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**To:** Edward D Lanquist, Jr.([edl@iplawgroup.com](mailto:edl@iplawgroup.com))  
**Subject:** U.S. Trademark Application Serial No. 97120703 - THE BEST PRACTICE - 024379  
**Sent:** August 23, 2022 08:20:26 AM EDT  
**Sent As:** [tmng.notices@uspto.gov](mailto:tmng.notices@uspto.gov)

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## Attachments

[3933061](#)

[screencapture-www-continuingeducation-net-16612546873761](#)

[screencapture-www-logan-edu-post-grad-16612548762501](#)

[screencapture-achievece-com-chiropractic-16612550268381](#)

[screencapture-achievece-com-16612550741751](#)

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[screencapture-www-ahdictionary-com-word-search-html-16612562643371](#)

[screencapture-www-ahdictionary-com-word-search-html-16612563022661](#)

[screencapture-www-merriam-webster-com-dictionary-best-20practice-16612565687491](#)

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## United States Patent and Trademark Office (USPTO) Office Action (Official Letter) About Applicant's Trademark Application

**U.S. Application Serial No.** 97120703

**Mark:** THE BEST PRACTICE

### **Correspondence Address:**

EDWARD D LANQUIST, JR.

PATTERSON INTELLECTUAL PROPERTY LAW, P.C.

1600 DIVISION STREET, SUITE 500

1600 DIVISION STREET, SUITE 500  
NASHVILLE TN 37203 UNITED STATES

**Applicant:** American Sentinel College of Nursing & Health Sciences at Post University

**Reference/Docket No.** 024379

**Correspondence Email Address:** edl@iplawgroup.com

## NONFINAL OFFICE ACTION

**The USPTO must receive applicant's response to this letter within six months of the issue date below or the application will be abandoned.** Respond using the Trademark Electronic Application System (TEAS). A link to the appropriate TEAS response form appears at the end of this Office action.

**Issue date:** August 23, 2022

The referenced application has been reviewed by the assigned trademark examining attorney. Applicant must respond timely and completely to the issue(s) below. 15 U.S.C. §1062(b); 37 C.F.R. §§2.62(a), 2.65(a); TMEP §§711, 718.03.

### SUMMARY OF ISSUES:

1. Refusal under Trademark Act Section 2(d) - Likelihood of Confusion
2. Refusal under Trademark Act Section 2(e)(1) – Mark is Merely Descriptive

### SECTION 2(d) REFUSAL – LIKELIHOOD OF CONFUSION

Registration of the applied-for mark is refused because of a likelihood of confusion with the mark in U.S. Registration No. 3933061. Trademark Act Section 2(d), 15 U.S.C. §1052(d); *see* TMEP §§1207.01 *et seq.* See the attached registration.

Applicant's mark is **THE BEST PRACTICE** (standard characters) for "Providing on-line continuing professional education seminars, workshops and classroom instruction in the healthcare and nursing fields" in International Class 041.

Registrant's mark is **BEST PRACTICES ACADEMY** (standard characters) for "Continuing education services, namely, providing live and on-line continuing professional education seminars in the field of chiropractic" in International Class 041.

Trademark Act Section 2(d) bars registration of an applied-for mark that is so similar to a registered mark that it is likely consumers would be confused, mistaken, or deceived as to the commercial source of the services of the parties. *See* 15 U.S.C. §1052(d). Likelihood of confusion is determined on a case-by-case basis by applying the factors set forth in *In re E. I. du Pont de Nemours & Co.*, 476 F.2d 1357, 1361, 177 USPQ 563, 567 (C.C.P.A. 1973) (called the "du Pont factors"). *In re i.am.symbolic, llc*, 866

F.3d 1315, 1322, 123 USPQ2d 1744, 1747 (Fed. Cir. 2017). Any evidence of record related to those factors need be considered; however, “not all of the *DuPont* factors are relevant or of similar weight in every case.” *In re Guild Mortg. Co.*, 912 F.3d 1376, 1379, 129 USPQ2d 1160, 1162 (Fed. Cir. 2019) (quoting *In re Dixie Rests., Inc.*, 105 F.3d 1405, 1406, 41 USPQ2d 1531, 1533 (Fed. Cir. 1997)).

Although not all *du Pont* factors may be relevant, there are generally two key considerations in any likelihood of confusion analysis: (1) the similarities between the compared marks and (2) the relatedness of the compared services. See *In re i.am.symbolic, llc*, 866 F.3d at 1322, 123 USPQ2d at 1747 (quoting *Herbko Int'l, Inc. v. Kappa Books, Inc.*, 308 F.3d 1156, 1164-65, 64 USPQ2d 1375, 1380 (Fed. Cir. 2002)); *Federated Foods, Inc. v. Fort Howard Paper Co.*, 544 F.2d 1098, 1103, 192 USPQ 24, 29 (C.C.P.A. 1976) (“The fundamental inquiry mandated by [Section] 2(d) goes to the cumulative effect of differences in the essential characteristics of the goods [or services] and differences in the marks.”); TMEP §1207.01.

### **Analysis of the Marks**

Applicant’s mark, THE BEST PRACTICE, is confusingly similar to the registered mark, BEST PRACTICES ACADEMY, in meaning or connotation and overall commercial impression because both marks feature the nearly identical wording BEST PRACTICE(S).

Although marks are compared in their entireties, one feature of a mark may be more significant or dominant in creating a commercial impression. See *In re Viterra Inc.*, 671 F.3d 1358, 1362, 101 USPQ2d 1905, 1908 (Fed. Cir. 2012); *In re Nat'l Data Corp.*, 753 F.2d 1056, 1058, 224 USPQ 749, 751 (Fed. Cir. 1985); TMEP §1207.01(b)(viii), (c)(ii). Disclaimed matter that is descriptive of or generic for a party’s goods and/or services (such as ACADEMY in registrant’s mark) is typically less significant or less dominant when comparing marks. *In re Detroit Athletic Co.*, 903 F.3d 1297, 1305, 128 USPQ2d 1047, 1050 (Fed. Cir. 2018) (citing *In re Dixie Rests., Inc.*, 105 F.3d 1405, 1407, 41 USPQ2d 1531, 1533-34 (Fed. Cir. 1997)); TMEP §1207.01(b)(viii), (c)(ii).

In this case, the marks share the nearly identical wording BEST PRACTICE(S) which is the dominant wording in each mark. Marks may be confusingly similar in appearance where similar terms or phrases or similar parts of terms or phrases appear in the compared marks and create a similar overall commercial impression. See *Crocker Nat'l Bank v. Canadian Imperial Bank of Commerce*, 228 USPQ 689, 690-91 (TTAB 1986), *aff'd sub nom. Canadian Imperial Bank of Commerce v. Wells Fargo Bank, Nat'l Ass'n*, 811 F.2d 1490, 1495, 1 USPQ2d 1813, 1817 (Fed. Cir. 1987) (holding COMMCAH and COMMUNICASH confusingly similar); *In re Corning Glass Works*, 229 USPQ 65, 66 (TTAB 1985) (holding CONFIRM and CONFIRMCELLS confusingly similar); *In re Pellerin Milnor Corp.*, 221 USPQ 558, 560 (TTAB 1983) (holding MILTRON and MILLTRONICS confusingly similar); TMEP §1207.01(b)(ii)-(iii).

When comparing similar marks, the Trademark Trial and Appeal Board has found that inclusion of the term “the” at the beginning of one of the marks will generally not affect or otherwise diminish the overall similarity between the marks. See *In re Thor Tech Inc.*, 90 USPQ2d 1634, 1635 (TTAB 2009) (finding WAVE and THE WAVE “virtually identical” marks; “[t]he addition of the word ‘The’ at the beginning of the registered mark does not have any trademark significance.”); *In re Narwood Prods. Inc.*, 223 USPQ 1034, 1034 (TTAB 1984) (finding THE MUSIC MAKERS and MUSIC-MAKERS “virtually identical” marks; the inclusion of the definite article “the” is “insignificant in determining likelihood of confusion”). Thus, the THE in applicant’s mark is irrelevant.

Applicant has deleted the generic wording ACADEMY in registrant’s mark. Although applicant’s mark

does not contain the entirety of the registered mark, applicant's mark is likely to appear to prospective purchasers as a shortened form of registrant's mark. *See In re Mighty Leaf Tea*, 601 F.3d 1342, 1348, 94 USPQ2d 1257, 1260 (Fed. Cir. 2010) (quoting *United States Shoe Corp.*, 229 USPQ 707, 709 (TTAB 1985)). Thus, merely omitting some of the wording from a registered mark may not overcome a likelihood of confusion. *See In re Mighty Leaf Tea*, 601 F.3d 1342, 94 USPQ2d 1257; *In re Optica Int'l*, 196 USPQ 775, 778 (TTAB 1977); TMEP §1207.01(b)(ii)-(iii). In this case, applicant's mark does not create a distinct commercial impression from the registered mark because it contains some of the wording in the registered mark and does not add any wording that would distinguish it from that mark.

An applied-for mark that is the singular or plural form of a registered mark is essentially identical in sound, appearance, meaning, and commercial impression, and thus the marks are confusingly similar. *Swiss Grill Ltd., v. Wolf Steel Ltd.*, 115 USPQ2d 2001, 2011 n.17 (TTAB 2015) (holding "it is obvious that the virtually identical marks [the singular and plural of SWISS GRILL] are confusingly similar"); *Weider Publ'ns, LLC v. D & D Beauty Care Co.*, 109 USPQ2d 1347, 1355 (TTAB 2014) (finding the singular and plural forms of SHAPE to be essentially the same mark) (citing *Wilson v. Delaunay*, 245 F.2d 877, 878, 114 USPQ 339, 341 (C.C.P.A. 1957) (finding no material difference between the singular and plural forms of ZOMBIE such that the marks were considered the same mark)). Because THE and ACADEMY are non-sourced identifying wording, both marks are, in essence, BEST PRACTICES and BEST PRACTICE and thus are essentially identical.

When comparing marks, "[t]he proper test is not a side-by-side comparison of the marks, but instead whether the marks are sufficiently similar in terms of their commercial impression such that [consumers] who encounter the marks would be likely to assume a connection between the parties." *Cai v. Diamond Hong, Inc.*, 901 F.3d 1367, 1373, 127 USPQ2d 1797, 1801 (Fed. Cir. 2018) (quoting *Coach Servs., Inc. v. Triumph Learning LLC*, 668 F.3d 1356, 1368, 101 USPQ2d 1713, 1721 (Fed. Cir. 2012)); TMEP §1207.01(b). The proper focus is on the recollection of the average purchaser, who retains a general rather than specific impression of trademarks. *In re Ox Paperboard, LLC*, 2020 USPQ2d 10878, at \*4 (TTAB 2020) (citing *In re Bay State Brewing Co.*, 117 USPQ2d 1958, 1960 (TTAB 2016)); *In re Inn at St. John's, LLC*, 126 USPQ2d 1742, 1746 (TTAB 2018); TMEP §1207.01(b); *see In re St. Helena Hosp.*, 774 F.3d 747, 750-51, 113 USPQ2d 1082, 1085 (Fed. Cir. 2014). Here, the average user encountering these marks would likely assume a connection between applicant and registrant because the marks convey the same commercial impression.

Although there are some slight differences between the marks, applicant's mark in its entirety conveys the same connotation and overall commercial impression as registrant's mark. In other words, the THE in applicant's mark and the ACADEMY in registrant's mark does not alter the meaning of the mark as it is applied to educational services. A consumer encountering the mark THE BEST PRACTICE in connection with applicant's services will incorrectly believe that the services originate from the same source as registrant's BEST PRACTICES ACADEMY services.

### **Analysis of the Services**

The compared services need not be identical or even competitive to find a likelihood of confusion. *See On-line Careline Inc. v. Am. Online Inc.*, 229 F.3d 1080, 1086, 56 USPQ2d 1471, 1475 (Fed. Cir. 2000); *Recot, Inc. v. Becton*, 214 F.3d 1322, 1329, 54 USPQ2d 1894, 1898 (Fed. Cir. 2000); TMEP §1207.01(a)(i). They need only be "related in some manner and/or if the circumstances surrounding their marketing are such that they could give rise to the mistaken belief that [the goods and/or services] emanate from the same source." *Coach Servs., Inc. v. Triumph Learning LLC*, 668 F.3d 1356, 1369, 101 USPQ2d 1713, 1722 (Fed. Cir. 2012) (quoting *7-Eleven Inc. v. Wechsler*, 83 USPQ2d 1715, 1724

(TTAB 2007)); TMEP §1207.01(a)(i).

To the extent that both of the parties provide health-related educational services, the services are closely related **if not identical**.

Determining likelihood of confusion is based on the description of the services stated in the application and registration at issue, not on extrinsic evidence of actual use. *See In re Detroit Athletic Co.*, 903 F.3d 1297, 1307, 128 USPQ2d 1047, 1052 (Fed. Cir. 2018) (citing *In re i.am.symbolic, llc*, 866 F.3d 1315, 1325, 123 USPQ2d 1744, 1749 (Fed. Cir. 2017)).

In this case, the application uses broad wording to describe its "continuing professional education seminars, workshops and classroom instruction in the healthcare and nursing fields" which presumably encompasses all services of the type described, including registrant's more narrow "continuing education services, namely, providing live and on-line continuing professional education seminars in the field of chiropractic". *See, e.g., In re Solid State Design Inc.*, 125 USPQ2d 1409, 1412-15 (TTAB 2018); *Sw. Mgmt., Inc. v. Ocinomled, Ltd.*, 115 USPQ2d 1007, 1025 (TTAB 2015). Thus, applicant's and registrant's services are legally identical. *See, e.g., In re i.am.symbolic, llc*, 127 USPQ2d 1627, 1629 (TTAB 2018) (citing *Tuxedo Monopoly, Inc. v. Gen. Mills Fun Grp., Inc.*, 648 F.2d 1335, 1336, 209 USPQ 986, 988 (C.C.P.A. 1981); *Inter IKEA Sys. B.V. v. Akea, LLC*, 110 USPQ2d 1734, 1745 (TTAB 2014); *Baseball Am. Inc. v. Powerplay Sports Ltd.*, 71 USPQ2d 1844, 1847 n.9 (TTAB 2004)).

Additionally, the services of the parties have no restrictions as to nature, type, channels of trade, or classes of purchasers and are "presumed to travel in the same channels of trade to the same class of purchasers." *In re Viterra Inc.*, 671 F.3d 1358, 1362, 101 USPQ2d 1905, 1908 (Fed. Cir. 2012) (quoting *Hewlett-Packard Co. v. Packard Press, Inc.*, 281 F.3d 1261, 1268, 62 USPQ2d 1001, 1005 (Fed. Cir. 2002)). Thus, applicant's and registrant's goods and/or services are related.

The attached Internet evidence, consisting of third party websites from **Continuing Education, Inc., Logan University, and AchieveCE** offering healthcare and nursing education (identified by applicant) and chiropractic education (identified by registrant), establishes that the same entity commonly provides the relevant services and markets them under the same mark, the relevant services are provided through the same trade channels and used by the same classes of consumers in the same fields of use, and the services are similar or complementary in terms of purpose or function, namely, continuing education in the field of health. Thus, applicant's and registrant's services are considered related for likelihood of confusion purposes. *See, e.g., In re Davey Prods. Pty Ltd.*, 92 USPQ2d 1198, 1202-04 (TTAB 2009); *In re Toshiba Med. Sys. Corp.*, 91 USPQ2d 1266, 1268-69, 1271-72 (TTAB 2009).

The trademark examining attorney has attached evidence from the USPTO's X-Search database consisting of a number of third-party marks registered for use in connection with the same or similar services as those of both applicant and registrant in this case. This evidence shows that the services listed therein, namely, healthcare or nursing education (identified by applicant) and chiropractic education (identified by registrant), are of a kind that may emanate from a single source under a single mark. *See In re I-Coat Co.*, 126 USPQ2d 1730, 1737 (TTAB 2018) (citing *In re Infinity Broad. Corp.*, 60 USPQ2d 1214, 1217-18 (TTAB 2001); *In re Albert Trostel & Sons Co.*, 29 USPQ2d 1783, 1785-86 (TTAB 1993); *In re Mucky Duck Mustard Co.*, 6 USPQ2d 1467, 1470 n.6 (TTAB 1988)); TMEP §1207.01(d)(iii). See registrations attached:

- KEISER UNIVERSITY SEAHAWKS

- CE ZOOM
- CLARK LEARNING SYSTEMS
- L2L
- ARCMESA EDUCATORS

### **Summary of Analysis**

A consumer encountering the mark THE BEST PRACTICE in connection with applicant's healthcare and nursing education services will incorrectly believe that the services originate from the same source as registrant's BEST PRACTICES ACADEMY chiropractic education services. As a result, because of the confusingly similar marks and closely related and potentially identical services, registration is refused under Trademark Act Section 2(d).

Although applicant's mark has been refused registration, applicant may respond to the refusal(s) by submitting evidence and arguments in support of registration. However, if applicant responds to the refusal(s), applicant must also respond to the requirement(s) set forth below.

### **SECTION 2(e)(1) REFUSAL - MERELY DESCRIPTIVE**

Registration is refused because the applied-for mark THE BEST PRACTICE merely describes a feature, purpose, or subject matter of applicant's services. Trademark Act Section 2(e)(1), 15 U.S.C. §1052(e)(1); *see* TMEP §§1209.01(b), 1209.03 *et seq.*

A mark is merely descriptive if it describes an ingredient, quality, characteristic, function, feature, purpose, or use of an applicant's services. TMEP §1209.01(b); *see, e.g., In re TriVita, Inc.*, 783 F.3d 872, 874, 114 USPQ2d 1574, 1575 (Fed. Cir. 2015) (quoting *In re Oppedahl & Larson LLP*, 373 F.3d 1171, 1173, 71 USPQ2d 1370, 1371 (Fed. Cir. 2004)); *In re Steelbuilding.com*, 415 F.3d 1293, 1297, 75 USPQ2d 1420, 1421 (Fed. Cir. 2005) (citing *Estate of P.D. Beckwith, Inc. v. Comm'r of Patents*, 252 U.S. 538, 543 (1920)).

Determining the descriptiveness of a mark is done in relation to an applicant's services, the context in which the mark is being used, and the possible significance the mark would have to the average purchaser because of the manner of its use or intended use. *See In re The Chamber of Commerce of the U.S.*, 675 F.3d 1297, 1300, 102 USPQ2d 1217, 1219 (Fed. Cir. 2012) (citing *In re Bayer Aktiengesellschaft*, 488 F.3d 960, 963-64, 82 USPQ2d 1828, 1831 (Fed. Cir. 2007)); TMEP §1209.01(b). Descriptiveness of a mark is not considered in the abstract. *In re Bayer Aktiengesellschaft*, 488 F.3d at 963-64, 82 USPQ2d at 1831.

In this case, applicant has applied for the mark THE BEST PRACTICE in connection with "on-line continuing professional education seminars, workshops and classroom instruction in the healthcare and nursing fields."

Adding the term "the" to a descriptive or generic term generally does not add any source-indicating significance or otherwise affect the term's descriptiveness or genericness. *See, e.g., In re Consumer Prot. Firm PLLC*, 2021 USPQ2d 238, at \*18 (TTAB 2021) (holding THE CONSUMER PROTECTION FIRM generic for legal services; adding the definite article "the" did not affect the term's genericness); *In re Place Inc.*, 76 USPQ2d 1467, 1468 (TTAB 2005) (holding THE GREATEST BAR merely descriptive of restaurant and bar services; "the definite article THE . . . add[s] no source-indicating significance to the mark as a whole"); *Conde Nast Publ'n Inc. v. Redbook Publ'g Co.*, 217 USPQ 356, 357, 360 (TTAB 1983) (holding THE MAGAZINE FOR YOUNG WOMEN a "common

descriptive or ‘generic’ name of a class or type of magazine” and incapable of indicating source; “[t]he fact that the slogan also includes the article ‘The’ is insignificant. This word cannot serve as an indication of origin, even if applicant’s magazine were the only magazine for young women.”).

As the dictionary definitions attached indicate, BEST means “Surpassing all others in excellence, achievement, or quality; most excellent” while PRACTICE means “To carry out in action” or “The act or process of doing something; performance or action”. The combination of terms BEST PRACTICE means:

- a procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption
- Commercial or professional procedures that are accepted or prescribed as being correct or most effective.
- Best practice is the way of running a business or providing a service that is recognized as correct or most effective.
- the best, most effective way to do something
- a working method or set of working methods that is officially accepted as being the best to use in a particular business or industry, usually described formally and in detail

See dictionary definitions attached. As such, the mark immediately informs consumers that applicant’s educational services are in the field of best practices or excellent means of carrying out actions in the field of healthcare or nursing. As the Internet evidence attached confirms, BEST PRACTICE is used in a descriptive manner by third parties offering or discussing the same type of services as applicant:

- As online nursing education programs continue to increase to meet the demands of the growing market, nursing faculty are challenged to develop and deliver courses based on best practice principles.
- This course focuses on nursing knowledge synthesis and application of research evidence into best practice.
- The framework provides a graphic illustration of the key principles of professional school nursing practice, reflecting the organization’s stance for evidence-based best practice and providing focus to priority school nursing activities.

As shown in the above, the wording in applicant’s mark is commonly used by a number of third-parties in the relevant field in a descriptive manner to refer to educational services that are in the field of healthcare best practices. As applied to applicant’s services, consumers would readily understand that the wording BEST PRACTICE merely refers to the nature or subject of the services.

Third-party registrations featuring services the same as or similar to applicant’s services are probative evidence on the issue of descriptiveness where the relevant word or term is disclaimed, registered under Trademark Act Section 2(f) based on acquired distinctiveness, or registered on the Supplemental Register. *E.g., In re Morinaga Nyugyo Kabushiki Kaisha*, 120 USPQ2d 1738, 1745 (TTAB 2016) (quoting *Inst. Nat'l des Appellations D'Origine v. Vintners Int'l Co.*, 958 F.2d 1574, 1581-82, 22 USPQ2d 1190, 1196 (Fed. Cir. 1992)); *In re Box Solutions Corp.*, 79 USPQ2d 1953, 1955 (TTAB 2006). See attached registrations in which the same/similar wording was found to be descriptive when used in connection with related services.

## CONCLUSION

Because the mark immediately describes a feature of applicant's services, namely, that the services are educational services are in the field of best practices, registration is refused under Section 2(e)(1).

## ADVISORY

In addition to being merely descriptive, the applied-for mark appears to be generic in connection with the identified services. "A generic mark, being the 'ultimate in descriptiveness,' cannot acquire distinctiveness" and thus is not entitled to registration on either the Principal or Supplemental Register under any circumstances. *In re La. Fish Fry Prods., Ltd.*, 797 F.3d 1332, 1336, 116 USPQ2d 1262, 1264 (Fed. Cir. 2015) (quoting *H. Marvin Ginn Corp. v. Int'l Ass'n of Fire Chiefs, Inc.*, 782 F.2d 987, 989, 228 USPQ 528, 530 (Fed. Cir. 1986)); see TMEP §§1209.01(c) *et seq.*, 1209.02(a). Therefore, the trademark examining attorney cannot recommend that applicant amend the application to proceed under Trademark Act Section 2(f) or on the Supplemental Register as possible response options to this refusal. See TMEP §1209.01(c).

## RESPONSE GUIDELINES

Please email the assigned trademark examining attorney with clear and specific questions about this Office action. Arguments must be presented in a formal Response. Although an examining attorney cannot provide legal advice, the examining attorney can provide additional explanation about the issues in this Office action. See TMEP §§705.02, 709.06. The USPTO does not accept emails as responses to Office actions; however, emails can be used for informal communications and are included in the application record. See 37 C.F.R. §§2.62(c), 2.191; TMEP §§304.01-.02, 709.04-.05.

**How to respond.** [Click to file a response to this nonfinal Office action.](#)

/Tasneem Hussain/  
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## RESPONSE GUIDANCE

- **Missing the response deadline to this letter will cause the application to abandon.** The response must be received by the USPTO before midnight **Eastern Time** of the last day of the response period. TEAS maintenance or unforeseen circumstances could affect an applicant's ability to timely respond.
- **Responses signed by an unauthorized party** are not accepted and can **cause the application to abandon.** If applicant does not have an attorney, the response must be signed by the individual applicant, all joint applicants, or someone with legal authority to bind a juristic applicant. If

applicant has an attorney, the response must be signed by the attorney.

- If needed, find [contact information for the supervisor](#) of the office or unit listed in the signature block.

**(4) STANDARD CHARACTER MARK**

Best Practices Academy

**Mark Punctuated**

BEST PRACTICES ACADEMY

**Translation**

**Goods/Services**

- IC 041. US 100 101 107.G & S: Continuing education services, namely, providing live and on-line continuing professional education seminars in the field of chiropractic. FIRST USE: 20100628. FIRST USE IN COMMERCE: 20100628

**Mark Drawing Code**

(4) STANDARD CHARACTER MARK

**Design Code**

**Serial Number**

85077505

**Filing Date**

20100702

**Current Filing Basis**

1A

**Original Filing Basis**

1A

**Publication for Opposition Date**

**Registration Number**

3933061

**Date Registered**

20110315

**Owner**

(REGISTRANT) NetCare Administrators, LLC LIMITED LIABILITY COMPANY SOUTH DAKOTA 2301 Research Park Way, Suite 221 Brookings SOUTH DAKOTA 57006 (LAST LISTED OWNER) BEST PRACTICES ACADEMY, LLC LIMITED LIABILITY COMPANY SOUTH DAKOTA 2301 RESEARCH PARK WAY, SUITE 221 BROOKINGS SOUTH DAKOTA 57006

**Priority Date**

**Disclaimer Statement**

NO CLAIM IS MADE TO THE EXCLUSIVE RIGHT TO USE "ACADEMY" APART FROM THE MARK AS SHOWN

**Description of Mark**

**Type of Mark**

SERVICE MARK

**Register**  
SUPPLEMENTAL

**Live Dead Indicator**  
LIVE

**Attorney of Record**  
Steven J. Britzman

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Committed to our graduates' ongoing development, Logan University's Postgraduate Department offers a variety of programs that not only meet state requirements, they are also engaging, affordable and applicable.

Logan University alumni receive a 10% discount on seminar registrations (not applicable to already discounted programs or day-of registrations).

Current students must pre-register through the Alumni and Friends House and day-of registrations will not be accepted.



For more information, contact the Postgraduate Department:

Phone: **800-842-3234**

Email: [PostGrad@logan.edu](mailto:PostGrad@logan.edu)

## 2022 Brochures

[January – June 2022](#)

[July – December 2022](#)

## LOGAN UNIVERSITY WOMEN'S HEALTH SYMPOSIUM



### women's Health Symposium: Advances in Women's Healthcare

Logan University, in conjunction with the ACA Council on Women's Health, is proud to present the 4th Annual Women's Health Symposium Sept. 24 and 25 on Logan's campus in Chesterfield, Missouri. Themed "Advances in Women's Healthcare" the symposium will feature expert leaders in women's health discussing timely and relevant topics, such as post-partum depression and choosing the right cleanse for female patient, whole food nutrition and sleep.

[Learn More](#)

## Upcoming Basic Acupuncture Program 2022 Dates



1. July 16-17, 2022
2. August 13-14, 2022
3. October 15-16, 2022
4. November 12-13, 2022
5. December 10-11, 2022
6. January 14-15, 2023
7. February 11-12, 2023

Find your dates below!



### All Post Grad Events



SEPTEMBER 17 - SEPTEMBER 18, 2022

### 100 Hour Basic Acupuncture Certification Course



Acupuncture is a well-known and respected healing art practiced around the world. According to Johns Hopkins Medicine, "Acupuncture is the practice of penetrating the skin with thin, solid, metallic needles..."

[Learn More ➔](#)

SEPTEMBER 17 - SEPTEMBER 18, 2022

### Risk Management, Exam and Treatment Protocols in the COVID Era

Instructor: Mario Fucinari DC, CPCO, CPPM, CIC Live In-Person 12 Hours Sponsored by NCMIC\*  
September 17: Saturday 1:00pm – 7:00pm  
September 18: Sunday 8:00am – 2:00pm Early Bird Tuition: \$210...

[Learn More ➔](#)

SEPTEMBER 24 - SEPTEMBER 25, 2022

### Women's Health Symposium

Advances in Women's Healthcare Speakers: Kristina Petrocco-Napoli, DC, MS, FICC, FACC Karen Erickson, DC, FACC Annette Schippe, DC Delilah Renegar DC, MD Georgia Nab, DC For More Information

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OCTOBER 8 - OCTOBER 9, 2022

### Endo-Nasal Technique

Instructor: Michael Fiscella, DC, DABCO, FACO  
Saturday 1:00pm – 7:00pm Sunday 8:00am – 2:00pm Early Bird Tuition: \$210 Regular Registration: \$240 Tuition must be received at least 15 days prior...

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OCTOBER 15 - OCTOBER 16, 2022

### 100 Hour Basic Acupuncture Certification Course

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OCTOBER 22 - OCTOBER 23, 2022

### Management of Common Infant Conditions – Colic, Nursing Dysfunction and Reflux

Instructor: Jenny Brocker, DC, DICCP 12 Hours Sponsored by NCMIC\* Saturday 1:00pm – 7:00pm Sunday 8:00am – 2:00pm Early Bird Tuition: \$210 Regular Registration: \$240 Tuition must be received at...

[Learn More ➔](#)



NOVEMBER 12 - NOVEMBER 13, 2022

**100 Hour Basic Acupuncture Certification Course**

Acupuncture is a well-known and respected healing art practiced around the world. According to Johns Hopkins Medicine, "Acupuncture is the practice of penetrating the skin with thin, solid, metallic needles..."

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NOVEMBER 19 - NOVEMBER 20, 2022

**Exam: From Physical to Functional**

Instructor: Justin Hildebrand, DC 12 Hours

Sponsored by NCMIC\* Saturday 1:00pm – 7:00pm

Sunday 8:00am – 2:00pm Early Bird Tuition: \$210

Regular Registration: \$240 Tuition must be received at least...

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DECEMBER 10 - DECEMBER 11, 2022

**100 Hour Basic Acupuncture Certification Course**

Acupuncture is a well-known and respected healing art practiced around the world. According to Johns Hopkins Medicine, "Acupuncture is the practice of penetrating the skin with thin, solid, metallic needles..."

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JANUARY 14 - JANUARY 15, 2023

## 100 Hour Basic Acupuncture Certification Course

Acupuncture is a well-known and respected healing art practiced around the world. According to Johns Hopkins Medicine, "Acupuncture is the practice of penetrating the skin with thin, solid, metallic needles..."

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FEBRUARY 11 - FEBRUARY 12, 2023

## 100 Hour Basic Acupuncture Certification Course

Acupuncture is a well-known and respected healing art practiced around the world. According to Johns Hopkins Medicine, "Acupuncture is the practice of penetrating the skin with thin, solid, metallic needles..."

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JUNE 10 - JUNE 11, 2023

## Chiropractic Rehab Certificate Program

A 3- weekend, 36-hour Rehab Certificate Course that applies toward the DACRB requirement. The concepts of functional assessment and rehabilitation for spinal and non-spinal conditions as well as the incorporation...

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JULY 15 - JULY 16, 2023

## Chiropractic Rehab Certificate Program

A 3- weekend, 36-hour Rehab Certificate Course that applies toward the DACRB requirement. The concepts of functional assessment and rehabilitation for spinal and non-spinal conditions as well as the incorporation...

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AUGUST 5 - AUGUST 6, 2023

## Chiropractic Rehab Certificate Program

A 3- weekend, 36-hour Rehab Certificate Course that applies toward the DACRB requirement. The concepts of functional assessment and rehabilitation for spinal and non-spinal conditions as well as the incorporation...

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OCTOBER 7 - OCTOBER 8, 2023

## Preventing Compliance Fines and Improving Staff and Patient Encounters to Improve Clinical Results - Today's HIPAA Enforcement: Who They Are After, How They Catch You and What They Do!

Instructor: Ty Talcott, D.C., CHPSE Please take a look at the brief via [Visit](#) our instructor or regarding  Apply personal story, his optimistic view of the future for chiropractic, and how...

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## Symposium 2023

Logan University is pleased to announce that our 8th Annual Symposium will be held April 13-16, 2023 on Campus (Thursday) and St. Louis Union Station (Friday thru Sunday).

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## Overview of Chiropractic Technique for the Practicing Doctor of Chiropractic: The President's Series

Logan University's College of Chiropractic Postgraduate Department is proud to present a series of 12-hour seminars on proven chiropractic techniques. Beginning June 19, the series will be taught by multiple instructors and held on Logan's campus in Chesterfield. Those who register are invited to a post-seminar, mix and mingle reception with Logan President Clay McDonald, DC, MBA, JD, at Meadowbrook Country Club in Ballwin. Join Dr. McDonald for drinks, appetizers and casual conversation. Seating is limited; early registration is encouraged.

Call Logan Postgrad at 1-800-842-3234 or email [postgrad@logan.edu](mailto:postgrad@logan.edu). For full information about this exclusive series download the PDF here: [Overview of](#)

## Overview of Chiropractic Technique for the Practicing Doctor of Chiropractic: President's Series





## Ongoing Online Postgraduate Programs

Logan University Postgraduate Department is pleased to announce that we will be bringing you the first series of online Interactive Virtual Training courses on the Activator Technique. There are a total of 36 hours of CE credit with each module being 12-hours. The first module is the Basic Scan Protocol of the Activator Method. The Basic Scan will take you on a tour of why Activator works, and how to perform adjustments across the body. The next two 12 hour modules are on Extremities. Twelve hours of Upper Extremities and twelve hours on Lower Extremities. Extremities are one of the most treated areas on a patient. The Activator Extremity course is highly detailed, and gives very practical information. Please contact your local state board to find out if they accept online programs and how many hours they allow.



## Continuing Education: GMP Fitness





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Logan is proud to partner with GMP Fitness to offer continuing education opportunities.



A photograph showing a person from the side, wearing a plaid shirt, sitting at a desk. They are looking down at a laptop keyboard, with their right hand resting on it and a pen in their left hand. On the desk in front of them are some papers and a small plate with a piece of food on it.

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Logan University's Postgraduate Department partners with numerous businesses and organizations by sponsoring the license renewal portion of their continuing education programs. We invite you to learn more about the continuing education programs that are available through these partners below.

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Hotels in the Chesterfield area offer discounts for Logan alumni and friends. Use the link below to explore the properties and make your reservations.

Drury Plaza Hotel – Chesterfield  
355 Chesterfield Center East

Chesterfield, MO 63017  
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**Make Drury Plaza Reservation**



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Chesterfield, MO 63017  
1-800-SONESTA

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Student & Faculty  
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## Logan University

1851 Schoettler Rd.  
Chesterfield, MO 63017

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Call: 800-782-3344  
Email: [Admissions@logan.edu](mailto:Admissions@logan.edu)



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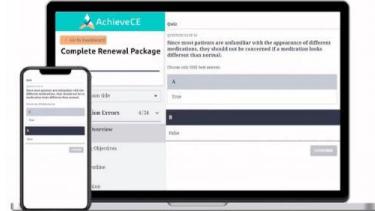
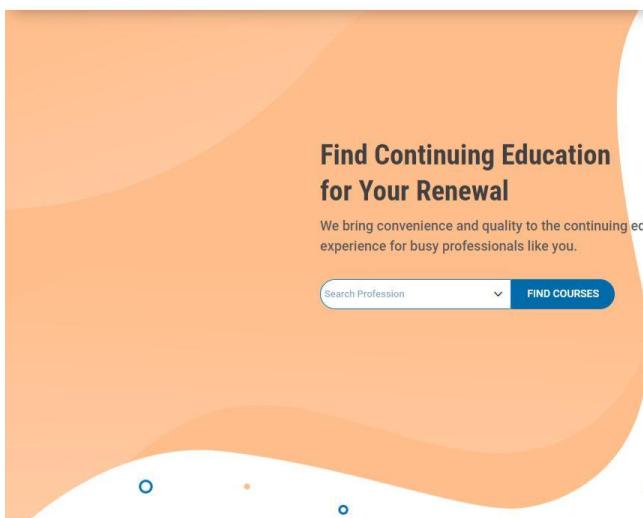


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### Real Estate

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### Medical Physics

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DDS

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RPH



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**Mark Punctuated**

CLARK LEARNING SYSTEMS

**Translation**

**Goods/Services**

- IC 041. US 100 101 107.G & S: Educational services, namely, providing instruction and training in the nature of courses, seminars, presentation of professional papers, conducting speeches, video podcasts and webcasts in the field of health and wellness, medicine and medical practices, and printable materials distributed therewith; medical education services, namely, providing courses of instruction and training in medicine, healthcare, pharmacology, nursing, nutrition, clinical nutrition, chiropractic healthcare, biomedical sciences, neurology, neuroscience, and neurochemistry; conducting lectures, seminars, workshops, and community outreach education programs for healthcare practitioners, patients and patient caregivers in the fields of healthcare, wellness, disease prevention and intervention, and distributing course materials in connection therewith; providing continuing medical education courses, workshops, and seminars for medical and healthcare professionals in the field of healthcare, and distributing course materials in connection therewith; entertainment services in the nature of providing online newsletters in the fields health and wellness, medicine and medical practices via e-mail; providing on-line journals, namely, blogs featuring information in the fields of health and wellness, medicine and medical practices; providing information relating to the aforesaid newsletters and blogs via a global computer network; providing online newsletters in the fields of medicine and healthcare. FIRST USE: 20150000. FIRST USE IN COMMERCE: 20150000

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**Design Code**

**Serial Number**

86966276

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20160406

**Current Filing Basis**

1A

**Original Filing Basis**

1B

**Publication for Opposition Date**

20160913

**Registration Number**

5242483

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20170711

**Owner**

(REGISTRANT) Clark, David INDIVIDUAL UNITED STATES 6015 Fayetteville Road, Suite 111 Durham NORTH CAROLINA 27713

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Devon E. White

**(4) STANDARD CHARACTER MARK**

ARCMESA EDUCATORS

**Mark Punctuated**

ARCMESA EDUCATORS

**Translation**

**Goods/Services**

- IC 041. US 100 101 107.G & S: Educational services, namely providing continuing education course for licensed professionals in the field of medicine, pharmacology, nursing, radiology, dentistry, dietetics and chiropractic. FIRST USE: 19960000. FIRST USE IN COMMERCE: 19960000

**Mark Drawing Code**

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85308586

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20110429

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1A

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20111004

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4073714

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(REGISTRANT) ArcMesa Educators, LLC LIMITED LIABILITY COMPANY NEW JERSEY 2 Clarke Drive Suite 100 Cranbury NEW JERSEY 08512

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Shannon Hennessy Pulaski

(4) STANDARD CHARACTER MARK

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**Translation**

**Goods/Services**

- IC 041. US 100 101 107.G & S: Arranging and conducting educational conferences in the field of the chiropractic profession and healthcare; arranging and conducting educational conferences relating to chiropractic services, and healthcare issues; educational services, namely, providing courses of instruction in the nature of conferences, classes, seminars, and workshops in the field of the chiropractic profession, chiropractic services and healthcare issues. FIRST USE: 20141231. FIRST USE IN COMMERCE: 20141231

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(4) STANDARD CHARACTER MARK

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87872642

**Filing Date**

20180411

**Current Filing Basis**

1A

**Original Filing Basis**

1A

**Publication for Opposition Date**

20180911

**Registration Number**

5616526

**Date Registered**

20181127

**Owner**

(REGISTRANT) Leadership to Legacy, LLC LIMITED LIABILITY COMPANY VIRGINIA 11300 Gerald Lane Oakton VIRGINIA 22124

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**Attorney of Record**  
Kevin Oliveira

**(4) STANDARD CHARACTER MARK****CE Zoom****Mark Punctuated**

CE ZOOM

**Translation****Goods/Services**

- IC 041. US 100 101 107.G & S: Educational services, namely, providing continuing professional education courses in the fields of accountancy, acupuncture, airline pilots, alarm contractor, anesthesiologist, anesthesiologist assistant, application software developers, appraisal management company (amcs), appraisers, architects, athletic trainer, attorney, auctioneer, audiologist, banking, barbers, bartender, behavior analysts, biochemist biophysicists, canine handler/ instructor, cemetery, certified nurses assistant (can), chemists, chiropractic, clinical lab supervisor, clinical lab tech, clinical perfusionist, collection, agencies, computer system analysts, construction workers, consultant, contractors, controlled substance, cosmetology, counseling, cpa, crna (nurse anesthetist), dental assistant, dental hygienist, dentist, detective, diagnostic and medical sonographer, diagnostic radiological therapist, dietetics and nutrition, drug distribution, electricians, electrologist, emt's and paramedics, engineer, environmental health practitioner, epidemiologist, esthetician, euthanasia, financial advisors/ brokers, fingerprint, fire fighters/ first responders, fitness trainers, food drug administration, forensic science, foresters, funeral service managers, geologist, hair braiding, hearing aid dealers, home health aids, home inspectors, insurance agents, interior design, judges, magistrates, land sales developer, land sales subdivision, land surveyor, landscape architects, lawyers, licensed practical nurse (lpn), lock smith, marriage and family therapy, massage therapy, mechanics, medical assistants, medical doctor, medical health physicist, medical nuclear radiological physicist, medical transcriptionist, medicine, midwifery, nail tech, nuclear medicine, nuclear pharmacist, nurse anesthetist, nurse practitioner, nursing, nursing home administrator, nutrition counselor, obstetrician and gynecology, occupational therapy, occupational therapy assistant, oil, gas, mining, opticians, optometrist, orthotic fitter assistant, orthodontist and prosthetist, osteopathic medicine and surgery, paralegals, pastors, pathologist, personnel agencies, pest control, pharmacists, pharmacy tech, phlebotomist, physical therapy, physical therapy assistant, physician's assistant, physicians, pilot, pipelayers, plumber, plumbers, pipefitters, steamfitters, podiatric medicine and surgery, podiatric physician, police, polysomnography technologist (sleep specialist), professional guardian, psychology, public health director, supervisor, tech, radiology technologists and technicians, rail road, real estate, real estate appraiser, real estate broker/salesperson, respiratory care, roofing contractor, sanitarian, scientist, security contractor, security guards, sign language interpreter, social worker- clinical and master, software developers, speech-language pathology, speech-language pathology assistant, surgeon, surgical tech, teachers, therapeutic radiological physicist, therapist, vet tech, veterinary medicine, welders, cutters, solderers, brazers, and zoology instruction. FIRST USE: 20141008. FIRST USE IN COMMERCE: 20141201
- IC 042. US 100 101.G & S: Software as a service (SAAS) services featuring software for continuing education management storage and tracking, namely, registration, surveys, certificate distribution, and statistics. FIRST USE: 20141008. FIRST USE IN COMMERCE: 20141201

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**Serial Number**

87929921

**Filing Date**

20180521

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1A

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1A

**Publication for Opposition Date**

20181218

**Registration Number**

5689244

**Date Registered**

20190305

**Owner**

(REGISTRANT) CE Zoom, LLC LIMITED LIABILITY COMPANY NEW MEXICO 2702 Zia Ct Farmington  
NEW MEXICO 87401

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**(3) DESIGN PLUS WORDS, LETTERS, AND/OR NUMBERS**



**Mark Punctuated**

KEISER UNIVERSITY SEAHAWKS

**Translation**

**Goods/Services**

- IC 035. US 100 101 102.G & S: Alumni association services, namely, promoting the interests of the membership of a university alumni association. FIRST USE: 20170125. FIRST USE IN COMMERCE: 20170125
- IC 041. US 100 101 107.G & S: Educational services, namely, developing, arranging for and providing courses of instruction at the undergraduate, post-secondary, graduate and post-graduate university levels; educational services, namely, developing, arranging for and providing courses of instruction at the undergraduate, post-secondary, graduate and post-graduate university levels in the fields of business, chiropractic medicine, criminal justice, legal studies, culinary arts, education, language, fire science, general studies, graphic arts, video game design, health care, information technology, nursing, psychology, sports management and fitness technology; continuing and community education services, namely, providing live and on-line continuing education seminars in the legal, business, arts, sciences and public affairs fields; developing and arranging for and providing seminars, conferences and workshops in the fields of business, chiropractic medicine, criminal justice, legal studies, culinary arts, education, language, fire science, general studies, graphic arts, video game design, health care, information technology, nursing, psychology, sports management and fitness technology. FIRST USE: 20170125. FIRST USE IN COMMERCE: 20170125

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(3) DESIGN PLUS WORDS, LETTERS, AND/OR NUMBERS

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031519 031524 240907

**Serial Number**

87313699

**Filing Date**

20170125

**Current Filing Basis**

1A

**Original Filing Basis**

1B

**Publication for Opposition Date**

20170704

**Registration Number**

5342555

**Date Registered**

20171121

**Owner**

(REGISTRANT) EVERGLADES COLLEGE, INC. CORPORATION FLORIDA 1900 W. COMMERCIAL BOULEVARD, SUITE 180 FORT LAUDERDALE FLORIDA 33309

**Priority Date**

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The colors gray, dark blue, white, and light blue are claimed as a feature of the mark. The mark consists of the wording "KEISER UNIVERSITY" in light blue font above the word "SEAHAWKS", the top half of which letters appear in the color white and the bottom half in the color gray, all on a dark blue colored banner design background bordered in the color gray and to the right side of a stylized flying seahawk in the colors gray, dark blue, white and light blue outlined in gray.

**Type of Mark**

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**THE USAGE PANEL**

The Usage Panel is a group of nearly 200 prominent scholars, creative writers, journalists, diplomats, and others in occupations requiring mastery of language. Annual surveys have gauged the acceptability of particular usages and grammatical constructions.

**THE PANELISTS**

**best** (bĕst)

Share:

*adj.* Superlative of good.

1. Surpassing all others in excellence, achievement, or quality; most excellent: *the best performer; the best grade of ore.*
2. Most satisfactory, suitable, or useful; most desirable: *the best solution; the best time for planting.*
3. Greatest; most: *He spoke for the best part of an hour.*
4. Most highly skilled: *the best doctor in town.*

*adv.* Superlative of well<sup>2</sup>.

1. In a most excellent way; most creditably or advantageously.
2. To the greatest degree or extent; most: *He was certainly the best hated man in the ship* (W. Somerset Maugham).

*n.*

1. One that surpasses all others.
2. The best part, moment, or value: *The best is still to come. Let's get the best out of life.*
3. The optimum condition or quality: *look your best. She was at her best in the freestyle competition.*
4. One's nicest or most formal clothing.
5. The supreme effort one can make: *doing our best.*
6. One's warmest wishes or regards: *Give them my best.*

*tr.v.* **best·ed, best·ing, bests**

To get the better of; beat: *I'm a rough customer, I expect, but I know when I'm bested* (Nathanael West).

**Idioms:***at best*

1. Interpreted most favorably; at the most: *no more than 40 people at best in attendance.*
2. Under the most favorable conditions: *has a top speed of 20 miles per hour at best.*

*for the best*

With an ultimately positive or preferable result.

*get/have the best of*

To outdo or outwit; defeat: *My opponent got the best of me in the debate.*

*make the best of*

To accept (a bad situation) in as good a light as possible.

[Middle English, from Old English *bestr*; see **bhad-** in the Appendix of Indo-European roots.]

**Usage Note:** According to a traditional rule of grammar, *better*, not *best*, should be used in comparisons between two things: *Which house of Congress has the better attendance record?* This rule is often ignored in practice, but it still has many devoted adherents. In certain fixed expressions, however, *best* is used idiomatically for comparisons between two: *Put your best foot forward. May the best team win!* See Usage Notes at *have*, *rather*.

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**Best** (bĕst), **Charles Herbert** 1899-1978.

Share:

American-born Canadian physiologist noted for his work with Frederick Banting on the purification of insulin and its application to the treatment of diabetes.

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Semitic Roots

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**THE PANELISTS**

**prac·tice** (prák'tis)**v. prac·ticed, prac·tic·ing, prac·tic·es****v.tr.**

1. To do or perform habitually or customarily; make a habit of: *practices courtesy in social situations*.
2. To do or perform (something) repeatedly in order to acquire or polish a skill: *practice a dance step*.
3. To give lessons or repeated instructions to; drill: *practiced the students in handwriting*.
4. To work at, especially as a profession: *practice law*.
5. To carry out in action; observe: *practices a religion piously*.

**n.**

1. A habitual or customary action or way of doing something: *makes a practice of being punctual*.
2.
  - a. Repeated performance of an activity in order to learn or perfect a skill: *Practice will make you a good musician*.
  - b. A session of preparation or performance undertaken to acquire or polish a skill: *goes to piano practice weekly; scheduled a soccer practice for Saturday*.
  - c. *Archaic* The skill so learned or perfected.
  - d. The condition of being skilled through repeated exercise: *out of practice*.
3. The act or process of doing something; performance or action: *a theory that is difficult to put into practice*.
4. Exercise of an occupation or profession: *the practice of law*.
5. The business of a professional person: *an obstetrician with her own practice*.
6. A habitual or customary action or act: *That company engages in questionable business practices. Facial tattooing is a standard practice among certain peoples*.
7. Law The procedure for trial of cases in a court of law, usually specified by rules.
8. *Archaic*
  - a. The act of tricking or scheming, especially with malicious intent.
  - b. A trick, scheme, or intrigue.

[Middle English *practisen*, from Old French *practiser*, alteration of *practiquer*, from *practique*, practice, from Medieval Latin *práctica*; see PRACTICABLE.]

**prac·tic·er** **n.****Synonyms:** **practice, exercise, rehearse**

These verbs mean to do repeatedly to acquire or maintain proficiency: *practice the shot put; exercising one's wits; rehearsed the play for 14 days*. See Also **Synonyms at habit**.

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**best practice** noun

[Save Word](#)

*plural* **best practices**

**Definition of best practice**

: a procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption

// ... private instructional management will strengthen the public schools by providing examples of *best practice* from which the public schools can learn.  
— Denis P. Doyle, *Phi Delta Kappan*, October 1994

// Prabhakar and his colleagues started by looking at *best practices* developed by other biometrics researchers.  
— Joshua J. Romero, *IEEE Spectrum*, May 2011

// Countries from Canada to Australia to Singapore implement smart policies and copy *best practices* from around the world. We bicker and remain paralyzed.  
— Fareed Zakaria, *Time*, 15 Aug. 2011

// There is no doubt that hospitals are powerful and dangerous places, that "*best practices*" are not always followed ...  
— Dena Rifkin, M.D., *The New York Times*, 17 Nov. 2009

// One o calls for individu  
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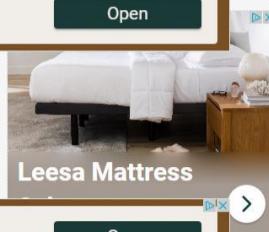
// ... he proposed limiting corporate tax breaks to those businesses willing to abide by "*best practices*" when it comes to labor relations.  
— Jonathan Cohn, *The New Republic*, 21 Aug. 2000

**WORD OF THE DAY**

**abrogate** 

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### First Known Use of *best practice*

1927, in the meaning defined above

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 Named after Sir Robert Peel, what are British police called?

[Peelheads](#) [Berties](#)

[Bobbies](#) [Robbies](#)

SPELL IT Can you spell these 10 commonly misspelled words?  
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**best practice**

bestraught

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'Dunderhead' and Other  
'Nicer' Ways to Say  
Stupid

As illustrated by some very  
smart pups



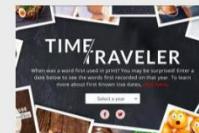
10 Words from Place  
Names

Bikini, bourbon, and  
badminton were places first



'Pride': The Word That  
Went From Vice to  
Strength

Do you take pride in Pride?



When Were Words First  
Used?

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Literally

How to use a word that  
(literally) drives some pe...



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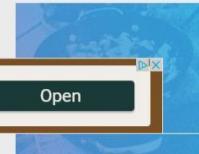
'All Intensive Purposes'  
or 'All Intents and  
Purposes'?

We're intent on clearing it up



Lay vs. Lie

Editor Emily Brewster  
clarifies the difference.



Hot Mess

"The public is a hot mess"

WORD GAMES



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Roll up your sleeves and  
identify these garments

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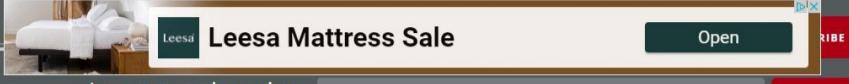
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best practice

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Definition of best practice in English:

## best practice

Translate [best practice](#) into Spanish

### NOUN

Commercial or professional procedures that are accepted or prescribed as being correct or most effective.

*'the proprietors are keen to ensure best practice in food preparation, storage, and serving'*

[+ More example sentences](#)

Vacation homes  
for whoever you  
call family 



for whoever you  
call family 



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getaways nearby 

### WORD OF THE DAY

**kickshaw**/ 'kɪkʃə /  
NOUN

manul  
 mulgara

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0/10

Feedback

 TRENDING WORDS

Most popular in the world

1. woven
2. poignantly
3. Herculean
4. imminence
5. guard of honour

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Definition of best practice in English:

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WORD OF THE DAY

## kickshaw

/ 'kɪkʃəʊ /  
NOUN



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best practice English: best practice Example sentences Trends

Definition of 'best practice'

### best practice

Collins COBUILD

Word Frequency



UNCOUNTABLE NOUN

Best practice is the way of running a business or providing a service that is recognized as correct or most effective.

Schools will work together to share best practice.

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Word Frequency

### best practice

in British English

### Quick Word Challenge

Question: 1 - Score: 0 / 5

role or roll?

Which version is correct?

Both sides have a role to play.

Both sides have a roll to play.

NEXT



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the recognized methods of correctly running businesses or providing services

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the difference between...  
boot / trunk

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## best practice

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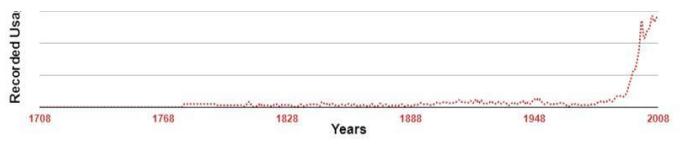


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## best practice

best option  
best performance  
best player  
**best practice**  
best predictor of  
best seller  
best solution

All ENGLISH words that begin with 'B'

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Quick Word Challenge

Question: 1 - Score: 0 / 5

**environmental damage or nerve damage?**

Drag the correct answer into the box.

nerve damage environmental damage

This disease causes [redacted] strokes and heart attacks.

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Aug 23, 2022

Word of the day

**shock jock**

A shock jock is a radio disc jockey who deliberately uses language or expresses opinions that many people find offensive .

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**best practice** DEFINITIONS AND SYNONYMS  
NOUN UNCOUNTABLE BUSINESS US 

**DEFINITIONS** 1

① **the best, most effective way to do something**  
*Energy efficiency experts are being called in to advise on best practice.*

Synonyms and related words

 [p] [x] Leesa Labor Day Sale 

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gift

↗ 45.8%

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lay the blame / responsibility  
(for something) on

[NEW]

for ↘ -6.6%

take on ↗ 12.7%

put off ↘ -3.5%



present

token

largesse

surprise

package

treat

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Meaning of *best practice* in English

## best practice

noun [ C or U ]

UK /,best'præk.tɪs/ US /,best'præk.tɪs/



a working method or set of working methods that is officially accepted as being the best to use in a particular business or industry, usually described formally and in detail:

- a *model* for *best practice* in the treatment of diabetes
- a *best-practice* policy/programme



### SMART Vocabulary: related words and phrases

#### Ways of achieving things

actively	another
approach	avenue
bases	basis
device	formula
methodological	methodologically
methodology	mixed media
modality	styleless
stylistic	stylistically

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WORD OF THE DAY  
*dog-eared*



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(Definition of *best practice* from the [Cambridge Advanced Learner's Dictionary & Thesaurus](#) © Cambridge University Press)

**best practice**

*noun* [ C or U ] • WORKPLACE

UK US

+

a working method, or set of working methods, that is officially accepted as being the best to use in a particular business or industry:

development.

- **best practice in sth** Many employers want to adopt *best practice* in management of their people, but do not know what this is.
- **a best-practice policy/programme**

(Definition of *best practice* from the [Cambridge Business English Dictionary](#) © Cambridge University Press)

**EXAMPLES of best practice**

### best practice

Overwhelming infection in asplenic patients: current *best practice* preventive measures are not being followed.

From the [Cambridge English Corpus](#)

Results of the second level, in turn, form the input of the third, *best practice* level.

From the [Cambridge English Corpus](#)

In order to manage this risk, organisations have produced guidelines to help standardise *best practice*.

From the [Cambridge English Corpus](#)

In sum, there is no obvious *best practice* when recruiting control groups.

From the [Cambridge English Corpus](#)

The committee also surveyed its members, gathering reports on a range of matters and circulating information about *best practice*.

From the [Cambridge English Corpus](#)

**dog-eared**

A book or paper that is dog-eared has the pages turned down at the corners as a result of a lot of use.

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These issues are orthogonal to the rest of the *best practice* issues, and include the latter within their scope.

From the Cambridge English Corpus

Schooled language is what's passed on in economically or socially recognized situations as *best practice*.

From the Cambridge English Corpus

Ability to access *best practice* statement easily even if type of care is infrequent.

From the Cambridge English Corpus

If *best practice* is the aim of patient care then adhering to guidelines and clinical governance standards is essential.

From the Cambridge English Corpus

In summary, we contend that both government and social partners played the game that was most likely the *best practice*.

From the Cambridge English Corpus

One further element of *best practice* controlling processes is regular compliance checks.

From the Cambridge English Corpus

This list of '*best practice*' guidelines was not always followed.



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A unit's score indicates its current position (distance) relative to a 'frontier' of *best practice*.

From the Cambridge English Corpus

**See all examples of best practice**

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**Translations of best practice**

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最佳方法, 參考範圍... [See more](#)

in Chinese (Simplified)  
最优方法, 參考规范... [See more](#)

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**What is the pronunciation of *best practice*?**

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best endeavours

best friend BETA

best in class

best man

best wishes

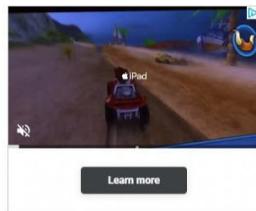
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Brief Review of ONE Guide

### Introduction to the Online Nursing Education Best Practices Guide

Renae S. Authement, DNP, RN , Sharon L. Dormire, PhD, RN

First Published June 25, 2020 | Research Article | Find in PubMed |

<https://doi.org/10.1177/2377960820937290>

Article information



### Abstract

#### Introduction

As online nursing education programs continue to increase to meet the demands of the growing market, nursing faculty are challenged to develop and deliver courses based on best practice principles. The Online Nursing Education Best Practices Guide (ONE Guide) builds on and extends the nationally recognized Quality Matters® program and serves as a roadmap guiding course development and delivery. The fundamental principle for success in online teaching is instructor presence; the teacher as a facilitator of learning is illustrated throughout the guide. An Online Instructor Checklist facilitates systematic implementation of best practice principles.

#### Methods

This article is based on a focused literature review and concept analysis resulting in a comprehensive guide for delivery of effective, quality nursing education through best practices in the online learning environment. A broad search of databases focused on articles during 2014 to 2019 was completed. The literature review included articles that examined over 1200 student perceptions of instructor presence in the online setting.

#### Conclusion

Nurses carry a direct responsibility for the health and well-being of patients. Nursing quality education proves fundamental to the profession's long-term outcomes. The ONE Guide and Online Instructor Checklist apply comprehensive, evidence-based teaching strategies to give a roadmap for success in the online teaching environment.

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TEACHING ENVIRONMENT

### Keywords

online education, zero level, best practice principals, online nursing education, email communication

In 2010, the Institute of Medicine (IOM) evaluated health outcome data and conducted additional research in preparing its recommendation that 80% of all nurses to hold a BSN degree by 2020. The call for advancing nursing education in the report, *The Future of Nursing: Leading Change, Advancing Health* (IOM, 2010), was based on both healthcare reform initiatives and needed changes to improve health outcomes in the United States. Although nurses are the single largest cohort of health-care providers, the move to baccalaureate education has lagged. In the decade since the IOM report, nurse educators have faced significant challenges in their efforts to meet this education goal. Specifically, there is a current nursing shortage, and the demand for nurses is predicted to rise 16% over the next 10 years (Bureau of Labor Statistics, 2018). In addition, the demand has increased the need for basic and advanced nursing education (American Association of Colleges of Nursing [AACN], 2019). Furthermore, while critically important to increase preparation of nurses, the average age of doctoral prepared faculty ranges from 51.2 to 62.4 years (AACN, 2019) with one-third expected to retire by 2025 (Fang & Kesten, 2017). As a result, admissions in traditional nursing programs may be limited.

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**Table 1.** Instructor Interaction.

In pursuit of best practices during the transition to online teaching, the nationally recognized Quality Matters Program® (Quality Matters, 2018) was used. Quality Matters® serves as a framework for virtual course design and delivery and established standards of quality for online teaching. It is a model well developed for traditional course content in the higher education setting. However, personal experience in using the model led to the discovery of need for strategies to effectively teach the applied science of nursing. This realization stimulated a focused literature review, collaboration, and pilot testing resulting in the Online Nursing Education Best Practices Guide (ONE Guide), a unique roadmap for nursing course development and management with specific, evidence-based best practices. This article will introduce nursing faculty to the ONE Guide (see Figure 1), created to direct effective, quality nursing education in the online learning environment.

Online Nursing Education Best Practices Guide (ONE Guide)

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### Diabetes Quiz

Which of the following is true about the experimental drug teplizumab:

- 1 of 10      Correct: 0
- Delay the onset of type I DM.
  - Reduces insulin needs in type II DM patients.
  - Delays progression of type II DM.
  - Reduces symptoms like thirst and frequent urination.

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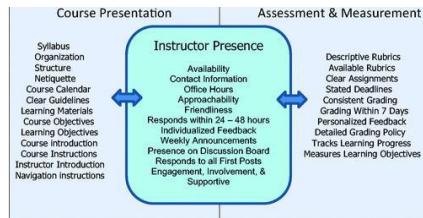


Figure 1. Online Nursing Education **Best Practices** Guide (ONE Guide).

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### Course Presentation



TOP

Course presentation criteria provide a structure to design, develop, or build out a new or existing course. A well-prepared course presentation will aid the learner in understanding the purpose of the course and define expectations (Kuo et al., 2014).

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To enhance the learning environment, content needs to be clear, organized, and easily accessible (Kuo et al., 2014). There are 13 strategies essential for effective course presentation: (a) syllabus, (b) organization, (c) structure, (d) netiquette, (e) course calendar, (f) clear guidelines, (g) learning materials, (h) course objectives, (i) learning objectives, (j) course introduction, (k) course instructions, (l) instructor introduction, and (m) navigation instructions. Within these components, information should be presented in a format that is clear and easy to understand (Kuo et al., 2014) from the student's perspective. Using technology in creative ways can facilitate online engagement, such as using a video introduction to establish instructor presence while acquainting each student with the instructor (Martin et al., 2018). For example, an orientation video can be used to provide the overview of course expectations, demonstrate how to navigate through the course, and the syllabus and course calendar (Martin et al., 2018). This step is critical for student success in the online learning environment (Smidt et al., 2017) and minimizes confusion and frustration (Trammell & LaForge, 2017).

Expectations of netiquette should be addressed and emphasized in the orientation as well to promote online civility (Quality Matters, 2018). Most importantly, the instructor should provide a careful quality review of all learning materials before launching an online course; this ensures that materials are current and appropriate



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for diverse learning styles (Chen et al., 2018).

#### Instructor Presence

Instructor presence is the pivotal component of the ONE Guide. Although expectations of presence prove challenging for online education, using evidence-based strategies to assume the role of facilitator and remain active in the course are fundamental to student learning (Martin et al., 2018). Eleven parts make up the instructor presence component: (a) availability, (b) contact information, (c) office hours, (d) approachability, (e) friendliness, (f) response within 24 hr <sup>TOP</sup>, (g) individualized feedback, (h) weekly announcements, (i) presence on discussion board, (j) response to all first posts, and (k) engagement, involvement, and support. Instructor presence in an online course is related directly to student satisfaction (Howell et al., 2016; Kuo et al., 2014; Martin et al., 2018). Instructor presence encourages student engagement and personal connection, so daily instructor presence is optimal. To make instructor presence meaningful, attention should be paid to being approachable and encouraging (Price et al., 2016).

The Quality Matters Standard 5.3 provides general guidance regarding timeliness of faculty responses and feedback indicating that the plan be stated. In contrast, the ONE Guide sets the expectation that faculty responses to questions should be within 24 hours and no later than 48 hours (Howell et al., 2016; Martin et al., 2018). In addition, feedback on assignments should be provided within seven days (Martin et al., 2018; Smidt et al., 2017). Attention to timely feedback supports student learning and more importantly, fosters student satisfaction (Price et al., 2016).

Best evidence indicates that it is important for the online learner to have several ways to contact the instructor including email, video chat, telephone, or web conferencing (Martin et al., 2018). Instructors also should state clear office hours and availability times (Quality Matters, 2018) and create an environment that is comfortable for students to contact them (Sebastianelli et al., 2015). A positive, encouraging environment impacts learner motivation directly (Kuo et al., 2014).

Instructor presence also involves instructor participation, which can be accomplished in several, equally important ways. Questions should be responded to within 24 hours, and assignments should be graded in a timely manner (Poli et al., 2014; Quality Matters, 2018). Feedback should be relevant and should include guidance; these practices enhance the learning experience (Poli et al., 2014). Feedback on all assignments for each student is important to learning. Price et al. (2016) advise that attention should be paid to providing appropriate constructive feedback and promoting diverse thinking; learning occurs through debate of ideas and developing a defense for one's position. Interaction on the class discussion board is equally important; making it personalized assures students that their instructor is actively engaged (Smidt et al., 2017). Class discussions that are personal and collaborative contribute to a student-centered environment and create a sense of community (Poli et al., 2014). As such, instructors should respond to the initial post of each student to establish their presence early in the course (Quality Matters, 2018); doing so should be done using the student's name (Martin et al., 2018). Students having a sense of instructor engagement are supported further by weekly announcements (Dodson, 2017).

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#### Assessment and Measurement

Assessment and measurement are the final component of the ONE Guide. This domain explicates strategies in assessing and measuring student progress and comprises 11 parts: (a) grading policy, (b) descriptive rubrics, (c) available rubrics, (d) clear assignments, (e) stated deadlines, (f) consistent grading, (g) timely grading, (h) personalized feedback, (i) detailed grading policy, (j) tracking learning progress, and (k) measuring learning objectives. Instructor presence is important for this domain as well.

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A clear grading policy is fundamental to the assessment and measurement domain. A grading system including a clear grading policy helps students understand the evaluation system and should be made easily accessible online (Quality Matters, 2018). To give students a way to track their progress, the grading policy should specify deadlines (Quality Matters, 2018). It is further important to give a clear picture of assignment expectations and how student learning is to be evaluated (Howell et al., 2016; Sebastianelli et al., 2015). The grading policy should be provided in the course syllabus for ease of access (Jaggars & Xu, 2016).

Instructors also should make clear, descriptive rubrics available to the students. Such rubrics detail specific expectations through the grading criteria to measure learning objectives and performance (Jaggars & Xu, 2016). This practice reduces student confusion as well as the number of email and phone questions (Trammell & LaForge, 2017). However, learners should receive personalized feedback from the instructor based on the grading criteria (Quality Matters, 2018). Care should be taken to assure consistency in grading over time and between students (Howell et al., 2016).

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Online Nursing Education Best Practices Guide (ONE Guide)  
Instructor Checklist

Course	Yes		No			
	Discussion Board Interaction	Yes	No	Yes	No	
Course begins with a "Start Here" page				Responds to all first posts		
A detailed syllabus is provided				Engages in discussion		
Syllabus is provided				Asks questions that promote collaborative learning		
Course Calendar is easily available				Actively involved & supportive in every discussion		
Course calendar is available				Assessments		
Netiquette expectations are explained				Posts at least one announcement weekly		
Course Delivery Module or Units				Includes weekly expectations of the students		
Learning objectives are explained				Posts are informative and encouraging		
Prerequisites are noted				Feedback & Response		
Resources are provided				Responds to queries within 24 - 48 hours		
Instructions are clear				Responses are personalized and meaningful		
Assignments are clearly explained				Follows up on responses		
Availability				Replies are clear, descriptive, and easily accessible		
Contact information is provided				Grading policy details grade calculations		
Office hours posted				Grades are posted within 7 days		
Assignment due dates				Office hours posted within 7 days		
Interaction is welcoming & pleasant				Greet: addresses the student personally		
Every post and response is friendly & encouraging				Understand: acknowledges the concerns		
				Answer: supplies information and resources		
				Reassure: provides encouragement		
				Dedicate: assures availability		

Figure 2. Online Nursing Education Best Practices Guide (ONE Guide) Instructor Checklist.

Communication is foundational to all effective teaching. In the teaching-learning process, messages must be clearly transmitted, received by the learner, and translated into meaningful information. In the absence of face-to-face dynamics, attention to communication is perhaps the most significant aspect of quality online teaching. To address this critical component, the GUARD system of email communication is recommended. GUARD stands for greet, understand, answer, reassure, and dedication. Greet points to the need to address each student personally. Understand represents acknowledgment of student concerns. Answer reminds the instructor to supply the student with information and resources that answer the question. Reassure is a

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reminder to encourage the student. *Dearcation* prompts <sup>TOP</sup> the student by the instructor offering availability and support. After the email is composed, the <sup>TOP</sup> instructor should read it aloud and eliminate any phrasing that may be perceived as condescending.

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## Conclusion

Early evidence of the ease of use and effectiveness of the *ONE Guide* was demonstrated in the rapid and massive shift to remote instruction across academic settings and levels as a result of the COVID-19 global pandemic. Because the preponderance of nursing faculty and programs were ill prepared for the transition, *ONE Guide* was distributed to many schools of nursing throughout the state of Texas to facilitate course development and implementation of effective online teaching strategies. Preliminary feedback indicates the guide provided a valuable resource for faculty during the rapid transition. Additional evaluation will follow.

The social responsibility of professional nursing carries an imperative of excellence in nursing education whether the delivery is traditional or online. Given a looming nursing shortage, projections of increased demand for nurses in the next 10 to 15 years, and demand for baccalaureate prepared nurses, it is anticipated that the demand for online nursing education <sup>TOP</sup> continue if not increase. However, as a newer program delivery modality, educators must use best evidence to assure quality in online programming. The *ONE Guide* and its companion, the Online Instructor Checklist, were developed to address this need. Together, these comprehensive, evidence-based tools provide a roadmap for online teaching.

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*by analyzing and ethically managing aggregate data to guide decisions and improve outcomes.*

**6317 Health Policy and Ethics (3-0-0).** This course prepares students as effective agents of change by building leadership skills in health care policy development, implementation and evaluation. Ethics content promotes selfcare and active advocacy. Student understanding of local, national, and global factors is expanded to facilitate clinical reasoning and collaborative engagement with all healthcare professionals in redesigning systems to achieve equity, safety, and quality for better healthcare outcomes.  
Prerequisite: Graduate standing.

**6318 Pharmacotherapeutics (3-0-0).** This course focuses on the study of advanced pharmacologic principles of drug therapy used by nurses in advanced practice.

**6323 Research Foundations for Advanced Nursing (3-0-0).** This course develops an understanding of quantitative and qualitative nursing research methodologies, frameworks, and relationships between research questions and design. Application and evaluation of statistical methods is emphasized. Students use critical appraisal skills to critique relevant research.

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**6331 Advanced Health Assessment (2-0-50).** This course presents the theoretical and clinical principles of advanced health assessment supported by related clinical experiences for the advanced practice nursing student to gain



the knowledge and skills needed to perform comprehensive assessments to acquire data, make diagnoses of health status and formulate effective clinical management plans for patients with common, acute, and chronic health issues across the life span. A 50 clock hour practicum provides opportunities to practice advanced health assessment skills.  
Prerequisites: Graduate standing and Nursing 6324 or corequisite with departmental approval.

**6338 Leadership and Roles in Advanced Nursing (3-0-0).** This course prepares students to assume responsibility and accountability for advanced practice roles. In addition, application of leadership and practice principles at both the patient and system levels is used to promote high quality and safe patient care, reduce overall health care delivery costs, improve access to care, and influence political factors that affect interdisciplinary care.  
Prerequisite: Nursing 6312.

**6339 Population Health and Epidemiology for Advanced Nursing (3-0-0).** This course explores the distribution and determinants of health and disease that affect human populations using health information and technology. Principles of genetics, genomics, and epidemiological data are considered for design and delivery of evidence-based, culturally relevant clinical prevention and health promotion strategies and interventions.

## **Nursing (NUR) - Family Nurse Practitioner (Advanced Practice Registered Nurse) Courses**

**6201 Advanced Skills for Advanced Practice Nurses (1-0-50).** This course focuses on the development of essential advanced practice nursing skills to perform procedures in primary care practice. Diagnostic methods and procedures for patients of all ages will be included in an on campus lab and 50 clock hour practicum.  
Prerequisites: Nursing 6318, 6324, 6331.

**6325 Family Primary Care I (3-0-0).** Focus on the transition from RN to Family Nurse Practitioner in the diagnosis and management of common acute and chronic conditions across the lifespan in a primary care setting. As a provider of family-centered care emphasis is placed on health promotion, risk reduction



and evidence-based management of common symptoms and problems. Nursing's unique contribution to patient care and collaboration with other health care professionals is emphasized. Prerequisites: Nursing 6201, 6318, 6323, 6324, 6331. Corequisite: Nursing 6327.

**6326 Family Primary Care II (3-0-0).** Focus is on the progression in the role of the Family Nurse Practitioner in the diagnosis and management of common acute and chronic conditions across the lifespan in a primary care setting. As a provider of family-centered care emphasis is placed on health promotion, risk reduction, and evidence-based management of more complex symptoms and problems. Nursing's unique contribution to patient care and collaboration with other health care professionals is emphasized.

Prerequisites: Nursing 6312, 6325, 6327.  
Corequisite: Nursing 6336.

**6327 Family Primary Care I Practicum (0-0-150).** A guided clinical experience providing the opportunity to apply family centered primary care related to health promotion and evidence-based diagnosis and management of common acute and chronic conditions across the lifespan. Students complete a minimum of 150 clock hours of practicum in primary care settings. Grading will be either pass or fail.

Prerequisites: Nursing 6201, 6318, 6323, 6324, 6331.  
Corequisite: Nursing 6326.



**6336 Family Primary Care II Practicum (0-0-150).** A guided clinical experience in the progression of the role of providing family centered primary care related to health promotion and evidence-based diagnosis and management of common and complex acute and chronic conditions across the lifespan. Students complete a minimum of 150 clock hours of practicum in primary care settings. Grading will be either pass or fail.

Prerequisites: Nursing 6312, 6325, 6327.  
Corequisite: Nursing 6326.

**6351 Mental Health Concepts for Advanced Practice Nurses (3-0-0).** This course focuses on the development of advanced practice nursing skills in mental health. Specifically, the application of evidence-based knowledge and critical thinking skills in providing clinical management of individuals with common psychiatric-mental health problems across all age groups. Development assessment, crisis intervention, pharmacological management,

and therapies are discussed as well as consultation and referral to other mental health professionals. Opportunity to gain clinical experience in the area of mental health will be provided in the final practicum of the program.  
Prerequisites: Nursing 6318, 6324, 6331.

**6537 Integrated Clinical Practice: FNP (0-0-250).** A guided clinical experience to synthesize skills acquired and to refine abilities in primary family centered care related to health promotion and the diagnosis and management of common acute and chronic conditions across the lifespan. Students have the opportunity to refine evidence-based pathophysiological and psychosocial interventions, theories, and concepts of care. Students complete a minimum of 250 clock hours of practicum mainly in primary care settings. Grading will be either pass or fail.  
Prerequisites: Nursing 6326, 6336, 6351.

## Nursing (NUR) - Nurse Educator Courses

**6319 Curriculum in Nursing Education (3-0-0).** This course explores the structures components, and factors of curriculum development pertaining to nursing education. Additionally, this course will explore essential components of academic program evaluation, including outcomes assessment and accreditation processes and procedures.

**6340 Teaching Strategies and Evaluation in Nursing Education (3-0-0).** this course explores teaching and learning strategies and evaluation methods in various learning environments including classroom, laboratory, simulation, and clinical settings. Strategies for distance and web-enhanced learning are addressed.

**6347 Roles and Financial Management in Nursing Education (3-0-0).** This course explores the organizational and administrative/leadership roles of nurse educators in higher education and health care agencies. Students will be introduced to the concepts of leadership, financial management, budgeting process, and reimbursement mechanisms in nursing education.

**6348 Advanced Nursing Clinical Practice for Nurse Educators (2-0-50).**  
This course allows students the opportunity to expand knowledge in a focused

area or clinical nursing practice. Additionally, students will explore epidemiology and public health context related to health care outcomes. Students will work with faculty to select appropriate practicum settings and will complete 50 clock-hours within a supervised clinical experience. Prerequisites: Nursing 6318, 6324, 6331, 6338.

**6349 Capstone Practicum in Nursing Education (1-0-100).** This course provides nurse educator students a supervised practicum experience in an educational setting. Learning experiences are planned to meet course and individual learning goals. Experiences will focus on developing skills in leadership, organizational and administrative roles, curriculum process, classroom/clinical teaching, and evaluation. Students will work with faculty to select appropriate practicum settings and will complete 100 clock-hours in the educator role. Prerequisites: Nursing 6319, 6338, 6340.

## Nursing (NUR) - Additional Offerings



VIRTUAL NASN2022 Event Platform

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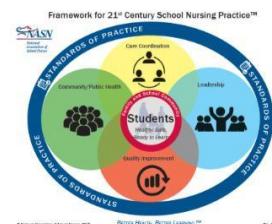


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# Framework for 21st Century School Nursing Practice

RESOURCES / FRAMEWORK FOR 21ST CENTURY SCHOOL NURSING PRACTICE

The National Association of School Nurse's (NASN) *Framework for 21st Century School Nursing Practice*<sup>TM</sup> creates an overarching structure that includes concepts integral to the complex clinical specialty practice of school nursing. The framework provides a graphic illustration of the key principles of professional school nursing practice, reflecting the organization's stance for evidence-based best practice and providing focus to priority school nursing activities. The framework provides guidance for the practicing school nurse to reach the goal of supporting student health and academic success by contributing to a healthy and safe school environment. NASN believes it has a responsibility to its members and to the public they serve to develop a framework for professional school nursing practice.



## Framework Handouts

Two-page handout version (see preview on this page)

[One-page poster version](#)

## Framework Presentation

Contact Help Desk

1

This template can be used to introduce and explain the Framework

## Guidelines for Reprint and Use

Before duplicating and sharing any of NASN's Framework resources, please review the guidelines below and then complete and return the required form.

#### Guidelines for Framework Usage

This is page 11 from NASN's Identity Manual and includes the guidelines for using the Framework components including graphic and descriptive paragraph in print and/or digital communications

## CITATION

National Association of School Nurses [NASN]

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Request for Permission to Reprint form

**NOTE:** This is a "fillable" form. To use it properly, open it, save it to your device (computer), edit it, re-save it, and then email it to NASN.

nursing practice: National Association of School Nurses. *NASN School Nurse*, 31(1), 45-53. doi: 10.1177/1942602X15618644

## Other Resources

[NASN School Nurse podcast: January 2016: Framework for 21st Century School Nursing Practice](#)

[National Association of School Nurses](#)

[NASN School Nurse podcast: July 2020: Framework for 21st Century School Nursing Practice™: Clarifications and Updated Definitions](#)

[Tell others how you have or will use the Framework in your practice.](#)

This blog post invites you to leave a comment that will lends to the learning about the Framework.

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BPI BEST PRACTICE INSTITUTE

**Translation**

**Goods/Services**

- IC 041. US 100 101 107.G & S: Training services in the field of leadership development and business management. FIRST USE: 20160115. FIRST USE IN COMMERCE: 20160115

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**Design Code**

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**Serial Number**

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**Filing Date**

20190410

**Current Filing Basis**

1A

**Original Filing Basis**

1A

**Publication for Opposition Date**

20190813

**Registration Number**

5895491

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20191029

**Owner**

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20150609

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4798140

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20150825

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- IC 041. US 100 101 107.G & S: Providing a website featuring non-downloadable educational and instructional publications in the nature of journal articles, user guides and tutorials in the field of genomic analysis; Providing a website featuring non-downloadable educational and instructional online tutorials in the field of genomic analysis. FIRST USE: 20120831. FIRST USE IN COMMERCE: 20120831
- IC 042. US 100 101.G & S: Development, updating, and maintenance of software and database systems; providing an on-line searchable database in the field of genomics for scientific research purposes; development of new technology for others in the field of genomic analysis; updating and maintaining cloud-based computer software through updates and enhancements; providing temporary use of non-downloadable cloud-based software for genomic analysis and database management; providing a website featuring non-downloadable information in the field of genomic analysis, namely, providing information in the field of structural and functional analysis of genomes. FIRST USE: 20120831. FIRST USE IN COMMERCE: 20120831

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**Publication for Opposition Date**

20171114

**Registration Number**

5389652

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### **USPTO OFFICIAL NOTICE**

Office Action (Official Letter) has issued  
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- (3) **Direct general questions** about using USPTO electronic forms, the USPTO [website](#), the application process, the status of your application, and whether there are outstanding deadlines to the [Trademark Assistance Center \(TAC\)](#).

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<b>2</b>	*pra{"ckqx":2}t*[bi,ti] and live[ld]	2688	0	0	0	0:00
<b>3</b>	1 and 2	64	0	64	64	0:01
<b>4</b>	1 and ("041" a b "200")[cc]	3949	0	0	0	0:01
<b>5</b>	1 and ("041" a b "200")[ic]	1038	0	0	0	0:01
<b>6</b>	2 and ("041" a b "200")[cc]	2197	0	0	0	0:00
<b>7</b>	2 and ("041" a b "200")[ic]	956	0	0	0	0:01
<b>8</b>	7 and practice[bi,ti] and live[ld]	484	0	484	484	0:02

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