identify at least two alternative solutions and analyze their strengths and weaknesses, (or describe why or why not they would be effective). (e) Select the best alternative and explain how you will measure effectiveness.

Writing the case study [adapted from Buchbinder et al., 2014]: (a) Include a background statement to introduce what you will write about. Summarize the scenario, but do not restate the scenario. Identify key points, the stakeholders, setting and situation. (b) Discuss the specific issue and secondary issues and how they relate. Support your analysis and explain your reasoning. (c) Describe the role perspective contributing to your solution, identifying strengths and weaknesses. (d) Describe alternatives and the pros and cons of these. (e) End with a conclusion that addresses how to evaluate the effectiveness of the solution or describe how effective measures should be measured. Some case studies may conclude with a discussion of implications from the case.

Papers should include a title page, 2-4 pages of writing, and a reference list. Double-space, using Times New Roman 12 point font, one-inch margins, and APA style of writing and citations. Please refer to the rubric about case studies to appreciate how you will be evaluated on your report. You will submit your case study report as an attachment to the assignment box.

Research Paper on Lateral Violence: This course also provides you with the opportunity to explore in depth lateral violence in the workplace, a pressing issue in the nursing environment. This assignment provides you with increased skills in how to research topics in the library, make sure you have an understanding of peer-reviewed journals, allow for continued skill development in APA format, and the ability to more finely hone your scholarly paper writing.

Background: One issue in Nursing is a paradox: Nursing is known as a caring profession, yet, it is not uncommon to find lateral violence among nurses in the workplace. Embree and White (2010) presented a literature review that analyzed this concept of lateral violence. Sheridan-Leos (2008) identified four theories as to why lateral violence occurs and described the effects of lateral violence. She shared actions that others have recommended to stop lateral violence. Sauer (2011) identified that 25 years of attempts made to eradicate this phenomena in Nursing have not been successful. She presented a case study to demonstrate the extent of the problem.

Articles:

Embree, J., & White, A. (2010). Concept analysis: Nurse-to-nurse lateral violence. *Nursing Forum*, 45(3), 166-173. doi:10.1111/j.1744-6198.2010.00185.x

Sauer, P. (2011). Do nurses eat their young? Truth and consequences. *Journal of Emergency Nursing*, 38(1), 43-46. doi: 10:1016/j.jen.2011.08.012

Sheridan-Leos, N. (2008). Professional issues: Understanding lateral violence in nursing. *Clinical Journal of Oncology Nursing*, 12(3), 399-403. doi:10.1188/08.CJON.399-403

Instructions: For this assignment, locate these three articles (use the electronic search engines with the Shapiro Library. Articles should be available to you and free.). Search for two more articles related to lateral violence in Nursing. Based on the three articles and on the additional articles you found, answer the following question: **Who should be responsible for eliminating lateral violence in the nursing workplace?** State your position clearly in the thesis statement and use the content in the articles to defend your position.

To be able to answer the question in this assignment, you will have to examine the information presented in the articles, analyze the arguments of each author, weigh the pros and cons of each claim, and decide where you stand on the issue. I will be looking at your ability to integrate and synthesize the articles into a scholarly paper. The body of the paper should be 5-7 pages (not including the title page, abstract, and reference page). The reference

page should include the three articles given, plus at least two other peer-reviewed articles you have searched, giving a minimum of 5 sources, but no more than 7 sources. Resources to help you to be successful in writing scholarly papers are available in the **Research/Writing** tab in the Blackboard course room. A rubric on writing papers, linked to the assignment, and guidelines are posted in the **Start here** tab in the document: Resources for all Nursing and Healthcare Professions Courses.

Self-Assessment Quizzes: The last activity you will be asked to complete each week, are self-assessment quizzes. These quizzes are meant to help you test yourself to assure that you have a good grasp on the content. These non-graded activities are to assist you in mastering the learning outcomes in the graded activity items.

Please be sure to use the assignment-specific rubrics for details on the evaluation criteria for these assignments.

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

Module One:

- Organizations: behavior, structure, and processes
- Managing organizations
- Effectiveness of organizations

Module Two:

- Differences between leadership and management
- Theories of leadership and management
- Introduction of clinical microsystems

Module Three:

- Complexity science concepts and healthcare organizations
- Complexity leadership, styles, and behaviors
- Apply the concept of congruence to complexity leadership
- Personal being and awareness

Module Four:

- Patient safety: The national agenda
- Patient safety versus quality process improvement
- Improving safety and anticipating hazards in clinical microsystems

Module Five:

- Risk management
- Quality care: Measurement and improvement

Module Six:

- Determinants of health
- Economic and political influences on healthcare organizations and nursing macro level
- Diversity and disparities in healthcare: nursing's role in patient-centered care

Module Seven:

- Behaviors in organizations
- Change and conflict
- Violence and incivility in the workplace

Module Eight:

- Power versus influence
- Politics and relationships
- Communication and collaboration

Module Nine:

- Synergy of teams

Module Ten:

- Strategies for enhancing autonomy and control over nursing practice
- Employ self-reflection to assess personal and professional life balance

Module	Title	Readings	Course Objective	Evaluation
One	Healthcare Organizations	Yoder-Wise (2011): Chapters 7 & 8	1, 2, 3, 8	Icebreaker Reflection Journal Discussion Values clarification Self-Assessment
Two	Leadership and Management in Organizations	Yoder-Wise (2011): Chapters 1 & 3 Schyve (2009) Nelson et al. (2008) The Dartmouth Institute (2013) Mind Tools (n.d.)	2, 8	Reflection Journal Discussion Self-Assessment
Three	Complexity Theory	Crowell (2011): Unit 1 pp.1-70; Unit 2, pp.71-131	2, 4, 8	Reflection Journal Discussion Research Paper Introduction Self-Assessment
Four	Patient Safety and Quality	Yoder-Wise (2011): Chapter 2 (pp.26-33) TNS Opinion & Social. (2010) pp. 9-26 National Quality Strategy (2013)	5, 6, 8	Reflection Journal Discussion Case Study Self-Assessment
Five	Managing Quality and Risk	Yoder-Wise (2011): Chapters 6 & 20	5, 6, 7, 8	Discussion Reflection Journal Self-Assessment [Formative Evaluation of the course]

Six	Socioeconomic Drivers of Healthcare	Klainberg (2010) ANA (2012) Carter-Pokras & Baquet (2002) Advisory Board Company (2011) [Video] AHRQ (2010)	1, 4	Reflection Journal Discussion
Seven	Organizational Climate and Culture	Yoder-Wise (2011): Chapters 14, 23, & 25 Wendell (2011) [Video] Smith et al. (2012)	4, 6, 8	Reflection Journal Discussion Research Paper Self-Assessment
Eight	Communication and Collaboration	Yoder-Wise (2011): Chapter 10 Crowell (2011): Chapter 8 Hughes (2012) Gazley (2007) [Video] Hopkins (2005)	1, 4, 6, 8	Reflection Journal Discussion Case Study Self-Assessment
Nine	Leading Teams through Collaboration and Partnerships	Yoder-Wise (2011): Chapter 18 Sherman & Pross (2010) Salas (2012)	4, 6, 8	Reflection Journal Case Study Self-Assessment
Ten	Tension between Professional Autonomy and System Functioning	Crowell (2011): Chapters 4, 10 & 11 Yoder-Wise (2011): Chapter 13 Bocchino (1991) Kulbok et al. (2012) Esperat et al. (2012) Truth About Nursing (n.d.)	6, 8	Reflection Journal Discussion Self-Assessment

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

Bibliography

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Useful Media Links

Agency for Healthcare Research and Quality	http://www.ahrq.gov/
American Association of Nurse Executives	http://www.aone.org
Center for Nursing Advocacy	http://www.nursingadvocacy.org
Institute for Healthcare Improvement	www.ihl.org
Institute for Nursing Healthcare Leadership	http://home.caregroup.org/templatesnew/links/cat_out.asp?pageid=4736
National Student Nurses Association	http://www.nsnaleadershipu.org/nsnalu/
Transcultural nursing	http://www.culturediversity.org/index.html

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, the Nursing Student Handbook, 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, reflections, 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, the University Student Handbook, and advising information can be found here.	Check this area at the start of the class. It is recommended that the syllabus be downloaded for future reference.
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.
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.