Resources for the Successful Student

This document has been created for you to provide the resources you’ll need to be successful at Hondros College of Nursing. It contains a great deal of useful information and tips to help you.

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Campus Wireless Networks & Passwords

Network: Hondros_Nurse (all campuses)
Please see your campus director, campus manager or DON for the campus network password.

Updated October 2018
Resources for the Successful Student

My CAMS User Name is ____________________________________________

My CAMS Password is ____________________________________________

CAMS Student Portal

You should already have your username and password for the student portal. If you don’t, you’ll need to contact your Admissions Department or campus front desk for assistance, or call 1-855-90-NURSE (1-855-906-8773). The portal provides access to many things you’ll need for your classes including:

My Portal
- Home Page / Student News
- My Email
- My Courses
- Sakai Access
- NCLEX-PN Test Plan
- NCLEX-RN Test Plan
- My Midterm/Final Grades
- My Transcript
- My Schedule
- My Calendar
- My Documents
- My Ledger
- My Payment Plan
- My Financial Aid

Student Services
- School News
- Student Catalog
- Commonly Used Forms
- Course Offering
- Unofficial Registration
- Financial Aid Office
- Commencement

Campus Services
- PaperCut
- My Library
- Tutoring and Office Hours
- Career Placement
- New Student Scrubs & Scrub Ordering
- Instructions
- Replacement Scrubs

Help
- PaperCut Help
- Information Technology
- Student Portal Help
- Email Help
- Registration Help

CAMS—Forgotten Username or Password

Go to nursing.hondros.edu and click on the Student Login button in the bottom left on the screen to login to the Student Portal.

You’ll see these questions below the login boxes. Click on the links as needed or follow the directions provided.

Have you forgotten your student portal password?
1) Click the link on the screen that says: Click here if you’ve forgotten your student portal password.
2) Fill out the requested information.
3) An email will be sent to your student mail account that will allow you to reset your password.

Need to log into your student mail account and retrieve your password?
Click the link on the screen that says: Click here to go to the student mail login page.

Lost your student portal username?
Please call 1-855-90-NURSE (1-855-906-8773), then press the number for the Admissions Department, campus front desk, or technical support.
Technical Support

If you are having any technical issues, please call 855-50NURSE (855-905-8773)

Press 3 to speak to Technical Support, and dial the correct number for your issue:
- Press 1 for Sakai classroom support
- Press 2 for Mail, Portal or on-site help
- Press 3 for Emergency Support

You can also send an email to: customercare@hondros.edu

Helpdesk Hours:
Monday-Friday 8:00 AM - 6:00 PM EST**

**If you are calling outside these hours, press 3 for Emergency Tech Support and leave a voicemail.

Use this number and email to get help with:

- Sakai/Online Classes—learning management system for online classes
- Connect (McGraw Hill and Adobe)
- ATI (Assessment Technologies Institute) - assessments to help students gain critical thinking skills
- Student Portal Login Questions
- PaperCut—system used for printing and copying documents when on campus
- Turnitin—software that checks for plagiarism (available to online students only)

Dell Laptop Repair/Warranty Support

Contact Dell directly for:
- Warranty issues (hardware only)
- Laptop is not physically working
- Issues not related to software
- Manufacturer defect.
Email

Resources for the Successful Student

My school email address is: _____________________________@student.hondros.edu
Example: ksmart@student.hondros.edu

Your student email account will be the only email account the College, faculty and staff will use to communicate with you. Because of this, it's important that you check it daily.

You should have received an email from the Helpdesk with your specific account information and instructions when your account was created. If you have not received an email by student orientation, please contact your admissions representative for assistance. If you have lost or forgotten your password, please go to the end of this section (page 5) where you'll find directions on how to get your password reset.

Pop-up Blockers Need to Be Disabled

Before you can use the email system or the student portal, you need to make sure that you have disabled your pop-up blockers as both systems use pop-ups. You'll need to turn off the pop-up blocker built into your web browser, like Internet Explorer or Mozilla Firefox, as well as any pop-up blockers contained within any web browsing toolbars you may have installed, like the Yahoo, MSN, Google or AOL toolbar.

To change the Pop-up Blocker settings, open your web browser, Internet Explorer or Mozilla Firefox.

For Internet Explorer: Click on the Tools button on the tool bar, point to Pop-up Blocker, and then click Pop-up Blocker Settings. Make the changes that you would like, Turn off Pop-up Blocker, and then click Close.

For Mozilla Firefox: Click on the Tools button, click on Options, click on Content, and then uncheck the box that says Block pop-up windows.

Initial Account Information

In most cases, your user name will consist of the first initial of your first name plus your last name. For example - if your name was Sally Sample, your user name would be ssample (and your full email address would be ssample@student.hondros.edu). The system typically sets your initial password to P@SSword. There are some exceptions, so make sure you verify your user name.

Logging In

The email system is reached via the student portal. Log in to your student portal (http://my.hondros.edu) and click on the My Email link located in the left hand column. A pop-up window will open with the login page to Google Mail. If the pop-up window doesn’t appear, you need to disable the pop-up blocker; you could have more than one pop-up blocker installed. Each tool bar (Google, Bing, Yahoo, MSN, etc.) has its own blocker and each must be disabled. (See instructions above.) You can also go to http://student.hondros.edu to access your mail.

NOTE: if you have a personal Gmail or Google mail account and have used your computer previously to log into that account, you will need to click on the “Sign in with a different account” link located under the login box to continue.
New Student Account Setup

- Enter your user name and password that was emailed to you, making sure to enter your password exactly as it is in the email that was sent to you, including any capitalization, and then click on the Sign In button.

- The next screen will prompt you to enter that password a second time and also enter the letter/number sequence in an image that will appear on the page.

Creating a New Password

- Once you enter both successfully, you’ll be taken to a new screen where you are prompted to change your password. This only happens the first time you login in. Enter your old password one last time if prompted to do so; then enter a new password in the first field and then re-enter it in the second field. Your password must be at least eight characters long and should contain at least one number.

**NOTE:** Be sure that the password you choose is something you can easily remember. If you forget your password, the system will not send you a reminder. You must request a password reset from the helpdesk.

- If you forget your password, the helpdesk cannot tell you what it is, they can only reset it. Make sure it’s something you can easily remember but is something hard for someone else to guess. Click the Change Password button to complete the setup and log into your mailbox. The next time you log in, you’ll need to use your new password.

You’re In Your Inbox!

If you’ve followed along with the previous steps, you should now be at your Inbox and there may even be a message or two waiting for you.

Take a moment now to bookmark this page. If you ever lose your student portal password, you can use this bookmark to get to your mail and retrieve your portal password.

Questions?

Should you have any questions regarding logging into your new account, please click on the link for Student Help Desk on the Student Email page or email the Student Helpdesk at customercare@hondros.edu.

Forget Your Email Password?

If you forget or lose your email system password, you need to request a password reset from the helpdesk. Email the helpdesk at customercare@hondros.edu. Give your name and ask to have your email password reset.

**PLEASE NOTE** -- All future communications from the College will be sent to your new student account, so checking your student mail at least daily is critical to your success! It will be the only email account the College, faculty, and staff will use to communicate with you.

### Email Etiquette — A Few Tips

- Use proper email etiquette when writing to your professor or another person in a professional capacity; it is a must and shows that you are professional and care about how you come across to others. For those that don’t know you already, this will be their first impression of you.

- Be nice and professional. Never send an email when you’re angry, and don’t use your email to argue or accuse. You want to be sure that you maintain a professional demeanor at all times and take ownership of your problem or issue if it’s being discussed in your email. Use “I may have missed your discussion about …” rather than “You didn’t tell us…”

- Check your grammar and spelling before sending your email, and be sure that you proofread your message. Professional email shouldn’t be written as though you’re texting a friend, so make sure you’ve used full sentences, proper grammar, and real (not informal or texting) spelling. Use “How are you?” rather than “How r u?” More formal writing is the acceptable professional style; it’s a sign of respect and shows the recipient that you can communicate at that level.
Academic Support Advisors

Each campus has an Academic Support Advisor (ASA) who is available to help you when you need academic, personal, and confidential help, advice, or services, or when you need some encouragement or someone to listen. Contact information for your ASA can be found in the library on the Academic Support & Advising tab, along with many academic support resources and student services available to help you be successful.
Computer Basics: Help for Those Uncomfortable with Technology

Students who are not comfortable using computers and the technology needed to be successful will find links to some basic computer/technology information on the Tech Help tab in the library. Once on the page, click on the Computer Basics for Beginners tab in the box found on this library page (shown below).

Additionally, the librarian (email: library@hondors.edu) and your Academic Support Advisor are available by appointment to sit down with you to answer your questions about using the CAMS Student Portal, PaperCut, Sakai, and your student email, or they will direct you to someone on your campus that specializes in the assistance you need.

Each campus also has a Technical Support Specialist (email: customercare@hondros.edu) who can help with computer hardware and software questions and issues including those related to Connect (McGraw Hill and Adobe), ExamSoft Examplify, ATI (Assessment Technologies Institute) issues, and Turnitin software.

Your instructors are also able to help you with the technology used in the course.
ExamSoftExamplify Testing Software

This software is used in your classes to take quizzes and tests, so it’s important to make sure it is loaded and working prior to your first test or quiz. The link to download the Examsoft Examplify software is https://examsoft.force.com/etcommunity/s/article/Examplify-Downloading-for-Windows-Mac. (NOTE: When resetting your password, you need to use the FireFox browser.)

There are links to the information below, as well as an Examplify Quick Start Guide, to help you use Examplify; the links can be found on the Tech Help tab in the library. Once on this library page, click on the ExamSoft Examplify tab in the box found on the Tech Help library page.

- Guide to Help Resolve Common Problems
- Contact ExamSoft Support
- Examplify Quick Start Guide: Using Examplify
- Examplify: Getting Started with Examplify
- Examplify: Downloading for Windows & Mac
- Examplify: Resolve a Black Screen, Missing Task Manager, or Missing Power Options
- Examplify: The Application’s Service is Unavailable Message
- Examplify: Running ESWinSR
- Examplify: Clearing Registration

There is a video available on YouTube that covers the basics of ExamSoft Examplify — Getting Started with Examplify. It can be found at https://youtu.be/xJhgalfrHs.

This guide provides some solutions for resolving problems that exam takers may encounter when using ExamSoft.

- **The student’s computer freezes when installing or running Examplify.** This is caused by a conflict between the student’s anti-virus software and Examplify. Resolution: Restart the computer, and disable the anti-virus software before resuming work in Examplify.

- **The student’s screen goes black when running Examplify.** This generally occurs when Examplify is returning from Secure mode and is caused by interference with the anti-virus software. Resolution: Follow the steps here: https://examsoft.force.com/etcommunity/s/article/Examplify-Resolve-a-Black-Screen-Missing-Task-Manager-or-Missing-Power-Options-on-Windows-8-10. Disable the anti-virus software before resuming work in Examplify.

- **The student gets a message that says, “The Application’s Service Unavailable.”** This issue also occurs due to a conflict between the student’s anti-virus program and Examplify. Resolution: Follow the steps here: https://examsoft.force.com/etcommunity/s/article/Examplify-The-Application’s-Service-Is-Unavailable-Message. Disable the anti-virus software before resuming work in Examplify.

- **The student needs to download an exam on a second computer.** If a student downloaded the exam to a personal laptop, but the laptop has problems during the testing period and the student needs to use a loaner laptop, they will be prevented from downloading the exam to a second computer. Resolution: From the exam’s Proctoring tab, increase the Max Download setting for the student in question by one using the + button.

- **The exam does not accept the password.** Occasionally, a student’s exam may not accept the appropriate password, even though the password works for other students in the class. Resolution: First, remove the exam (https://examsoft.force.com/emcommunity/s/article/Examplify-Removing-an-Exam-Download) and then, clear the student’s registration (https://examsoft.force.com/emcommunity/s/article/Examplify-Clearing-Registration). The student can then log in again with their ID, download the exam, and take it as normal.

If additional issues arise, please contact ExamSoft technical support. They are available 24/7 at 866-429-8889.
Microsoft Office Help—Word & PowerPoint

If you have Office 365 on your computer, there is help available to assist you with using these resources. Please copy and paste the URLs below into your browser (Firefox or Google Chrome) to access the information.

Microsoft Office 365 Word

Microsoft Office 365 Word help is available at https://support.office.com/en-us/article/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847ea73. You will find below the types of help available to you on this link.

Microsoft Office 365 PowerPoint

Microsoft Office 365 PowerPoint help is available at https://support.office.com/en-us/article/powerpoint-for-windows-training-40e8c930-cb0b-40d8-82c4-bd53d3398787. You will find below the types of help available to you on this link.

If you need help using earlier versions of Microsoft Office products, check out these links:

Office 2016

Microsoft Word 2016 (training courses, videos, and tutorials) go to: https://support.office.com/en-us/article/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847ea73?ui=en-US&rs=en-US&ad=US


Office 2010


Microsoft PowerPoint 2010 (training courses, videos, and tutorials), go to: https://support.office.com/en-us/article/PowerPoint-2010-videos-and-tutorials-36e0a1e-18a3-45dc-9558-75adc759d73?ui=en-US&rs=en-US&ad=US
Resources for the Successful Student

Sakai — Online Course Manager

Sakai is a learning management system (LMS) which includes discussion forums, assignment dropboxes, messaging features, a calendar of due dates, and more. If you have an online course this term, make sure to log in to the Hondros Sakai online classroom early and often!

You'll use Hondros Sakai platform to complete your online courses at Hondros College of Nursing. To access the system, go to http://sakai.hondros.edu, or click on the Sakai Access Link in the Course Hyperlinks section for this course.

You’ll also want to read the sections in this document on online course tips and online student expectations, discussion forums, and netiquette.

You can access Sakai by going directly to it at https://sakai.hondros.edu/portal/. There is a link to Sakai in the CAMS Student Portal as well. **You’ll use the same username and password as you do for CAMS.** When you are on the Sakai site, you’ll see a screen that looks like the one below. Enter your username and password, and then click on Login.
Once you’re logged in, you should see some of your classes at the top of the page. Click on My Sites to see all of them. Select your course.

Sakai Support

For Sakai classroom technical support, email sakaisupport@hondros.edu
- Monday-Friday, 6:00 AM to 10:00 PM
- Saturday, 8:00 AM to 10:00 PM
- Sunday, 7:00 AM to 12:00 AM (Midnight)

For CAMS portal, campus and general support, email CustomerCare@hondros.edu
- Monday-Friday, 8:00 AM to 5:00 PM

For assistance by phone, call 855-90-NURSE (855-906-8773)
- Monday-Friday, 8:00 AM to 5:00 PM
Sakai — Accessing McGraw-Hill CONNECT in the Online Classroom

Some of our online courses use the McGraw-Hill Connect site associated with your textbook to deliver some of its content, quizzes, and exams. Accessing Connect through the Sakai classroom is easy; simply follow the steps outlined below.

1. Enter Sakai at [http://sakai.hondros.edu](http://sakai.hondros.edu). Log in using your CAMS Student Portal username and password.

2. Click “My Sites,” then click the button for the course you are enrolled in to enter the course classroom. Then, click “MH Connect” in the left-hand navigation.

3. The MH Campus screen opens, and you are asked to agree to the terms of service. Click on the checkbox, and then click the “Get Started” button.

Next, you’ll see a screen with the available Connect courses. Click the “Connect” button underneath the textbook picture.

4. If prompted on the following screen, add your @student.hondros.edu email address as the “Contact email address” and click “Complete My Registration.”

5. On the following screen, click the “Go to Connect” button to enter the Connect classroom. From now on, you should only have to click the MH Connect link in your Sakai classroom, and then the “Connect” button on the following screen, to enter your course.

6. To complete the assignments in each week, click the dropdown for the week you’re in, and click the link to the quiz, exam, or homework assignment that appears.
Sakai — Using TURNITIN and Reading Originality Reports in the Online Classroom

Hondros College of Nursing uses Turnitin in its Sakai platform to help educate students about and prevent instances of plagiarism. Turnitin compares the work submitted by students against a database of other student papers, journal articles and ebooks, and websites, and produces an Originality Report that indicates where student work matches up word-for-word (or nearly so) with outside sources. Students have the opportunity to review the report, revise their work based on the results, and re-submit their work until the due date has passed.

To use Turnitin, follow the steps below.

1. Enter the Sakai classroom at http://sakai.hondros.edu. Log in using your CAMS Student Portal username and password. Then, navigate to your course.

2. Click on the weekly lesson, and then the title of the assignment that requires submission.

3. Using the submission box at the bottom of the page, click “Choose File,” locate the file on your computer, and then click the “Submit” button when you are ready to turn in your assignment. You will receive an email confirming that you successfully submitted the assignment, and a separate email (a few minutes later) confirming that the assignment was successfully submitted to Turnitin.

4. Click “Return to Lesson” at the top of the page, and then re-enter the assignment. Now, at the top of the page, you should see a colored icon next to “Turnitin Report.” (You may see a message that says “This attachment has been submitted and is pending review.” If you do, check back again in a few minutes; it takes about 10 minutes for the report to be generated.) Click on the “View Report” link to open the Originality Report.

5. The Originality Report opens in a new window. (You may have to agree to the Turnitin terms of service to proceed.) When the report opens, you’ll see your paper on the left, with any portions of the paper that are similar to the work of others highlighted in different colors. The color of the highlight corresponds to the list of sources on the right. Make sure to review any highlighted areas to ensure that there is no plagiarism. Remember that the words and phrases taken from another source should be cited, referenced, and quoted.

   - For more information on plagiarism, citations, and references, see the APA resources on the APA tab in the Hondros Library and linked to in the Sakai classroom.

   - For more information on reading an Originality Report, see the Originality Report resources on the Turnitin website.

6. Make any necessary revisions to your work, remove the paper you had previously submitted, and then resubmit the paper. You can do so until the deadline for the assignment passes. Subsequent Turnitin reports will take longer (about 24 hours) to generate.

7. Your instructor may use Turnitin to provide feedback after grading the assignment. To access the assignment, re-enter the assignment page, click the “View Report” link, and then click the “GradeMark” button at the top of the page.
Sakai — Validating and Accessing eBooks in the Online Classroom

In our online RN-BSN Completion Program, most textbooks are delivered as eBooks in VitalSource format. You can access your eBook in the Sakai platform by following these steps.


2. Click “My Sites,” then click the button for the course you are enrolled in to enter the course classroom. Then, click “eBook” in the left-hand navigation.

3. If this is the first time you’re accessing your eBook, you will be taken to the first of a series of screens that you will follow to validate your eBook. Click “Continue,” and then “Proceed to Checkout” on the following screen. Note: Although the language on the page suggests that you are placing an order, you will not be charged for the text; this cost is already built into the cost of your tuition.

4. On the following page, you will be asked to enter your address. Since there are no physical copies of texts being sent to your course, this is largely a formality; however, please enter and confirm your mailing address as part of this process.

5. On the next page, you will see your address, the textbook, and a button to “Place Order.” Click that button to proceed. On the following page, you’ll see a confirmation of your textbook validation.

6. Now, return to the main page of your course by clicking the “Home” link in the left navigation. Then, click the “eBook” button again. Check the box indicating that you accept the terms of using VitalSource, and then click “Continue.”

7. You should now see your eBook from within your course. From now on, whenever you click the “eBook” link in this course, you will be taken directly to your text. You will, however, have to repeat this process for other courses in which you are enrolled.

Last updated 7/1/15 by Adam Bulizak
PaperCut: How to Print a Document

The only way to print when on campus is through a service known as PaperCut. The link to PaperCut can be found in the CAMS Student Portal under the heading Campus Services in the navigation bar on the left. There is also a link further down the navigation bar to PaperCut Help under the heading Help if assistance is needed. Printing and copying costs are $0.10 per page.

New students (enrolled for the first time) who have purchased a technology package/computer from HCN will have a PaperCut account that has been set up by the College with a $10.00 credit in it. You will receive an email with your username and password via your student email account; use this to log in. DO NOT SET UP AN ACCOUNT if you are a NEW student. One has already been created for you with the credit. If you set up an account on your own, it will not have this credit.

Students using own computer (who have not purchased a technology package from HCN) will need to set up an account in PaperCut if they wish to print while on campus.

Whether you have an account already set up for you or you set one up yourself, you need to click on the PaperCut link in the CAMS student portal to print. When you see the screen below, click on your campus. By doing so, you are selecting the printer your document will print on.

1. Click on your campus.

You'll see the screen below (labeled 2).

2. If you HAVE purchased the HCN technology package/computer, log in to your account using the username and password that was emailed to you. (Continue with step 3 below.)

2.5. If you HAVE NOT purchased the HCN technology package/computer, you’ll need to create an account by clicking on Register as a New User and supplying the necessary information. A credit card is needed to add money to the account. Click the Register button to continue. Using the information you just entered, log in to the website. After entering your user name and password, click the Log In button. (Continue with step 3 below.)

3. Click Web Print on the left, click the Submit a Job link, and locate your document to print. See the next steps on the next page.
PaperCut: How to Print a Document (Continued)

4. Your campus printer has already been selected, so on the next screen, click in the box that says “2. Print Options and Account Selection” in the bottom right hand corner of the screen.

5. Enter the number of copies you want, then click in the box that says “3. Upload Documents” in the bottom right hand corner of the screen.

6. Select and upload the document to print.

7. Once the status shows “Held in Queue”, click on the blue “Held in Queue” link.

8. Click on the blue Print link. Your document will immediately print at the printer you selected.

NOTE: You can also print your job by clicking on the Jobs Pending Release link in the column on the left and then click Print to the right.

Detailed instructions are available on the student portal under the Help section in the left hand column on the page.

PaperCut: Copying, Printing, and Scanning

1. Tap the Sign In button with your finger to enter your account information. To prevent damage, do not use a pencil, pen or other sharp object to tap on the screen.

2. Tap the Username field and use the on-screen keyboard to enter your PaperCut user name. Then tap the Password field and enter your PaperCut password.

3. When you have correctly entered your username/password, you will see a display of your current account balance. Tap the OK button to continue.

4. After you have entered your username/password, the document feeder will open. Press the Start Copy button to begin copying the document.
PaperCut: Printing Help

There are directions to help you print; the ones you use will depend on what you’re printing and the version of Microsoft Office that is available on your computer. If you have the CutePDF Writer in your list of printers, you can always take any document or web page and “print” it using the CutePDF Writer when you click on Print. When doing this, you’re actually creating a PDF version of the document or web page which is the version you will print. There are directions for doing this on the Tech Help tab and the Printing with PaperCut page in the library (see the box on the right).

Printing Multiple PowerPoint Slides on a Single Page — Microsoft Office 2010

Step 1:
Open the PowerPoint whose slides you want to print. Click the File tab at the top left of the screen. Then, select Send and Save from the menu. You should see the following options:

Step 2:
Select the Create Handouts option under File Types. When you see the following, click the Create Handouts button.

Step 3:
After selecting the Create Handouts button, you should see the following menu. Pick the format that suits your needs and then hit OK.

Step 4:
On your Windows bar at the bottom of the screen, you should see the ‘Microsoft Word’ icon highlighted in orange, like this:

Click on the glowing orange document icon. This document has the slides from your PowerPoint presentation, in the format that you selected in Step 3.

Save the Word document.
PaperCut: Printing Multiple PowerPoint Slides on a Single Page — Office 365

1. Go to the **File** menu and choose **Print**.

2. In the bottom left of the Print window that opens, you will see a pull down menu under the words Print What. Choose **Handouts**.

3. The default setting is 6 slides per page, but we recommend changing it to less than 6. Printing 3 per page allows notes to be taken next to the slide.

4. Print to the **CutePDF Writer** which will save the file on a PDF format.

1. Click File > Save as > Browse.
2. In Save as type column, choose PDF and click Options.

3. In Options, choose Handouts in Publish what and select 3.

4. Save this file and print it.
PaperCut: Printing Multiple PowerPoint Slides on a Single Page — Another Option

In PowerPoint 2013, you can print up to 9 slides on a single page, which will save paper and stretch your printing budget. To do so, please follow the steps below. Note: These instructions are written for students printing the slides using PaperCut; however, if you are using your own printer, simply choose the printer you wish to print to in Step 4 instead of CutePDF Writer, and your document will print out after you complete Step 7.

1. Open the PowerPoint presentation.
2. Click on the orange “File” tab in the top-left corner of the window.
3. On the following screen, select the “Print” option.
4. From here, click the button under “Printer,” and select “CutePDF Writer.” This should come pre-installed on your computer. (If it does not, you can download it from this page: http://www.cutepdf.com/products/CutePDF/)

5. After selecting “CutePDF Writer,” you will need to update the settings. If you only want to print certain slides, adjust that setting by clicking the “Print All Slides” dropdown and choosing the appropriate option. For example, you can choose “Custom Range,” and then indicate the slide numbers you wish to print in the “Slides” box underneath the button.

If you wish to print all of the slides in the presentation, make sure the button is set to “Print All Slides.”

6. Next, select how many slides you wish to print per page by changing the “Full Page Slides” button to the option you prefer.

   • We recommend that you print no more than 6 slides per page; printing more than 6 slides on a single page make the content difficult to read.

   • Clicking the “Scale to Fit Page” checkbox may increase the size of your slides slightly.

   • Choosing the “3 Slides” option prints each slide down the left column of the page, with room for your notes on the right column – you may find this useful for taking notes in class.

7. Click the “Print” button at the top of the screen. After a few moments, you will be prompted to save the file. Save the file in a place where you can find it later.

8. Login to PaperCut and print your slides by uploading and releasing the document that you just saved to your computer; it will be in PDF format.
Professionalism

Students sometimes wonder why they are required to wear scrubs to class, wear proper footwear in the lab, pull back and secure hair, and have nails short and natural. It’s because Hondros College of Nursing is the beginning of your life and role as a professional, and these requests have to do with safety, infection control, and professionalism.

Your profession, whether it is nursing or medical lab technology, requires education and specialized training. “But simply working in an identified profession does not automatically make one a professional. Professionalism involves much more than degrees and credentials. It includes a certain work ethic, attitude, code of conduct, appearance, communication style, among other matters” Cardillo (2009).

Some thoughts and ideas on professionalism relevant to today’s healthcare workers can be found below, along with some information about what it takes to be a true professional and what professional appearance, demeanor, and behavior look like.

Attitude Is Everything

The way you view your world and portray yourself to others is everything. A smile goes a long way, and personal issues should be left at home. There are always going to be things in our lives that threaten our positive outlook, so we need to try to be grateful for everything we have and convert “I have to” to “I get to” (Gokenbach, 2012).

Appearance Is Critical

Image and appearance matter more than many people realize, and unfortunately for some, people judge others by their personal appearance. If you look like you care about yourself, it’s easier for patients to feel that you will be able to care for them. You need to be aware that you communicate a great deal to them in the first few seconds of interaction, many times before you have had a chance to speak.

Cardillo (2009) emphasizes that you need to keep in mind that patients put their welfare in your hands, entrust you with their lives, and rely on you to advocate for them and make life-saving decisions on their behalf. This level of responsibility requires an appearance worthy of that trust. You have to inspire confidence in others by dressing in a manner that conveys maturity, seriousness of purpose, and conservative good taste. In other words, you have to create a professional image to reflect the professional person you are. Whether you’re wearing scrubs, uniforms, or street clothes, they should be clean, unwrinkled, in good repair, and conservative in appearance. This includes footwear and accessories (Cardillo, 2009).

While tattoos and piercings are very popular these days, not everyone is comfortable with them. They can be offensive and sometimes even frightening to some patients, and many employers prohibit them for these reasons. Keep in mind that your patients’ needs are more important than your desire for self-expression (Cardillo, 2009). Many work places require you to cover your tattoos and remove piercings, and Hondros College of Nursing requires this as well.

Professional Demeanor Is a Must

How you act in a situation tells a lot about your character and can either show your confidence and competence or destroy it. Learning the principles of conflict management and clear communication can help you stay calm and remain in control when faced with criticism or hostility. You should be aware of your body language and other non-verbal communication; it tells your patients a lot about you. Facial expressions and eye rolling when a physician or coworker says something you don’t agree with tells your patient that the healthcare team doesn’t work well together. Be mindful of conversations you have and comments you make where patients and their family can hear you. Criticizing a coworker or manager can make patients uneasy and question the quality of their care (Cardillo, 2009).

It’s important to always greet patients and their family members with a smile, eye contact, and a hand shake or light touch. Be sure to maintain the utmost respect for your patients, and remember that he or she is not just an illness or a disease but a person with a life, a family, a culture, and a nationality. Patients are your clients; you serve them, so be caring as well as technically astute while remaining connected and focused on their care. If you concentrate exclusively on your work routine, you may overlook what your profession is all about (Cardillo, 2009).

Your Public Persona Is Part of Your Professional Persona

No matter what you do or where you go, you are always representing your chosen profession. People will judge the profession based on their encounter with you – whether in the healthcare setting or not. You have an obligation to act responsibly and within the law at all times (Cardillo, 2009). Emails and posts on social media sites should only include those things that you would want to see on the front page of the newspaper or explain to a loved one.
Professionalism Isn’t Just One Thing

Professionalism encompasses many things. How you look, act, speak, and what you say will determine how well you are received by patients, colleagues, and administrators. Finishing your program and passing your licensing exam allow you to become a professional. Understanding and practicing all aspects of professionalism as a student will put you ahead of the game and will help you develop self-respect, self-satisfaction, and confidence. It will also help you and your entire profession gain more recognition, respect, and opportunities. A professional attitude, appearance, demeanor, and behavior will help you to be the best at what you do.

Interacting with Peers

Hondros College of Nursing feels there needs to be an enforcement of good manners and respect for students and faculty. Therefore, good behavior is required of all students and faculty while on campus.

Good manners and basic etiquette help to create an environment where students and faculty can interact productively. The extent of expected manners depends upon if you’re in a classroom, where a more rigid atmosphere exists, or in a study room, where a more relaxed atmosphere occurs. Saying please and thank you are two basic and expected ways to make interactions pleasant.

TIPS FOR INTERACTING
1. Actively listen to what your peers are saying. Listen and concentrate on what they are saying and not just on how you will respond.
2. Avoid interrupting your peers. Wait until the person you are speaking with has stopped talking before you begin to speak.
3. Ask questions during conversations to clarify your understanding when appropriate.
4. Engage in polite behavior. Cussing, swearing, and inappropriate hand gestures are unacceptable.
5. Avoid cutting into conversations and changing subjects; this give the impression you’re not interested in what the other person has to say.
6. Give constructive criticism when appropriate regarding the subject material and not the person.

CONFLICT
Conflict is a disagreement between two students or a student and faculty member where at least one person perceives a threat to their personal well-being. This can lead to very disruptive behavior in a classroom setting. Conflict should be avoided at all cost.

APOLOGIES
If a breach in manners does occur, you can partially or fully repair the damage through a sincere apology appropriate for the situation.

HOW WE APPROACH SUBJECT MATERIAL
Faculty and students approach class material content from different perspectives, and explanations from peers can greatly benefit a student’s understanding. Faculty have a role to play in facilitating peer collaboration through the suggestion of study groups.

Studies have shown that students are more likely to ask a peer for help than ask for clarification from faculty. Struggling students may find it’s especially helpful to get more individualized help from a peer rather than from faculty. That is why student tutors were created and study groups are formed. Chances are that fellow students are interested in forming a study group, so don’t be afraid to ask other students to join one. Seek out a peer-tutor if you’re more comfortable doing so.
Resources for the Successful Student

Time Management Can Ease Stress

Managing your time effectively helps you get more done each day. It has important health benefits, too. You can minimize stress and improve your quality of life by managing your time more wisely. To get started, the Mayo Clinic website suggests you choose one of these strategies, try it for two to four weeks and see if it helps. If it does, consider adding another one. If not, try a different one.

- **Plan each day.** Write a to-do list, putting the most important tasks at the top. Keep a schedule of your daily activities to minimize conflicts and last-minute rushing. Planning your day can help you accomplish more and feel more in control.

- **Prioritize your tasks.** Time-consuming but relatively unimportant tasks can take up a lot of your day. Prioritizing tasks will ensure that you spend your time and energy on those that are truly important to you.

- **Break large, time-consuming tasks into smaller tasks.** Work on them a few minutes at a time until you get them all done.

- **Practice the 10-minute rule.** Work on a dreaded task for 10 minutes each day. Once you get started, you may find you can finish it.

- **Learn to say no.** Consider your goals and schedule before agreeing to take on additional work.

- **Delegate.** Take a look at your to-do list and consider what you can pass on to someone else.

- **Take the time you need to do it right.** Doing your best the first time may take more time up front, but it takes even more to correct errors and make revisions.

- **Evaluate how you’re spending your time.** Look for time that can be used more wisely by keeping a diary of everything you do for three days. Revise your schedule to eliminate or cut back on activities that take up too much time and are nonproductive.

- **Limit distractions.** Block out time on your calendar for big projects. During that time, close your door and turn off your phone, computer, and email.

- **Get plenty of sleep, eat a healthy diet and exercise regularly.** A healthy lifestyle can improve your focus and concentration, which will help improve your efficiency so that you can complete your work in less time.

- **Take a break when needed.** Too much stress can disrupt your attempts at getting organized. When you need a break, take one. Reward your accomplishments with an activity you enjoy.

Strategies to Help You Deal With Stress

We all know what stress is and how it makes us feel. As nurses you know about the “fight or flight response” - the autonomic nervous system’s response to stress. Activated in emergency situations, it causes physiological changes to allow the body to combat stressful situations. However, “prolonged activation of the stress response causes wear and tear on the body – both physical and emotional” (Cleveland Clinic, 2015, para. 2). Adding tests, grades, and studying to your already busy schedules with work and/or children makes it necessary for you to add stress relief to your “To Do” list.

Nurses should also know that living with constant stress can lead to a negative stress reaction condition called distress. Distress can cause physical symptoms such as headaches, stomach problems, sleeplessness, changes in appetite, high blood pressure, chest pain, and sexual dysfunction. Emotional problems like depression, panic attacks, or other forms of anxiety and worry can also occur (“Thirteen tips,” 2014). So, it’s best not to get “stressed out.”
You need to make some changes when you feel like the stress in your life is out of control; stress management can teach you healthier ways to cope with stress. According to Robinson, Smith and Segal (2015) some stress management strategies you may want to try to help lessen your stress include:

#1 Avoid unnecessary stress
- Avoid people who stress you out.
- Learn how to say “no.”
- Trim your to-do list.

#2 Alter the situation
- Adjust your attitude.
- Manage your time better.
- Express your feelings instead of bottling them up inside.

#3 Adapt to the stressor
- Look at the big picture and ask yourself how important it will be in the long run.
- Focus on the positive.
- Adjust your standards; perfection is not possible.

#4 Accept the things you can’t change
- Don’t try to control the uncontrollable.
- Try to look at major challenges as opportunities for personal growth.
- Share your feelings; express what you’re going through even if there’s nothing you can do to change the situation.

#5 Make time for fun and relaxation
- Set aside time for relaxation.
- Spend time with positive, supportive people.
- Do something you enjoy every day.
- Keep your sense of humor—laughter is the best medicine.

#6 Adopt a healthy lifestyle
- Reduce caffeine and sugar intake.
- Avoid alcohol, cigarettes, and drugs.
- Get enough sleep.
- Exercise regularly.
- Eat a healthy diet.

Planning Will Help Reduce Stress

To be successful, you should have a plan and a back-up plan for some of life’s emergencies, so you can adjust and adapt without any major setbacks. While each of us has to find what works for us, some things to consider include:

- Failing to plan is planning to fail. Have a plan ready in case unexpected events occur.
- Get things done early just in case something comes up that you didn’t plan on. You don’t have the luxury of procrastinating.
- Break the big tasks into smaller ones, so you can accomplish your goal one step at a time with more frequent successes.
- Learn to prioritize based on long-term goals.
- Do whatever you have to do to complete your education. Pace yourself and stay focused.
- Utilize your time appropriately. Decide what’s really important to get done.
- Try not to overload your schedule with difficult or demanding classes or full-time work if at all possible.
- Communicate your goals with your family. Be sure your family understands what you are doing and how important it is to you to continue your education. You need their support to succeed.

Back-up plans are critical to your success. They can help keep you calm in stressful times and make you more flexible and adaptable. Back-up plans are important; that’s why we buy insurance. It’s a back-up plan in case we get sick, have a car accident, or a house fire, because our health, car, and home are important to us. If we have a back-up plan for all of these important things in life, why wouldn’t we have one to make sure we can get to class and work on time every day? School and work should be just as important.

A short list of things you need a Plan A, Plan B, and maybe even a Plan C and D for include transportation, child care, and illness of a child or loved one for whom you are responsible. You need to have and know your options!

Planning ahead is critical for success in school. If you wait until the last minute, you reduce your options and increase your stress. While juggling all that life throws at you, remember that you are not a superhero and perfection is unattainable. You can do many different things with mediocrity or do two or three things with excellence.
Study Tips and Reading Strategies to Help You

There are many sources that provide information and tips on getting the most out of studying, reading your textbook, and taking notes in lecture. To be successful, you need to find what works best for you. Whether you are listening, reading, or studying, you need to be aware of your physical environment as well as your state of mind. Distractions will affect your studying and the amount of information you retain. Here’s some information that can help you be more successful and efficient while attending class and when studying for quizzes and exams.

Studying

Many agree that the most effective studying happens in short, manageable “chunks of time”—45 to 60 minutes at a time; studying for several hours without breaks is not an effective study strategy for retaining information. Your brain becomes full of information and struggles to absorb and process any more after an hour or so. When you can’t remember what you just read or feel you can’t concentrate another minute, it’s time to take a break, one that involves getting up and doing another activity for at least 10-15 minutes.

You should also vary your study method. You can read, do flashcard review, complete the textbook’s chapter quiz, discuss the material with a classmate, or ask someone to quiz you on the material you read. If there are review questions at the end of the chapter, take the time to write the answers out. You’re more likely to remember the material if you vary the study materials and methods that you use.

Many nursing students find that forming study groups is a very effective way to study. They force you to be disciplined, as everyone is responsible for being up-to-date on the material. When there are concepts that you’re not quite getting, your fellow students can help explain them to you. These groups are also a great place for brainstorming and creating mnemonics and associations that assist you in remembering. You’ll spend lots of time memorizing things, so the more help you have with that, the better.

You may find that study strategies used in the past aren’t the best strategies for your nursing classes, so you’ll need to try different methods to retain the information. Whenever possible, watch or participate in a demonstration of material you need to know, and take the lead on setting up discussion groups with other classmates to talk about and quiz each other over material covered in the classroom, lab, or clinical site. Doing so will help with retention.

Reading Textbooks

Your classes will require the use of textbooks and sometimes supplemental texts or web resources. Before the quarter begins, you should review them. Once the quarter starts, it’s important to refer to your syllabi and confirm with your instructor which book(s) will be the primary text for the quarter and concentrate your efforts on those course materials. Ask your instructor if you are expected to read the primary nursing textbook from cover to cover. Some instructors may want you to think of your nursing textbook as a reference, a source to review when you do not understand the material addressed in lecture or covered in the clinical. Other instructors will rely heavily on the material in the textbook. It’s critical to know what material you are responsible for and what each of your instructor’s expectations is.

There are a number of textbook reading strategies that you may adopt to get the most out of your reading. Two of them are the PARROT system and the SQ3R method. PARROT is an acronym that stands for Preview, Ask & Activate, Read, Recite, Organize, and Test. SQ3R is a reading strategy formed from its letters: Survey, Question, Read, Recite, and Review. Both help you to see how much time and effort you need to invest in your reading assignments. It’s vital for you to adopt a reading strategy to make sure that your time is spent productively, especially if the amount of your assigned reading seems daunting. One of these may help.

PARROT System—Preview, Ask & Activate, Read, Recite, Organize, Test

**Preview:** This step involves looking over the entire reading assignment to familiarize yourself with the concepts that will be covered and the length of the reading assignment. Previewing involves skimming the major headings, illustrations, charts, figures and anything else that stands out from the text. If there is a summary, you should read it. This helps you prepare for what's to come and understand how concepts relate to one another. As you preview, you’ll begin to determine how many pages you can read in 45-60 minutes and how familiar you are with the topics.
Ask & Activate: As you preview the material and prepare to read, it’s important to formulate questions based on the topics and subheadings. Ask yourself if anything is familiar based on your prior knowledge on the subject. Ask yourself what you can expect to learn or what you need to find out. This creates a purpose for you to begin reading. Determine the number of pages you hope to cover within the 45-60 minute time frame and where you’ll stop reading for your break. You may decide to skim sections of material that you already know.

Read: When you read the section that you’ve selected, do so without a highlighter or pen in hand. Don’t take notes or highlight on your first reading because everything seems important the first time you read it. There is a tendency to overhighlight or take notes on information that is not important or that you already know.

Recite: Reciting involves stopping to check your comprehension by saying aloud, if possible, a summary of the material you have just read, preferably in your own words. The objective of this step is to help you make personal connections to the information in the textbook. As you recite or explain the material you read to yourself, you should be taking note of how the information is organized.

Organize: At this step, you should organize the information in a format that will help you better comprehend and study. This may involve creating an outline, developing study or flash cards, constructing a concept map, taking Cornell notes, or some other method. It’s suggested that you don’t take notes on material you already know as it’s not necessary. Focus on devising ways to remember complex information and materials or concepts that you’ll need to know.

Test: You don’t know what you know until you actually test yourself. Use the study questions and/or quiz questions at the end of the chapter, or go on-line to complete the chapter quiz to determine what information you have retained. You can also create your own questions by forming the headings, subheadings, italicized and bolded words into questions. If you are able to answer all the questions successfully, you’re ready to move on to the next reading assignment. If you get some answers wrong, you only have to go back to the section of the chapter that you got wrong. Don’t read information you already know!

SQ3R Reading Method—Survey, Question, Read, Recite, Review

Survey or Scan the chapter before you read: Take a look at the title, headings, subheadings, captions under pictures, charts, graphs and maps. Review the chapter questions or teacher-made study guides. Look at the introductory and concluding paragraphs in each section and the chapter summary. Doing this will give you an idea of the information you’ll find in the chapter.

Question while you are surveying: Turn the title, headings, and/or subheadings into questions and see if you can answer any of them. Read questions at the end of the chapters or after each subheading to see what you already know. Ask yourself, “What did my instructor say about this chapter or subject when it was assigned?” and “What do I already know about this subject?”

Read: Look for answers to the questions you raised, and answer the questions at the beginning or end of chapters. Take the time to reread the captions under pictures, graphs, etc., and note all the underlined, italicized, bold printed words or phrases. Stop and reread parts which are not clear or are difficult to understand. Read only a section at a time and recite after each section. Take notes, highlight, and make notes in the margins as you read using one of these effective note-taking methods: charts - which allow visual learners to see relationships and differences; key words – help define terminology, phrases, names and people; outlines – organize information into clusters or under separate headings; and flash cards.

Recite after you’ve read a section: Orally ask yourself questions about what you have just read, or summarize what you read in your own words and say it out loud. Find a classmate who is willing to ask you questions, discuss the main points of the chapter with you, or to whom you can verbally explain the information. The more senses you use, the more likely you are to remember what you read; quadruple strength learning involves seeing, saying, hearing, and writing!

Review: an ongoing process

After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined. If you took notes while reciting, write questions for the notes you’ve taken in the left hand margins of your notebook. When you have time to study, page through the text and/or your notebook to re-acquaint yourself with the important points. Cover the right hand column of your text/notebook and orally ask yourself the questions in the left hand margins. Orally recite or write the answers from memory.

Other ways to review include developing mnemonic devices for material which needs to be memorized, and making flash cards for material or questions you find difficult to remember. After you have done so, alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated. If you skim through the material or use your
flashcards throughout the week, you'll be ready for your exams when they are given. You can also try randomly selecting a previous chapter to review throughout the semester on a weekly basis by taking the chapter quiz. This will help you keep information from the beginning of the semester fresh and lessen the amount of review for your final exam.

Your Lectures

You should try to complete your weekly reading assignments prior to your lecture. If you don’t make it through all of the assigned pages, anything you can read prior to class will help. Make note of concepts you don’t understand in the textbook, and ask your instructor for clarification of the textbook material in the next class. Even if you don’t understand the reading assignment, by doing the reading prior to your lecture, you’ll have had exposure to the content. Subsequently, the content of the lecture may be easier for you to understand or be more meaningful since the lecture isn’t the first time you’ve heard or seen the material.

Concentration in Lectures

If your lectures are long and you’re having trouble concentrating, take an unofficial break. While you may not want to miss important information, it may be more beneficial for you to leave a lecture for a few minutes. If you’re fighting sleep during a lecture or are unable to concentrate, you are already missing the lecture! Leaving the room for a few minutes to get energized is more advantageous for you than fighting to stay awake.

Taking Notes During Lecture

The PowerPoint slides that the nursing faculty produces can be large in number, and the complexity of the information may be great. If you print them out, print the handouts two slides per page so the images are larger and easier to read. There will also be more white space for your notes.

Don’t take notes on information you already know. If the content of the lecture is material that you are comfortable with, sit back and listen to the lecture. There might be a point or two that the instructor makes that you may want to note, but you should not be attempting to write down everything that is said. That activity is not one that you will benefit from.

As a student in lecture, your notes should clarify a point you did not understand in the textbook, or explain a nursing process concept that you struggled with during clinical. Ask questions if you are confused. Be a proactive learner and listen to the lecture.

There are a number of note taking methods you can use. One option is the Cornell Method shown below. Notes are taken in class, and the cues and summary are done after class when you are reviewing the material.

Two more note taking methods you can try are mind mapping and the concept mapping method. Mind mapping allows you to quickly identify and understand the structure of a subject. You can see the way that pieces of information fit together, as well as record the raw facts contained in normal notes.
Getting the Most From Your Studying

It’s important to understand and be honest with yourself about your strengths and weaknesses as a student. You’ll need to put into practice academic and life behaviors that will increase your success in earning a passing grade each semester. The objective of studying is to retain information, and your ability to remember is affected by many factors such as distractions, stress, interest in the material, level of motivation, and time of day. To ensure your success, be sure to know yourself and what is best for you!

Here are some tips to help you get the most from your studying:

- Don’t study in a place that has distractions for you. This could be a person, technology (iPod, texting, etc.), or a place! Select a study location that will not distract you from your task.
- Know your high energy and low energy time of day. If you’re not a morning person, don’t try to study first thing in the morning.
- Eat well and get some exercise. Practice the healthy lifestyle your future profession encourages others to do!
- Do not skimp on sleep. You should be getting on average at least 6 hours of sleep each day. Lack of sleep worsens your emotional state, your ability to concentrate, and feelings of anxiety.
- Don’t sweat the small stuff. Accept that during the semester you may not be able to maintain the same level of commitment to life’s daily chores. The house can stay messy and dinner can be a sandwich. Don’t let yourself get distracted by busywork instead of meaningful study and preparation for your class or clinical.
- Ask for help! Your instructors are the first people you need to speak with if you are struggling. Find out what additional resources are available to help you and take advantage of them!
- Attempt to maintain balance in your life. All work and studying is not healthy, so try to set aside time each day for doing something for you.

The concept map is similar to the mind map in that it shows the relationships among the pieces of information. It differs from mind mapping, however, in that it uses a linear style rather than a random style. This note-taking method is ideal for those who like to see both the big picture as well as the structure of the information pieces.
Tips to Help You Be Successful in Your Online Classes

Online courses can be very rewarding, as long as you approach them with the right frame of mind. Adam Bulizak, Hondros College of Nursing’s Dean of Academic Affairs, has some tips to help students be successful in online classes.

According to Mr. Bulizak, taking an online course requires a high level of engagement and commitment. With the convenience of the online atmosphere comes the temptation to get a little lazy; it’s easy to drift away from online coursework when there are so many fun sites just a click away. Without regular in-class meetings to keep you on track, some students find it difficult to keep up the self-motivation required to really succeed in an online environment. Furthermore, online courses can be scary, and even frustrating, especially for people who aren’t used to the technology.

Mr. Bulizak says that just remembering these few simple tips can help make an online class manageable, effective, and maybe even enjoyable.

1. **Become Familiar with the Online Learning Environment**

   While learning online can be frustrating at times, becoming familiar with the online learning environment alleviates most of those headaches.

   There are several pieces of software that you absolutely must become familiar with during your time at Hondros College of Nursing (HCN): your HCN student email, Sakai (the online learning platform and your “classroom” for your online courses), CAMS (our online student management portal), and Microsoft Word and PowerPoint. In addition to these, some online courses deliver content through McGraw-Hill Connect and some instructors do tutoring in an Adobe Connect “classroom.” These are the tools necessary to survive your online classes.

   According to Mr. Bulizak, you should explore these platforms and tools. Check your email every day. Browse every section of your online courses to see assignments, course documents, forum discussions, and quizzes. Learn how to navigate the Sakai learning environment. Open the course materials and look through them. Read the tutorials for accessing and using McGraw-Hill Connect as well as the other resources posted in your online course room.

   If problems and frustration arise, make sure to notify your instructor and the technical support team, who will work to fix the issue as soon as possible. Additionally, remember to save your work frequently, because sometimes programs crash, and you don’t want to lose a document you’ve been writing all night. Finally, make backups! A computer crash isn’t an acceptable excuse for missing work; you need to make sure that your files are safe and secure, and the best way to do this is to save them both on your computer and on another drive, as well.

   Learning the skills to operate common software like Microsoft Word and PowerPoint will certainly benefit you now and beyond your time at HCN. Being comfortable with technology can help you immensely with your personal, academic, and career-related pursuits.

2. **Do the Work**

   When you’re taking an on-ground class, you have a course schedule with deadlines for assignments, and you need to work hard to stay on top of that schedule. The same is true for an online class, but in an online class, you don’t have an instructor standing in front of you to remind you to complete your assignments. Because of this, taking an online course requires a good amount of self-motivation to stay on top of your coursework.
Students in online courses have a great advantage over students in traditional courses, however: extreme scheduling flexibility. You can complete the course material at your own convenience (as long as you keep meeting deadlines, of course!), without having to worry about preparing for in-class meetings.

The best method for a successful online learning experience is to harness that scheduling flexibility and set aside specific, convenient times to work on course materials – maybe an hour or two every night. Write down your schedule on a calendar to keep yourself on track. Make sure to allot enough time to look at course materials, read the textbook, and complete all of the assignments on schedule (and even ahead of deadlines, so that you can ask questions and get some feedback in advance). Try to find times throughout the week when you can enjoy some quiet and comfort to complete your schoolwork.

3. Communicate

When you take a course online and you want to ask your instructor a question, you will likely email that question to your instructor or post it in the online classroom. Just as you shouldn’t be intimidated to raise your hand and ask a question in class or visit your instructor’s office hours, you also shouldn’t be intimidated to message your instructor.

Asking questions not only helps you learn about what you need to accomplish in the class, or better understand the subject matter – it also helps the instructor understand how to make the course more clear, and more successful, for everyone. This leads to a better educational experience for you, your peers, and future students. Just remember to treat your instructors with politeness and respect; read your emails over before sending them to make sure that they actually say what you mean, without any unintentional anger or condescension.

Talk to the other students in the course, as well. For our PN and ADN students, there’s a good chance that you’re also taking in-person courses with the students in your online class. Sharing information, ideas and questions with your fellow students will help you to make sense of the material. For the same reason, take advantage of online discussion forum assignments, and offer your fellow students detailed and thoughtful posts and responses.

But the most important reason for communication in your online course is that it helps you to feel connected and engaged with the course and the material. Reaching out to your instructor and classmates helps them feel that engagement as well. And if you’re engaged, it makes doing all of the work and using all of the technology feel much more accessible and normal. It makes the instructor feel like a person, and not a grading robot. Sharing in an engaged relationship helps to achieve a real and effective learning experience for everyone involved.

The bottom line is that online educators are aware of the fact that taking online courses can sometimes be difficult, and they require some students to move outside of their comfort zones. However, honestly following these tips will aid your online learning experience, hopefully transforming the daunting effort of learning in a new way into a rewarding new experience with lasting benefits.

Additional Important Information

Two additional topics which are critical to your online class success are online student expectations and discussion forums. They will be discussed next. Make sure you understand the information which follows as it’s absolutely critical to your success.
Resources for the Successful Student

Online Student Expectations

As an online student, you are expected to engage in your online course; act respectfully, ethically, and responsibly; and meet technical requirements and demonstrate basic computer skills. You should:

Engage in Your Online Course
You are expected to be active and present in your online course. This consists of:

- Reading, watching, or listening to all course materials and resources during or before the week they are assigned
- Completing all assignments on time, according to the instructions, and to the best of your ability
- Checking the course classroom and your email every day
- Reading all messages, posts, and emails from your instructor
- Engaging with your fellow students in discussion forums

Your engagement will be reflected in your grade and your attendance record. Attendance in an online course is defined as “participating” by completing a minimum of one academically related activity within a Monday-to-Sunday calendar week. An academically related activity includes, but is not limited to,

1. Submitting an assignment
2. Participating in a threaded discussion
3. Completing a quiz/exam
4. Completing a tutorial/computer assisted instructions

Act Respectfully, Ethically, and Responsibly
You are expected to act respectfully, ethically, and responsibly. This consists of:

- Following Netiquette guidelines: demonstrate respect, consider your tone, avoid privacy concerns, and re-read your writing before sending or posting
- Acting in an academically honest way according to the policies in the Student Catalog, including the Student Code of Conduct and the Plagiarism/Cheating policy
  * Note that the consequences of plagiarism and cheating range from a zero on the assignment to dismissal from the program
  * All written assignments must follow the 6th edition of APA Style. All work from outside sources must be cited and referenced appropriately
- Taking independent initiative to complete your work on time and to the best of your ability, to contact your instructor if you need assistance, and to schedule your time appropriately to meet the expectations of the course and program

Meet Technical Requirements and Demonstrate Basic Computer Skills
You are expected to have the proper technology to complete your online course, and to demonstrate basic computer competency. This consists of:

- Meeting the technical requirements for enrollment in Hondros College Nursing Programs, according to the Student Catalog
- Being able to use basic software, including, but not limited to, Microsoft Office (including Word, PowerPoint, and Excel), Adobe Reader, and a web browser

Discussion Forums

Online classroom discussion in asynchronous discussion forums where you are writing a response that then gets responded to is a vital learning activity that enhances writing, critical thinking, and scholarly development. The successful student engages faculty and other students in substantive or sizeable conversations, reflecting on others’ perspectives while articulating his or her own views. More importantly, students demonstrate the ability to critically and reflectively consider new information, facts, and perspectives in the enhancement of their own knowledge and development. The discussion forum activity has two components: the learner’s original response to the discussion question/prompt, and the learner’s ongoing participation and contribution to the discussion. Each component is graded separately.
Substantive participation in discussion posts includes full participation in the discussion and is a key component of the learning experience. It enriches group interaction and enhances the learning environment.

To be considered substantive, a discussion post (including initial posts or reply posts) should include appropriate foundation knowledge, be factual, contain supporting examples, and enhance the ongoing dialogue. However, rather than just reporting what someone else has stated, the learner should demonstrate application and/or reflection of knowledge such that the learner enhances the meaning of the material. Additionally, posts should contain examples and citations when appropriate. Citations and references must adhere to APA Style.

Contributing reply posts to the discussion should promote an exciting, vibrant, shared learning community that accomplishes the following:

- Expands on a classmate’s comments in a value-adding, topic-related way that indicates critical thinking.
- Promotes a collaborative, supportive community.
- Advances the dialogue through follow-up questions.

“One-liners,” off-topic posts, vague statements, unsupported opinions, and inadequate explanations or posts do not meet the substantive participation requirements listed above. However, respectful disagreement, with support for your perspective, is encouraged.

Participation in the class discussion provides the learner an unparalleled opportunity to develop and grow as a student. Please take maximum advantage of this unique learning experience.

To have successful online learning experiences, you need to get comfortable with the technology you’ll be using, do the work that is assigned, communicate with instructors and other classmates, know what is required of you, participate in discussion forums, and make the commitment to succeed.

If you need help with using the Sakai for your online courses, please complete the Successful Online Learning course, and see the resources in the Course Overview section of your course for further information. Additionally, contact your instructor and technical support should you run into issues with your online learning experience.

**Discussion Forum Posts & APA Formatting**

You know that an online discussion forum replaces a discussion within the classroom. The purpose of the forum is to not only establish and build on a sense of a classroom community but to also share knowledge and make others think and respond to your ideas and thoughts as happens in the classroom.

Your instructors expect your posts to be in APA format, but what does this mean? It means that you need to include (1) an in text citation which indicates that information preceding it has been taken from another source and is not your own and (2) a complete reference for the source cited in your in text citation.

Here is an example of a discussion forum post using APA format:

Social contracts are created by humans for cooperative reasons, but also for individual benefit (Waller, 2011). One example of this is the regulation of using a car. If we had not made rules which tell us how to drive on public roads, we would probably have a lot more accidents, and I would probably not get to class on time. So obeying those rules benefits society, but I also obey them because the results benefit me.

We also trust that others will abide by the social contract as well. We trust that others will obey traffic laws (the social contract), and that benefits us all in the long run. “Thus, a system of morality in which we honor agreements and cooperate with others is beneficial for each of us, and it is in my long term self interest to honor it” (Waller, 2011 p. 136).


NOTE: The in text citations SHOULD NOT be bolded in your post and should be in black.

For more information about in text citations and references, please go to the APA tab in the online library and click on the References and In Text Citations link or go to [http://hondros.libguides.com/home/References](http://hondros.libguides.com/home/References).
Resources for the Successful Student

Discussion Forum Netiquette

“Netiquette” is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal “rules of the road” of cyberspace” (Shea, 1997).

When posting to a discussion forum, you need to consider how you come across in a forum post, because for those that don’t know you already, this will be their first impression of you.

There are many sources with information on this topic, and some common themes can be found in them. When communicating in a discussion forum, just as you would in face-to-face discussions, you should consider the following things:

Pay Attention to Tone and Courtesy
Your “tone” is a very important part of electronic communication. You should read your message out loud to make sure it sounds the way you would speak to another student or an instructor in the classroom. The University of Wisconsin-Stout (2014) recommends you consider these points:

• It is easy for messages to be misinterpreted since there are no nonverbal clues, like facial expressions and body language, nor voice inflections that accompany the text. Humor can be difficult to express in written text, so make sure everyone realizes when you are trying to be funny.
• Be sure to think through and re-read your comments before posting them.
• Be nice. DO NOT use inappropriate, offensive or insulting language and refrain from personal attacks. Everyone has the right to their own opinion, and you need to respect this.
• If you disagree with someone’s ideas, challenge the idea, not the person.
• Do not demean, harass or embarrass others. Avoid challenges that may be interpreted as a personal attack.
• Be open to being challenged or confronted on your own ideas or prejudices.

Check Previous Postings Before You Post
Some additional things to remember according to the University of Wisconsin-Stout (2014) are:

• Read previous posts made by others to avoid repeating comments.
• Make sure you are posting under the appropriate heading or thread.
• Stick to the topic. If you have personal or unrelated comments or ideas communicate them via email. DO NOT include personal, inflammatory comments in a post.
• Acknowledge the points made with which you agree and suggest alternatives for those with which you don’t (Connor, n.d.).

Give Credit Where Credit is Due
Cite your sources. Use in text citations and provide a reference for your source at the end of your post if your contribution to the conversation includes the intellectual property of others, whether found online or in print.

Proper Writing Style: Grammar, Spelling, and Fonts
Social networking and text messaging have created linguistic shortcuts that should not be a part of academic dialogue. Since the discussion forum is part of a college course, your writing should conform to the rules of standard English and include correct spelling, grammatical construction, and sentence structure. This is expected in every other writing activity associated with scholarship and academic engagement, and online discussions are no different (Connor, n.d.). Here are some guidelines:

• Don’t use profanity. Not only is it unprofessional and inappropriate, it’s offensive to some of your classmates. Bad language is always unacceptable.
• Use standard spelling—you (not u); are (not r); to or too (not 2); you’re (not ure); and I (not i).
• Do NOT use emoticons and texting shortcuts like :-) faces and c u l8r.
• Avoid using slang (e.g., “Wassup?”, “Yo,” “Hey” and so forth).
• Use the spell check! Mistakes in spelling and grammar reflect poorly on you, and they’re not acceptable.
• Stick to standard fonts (Times New Roman, Arial, 12 or 14 pt.) and colors (black or blue.)
• No YELLING! DON’T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON. IT’S REALLY ANNOYING.
Be Polite and Assume Good Intentions
The discussion board is a learning forum. The topic may be difficult or controversial, and people may disagree. It's best to assume that no one is trying to be argumentative or upsetting, but are honestly expressing their ideas. Even if you disagree, answer seriously and politely. People learn from respectful dialogue more than from sarcasm or name calling. If a post produces a passionate response from you, take a few minutes to slow down and decide whether posting it will be helpful and illuminate the topic (Kessler, 2014).

Consider Saying This to the Person's Face
Shea (1997) suggests that before you post or email ask yourself, "Would I say this to the person's face?" If the answer is no, reconsider and rewrite what you have to say. Repeat the process till you feel sure that you'd feel as comfortable saying these words to the actual person as you do sending them through cyberspace. Shea (1997) also points out that when you communicate via discussion forums or email your words are written. Any message you send could be saved or forwarded by its recipient and can come back to haunt you. You have no control over where it goes once you post or send it.

Participate
Discussion forums are a shared learning environment. It's not enough to login and read the discussion thread of others. For the maximum benefit to all and to get the best grade possible, everyone must contribute (Connor, n.d.). In order to keep the discussion going, consider using one of the following response starters:

1. Judy, I like the way you....
2. Sam, I agree with you.....
3. I wonder why.....
4. Mia, do you think....
5. Alyssa, I appreciate how you...
6. I thought...
7. Mary, it is interesting the way you...
8. Jeff, what made you think...

Report Glitches
If for any reason you experience difficulty participating, please call, email, or otherwise inform your instructor of the issue. Chances are others are having problems as well (Connor, n.d.).

Help Others
If you've written online posts before and have more experience with online discussion forums than the person next to you, give them a hand. Be the first to post and show others it's not so hard (Connor, n.d.).

Respect Diversity
We live in an ethnically diverse, multi-cultural world, so DO NOT use language that is—or that could be taken to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and sarcastic comments and jokes directed at religious beliefs, disabilities, and age (Connor, n.d.).

No Ranting or Tantrums
Criticism must be constructive, well-meaning, and well-articulated. Rage directed at any other student or instructor is simply unacceptable and will not be tolerated. The same goes for profanity (Connor, n.d.).

Once You've Hit Send You Can't Take It Back
Language is your only tool in an online environment, so be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you can't take back what's been said. Review your written posts and responses to ensure that you've conveyed exactly what you intended. Use this as an opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing (Connor, n.d.).

According to Connor (n.d.), “unregulated, an online discussion can quickly disintegrate into a tangled web of extraneous verbiage, rude language, and inconsiderate behavior guaranteed to derail the conversation.” The basic premise is that the etiquette expected of you in an online discussion is the same as that which is expected in the classroom. “The absence of visual and auditory clues, which contribute a lot of nonverbal nuances of meaning carrying an intangible amount of weight, used in face-to-face discussions are impossible to replicate in an online environment” (Connor, n.d.).

When communicating online, keep in mind the points discussed above. You should be particularly careful not to write and spell the way you do when you text or email a friend, and you should always read what you’ve written before you post it to make sure it says what you want it to say. Remember that what you say may not be heard the way you thought you said it. Using proper netiquette shows that you are a professional and care about how you present yourself to others.
Research Paper and Essay Format

The Three Parts of an Essay

If you’re asked to write an essay and don’t know where to start, here’s some help. The short or 5-paragraph essay will have three main parts:

1. **Introduction**: The introduction should be one paragraph, and it should introduce the topic and main idea and preview the rest of your essay. The introduction will also include your thesis statement. The other sentences should present your topic, create interest, and provide necessary background information. Your thesis statement should go at the end of the paragraph.

2. **Body**: The body is generally made up of three paragraphs. Each paragraph supports, develops or adds detail to your main idea. Each body paragraph should begin with a clear topic sentence. The topic sentence, which is typically near the beginning of your paragraph, serves as the thesis statement for the paragraph, and the rest of the sentences provide supporting details for your paragraph’s main idea.

3. **Conclusion**: The conclusion is one paragraph. It summarizes the body paragraphs and concludes the essay. The first sentence restates the thesis using different words. The second and third sentences summarize the essay’s subpoints. Finally, the fourth sentence leaves the reader with an interesting final impression.

Making an outline for the paper will make writing it easier. An outline for this type of essay will look like this:

```
I. Introduction: states the main idea
II. Body Paragraph: first detail
III. Body Paragraph: second detail
IV. Body Paragraph: third detail
V. Conclusion: summary
```

What Is a Thesis Statement?

The thesis statement is a sentence that summarizes the main point of your essay and previews your supporting points. The thesis statement is important because it guides your readers from the beginning of your essay by telling them the main idea and the points you will be making.

Generally, the thesis statement is the final sentence of your introduction. Sometimes, it’s a good idea to use two sentences. For example, you might identify your main point in one sentence and then identify your supporting points in a second sentence. Other times, your thesis statement will only be one sentence. Either is acceptable, but remember that you need a clear thesis statement at the end of your introduction so that your reader understands your main point and knows what to expect from the rest of your essay. An example of a thesis statement would be, Most first-year students face many challenges, such as managing their time, maintaining a healthy lifestyle, and making new friends.

What Is a Paragraph?

A paragraph is a collection of related sentences dealing with a single topic. Some things to keep in mind when writing a paragraph include:

- Put only one main idea per paragraph.
- Aim for three to five or more sentences per paragraph.
- Include on each page about two handwritten or three typed paragraphs.
- Make your paragraphs proportional to your paper. Since paragraphs do less work in short papers, have short paragraphs for short papers and longer paragraphs for longer papers.
- If you have a few very short paragraphs, think about whether they are really parts of a larger paragraph—and can be combined—or whether you can add details to support each point and thus make each into a more fully developed paragraph.

Understanding the structure and parts of an essay helps you write better papers. And, while a longer essay will have more body paragraphs, it should still begin with an introductory paragraph and end with a concluding paragraph. Please ask your instructor, a tutor, or the librarian for help if you need it.
Developing an Outline

Outline for Writing a Research Paper

When you need to write a longer paper, you can use this outline as a guide to help you organize the information you’ll be writing about.

I. Introduction- begin with Thesis Statement: In one clear sentence state the focus of your paper.
   A. Key points (have at least three, but no more than five)
      1. state each main point that you’ll be making in the paper
      2. main point
      3. main point
      4. main point
      5. main point

II. Body of paper- outline the topic sentence and supporting research for each point you’ll be covering in the paper, beginning with point #1 stated in the introduction.
   A. Point 1- topic sentence idea
      1. research concept
         a. supporting idea(s)
         b. connect to next concept
      2. research concept
         a. supporting idea(s)
         b. connect to next concept
      3. research concept
         a. supporting idea(s)
         b. connect to next topic idea
   B. Point 2- topic sentence idea
      1. research concept
         a. supporting idea(s)
         b. connect to next concept
      2. research concept CONTINUE FORMAT
      3. " "
   C. Point 3- topic sentence idea and CONTINUE FORMAT
   D. Point 4- topic sentence idea and CONTINUE FORMAT
   E. Point 5- topic sentence idea and CONTINUE FORMAT

III. Summary paragraph- create a key summary sentence that declares a wrap-up of concepts to begin this paragraph.
   A. Follow the summary sentence with clear sentences that summarize each of the main ideas that have been discussed in the body of the paper
      1. summary of point 1
      2. summary of point 2
      3. summary of point 3
      4. summary of point 4
      5. summary of point 5

IV. Conclusion- transition to the ending of your paper and final thoughts in a paragraph

V. Reference page- lists all sources cited in the paper that have an in-text citation. They should be in alphabetical order by the author’s last name or the first word in the title if there is no author. There are APA links on the Online Learning Library page for help with formatting a References page as well as help with in-text citations. Resources include an APA paper template among others.

NOTE: This outline can be found at http://www.professays.com/custom-essays-term-papers/research-paper-outline-templates/.
Steps in the Research and Writing Process

The following list of steps will help guide you through the research and writing process and allow you to cross off tasks you have completed. Doing so will help you keep track of your progress and see what you've accomplished. You'll find that breaking the task into smaller steps makes it more manageable.

GETTING STARTED

1. **Determine your research topic/question.**
   In some classes, students are told to find a topic, and in other classes there is a required or assigned topic. If your topic is assigned, make sure you clarify your topic with your instructor if it’s not clear and know what aspect(s) you are required to cover.

   If you are choosing your own topic, you will need to brainstorm possible topic ideas. You can do this by looking at class readings and discussions, having conversations with other classmates, formulating questions that you have regarding the topic, or choosing aspects you may want to know more about. Selecting a topic that interests you will make the task more appealing.

2. **Determine your scope and timeline.**
   Determine how much total time you have for the work required and make a rough work schedule. Decide whether you are covering one big topic or a smaller one in more detail. You may find as you go along that there is too much information, so you’ll need to narrow your topic. If you can’t find much information, you will need to broaden your topic.

3. **Locate possible sources.**
   You will need to find material on your topic or question as background reading for you to learn more about it. Doing so will provide some direction for your research and generate ideas and aspects of the topic you might not have considered and may be interested in researching.

4. **Develop a research question/thesis statement.**
   You need to write a question that will guide you in your reading and writing. A good thesis statement answers the research question, and in doing so, states the purpose of the paper and helps structure your entire argument. It determines what you want to find, read and discuss.

DOING RESEARCH

5. **Search for information and evaluate information sources.**
   Learning how to find useful sources is the foundation of doing research. With the Internet, there is more useful (and useless) information available than ever. Using library resources takes the guesswork out of determining the credibility of a source and is the best place to start. If you aren’t sure which library resources you should use, ask your librarian.

   If you are not using library resources, you’ll need to carefully evaluate the information to see if it’s current, accurate, authoritative, and appropriate. Anyone can create a website, so you need to be able to verify that the information is trustworthy. Whether in print or on the Internet, there are criteria that can help you evaluate the accuracy and credibility of the information presented.

   Many universities suggest using the **CRAAP Test** to help you evaluate the information you find. The CRAAP Test is a list of questions that help you determine if the sources you found are accurate and reliable. You'll need to determine the **currency, reliability, relevance, authority, accuracy and purpose** of the information. Not all of these will apply equally to every article, but asking the following questions will give you a good idea if the source you are evaluating is a reputable one.
The **CRAAP Test** looks at the following:

**Currency:** The timeliness of the information is important; medical information may become outdated quickly.
- When was the information published or posted? In general, medical information older than five years is too old.
- Has the information been revised or updated?
- Is the information current or out-of-date for your topic?
- Are the links functional? Many broken links may indicate poor website maintenance.

**Relevance:** The importance of the information for your needs.
- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

**Authority:** The source of the information.
- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source? Examples: .com (commercial), .edu (educational institution), .gov (government site), .org (organizational site), .net (network)

**Accuracy:** The reliability, truthfulness, and correctness of the informational content.
- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

**Purpose:** The reason the information exists.
- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda? Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

Asking these questions about the material you’ve found is important to the success of your paper and to your credibility.

**Primary vs. secondary research**
To evaluate research, you need to know the difference between primary and secondary research. Primary research involves original ideas and the research done to answer the questions posed by the researcher. It includes information about the medical or scientific experiments that were conducted, and it’s being published for the first time.

Secondary research includes other experts’ published papers on their review of someone else’s primary research. The authors of these types of articles are discussing, analyzing, and evaluating others' research, not reporting on their own research. When using secondary research, you may want to go back to the primary research to look at the references the author has used to get additional supporting information.
ORGANIZING YOUR THOUGHTS & INFORMATION (More information on this topic can be found on pages 16-17)

6. Make an outline.
   The purpose of an outline is to help you think through your topic carefully and organize it logically before you start writing. A good outline is the most important step in writing a good paper. Check your outline to make sure that the points covered flow logically from one to the other. Include an introduction, a body, and a conclusion in your outline. Your outline should be revised as needed.

   INTRODUCTION - State your thesis and the purpose of your research paper clearly. Explain the main reason you are writing the paper. Explain briefly the major points you plan to cover in your paper and why readers should be interested in your topic.

   BODY - This is where you present your arguments to support your thesis statement. Be sure to use strong supporting arguments for each position you take.

   CONCLUSION - Restate or reword your thesis. Summarize your arguments and explain why you have come to this particular conclusion.

7. Read and take notes.
   Focus on your research question and find information that explains, describes, analyzes, contrasts, or gives expert opinion and viewpoints on it. You need to form your own opinion, based on what you read from your sources. Don’t just copy and paste. All you’ll have is bits and pieces of information, and you may not know where the information and/or quotes came from. Read the information, think about it, and then write about it.

8. Add new sources.
   While you’re reading, you might find new information or questions on a topic that you need to read up on. You might have to broaden your research to expand your topic or to get more detail or specific information.

9. Keep your research question in mind.
   This is what you will analyze in your paper. Your source material must help you establish your thesis or statement of opinion on the topic. What you have read might require you to change your thesis to fit what you are actually finding. Or you might change your opinion after doing your reading. For example, if your research question is, Is euthanasia good or bad? and you start your research thinking you’re against it but change your mind, it’s the thesis statement that’s changed.

WRITING YOUR PAPER (More information on this topic can be found on pages 16-17)

10. Write your tentative thesis.
    This is a short statement, usually one sentence, that summarizes the main point of your essay or research paper. It is a single statement about your viewpoint on your research question, and it’s developed, supported, and explained in your paper by examples and evidence.

11. Write your first draft.
    Your first draft is where you start writing what you have learned, what you feel about your topic and thesis. First give the background and set the context for the topic, then explain, describe, give reasons, state causes or effects, or analyze parts of the topic.

12. Add quotes, paraphrases, or summaries into your writing.
    These should be added into your paragraphs where they will highlight or help explain what you are saying. Be sure to introduce sourced materials in the correct way using the Publication Manual of the American Psychological Association, 6th edition.

13. Finish writing your first draft, and then revise it.
    Once you have a rough draft, re-read and revise it. Re-read it again for grammatical and spelling errors. Correct all errors that you can spot and improve the overall quality of the paper to the best of your ability. Get someone else to read it over. Sometimes a second pair of eyes can see mistakes that you missed.

A Research Guide for Students (n.d.) suggests you ask yourself these questions:
1. Is my thesis statement concise and clear?
2. Did I follow my outline? Did I miss anything?
3. Are my arguments presented in a logical sequence?
4. Have I proven my thesis with strong, clear supporting arguments?
5. Did I begin each paragraph with a proper topic sentence?
6. Have I supported my arguments with documented proof or examples?
7. Are there run-on or unfinished sentences?
8. Are there any unnecessary or repetitious words?
9. Do sentences vary in length?
10. Does one paragraph or idea flow smoothly into the next?
11. Do I have any spelling or grammatical errors?
12. Have I made my points clear and interesting but remained objective?
13. Did I leave a sense of completion for my reader(s) at the end of the paper?

14. Prepare the final draft.

Check to be sure you are using APA format correctly. This includes: title page, page setup and numeration, in-text citations, reference list, inclusion of visuals, sections and titles, etc. If you are unsure, check the Publication Manual of the American Psychological Association, 6th edition. A Research Guide for Students (n.d.) suggests you also ask yourself these additional questions:

1. Are quotes accurate in source, spelling, and punctuation?
2. Are all in-text citations accurate and in the correct format?
3. Did I avoid using contractions?
4. Did I use third person as much as possible? Did I avoid using phrases such as "I think," "I guess"?
5. Are all my sources properly cited to ensure that I am not plagiarizing? Do I have a reference for every in-text citation? Did I use Turnitin if it was available? (online students only)
6. Are my wording and grammar correct? Did I use Spell Check***? (It's located on the Review tab in Microsoft Word.)

**Spell Check**—If you’re not familiar with the Spell Check feature of Microsoft Word, you may wonder why some of the words or sentences in your document have wavy red, blue, and green lines under them. If you have spell check or grammar check turned on, you may see them, but they don’t print when you print the document. These indicate possible spelling or grammar issues. If you right click on the underlined word(s), you’ll see some suggested options in a pop-up box. To replace the word(s) with one of the options, left click on it.

It’s important to remember that not all of the words you use are in the Microsoft dictionary, but you can add the word if it is one that you will be typing frequently. And, just because a word or grammar error shows up, it doesn’t mean that you have to change it.

Writing a research paper takes time, but it doesn’t have to be an overwhelming experience. Following the steps presented here will help you take control of the process. And, you just might learn something new.

APA Style Resources Available in the Online Library

If you need help formatting a paper in APA format, there are resources in the library to help you. Click on the Online Learning Library link in CAMS or Sakai, then click on the APA tab. There are links to information on Plagiarism and References and In Text Citations too. Two very useful resources also available are:

**Hondros College APA Style Guide**

All essays, papers, and other written assignments at Hondros College are expected to follow the standards defined in this document, in addition to any specific requirements of the instructor and/or the assignment.

**APA Formatting Template**

Use the template found on the library page to write your APA formatted papers. It’s been set up for you, so all you need to do is replace the information that’s in the document with your own! Read the document to get an explanation of formatting requirements and save a copy on your desktop so you have it when you need it!
Test-Taking Tips

Exam time can be stressful, but knowing some test-taking strategies can help. Some general tips include:

- Read and understand all of the directions before starting.
- Don’t change your answer unless you are completely sure you made a mistake. Your first hunch is usually the right one.
- Manage the allotted time. Pace yourself.
- Concentrate on one question at a time.
- Concentrate on the simple questions before the complex ones.
- Pick the most complete answer and always answer all of the questions.
- Make educated guesses; use logic and common sense.
- Read every line; don’t just scan the questions.

Tips for Answering Multiple Choice Test Questions

- Try to construct the correct answer before you look at the options.
- Identify patient-centered options.
- Identify opposite answers first and closely; they may be distracters.
- Identify specific determiners in options such as always, never, all, none, etc.
- When any part of an option is wrong, the entire answer is wrong.
- Identify equally plausible or unique options.
- Identify options that deny the patient’s feelings, concerns, or needs.
- Some questions will have a false response; the question may ask you which action is contradicted so you should look for the wrong nursing action.

Tips for Answering True/False Questions

- Watch for key words such as always, never, all or none. Statements including words like these are probably false.
- If any part of the statement is false, then the entire statement is false.
- There are usually more true than false answers.
- Most true statements come right out of a textbook or lecture.
- Make yourself work quickly; don’t pause to analyze too much.

Tips for Answering Matching Questions

- Match the items you are sure of first. Then match the others by a process of elimination.
- Read directions. Find out whether you are supposed to use each answer only once or any number of times.
- If each phrase can only be used once, confine your search to the matches you have not used. In multiple use tests, give first priority to unused choices.
- Find out which column has the longest phrases. Work your way down that column, which means you’ll be re-reading terms in the column with the shortest entries.

Tips for Answering Short Questions

- Don’t look too hard for hidden meaning. This type of question usually expects accurate recall of key words and phrases.
- Watch the blanks to determine the length of expected answers.
- Answer the question completely.

Tips for Answering Essay/Discussion Questions

- Become familiar with exam direction words, and do what the directions tell you to do.
- Predict the questions most likely to be asked and practice answering them.
- Plan before you answer. Make notes on the back of the exam sheet or in the margin. Outline your answer.
- Check your outline against the question to make sure that you are answering the question asked.
"Select All That Apply" Test Questions

Tests and quizzes can be stressful. Typical types of questions like multiple choice, true-false, matching, and fill-in-the-blank are bad enough, but the "select all that apply" (SATA) questions seem really terrifying. Have no fear—there is a way to attack these types of questions.

Nursing instructors will tell you that SATA format questions are very much like a “True & False” quiz and that there is no short cut to preparing for the SATA questions; you just have to know enough content. The test writers at the National Council of State Boards of Nursing (NCSBN) “love adding SATA questions to the NCLEX test bank because in one question, a comprehensive evaluation of how well the candidate knows the topic can be tested” (OCampo, 2013, para. 2). This is why they’re developed and used.

Here are some tips to help you answer the SATA questions you encounter in class and on the NCLEX:

- **Isolate topic & stem:** You need to first understand what the question is asking by identifying the topic and stem. What about the topic does the question want you to illustrate? Spend more time looking and processing the question than looking over the options. There may be clues in the stem—a key word or phrase in the stem may provide a hint for choosing the correct answer (Ocampo, 2013).

- **Identify key words in the stem that set a priority:** Read the stem carefully while looking for key words such as first, initially, best, priority, safest, and most. These words modify what is being asked. This type of question requires you to put a value on each option and then place them in rank order.

- **Consider them one-by-one:** SATA questions are a “true or false,” “yes or no” type of question; compare the options with your formulated topic and stem one at a time. Go straight down the list, and respond with “yes” or “no,” “applies,” or “doesn’t apply.” Pay attention to every detail of the option like frequency (qd, bid, q4 hrs., q2hrs., q shift, etc.); length of time (2-3 days, 4-6 months); and absolutes or extremes (at all times, complete restriction). And, if you cannot recall the information or it doesn’t make sense, it’s probably wrong (Ocampo, 2013).

- **Look at the specific words:** Sometimes they are a key to a wrong answer. The sentence can be 90 percent right, but one little word can make it a wrong choice. If any part of the answer is false, then the whole answer is false. That’s why reading the answer and all choices completely and independently is so important.

- **DO NOT CHANGE YOUR ANSWER!** Don’t overthink and go back to change your answer. SATA questions are typically not application or analysis level questions so usually it does not need you to factor in anything and modify your response. Unless there is something obvious you overlooked (like they were looking for negative responses, or “what is wrong,” vs. “what is right”), do not go back and change the answer. You either know the information or you don’t (Ocampo, 2013). Your first instinct is almost always right.

- **Prepare mentally:** Anticipate SATA questions on all of your tests. Knowing that there will be some may help minimize your test anxiety (Ocampo, 2013).

Keep in mind that to be successful when answering SATA questions, there is no substitute for knowing the material. If you know the material, you can narrow down your choices. Start by analyzing the question and determine what is really being asked. Eliminate the extraneous or non-essential information from the question. Once you feel you have a good handle on what the question is, think about potential answers before looking at the options, and then look at the answer choices. If your answer is there, choose it. Don’t second-guess yourself. Practicing the retrieval of learned information is another key for success, so do it often.

Remember to utilize the nursing process ADPIE
- Assessment
- Diagnosis
- Planning
- Implementation
- Evaluation

Follow the PHAN pathway when answering priority questions
- Priority
- Hierarchy
- ABC’s
- Nursing process (ADPIE)
Tips to Minimize Test Anxiety

Most students suffer some anxiety both before and during a test. For some of these students, anxiety can cause them to do poorly. Fortunately there are many different ways to gain control of test anxiety and keep it at a manageable level. According to Georgetown University (n.d.) and the University of Cincinnati (2012), these valuable tips and techniques can help you take control of your anxiety.

• **Be well prepared for the test** - study hard and long!

• **Create sample exams** and **take several practice exams** if possible. If you time yourself, you'll know you can finish in the time given on test day.

• **Get enough sleep** for at least two nights before your exam so that you are not tired, irritable, and distracted the day of the exam. Don't try to stay up all night the night before the exam by taking caffeine or drugs.

• **Eat a moderate meal before the test**, but avoid drinks with caffeine.

• **Don't talk to friends about the exam material** just before going into the exam, and steer clear of fellow students who get tense. Panic is contagious.

• **Learn to recognize the underlying causes of your anxiety**. Think about why you become anxious, and recognize that some thoughts are negative and self-defeating. For each emotional, frightening thought, come up with a rational counter-thought.

• **Get to the exam room a few minutes early** so you'll have a chance to familiarize yourself with the surroundings. You'll feel more comfortable.

• Before taking your test, take a few moments to sit and **write out exactly how you are feeling and why**. You can do this on scratch paper once the test starts if it's ok with your instructor or in the hallway right before class starts. *Studies have shown that a majority of college students who did this simple exercise experienced a significant decrease in their amount of anxiety while taking their test!*

• **Don't create disastrous scenarios for yourself** or put your whole future on the line with a single test. It is unlikely that one test will "make or break" your chances for a happy or successful future. Learn to imagine yourself remaining calm and in control.

• **Circle or underline significant words** in the question. Read carefully to avoid misinterpreting what is being asked.

• When working out a problem, **write down whatever you know**. It might help you to figure out the problem, and some teachers even give partial credit in recognition for what you know.

• If you feel very anxious or even panicky in the test, **take a few minutes time out and calm yourself down**. Stretch your arms and legs and then relax them again. Do this a couple of times. Take a few slow deep breaths. Do some positive internal self-talk; say to yourself, “I will be OK. I can do this.” Then take your time and get back into the questions.

• **Practice relaxation techniques**. If your mind is blocked by tension during an exam, close your eyes, take a long, deep breath, and then let it out slowly. Don't panic! Concentrate on your breathing and actually feel or hear yourself breathe. Don't allow yourself to worry about the time, test, or tension. Repeat this twice, and then return to the test.

• **Some students may find muscle tension-relaxation exercises helpful**. If before or during a test you start to panic, stretch as hard as you can, tensing the muscles in your arms and legs, and then suddenly relax all of them. This will help relieve tension. If you have more time, tighten and then relax the different muscle groups and then relax those muscles for 10-20 seconds. Follow the same procedure for muscles in your shoulders, neck, chest, abdomen, legs, feet, etc. Remember to breathe deeply and slowly.

• **Budget your time**. Estimate how much time you have to answer each question. If some questions are worth more points than others, plan to spend more time answering them.
When assigned a paper or project requiring research, the first thing most students do is panic. The second is to go to Google to look for information. But there's a better plan, and it involves using the resources available via the Online Learning Library!

The library provides access to peer-reviewed, evidence-based, scholarly information from trustworthy sources of all types. If you use them, you won't have to spend time evaluating the credibility of the retrieved information as you do when using Google.

The Hondros College isn't a physical library; however, it has all the resources of a physical library, available online 24/7/365. The library includes links to a wide variety of materials and a number of different databases. The databases give you access to e-journals, ebooks, newspapers, magazines, and reference materials; individual links provide access to thousands of additional resources too. Don't Google when you have access to these great resources; your instructors are expecting you to use them.

The Library can be accessed through the Sakai platform, by the link on the left side of the course, and through the CAMS Student Portal, by the link in the upper right corner.

The Online Library

You'll see the library website homepage below. It has a number of blue tabs running across the top of the page which are circled in red below. Some tabs have drop down menus and some do not; clicking on a tab will link you to key library resources. Many of the resources can be found on a number of tabs to make sure they are easily found.
Tabs at the Top of the Library's Pages: What You Will Find on Them

The online library gives you access to many useful resources to help you become the nurse you dream to be. It provides links and guidance to help you with your research, write a well-formatted APA paper, access databases, and much more. The blue tabs at the top of every page will help you find what you need; the description of the tabs below will highlight the types of resources available on each tab.

Academic Support & Advising Tab
This tab links to many student and academic support resources to help you be successful. It also provides links to your Academic Support Advisor (ASA) who is available to help you when you need academic, personal, and confidential help, advice, or services, or when you need some encouragement or someone to listen.

APA Tab
If you need to write a paper in APA format and you're not sure what's required, this tab provides links to information and resources to help you. The additional links on the drop-down menu on the APA tab (listed below) provide information and resources to help you with these specific things:

1. APA Style page - includes the Hondros College APA Style Guide, a sample APA formatted paper, and an APA checklist along with additional information about APA
2. References & In-text Citations page – Explains the necessary information for proper in text citations and references and provides examples
3. Plagiarism page – Provides information on plagiarism and ways to avoid it; additional information on plagiarism and its consequences can be found in the Student Catalog
4. APA & Discussion Forum Postings page—Explains the correct way give credit to sources in discussion forum posts
5. Citing a Cited (or Indirect) Source page – discusses how to give credit to a source found in a source
6. Paraphrase, Summary, & Quote page — explains the differences between them and how to cite them

Career Services Tab
This tab provides access to information supplied by the Career Services team; it includes current job postings, upcoming hiring events, Job Fair information, and tools and resources to help build a resume, write a cover letter, get prepared for an interview, and additional information to help you be successful when looking for employment.

College Preparedness Resources Tab
These resources were developed to help you be a successful college learner. You’ll find modules to help with college and English readiness, understanding Academic Misconduct, math resources, and a few additional resources as well.

Course Help Tab
The Course Help tab has specific information for course assignments, including suggested resources, directions on how to search these resources, and additional guidance to help you successfully complete an assigned paper or project. Courses without a specific assignment have links as well; generally, these include links to review materials.

Credible Resources Tab
The Credible Resources tab provides links to both nursing and general information websites as well as nursing, healthcare, and government organization and agency websites — credible resources which can be used for some course assignments. It provides a link the eJournal Databases page as well.

Current Practice Updates Tab
These links provide access to recent articles and information from a few leading nursing journals and entities. They will help you keep up with the latest and best practices in your field.

Drug Information Tab
This tab provides links to credible sources of drug information as well as drug dosage and calculation quizzes.
eBooks Tab
This tab provides access to 30 nursing eBooks available through Stat!Ref, the NCBI Bookshelf, and other eBook collections. It also provides links to a number of medical and nursing encyclopedias and dictionaries. These resources can be used for some course assignments and to supplement course textbooks.

eJournal Databases Tab
This tab provides links and instructions for searching the library’s many research databases, such as CINAHL, OVID, PubMed, Medline, etc.; use them to locate research articles and other scholarly information. To search a database, click on the eJournal Databases tab, and then click on the link from the drop-down menu for the database you want to search. Since each database offers somewhat different content, the one you select should be based on your topic and the type of source you need. Some of the databases you can choose from on this tab are:

- **CINAHL** (Comprehensive Index of Nursing and Allied Health Literature) will be useful for your nursing coursework. This is generally the place to start when looking for journal articles related to nursing and allied health.

- **MEDLINE** provides access to scholarly, peer-reviewed, and research articles in over 2,400 journals in the fields of medicine, nursing, the health care system, pre-clinical sciences, and much more.

- **Nursing Reference Center** and the **Cochrane Databases** focus on evidence-based practice and provide information about health care interventions and their effectiveness.


- **Academic Search Premier** will be used primarily for your general education coursework, including science, English, psychology, and sociology.

eJournal Database Search Help Tab
Search help is available on this tab; the pages it links to provide tips on how to search more effectively, use the best search terms, and determine whether a source is a good one or not. Here is some additional information about these links.

**Search Help Link**
Searching for credible information is not as easy as one would think. It involves more than putting a few words or a question into Google and picking a link from the first page of results. While this may produce results quickly, the quality of the information will not be what it needs to be. The tips and information found on Search Help link on this tab will help you find quality, trustworthy information.

- **Limiting Your Search**
  Each database will have its own set of limiters or filters. Using them is easy; all you need to do is click on a box or a word or two and your search will be narrowed considerably. The more you limit or filter, the fewer and more specific the articles found will be.

  - If you know you want only articles that are available in full text, limit your search to **Full Text**.
  - If you need recent literature, limit your search to the most recent years by **publication date**; out-of-date information may be incorrect.
  - Limit to only **free articles**, if this option is available. Many search platforms’ articles cost money, but you will be able to find free ones if you use the library’s resources and limit your search to Full Text.
  - If you need peer-reviewed or evidence-based information, check to see if there is limit or filter for this. Some of the databases available through the library will allow you to do so.

Make sure you take the time to look at the search screen and select those limiters or filters that are important for your assignment. They will help narrow your search. Select your limiters before you enter your search terms into the search box so you don’t forget to do so.
Search Terms Link

Once you’ve decided on a topic and which database to search, you need to determine the best search term(s) to use. Choosing search terms can be tricky. To identify your key terms, start by identifying the primary nouns that capture what your topic is about or are contained in your research question, and then identify synonyms or similar terms to your original keywords. For example, if your research question involves youth, you might also try searching for words like adolescents, teenagers, and teens to ensure that you retrieve articles that discuss people in this age group using these terms as well.

Another way to find more specific search terms is to click on the titles of articles that seem particularly relevant. Along with the abstract, you’ll see the subject terms and author-supplied keywords associated with the article. Use these as your search terms to find more similar articles.

It’s also a good idea to use MeSH (Medical Subject Heading) terms when searching for medically related topics; information on what these are and how to find them is available on the Search Terms link on this tab.

You can also use the PICOT (Patient, Intervention, Comparison, Outcome, and Timeframe) method to help determine search terms. PICOT helps you formulate a clinical question and guides your search for evidence. Filling out a PICOT chart and using a combination of the information pieces will provide you with search terms and a search strategy that will help you do a better search. More information on the PICOT method can be found on the Search Terms link.

You may need to narrow or broaden your search depending on the number of results retrieved.

Evaluating Sources Link

Once you’ve done your search, you need to evaluate your findings for relevance to your topic. You also need to evaluate the credibility of the sources you’ve decided to use. If you’ve used library resources, then the source evaluation has already been done for you. However, if you’ve used resources other than those found in the library, you will also need to evaluate the credibility and authority of the information found.

The Evaluating Sources link on the eJournal Database Searching Help tab discusses the CRAAP Test, a tool used to evaluate the currency, relevance, authority, accuracy, and purpose of a source to help you determine if it’s a credible one. It also provides information on peer-reviewed articles and primary and secondary research.

For the most part, nursing courses will require you to use scholarly information and primary research. Non-nursing classes, like English and Psychology, may allow the use of popular magazines, newspapers and websites as sources. This link explains how to evaluate sources.

Evidence-Based Practice Tab

This tab provides access to a number of resources with evidence-based practice information including Nursing Reference Center, Cochrane Databases, PubMed, Agency for Healthcare Research and Quality, National Guideline Clearinghouse, Trip Database, Unbound Medline, and National Quality Measures Clearinghouse (NQMC).

FAQs—Frequently Asked Questions Tab

This tab is a work in progress, but check it out if you have a question; there may be an answer for yours here.

Games Tab

This tab provides links to games and websites that will make reviewing course materials more interactive and will reinforce what’s being learned in the classroom; they provide alternative ways to learn nursing material.

Information Literacy Tab

This tab provides information literacy resources about the skills which allow us to recognize when information is needed and to find, evaluate, and use this information appropriately.
Medical Lab Technology Tab
The Medical Lab Technology Tab provides links for students in this program to resources for chemistry, hematology and immunohematology, math, microbiology, and phlebotomy. There are also links to images and protocols, information about instrumentation and testing, journals and databases, and professional associations and organizations.

Mnemonics Tab
This tab provides mnemonics and acronyms to help remember facts or large amounts of information.

Mobile Apps & Podcasts Tab
This tab provides information about mobile apps and podcasts that can help you learn.

NCLEX & HESI Tab
This tab includes links to the National Council of State Boards of Nursing (NCSBN) NCLEX test plans and access to some free practice NCLEX test questions and additional review materials. It also provides information about accessing practice tests for HESI in Evolve.

Nursing Concepts & Topics Tab
The links on this library tab provide access to information on some of the many topics nurses encounter when providing safe, quality patient-centered care or when being educated to do so.

RN-BSN Program Tab
This tab provides links to RN-BSN Course Help pages and additional program specific links for students in this online program and links to RN-BSN Program Standards, practice experience requirements and information, specific course help pages, tutorials on many different topics, and evidence-based practice information.

Study Help & Review Resources Tab
This tab provides links to materials that can help students study more effectively and review course material.

Tech Help Tab
This tab provides information to help with and answer questions about: CAMS (student portal), SAKAI (online course management system), student email, Ed-Map (online bookstore), Registration, IT technical support, PaperCut printing, and Microsoft Office.

Tuesday’s Tidbits Tab
The Librarian’s weekly newsletter, Tuesday’s Tidbits, is sent out via email each week to provide resources, ideas, tips, or information on a variety of library, academic, and nursing topics.

Tutoring Tab
The Tutoring tab provides the tutoring, open lab, and boot camp schedules for each campus so students can take advantage of the free faculty and peer tutoring that is available.

Videos & Tutorials Tab
This tab provides links to tutorials and videos on many topics, including but not limited to, how to use the library, how to use different library databases, how to format in APA, nursing procedures, mental health issues, and much more.

Writing Tab
This tab provides links to help students with grammar, punctuation, paragraph writing, thesis statements, creating an outline, and essay writing as well as resources designed specifically for advanced writing and students for whom English is their second language. NOTE: APA formatting resources and information can be found on the APA tab.

The Pulse of Creativity
This tab provides students an opportunity to share their creative writing assignments.
Mission Statement

The mission of Hondros College of Nursing is to provide education through the baccalaureate level to a diverse and motivated population of students through traditional and nontraditional delivery methods. We will do this through providing high-quality education that is immediately applicable to our students’ career goals and the communities in which they serve, by faculty who have relevant and demonstrated experience.

There are many people interested in your success and available to help you! Please feel free to talk with any of the following people if you have questions or need help:

- Campus Director
- Director of Nursing
- Assistant Directors of Nursing
- Instructors
- Academic Support Advisors
- Student Services Representatives
- Librarian (513-644-6020)
- Technical Support Specialists
- Director of Nursing
- Academic Support Advisors
- Technical Support Specialists
- Assistant Directors of Nursing
- Student Services Representatives
- Career Services Team

References


