# Master of Science in Nursing Program
## Course Syllabus

**Course Number and Title:**  
NURS 5250-22  
Advanced Clinical Studies II:  
Adult and Older Adult

**Semester and Year:**  
Spring 2017

**Credit Allocation:**  
Five (5) semester hours (4 credits theory; 1 credit clinical)

**Meeting Time:**  
Asynchronous Online

**Pre-Requisites:**  
NUR 5240 Advanced Clinical Studies I  
Primary Health Care: Nursing of Adolescents and Adults

### Faculty:

**Karen Moore, DNP, APRN, ANP-BC**  
Course Coordinator  
Assistant Professor  
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**Chris Hemmer, DNP, APRN, ANP-BC**  
Assistant Professor  
Office: 314-977-8933  
Email: chemmer@slu.edu

### Clinical Faculty:

**Kathleen LoBello, MSN, APRN, ANP-BC**  
Instructor  
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**Chris Hemmer, DNP, APRN, ANP-BC**  
Assistant Professor  
Office: 314-977-8933  
Email: chemmer@slu.edu
COURSE DESCRIPTION
This course focuses on the theoretical and scientific basis for advanced nursing management of adult and older adult clients with primary health care needs and/or acute or chronic illnesses. This course will cover multi-system disorders, geriatric syndromes and co-morbidity management. By using nursing research and evidence-based practice guidelines, students implement strategies in the physiological, psychosocial, economic, cultural and spiritual dimensions in caring for adult and older adults and their families. The practicum component provides for application and integration of advanced practice nursing in the primary care setting.

COURSE OBJECTIVES
At the end of the course, the student will be able to:

1. Identifies both typical and atypical presentations of health problems.
2. Recognizes the presence of co-morbidities, including genetic and genomic influences and their impact on presenting health problems, and the risk for iatrogenesis.
3. Develops differential diagnoses for new or recurring health problems.
4. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral.
5. Diagnoses acute and chronic illness, disease progression and associated complications.
6. Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening and prevention, with consideration of the costs, risk, and benefits to individuals.
7. Treats and manages acute and chronic health problems and complications using therapeutic interventions.
8. Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, multiple system problems, psychosocial and financial issues.
9. Evaluates anticipated, unanticipated risks and adverse treatment outcomes including non-recognition of treatable illnesses, and under/overtreatment.
10. Modifies plan of care and treatment based on evaluation.
11. Manages the individual’s transition between health care settings.
12. Analyzes ethical, spiritual, cultural and psychosocial issues confronting adult and older adults and their families.
COURSE UNITS

I. Complex diagnostics and management of selected multi-system disorders.
II. Management of clients with functional decline, disability and frailty.
III. Management of geriatric syndromes
IV. Management of common geriatric health issues.
V. Transitional care and end-of-life
VI. Co-morbidity management

TEACHING AND LEARNING METHODS
Teaching strategies lecture, seminar discussion, & problem based case studies

EVALUATION METHODS

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Online Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Gerontologic Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical Log (Typhons)</td>
<td>15%</td>
</tr>
<tr>
<td>SOAP Notes</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-91%</td>
</tr>
<tr>
<td>A+</td>
<td>90-89%</td>
</tr>
<tr>
<td>B</td>
<td>88-85%</td>
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<tr>
<td>B-</td>
<td>84-83%</td>
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<tr>
<td>C</td>
<td>82-80%</td>
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<tr>
<td>C-</td>
<td>79-77%</td>
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<tr>
<td>C+</td>
<td>76-75%</td>
</tr>
<tr>
<td>D</td>
<td>74-70%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70%</td>
</tr>
</tbody>
</table>

- Students must receive a satisfactory clinical evaluation from preceptor(s) and receive a grade of B to successfully complete this course.
- Last date for clinical is Friday, December 2.

REQUIRED TEXTBOOKS


OPTIONAL TEXTBOOKS

Geriatrics at your fingertips (online) http://www.geriatricsatyourfingertips.org

OPTIONAL BOARD REVIEW BOOKS


REQUIRED ONLINE ACCESS
Membership in Medscape and QuantiaMD. Use of Medscape and QuantiaMD is free, requiring a simple free one-time member registration. Click on Register Here and complete the form online. Be sure to remember your username and password.

COURSE POLICIES
• The theory component of this course is completed by the use of problem based learning/case study through the methodology of seminar.

• You will be given on-line case studies on Monday of each week, and over the week you will solve them using the resources suggested and any others you wish to use. Although your own experience is good, you do need to cite sources for all your postings (both book & journals).

Specifically, the approach is as follows:

1. On Monday, you will find a list of objectives for the week under the icon of case studies. You are responsible for the content of those objectives even if they are not discussed over the week. It’s impossible to cover everything.

2. You will also receive several case studies or assignments weekly (posted under the discussion icon). These case studies present the assessment of the client only. Your job is to provide a more in-depth assessment, appropriate diagnostic testing and a management plan. The case study will consist of assessment data from a patient encounter. To guide your discussion each week the following questions should be answered.

   A. What, if any, further assessment data do you want to know? (Tests, labs, procedures, etc.)

   B. What are your differential medical diagnoses?

   C. What is your final medical diagnosis with rationale?

   D. These questions must be answered by Tuesday at midnight. Late postings will not be graded. Posting on time is essential so that the faculty can post the rest of the case.
3. By noon Wednesday, faculty will give you the correct (or working diagnosis). From noon Wednesday to midnight on Thursday you are required to come on-line two (2) times to discuss the following questions:

   A. What is the management plan including:
      1. Pharmacological treatment
      2. Supportive/nursing therapies
      3. Health promotion/health education interventions using the transtheoretical framework.

   B. These responses must be posted by midnight on Thursday. LATE POSTINGS WILL NOT BE GRADED AND YOU WILL RECEIVE A ZERO FOR CLASS PARTICIPATION.

   C. It is not sufficient to post that you agree with prior postings from other students. You are expected to provide new information to the discussion. This information can be found in the extensive reading list for each week of class.

4. Your responses will be reviewed and graded. Faculty will post the answers to all cases by Friday at noon. Final thoughts will also be posted to help direct you to the key concepts for the week.

5. ALL ASSIGNMENTS TURNED IN LATE WILL NOT BE ACCEPTED AND WILL BE ASSIGNED A GRADE OF ZERO.

GRADING RUBRIC FOR WEEKLY CLASS PARTICIPATION

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>DEVELOPING (C)</th>
<th>ACCOMPLISHED (B)</th>
<th>EXEMPLARY (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared thoughts</td>
<td>Sometimes shared well-considered thoughts</td>
<td>Often shared well-considered thoughts</td>
<td>Consistently shared well-considered thoughts and introduced new ideas</td>
</tr>
<tr>
<td>Displayed critical thinking (application, analysis, synthesis &amp; evaluation)</td>
<td>Satisfactory development of critical thinking skills</td>
<td>Very good display of critical thinking skills</td>
<td>Excellent, clear display of critical thinking skills</td>
</tr>
<tr>
<td>Discussion entered promptly</td>
<td>Sometimes entered discussion promptly; occasionally posted original insights; responses to classmates may be brief</td>
<td>Usually entered discussion promptly; posted original insights and responded appropriately to classmates; postings sometimes elicit classmate or instructor response</td>
<td>Always entered discussion promptly; posted original insights and responded appropriately to classmates; postings nearly always elicit classmate or instructor response</td>
</tr>
<tr>
<td></td>
<td>Doesn’t provide references</td>
<td>Cites textbook only</td>
<td>Cites references other than textbook</td>
</tr>
</tbody>
</table>

* The online course is built upon trust and integrity of participants in that those who are registered for the course should be those who are completing the academic work.
* Collaboration is encouraged throughout the course; however, it is expected that the assignments and examinations will be carried out individually and in the specified time frame so that the course professor may evaluate learning.

* It is expected that the assignments and examinations will be completed according to directives.

UNIVERSITY AND SON POLICY RESPONSIBILITY
All Saint Louis University, Graduate School, and School of Nursing policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes. Please refer to the:

- Graduate Education Catalog  
  [http://www.slu.edu/graduate-education/current-students](http://www.slu.edu/graduate-education/current-students)
- Student Financial Services  
  [http://www.slu.edu/student-financial-services](http://www.slu.edu/student-financial-services)
- Office of the University Registrar  

More information, policies, and guidelines relevant to your education are available on the School of Nursing Web site at [http://www.slu.edu/nursing/current-student-resources/msn-np-and-post-masters-np-certificate](http://www.slu.edu/nursing/current-student-resources/msn-np-and-post-masters-np-certificate). It is your responsibility to become familiar with all information relevant to your education available through the sources above.

ETHICAL AND PROFESSIONAL EXPECTATIONS
- The online course is built upon trust and integrity of participants in that those who are registered for the course should be those who are completing the academic work.

- Collaboration is encouraged throughout the course; however, it is expected that the assignments and examinations will be carried out individually and in the specified time frame so that the course professor may evaluate learning.

- It is expected that the assignments and examinations will be completed according to directives.

CONDUCT FOR THE ADVANCED PRACTICE NURSE
1. The advanced practice nurse role has evolved into one of the most exciting trends to have emerged from the current health system reorganization. Because of the visibility and importance of this role, it is incumbent on those enacting this role to demonstrate a high degree of professionalism. The following set of behaviors is offered as a reminder of what constitutes acceptable behavior on the part of students working with preceptors.

2. Do not be late for pre-arranged appointments. Preceptors often have very tight schedules. Tardiness on your part is more than inconvenient, it is a financial burden.
3. Give ample warning is you are unable to attend clinical practicum. Preceptors arrange clinical appointments around the availability of APN students. Consider your clinical time like a work responsibility.

4. Dress appropriately to agency guidelines. Always have a lab coat with you beginning with orientation. Wear your SLU ID name tag, not your work name tag.

5. Bring appropriate equipment: for example, a stethoscope, reflex hammer, note books, pen, etc.

6. Interact appropriately with preceptors, especially in front of clients. Follow all agency policies.

7. You are responsible for seeking knowledge from various sources, not just your preceptor. Avoid “interrogating” your preceptor.

8. Do consult your preceptor over patient care matters.

9. Do not initiate a discussion about future employment plans. You may be invited to join the practice if there is a place or a fit for you if your performance has been exemplary.

10. Bring journal articles or textbooks to read during down time.

11. Please recognize, respect and thank your preceptor for the active roles they play in your learning process. Consider writing a formal letter of appreciation to the agency and preceptor.

ACADEMIC INTEGRITY

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in spring 2015, and can be accessed on the Provost’s Office website at:


Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

ABBREVIATED UNIVERSITY-WIDE ACADEMIC INTEGRITY POLICY

Academic integrity is honest, truthful and responsible conduct in all academic endeavors.
THE POLICY AND ITS SCOPE
The Policy on Academic Integrity is designed to promote ethical conduct within the University community by:

1. Defining the responsibilities of various members of the University community;
2. Defining violations of academic integrity;
3. Setting minimum standards for reporting and adjudicating violations of academic integrity;

1. RESPONSIBILITIES OF MEMBERS OF THE COMMUNITY
To create a learning environment in which high standards of academic integrity are prized requires the efforts of everyone in the University community.

Faculty are responsible for adhering to high standards of academic integrity and following procedures for reporting and adjudicating possible violations both in and out of their academic unit.

Students are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.

2. VIOLATIONS OF ACADEMIC INTEGRITY
Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):

Falsification entails misrepresentations of fact for academic gain. Instances include:

1. Lying to or deceiving an instructor about academic work;
2. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
3. Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.

Plagiarism involves the representation of someone else’s thoughts, words, and/or data as if they were one’s own or “self-plagiarism” which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:

1. Quoting directly from someone else’s written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.
2. Paraphrasing or incorporating someone else’s ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;
3. Submitting as one’s own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.
Cheating involves the use of unauthorized assistance to gain an advantage over others. Instances include:

1. Copying from another student’s examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
2. Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
3. Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
4. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
5. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

Sabotage entails disrupting or seeking to prevent the academic pursuits of others. It includes:

1. Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person’s academic performance;
2. Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers.
3. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

Collusion involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all of the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.

Concealment entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

3. MINIMAL PROCEDURES FOR INFRACTIONS OF ACADEMIC INTEGRITY INCLUDE:

1. Maintenance of confidentiality
2. Formal charges of violations of academic integrity
3. Notification of charges
4. Definition of the roles of faculty, administrators, students, staff and students in the proceedings
5. Opportunity for response by those charged
Sanctions will be imposed according to the policy standards of the School of Nursing. Formal charges of violations of academic integrity do not preclude other disciplinary action that the University may take if circumstances warrant additional sanctions.

Sanctions are to be commensurate with the nature of the offense and with the record of the student regarding any previous infractions. Sanctions may include, but are not limited to,

- A lowered grade;
- Failure on the examination or assignment in question;
- Failure in the course;
- Notice of the infraction in the violator’s permanent record;
- Participation in training sessions;
- Probation;
- Suspension from the School of Nursing;
- Suspension from the University;
- Expulsion from the School of Nursing;
- Expulsion from the University;
- Revocation of University degree; or
- A combination of the above.

To access the full policy including definitions of violations, processes for reporting violations, sanctions, and appeals, please access the Academic Affairs website: [http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf)

**EXAM POLICIES**

In addition to the aforementioned policies on academic integrity and expectations of student conduct, the following exam policy detail is provided.

- Exams will be proctored by a proctoring service, currently Proctor U, and will have a time limit enforced. Students going over the allotted time will be penalized in the form of point deductions. The deductions will be allotted as one point per minute over time.
  - You must have a webcam either on the computer you intend to use to take your exam or as a stand-alone webcam. Your webcam and computer must be functional on the day of your exam in order to complete your exam. You may test your equipment through Proctor U at no charge at: [www.proctoru.com/testitout](http://www.proctoru.com/testitout).
  - You must schedule your exam with Proctor U at least two weeks prior to the time of the exam.
  - You will need your SLU photo ID as part of the test verification for each exam
  - You will have some tech support during your exam from Proctor U, however they are not SLU IT employees.
  - If your exam shuts down due to power failure or other mechanical malfunction and Proctor U is unable to assist you, please immediately notify Dr. Moore at 314-977-8943 and via course email. If you experience any abnormalities or difficulties while
taking the exam but you are able to complete the exam, please notify Dr. Moore via course email.

- Be sure that your computer and required webcam are working properly prior to your exam appointment time.
- Save your answers frequently.

- Exams are intended to be done individually and are CLOSED book exams. The exams are intended to prepare the learner for future certification exams as well as evaluate learning for this course.

- You are not allowed to have any books, journals, papers, notes, pencils/pens, cell phones, electronic devices or any other materials with you in your room near your computer at the time of the exam. You are not allowed to speak or verbalize the questions during the exam. You may not click off the exam and onto other websites or links at any time while the exam is in progress. If you are in violation of any of these rules, the proctor will ask you to stop and may discontinue your testing based on concerns regarding academic integrity.

- You should schedule to take your exam within the designated time period for each exam posted on the course calendar. The exam will open at 8:00 am and close at 5:00 pm Central Standard Time during the posted time frames.

- You are expected to take your exam within the designated time frame and at one sitting. You may not start and stop an exam in progress. Extreme unforeseen circumstances which prevent completion of the exam should be discussed with the course coordinator at the earliest possible opportunity. Failure to do so, may result in a "0" for that examination. In the event of extreme unforeseen circumstances as determined by the faculty, an alternate exam format including but not limited to an oral examination may be substituted.

- Rescheduling of a test requires considerable effort of faculty and staff and delays posting of grades for the entire class. There will be no make-up examinations offered, so you must plan accordingly for examination dates.

- Exam grades will be posted as soon as all students have completed the exam and the faculty has had adequate time to review and calculate the results. Please be patient with the online grading system and procedures. In order to maintain integrity of the exams, ALL exam results are held and will not be posted until all students have taken the exam.

INFORMATION ON DISABILITIES AND LEARNING RESOURCES:

STUDENT SUCCESS CENTER
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
• University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

DISABILITY SERVICES ACADEMIC ACCOMMODATIONS
Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student’s eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

TITLE IX
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, Room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web addresses:

• www.slu.edu/here4you

UNIVERSITY WRITING SERVICES
We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 314-977-3484 or visit the University of Writing Services website (https://www.slu.edu/retention-and-academic-success/university-writing-services).
EVALUATING INFORMATION ON THE WORLD WIDE WEB

When using Internet resources for research or information, you will want to use evaluation criteria based on your own needs. However, here are some basic guidelines you can take into consideration.

**AUTHORITY OF SOURCE**
- Who is the author?
- What are the author's credentials?
- Is this a recognizable, responsible authority?
- Who is the developer or organizational sponsor?
- Is there the potential to verify factual information?
- What is the reputation of the sponsor or developer?

**BALANCE AND OBJECTIVITY**
- Does author affiliation influence the views presented?
- Is there a political perspective?
- Is there a cultural or religious bias?
- Does the organization take responsibility for factual information or appropriately assign credit?
- Is opinion clearly identified as such?

**CURRENCY**
- Is the information current?
- Is there a date on the page?
- How often is the site updated?
- What time span is represented?
- Is the resource archived?

**SITE ORGANIZATION/ACCESS**
- Is the site easy to use?
- Is the information well organized?
- Are the formats and speed acceptable?
- Is the site searchable?
- Is there an index or table of contents?
- Is the site reliable?
- Is the resource archived so you can access the same information later?

**PURPOSE**
- Who is the intended audience?
- Is the purpose to inform or persuade?
- Is the information promotional?
- Is the information copyrighted?

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1. The Internet domain, the last three letters of the address, gives you basic information about the type of developer or sponsor. These include: .COM US Commercial, .EDU US Educational, .GOV US Government, .INT International, .MIL US Military, .NATO Nato field, .NET Network and .ORG Non-Profit.
COMPARE WITH OTHER SOURCES

- Are other sources better (books, periodicals, etc.)
- Is there a cost for the service?
- Can the information be more easily obtained from another source?

Modified with permission from the author.

Source:

Additional reference:

SCHEDULED SLOW OR DOWN TIMES FOR INTERNET SERVICE (ONLINE COURSE ACCESS)

Saint Louis University contracts with SBC Internet Services (SBIS) for its connection to the Internet. The following are scheduled time periods for routine maintenance of Internet connection services, as needed. During this period, students and faculty may experience degraded or slower response times when accessing online courses or may be unable to access any of University’s Web pages.

Tuesdays and Thursdays

- 2:00 a.m. to 5:00 a.m. Central Time
- 3:00 a.m. to 6:00 a.m. Eastern Time
- 1:00 a.m. to 4:00 a.m. Mountain Time
- 12:00 a.m. to 3:00 a.m. Pacific Time

Although access to courses will not always be affected during these maintenance windows, it is necessary for SBIS to perform maintenance.

Approval Body: MSN/DNP Faculty Committee
Approved: 2/3/09; Re-Approved 3/12
Updated: 1/3/2017