MSN ONLINE ORIENTATION

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LA ROCHE COLLEGE

MASTER OF SCIENCE IN NURSING PROGRAM

Nursing Administration Program Guide

FALL

Year	Course	Credits
_____	NURG 5002 Nursing Theory and Research	4 cr.
_____	NURG 5013 Role Development of the Nurse Administrator and Nurse Educator	2 cr.
_____	NURG 5033 Nursing Informatics for Nurse Administrators and Nurse Educators	3 cr.

SPRING

Year	Course	Credits
_____	NADM 5017 Nursing Administration I: Theory, Concepts and Principles	3 cr.
_____	NURG 5020 Health Policy	3 cr.
_____	NURG 5035 Human Diversity and Social Issues in Nursing Administration and Nursing Education	3 cr.

FALL

_____	NADM 5000 Health Care Finance	3 cr.
_____	NADM 5020 Nursing Administration II	3 cr.
_____	NADM 5025 Nursing Administration II: Seminar and Practicum	3 cr.

SPRING

_____	NADM 6000 Nursing Administration III	3 cr.
_____	NADM 6025 Nursing Administration III: Seminar and Practicum	3 cr.
_____	NURG 6000 Capstone Research Experience: Guided Research	3 cr.

Projected Graduation Date _____

Advisor Signature_____

Date_____

Transfer Credits [if any] _____

Registrar Signature_____
[for Transfer Credits]

Revised 11/21/11

LA ROCHE COLLEGE

MASTER OF SCIENCE IN NURSING PROGRAM

Nursing Education Curriculum

FALL			**SPRING**		
Year	Course	Credits	Year	Course	Credits
_____	NURG5002 Nursing Theory and Research	4 cr.	_____	NEDG5000 Assessment, Measurement and Evaluation of Learners	3 cr.
_____	NURG5013 Role Development Of the Nurse Administrator and Nurse Educator	2 cr.	_____	NURG5020 Health Policy	3 cr.
_____	NURG5033 Nursing Informatics for Nurse Administrators and Nurse Educators	3 cr.	_____	NURG5035 Human Diversity and Social Issues in Nursing Administration and Nursing Education	3 cr.

FALL			**SPRING**		
_____	NEDG5002 Teaching and Learning: Strategies for the Classroom and Clinical Nursing Education	3 cr.	_____	NEDG5008 Nursing Education Teaching Practicum	4 cr.
_____	NEDG5004 Curriculum Design I: Development of Curriculum	3 cr.	_____	NURG6000 Capstone Research Experience: Guided Research	3 cr.
_____	NEDG5006 Curriculum Design II: Evaluation and Revision of Curriculum	3 cr.			

Projected Graduation Date _____

Transfer Credits [if any] _____

Advisor Signature_____

Registrar Signature_____
[for Transfer Credits]

Date_____

Revised 11/21/11

MSN Student Learning Outcomes [Objectives]

1. Demonstrate communication skills that develop collaborative practice reflective of advanced nursing practice that promote high-quality health care, initiate change, and improve the practice of nursing.
2. Evaluate growth as an advanced practice nurse to develop a plan for continuing education and career development.
3. Develop strategies to meet regulatory and accreditation standards in advanced practice.
4. Incorporate leadership skills and behaviors to foster best practices, promote professional growth and positive change in people and systems within health care and education.
5. Incorporate political, institutional, social, economic, ethical, legal, and technological knowledge as a basis for decision making in planning for expected outcomes.
6. Utilize research and evidence-based practice as the basis for advancing nursing and nursing practice.
7. Integrate evidence-based assessment and evaluation strategies appropriate for analyzing organizational outcomes.
8. Integrate advanced theoretical knowledge into nursing practice role.

Approved 11/21/2011

Online Learning Policies & Procedures

La Roche College
2012
Pages 4 through 7

II.STUDENTRESPONSIBITIES

A. Admissions

Policy

Online students are held to the same admission standards as on campus students and must complete the same admissions forms as on campus students.

Procedures

1. Applicants review the requirements for admission on the College's Website
a. Undergraduate applicants - http://www.laroche.edu/gsae/undergrad-home.htm
b. Transfer applicants - http://www.laroche.edu/gsae/transfer-home.htm
c. Graduate applicants - http://www.laroche.edu/gsae/grad-home.htm
2. Applicant follows the procedure published on the College's Website.
a. Undergraduate applicants - http://www.laroche.edu/gsae/undergrad-make-app.htm
b. Transfer applicants - http://www.laroche.edu/gsae/transfer-make-app.htm
c. Graduate applicants - http://www.laroche.edu/gsae/ways.htm
3. Applicant contacts Graduate Studies & Adult Education with any additional questions either via email at adultadmissions@laroche.edu or by phone: 412-5336-1260.

B. Registration/Late Registration

Policy

Online courses are open to all students enrolled at La Roche College provided they meet the course pre-requisites. They follow the same policies and schedule for registration/late registration as on campus courses. Registration periods are published in the Academic Calendar (http://www.laroche.edu/Academics/calendar-schedule.htm).

Procedures

1. Students who wish to register for online courses should consult with their advisor during the advising period.
2. Students complete the registration process using the College's registration system (http://My.Laroche.edu).
3. Students registering late must complete the Financial Clearance Form available from http://intranet.laroche.edu/registrar/studentForms.cfm . This form may be submitted in person or electronically.
4. Students registering after the add/drop period must contact the Registrar for more information.

C. Finances

Policy

Online students are responsible for all the tuition and fees associated with registering for an online course.

Procedure

1. Students should consult Student Accounts for questions regarding tuition and fees.
2. Students should consult the Office of Financial Aid for questions and information regarding student loans or other financial aid.

D. Attendance/Participation
Policy
Online instruction differs fundamentally from traditional classroom instruction in that the student may access the online resources at times that are convenient to the student's personal schedule within a range of times defined by the professor. Students are expected to follow the academic schedule as published by the Registrar's office (http://www.laroche.edu/Academics/calendar-schedule.htm) and any deadlines published by the Professor.
Procedure
1. Students MUST have access to the Internet and a reliable computer. See the hardware requirements located at http://intranet.laroche.edu/OnlineLRC/ .
2. Students MUST access their online course within the first 3 days of the start of the course but preferably on the first day of the course.
3. Students MUST review the course syllabus, schedule, and requirements so they understand what will be required of them.
4. Students must set aside weekly time to work on the course and complete the requirements. Students should check into the course at least 3 times per week for 16 week courses and 4-5 times per week for 8 week courses, or as required by the _Professor.
5. Students communicate with the Professor when unable to meet deadlines or when having difficulties understanding the concepts or developing the required skills. IT and Help Desk Staff cannot assist with course content issues.
6. Students use the LRC email system as the official means of communicating with their Professor (see https://intranet.laroche.edu/Policies/content.cfm?dir=code_gc&body=eleccomm.html for the College's official electronic communications policy).
7. Students follow the Academic schedule and are available to complete their courses during that time. Students should plan vacations around the Academic calendar.

E. Add/Drop
Policy
Students may add online courses until the end of the business day of the first day of the course. Permission of the instructor is required to add an online course after the first day of the semester. Students are responsible for any costs associated with adding or dropping courses.
Procedure
1. Student obtain the course add/drop form from the Registrar's Office or from the website at https://intranet.laroche.edu/Registrar/studentForms.cfm .
2. When permission is required to add an online course, student obtains permission from the Professor. This permission may be done via La Roche email and forwarded to the Registrar's Office.
3. Student consults with the Financial Aid Office regarding the impact of adding or dropping a course.
4. Student submits the completed form to the Registrar's Office.

F. Withdrawal Process (Class or College)
Policy
Online students are held to the same Withdrawal (course and college) and Leave of Absence process and procedures as on campus students. Students are responsible for any costs associated with withdrawing from a course after the drop/add period. See https://intranet.laroche.edu/Registrar/pdfs/LOA_PolicyAndForm.pdf for the College's Withdrawal and Leave of Absence Policy.
Procedure
1. Online student will obtain a course withdrawal, college withdrawal, or Leave of absence form from the Registrar's Office or from the website at https://intranet.laroche.edu/Registrar/studentForms.cfm .

2. Student consults with the Financial Aid Office regarding the impact of adding or dropping a course.

3. Student submits the completed form to the Registrar's Office either in person or electronically.

4. A letter W will appear on the student's transcript for the withdrawal from a course.

G. Campus Resources

Policy

Online students have access to all the current campus resources as on campus students. This includes the Career Center, Bookstore, Library, Writing Center, Student Help desk, Student Life, and Counseling Services.

Procedure

1. Students view information online at https://intranet.laroche.edu/AcadCareer/ or contact the staff at Academic and Career Advising for assistance in these matters (Phone 412-536-1130).

2. Students access the bookstore at http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=10284&langId=-1&catalogId=10001#content , from the My.Laroche semester course schedule, or by contacting the bookstore directly for information on textbooks for online courses. If no book is listed, contact the professor teaching the course by La Roche email.

3. Students access to the Library resources at https://intranet.laroche.edu/Library/ .

4. Students access the Writing Center at http://www.laroche.edu/sass/writers-center.htm for help with writing issues.

5. Student access the Help Desk by going to Science Center 104B, calling 412-847-2300, or emailing studenthelpdesk@laroche.edu

6. Students access the information about Student Life at http://www.laroche.edu/sl/home.htm .

7. Students access information about Counseling services at http://www.laroche.edu/sl/counseling.htm .

H. Technical Assistance

Policy

Online students have access to the same student help desk as on campus students for help in addressing their technical issues with taking online courses.

Procedure

1. Student contacts the student help desk for technical issues related to email, login, browser setting requirements, etc. (Phone **412-847-2300**, email studenthelpdesk@laroche.edu, or walk in at Science Center Room 104B).

2. Student contacts course faculty member with issues related to the course content or navigation. Use the LRC email or phone number provided in the courses syllabus located in the Blackboard course.

I. Grades

Policy

Official final course grades are posted in My.Laroche.

Procedure

1. Student accesses My.Laroche for official final courses grades. Grades posted in Blackboard may NOT be the official final course grade. These scores may be raw scores without the weighting as published in the class syllabus.

Focused APA Guidelines for Nursing

General APA Guidelines

Font   Font size is 12 point.
Style should be Times Roman, Calibri, Courier New or a similar plain text style (not script).

Page Headers/Running Head   None required in a scholarly paper. A scholarly paper is written on plain white paper – no borders. Pagination is required.

Title Page   Double-space, use upper and lower case.

Spacing   Use double spacing on all pages of a scholarly paper and use one inch margins.

Main body of the Text

Paragraphs   Indent paragraphs five spaces. Use the tab key for consistency. Paragraphs should contain <u>one topic. (p. 68, 3.08)</u> A paragraph consists of more than one sentence. Never use a single sentence for a paragraph- regardless of the length of the sentence.

Abbreviations   Use of abbreviations is acceptable, however, do not use an abbreviation at the beginning of a sentence. The first time, use the complete name. Some abbreviations are accepted as words (p. 106-111, 4.22-4.30)

Headings   Headings indicate the organization of the paper and establish importance. Match headings to the complexity of the paper. Use at least Level 1 to better organize the paper. The title of the paper (centered, upper- and lower case) on the first page is not considered a separate heading level. If the paper requires two headings, use level 1 and 3; if three headings are required, use level 1,3 and 4. See manuscript examples (p. 62, 3.02).

Quotations   A quotation reproduces an actual part of a source to support a statement or idea or to provide an example. The length of a quotation can range from a word or phrase to several paragraphs.

When Quoting Directly Cite author(s), year, and page number (p. 170-171). Example: 'take me home to Kansas" (Smith, 2008, p. 2). For quotations of more than 40 words, use block quotations (p. 170-171). If referencing electronic media, cite the paragraph or page number (p.170-171)

Rule to Remember when Quoting   Regardless of the length of your quotation, to avoid plagiarism, observe these rules whenever you quote:

    1. Copy the material from your source to your paper exactly as it appears in the original. Use ellipses, three spaced periods (…), to indicate where words or phrases have been omitted. Use square brackets ([ ]) to insert essential words not found in the original.

    2. Enclose short quotations (under 40 words) in quotation marks.

3. Indent long quotations (40 words or longer) approximately ½ inch from the left margin. Begin the quotation on a new line and double-space throughout. Put the parenthetical citation (author, date, page number) after the period at the end of the quotation. Do not enclose the blocked quotation in quotation marks.

4. Provide clear attribution to your source so that your readers know the origin of the quotation.

5. Immediately follow each quotation by a citation indicating the specific source information required.

Please review the Student Handbook's Policy about plagiarism.

Paraphrase   A paraphrase is a restatement in your own words and sentence structure of specific ideas or information from a source. Paraphrase is useful when you want to capture certain ideas or details from a source but do not need or want to quote the author's actual words.

When Paraphrasing or Referring to an Author's Work   Cite author(s) and year. Example: (Smith, 2008). p. 15-16, 170-174, 1.10, 6.03-6.10.

Rule to Remember when Paraphrasing:

1. Use your own words and sentence structure. Your paraphrase must not duplicate the writer's own words or phrases. If your paraphrase includes words "borrowed" from the original, you must use quotation marks within your paraphrase to indicate quoted material.

2. Introduce all paraphrases with clear attribution to your source so that your readers know the origin of your information.

3. Make sure your paraphrase is an accurate and objective restatement of the writer's specific ideas.

4. Immediately follow your paraphrase with a citation indicating the specific source of the information. Although the *Publication Manual of the American Psychological Association* states that authors are not requires to provide a page or paragraph number with a paraphrase, it encourages authors to do so.

Citations of References in Text General guidelines for reference citations can be found on pages 174-179 (6.11-6.21). Page 177 Table 6.1 in the APA book is very helpful.

Citing a Secondary Source Cite as follows if you do not have a primary source. Example: Orem (as cited in Smith, 2008). P.10, 1.01.

Reference List Start a new page, titled Reference(s), centered in upper- and lower case letters.

Alphabetize by the author's last name, double-space, and use a hanging indent (first line of each entry flush left; indent subsequent line five to seven spaces, p. 182).

Citation in text must specifically match reference page. Please see the following examples :

Journal:

Dorsey, L. E., & Baker, C. M. (2004). Mentoring undergraduate nursing students: Assessing the

    state of the science. *Nurse Educator, 29*(6), 260-265.

Journal with a doi number:

Gilmour, J. A., Kopeikin, A., & Douché, J. (2007). Student nurses as peer-mentors: Collegiality

    in practice. *Nurse Education in Practice, 7*(1), 36-43. doi: 10.1016/j.nepr.2006.04.004

Citation from internet:

mentor. (2009). In *Merriam-Webster Online Dictionary*. Retrieved from

    http://www.merriam-webster.com/dictionary/mentor.

Middle States Commission on Higher Education. (2009). *Characteristics of excellence in higher*

    education: Requirements of affiliation and standards for accreditation. Retrieved from

    http://www.msche.org/publications/CHX06_Aug08REVMarch09.pdf

Pennsylvania State University. (2009). *Student self-assessment for online learning readiness.*

    Retrieved from

    http://ets.tlt.psu.edu/learningdesign/assessment/onlinecontent/online_readiness.

Text:

Polit, D. E., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for*

    nursing practice (8th ed.). Philadelphia: Lippincott Williams & Wilkins.

Chapter in a text:

Russell, G. E. (2004). Phenomenological research. In James A. Fain (Ed.), *Reading,*

    understanding, and applying nursing research: A text and workbook (2nd ed)

    (pp. 219-241). Philadelphia: F. A. Davis Company.

McHugh, M. L. (2006). Teaching a web-based course: Lessons from the front. In J. M. Novotny

    & R. H. Davis (Eds.), *Distance Education in Nursing* (2nd ed.) (pp. 15-45). New York:

    Springer Publishing Company.

<u>Brochure:</u>

Indiana University of Pennsylvania. (n.d.). Office of Social Equity and Civic Engagement, *The*

    empowering relationships mentoring program [Brochure]. Indiana, PA: Author.

La Roche College Writers' Center
Information for Online Nursing Students

The Writers' Center at La Roche College views writing as organically formative of the campus' intellectual life, and we support this life by offering one-on-one and group consultation experiences with students, staff, and faculty. The Center assists a broad range of students in achieving excellence in reading and writing throughout their tenure at La Roche. Because students do not learn how to produce academic and disciplinary texts in one or two composition courses, the Center is staffed and designed to provide the instruction and support students need as they encounter new reading and writing problems.

Recently we have added another dimension to Writers' Center services designed to accommodate our growing population of online students, particularly those in our **Online Nursing Program**. While we are most familiar with on-site consulting sessions, we are certain that with time and practice, Center consultants will become as adept at online consulting as we are in-house.

The Writers' Center's supports the full range of degree completion programs in Nursing at La Roche. One of the hallmarks of our online nursing program is its commitment to meeting students where they are. We recognize that each student has unique learning abilities and needs because we each represent "a unique integration of physiological, psychological, social-cultural, developmental, and spiritual dimensions." Students, like all people, are dynamic beings; we change in connection with our particular environments and in response to ongoing socio-cultural, political, technological, and economic shifts. Educational environments are vibrant centers of transformation that make ongoing demands of us. Success in an online course requires that meet these demands, and Writers' Center consultants can support online nursing students by modeling various organizational, goal-setting, critical thinking, and self-assessment skills.

Key Resources

The first online writing laboratory was constructed at Purdue University in 1976 and has since become a guiding presence in the field. Called the **OWL** (online writing lab), the writing center at Purdue was the first of its kind and remains one of the leading online writing labs in the world, with more than a million users every year from around the world.

The OWL can be accessed at this URL:
http://owl.english.purdue.edu/owl/resource/922/01/

Below, I've excerpted various moments from the OWL site to provide a sense of the kind of information you will find when you explore their section titled: "Writing as a Professional Nurse":

Summary: These resources will help you write on the job and in the classes you will take to become a nurse. "Writing as a Professional Nurse" provides three general, though important, rules working nurses should keep in mind while writing reports and charts and while communicating with doctors and patients. "Writing in the Field" discusses three examples of writing tasks nurses perform: flowcharts, careplans, and narratives. "List of Nursing Resources" provides links to Purdue OWL resources that both nurses and nursing students might find helpful while writing for work or school. Each link provides a brief description of the resource and how and why it will help nurses and students with their writing tasks.
Contributors: J. Case Tompkins, Eden Tompkins, Elizabeth Angeli
Last Edited: 2010-04-25 08:48:40

Here is more information from the **OWL** site on nursing:

The field of nursing requires a great deal of swift, accurate writing. You will need to fill out reports and charts correctly and completely and record your interactions with doctors and patients fairly. In addition, you must always be prepared to defend the information you record. The material below is intended to help you get used to this type of writing both in school and in the field of nursing.

Three General Rules
1. Be Precise

This may seem to go without saying, but you should remember that accuracy is important even beyond the obvious areas like medication administration and treatment procedure. Accurately reporting sequences of events, doctor's orders, and patient concerns will protect you from scrutiny. *Example*: "Did dressing change."

If this is the entire record of you performing a dressing change for a patient, then exactly what you did is up to interpretation. A more precise version would be: "Performed dressing change, cleaned wound with NS and gauze, applied calcium alginate, covered with ABD, secured with silk tape. Patient tolerated well."

This revision provides a clear picture of every step of the procedure and explains use of all materials. (Note: even further explanation may be necessary to describe wound status and any changes or doctor notifications.)

2. Be Objective

Always try to remove personal emotions and opinions from the writing you do. Place yourself in a dispassionate mindset and record information, not feelings, hunches, or viewpoints. *Example*: "Patient acting crazy."

This statement relies on the nurse's subjective opinion of the patient's mental state. A better version would be: "Patient pacing back and forth, breathing fast, clenching fists, yelling 'Don't touch me!' repeatedly."

This provides a clear picture of what actually happened during the incident, allowing the reader to draw his or her own conclusions.

3. Remember Your Critical Audience

   Litigation and auditing are a fact of life in the medical field, and chances are good that readers of your writing will be actively looking for mistakes or inconsistencies. Scrupulous charting and reporting is the best way to satisfy such readers. *Examples*: "Did dressing change." "Patient acting crazy."
Both of the examples in the above points could be used by a critical audience to have cause for correction or could be used negatively against you in court. The phrase "Did dressing change" details no necessity for specific materials, leaves room for doubt as to compliance with doctor-ordered treatments, and can provide space for accusations from expert witnesses. Writing "Patient acting crazy," without quantifying statements and description of your actions, can be grounds for charges of negligence. Either one of these cases, in an extreme scenario, could be grounds for you to lose your license.

Writing in the Field: The Three Kinds of Charting (also from OWL)

Most charting completed by nurses falls into one of three categories: 1) flowcharts; 2) careplans; and 3) narratives. Individual employers require different amounts of charting in these areas, (insert example here). The guidelines below are intended to be broad enough to cover many different levels of charting while still providing useful suggestions.

Flowcharts

Although flowcharts are a part of nearly every medical service provider's record keeping, the systems themselves are different enough between companies, and the skills required far enough from the writing process that this aspect of charting will not be covered here.

Careplans

The careplan consists of three parts: 1) definition of the problem; 2) interventions and/or solutions; and 3) evaluation of the relative success of the interventions and solutions.

Nursing diagnoses are NOT medical diagnoses.

The diagnosis given by a doctor and the one acted on by a nurse are two different things. Example: A medical diagnosis is "Diabetes Mellitus," while a related nursing diagnosis would be "risk for unstable blood glucose." The first example is the doctor's diagnosis of the patient, the second suggests a course of action to the nurse; you must work to reduce the risk.

Interventions and solutions must be specific to each patient.

Patient age, relative health, complicating factors and recovery range must all be considered when devising new interventions. Example: "Patient to check blood sugar 4 times, daily." This may work for many patients, but if the patient is unable to check their own blood sugar (patient under the age of 5, patient physically

impaired, patient has Alzheimer's), this intervention is unrealistic and must be changed.

Evaluations must be measurable.

When writing the evaluation you must include a definite time frame and some measurable quantity to determine effectiveness. Example: "Patient will maintain blood-sugar levels between 80 and 120 x 2 weeks." This provides both a measurable goal and a time frame for determining success.

Narratives

Narratives are an important part of nursing communication and important components of capturing a patient's history and treatment.

Use only standard abbreviations

Different facilities and even licensing agencies have standard lists of abbreviations. Make sure you know these standard abbreviations and resist the impulse to come up with your own, even if the meaning of the abbreviation seems obvious to you. Deviation from those accepted forms can cause confusion in your narrative and can even get you in legal trouble.

Do not use the first person

In narrative charting, avoid the use of "I" and "me." Instead of "I observed . . ." use "This nurse observed . . ." "I change the dressing daily," becomes "Nursing changes the dressing daily." This helps to maintain the impersonal tone discussed above.

Record communication with others

Nursing never occurs in a vacuum. Your communications with doctors, therapists, other nurses, patients and their families regarding the patient's health should be noted in your narrative, especially if such conversations result in or are pursuant to changes in patient care. Recording this communication allows readers of your narrative to track changes and establish clear lines of cause and effect.

Additional resource sites:

1. National Student Nurses' Association offers a guide to writing scholarly nursing papers: http://www.nsna.org/Portals/0/Skins/NSNA/pdf/Imprint_sept06_backschool_hallas-feldman.pdf
2. UCLA program in nursing: http://gsrc.ucla.edu/gwc/resources/writing-in-nursing.html
3. Dr. Gwen's APA Homepage (http://www.drgwen.com) and tutorial. Lots of information and examples about grammar and APA style, developed and maintained by a nurse (Gwen Morse, RN, PhD).
4. http://www.ncbi.nlm.nih.gov/PubMed - PubMed comprises more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites.

5. http://www.apastyle.org/manual - This site provides the APA manual online.

Databases available through the La Roche College website:

Academic Search Premier
Health Source: Nursing/Academic Edition
MEDLINE
CINAHL

What is the Writers' Center?

The Writers' Center is a place for writers to talk about their work, whether in person or online. Its services are free and open to all students (and all members) of the La Roche College community.

How do I know if I should go to the Writers' Center?

Success in an online course requires students to be disciplined, motivated, organized, and independent. Center consultants can aid online nursing students by modeling various organizational, goal-setting, critical thinking, and self-assessment skills. We can help when you find yourself wondering:

- Have I done what the assignment asks me to do?
- Does this really make sense? Will it sound okay to my readers?
- Are there parts that are unclear?
- Have I left something important unsaid, or included too much?
- How do I give credit to the sources I've used?
- How can I proofread this and find the mistakes?
- How can I revise this paper given the comments my instructor has made on my paper?

Writers' Center consultants can help you find the answers to these questions and most others that arise when you are writing.

What is the procedure for getting online help from the Writers' Center?

Step One: email us at: lrcwriterscenter@gmail.com. Let us know that you want an appointment, and give us your telephone number and several different time choices when you can be reached via telephone.

Step Two: A staff member from the Center will contact you at one of your specified times to seek specific information. For instance, you'll be asked to Request a Tutor via our Academic Enrichment program which will enter you into our database. Additionally, you will be asked to explain what sort of paper you are working on, what the assignment is, and when it is due (we may ask that you send your assignment as an attachment so we can review it with you).

Step Three: You'll be asked to send a copy of your working draft (created via google documents) to the Center via our new gmail account: lrcwriterscenter@gmail.com. Using the "review" tool, we'll make comments on your drafts and send them back to you.

There are no grades, no homework, and no grammar drills at the Writers' Center. Instead, your consultant will tell you what she thinks you were trying to get across in your writing, and what parts of that writing did or didn't work to make your intended meanings clear.

But what if I'm stuck on an assignment and can't get anything written yet?

No problem. Send us an email and we can talk through whatever you already have: notes, scribbles, thoughts, worries. Your consultant can help you to move from where you are to where you want to be. Don't wait until the last minute though!

Where is the Writers' Center?

The Writers' Center is located in Room 209 AB (in case you are ever on campus). Our hours are as follows:

Fall 2012 Hours:

Mon.	10–6
Tues.	10–6
Wed.	10–6
Thurs.	10–6
Fri.	10–4

For more information, contact:
Dr. Christine Abbott
Writers' Center Director @
lrcwriterscenter@gmail.com
or call @ 412-536-1230

Instructions to Access the Electronic Databases in Library

1. On the La Roche Home Page, click on Resources

2. Scroll down to Wright Library and choose Electronic Databases

3. Log in

4. Select "Nursing"

5. Select "CINAHL plus with full text"

6. Select "EBSCO host web"

7. Choose databases to search, CINAHL plus full text is most common, with a checkmark

8. Click on "continue"

9. Most articles are available as a PDF and can be printed after downloading. If an article is not available in this manner, a request must be filed with the library to obtain that article. The Inter-Library Loan (ILL) process is as follows:

10. To request an article:

- Obtain Journal title, Article title, Author, volume, issue number, date, and page numbers of article.
- Email Caroline Horgan in the Wright Library at caroline.horgan@laroche.edu and please place in the subject line "ILL for online nursing student" so the request receives immediate attention.
- Include the above information in the request (Journal title, article title…etc)