

Dealing Effectively with Difficult People & Situations

Continuing Education Course Revision for Electronic Delivery

1. Introduction - Project Report
 - a. Project definition
 - b. Mini Analysis
 - c. Overview of scope and content
2. Interactive/CD Content
 - a. Instructions
 - b. Screen dumps
 - c. Electronic files/source code
3. Online Submission Content
 - a. Instructions for submission
 - b. Hard copy
 - c. Electronic copy
4. Existing Content Providers
 - a. Contact information
 - b. Submission/writer's guidelines
5. Original Content

Training Plan

Overview

Title: Express Yourself: Dealing Effectively with Difficult People & Situations

Instructor: Clarissa Moramarco, R.N.

Purpose of this training:

This training provides a professional development opportunity for nurses, physical therapists, occupational therapists, social workers and similar professionals who are required or interested in earning continuing education units.

Scope of this training:

Based on an existing audio course/workbook combination, the training is intended to provide strategies, insights and tactical tips to assist professionals to enhance cooperation and minimize conflict in their workplaces. Existing course materials include two half-hour audio lectures, a 30-page workbook with supplementary information, notes and exercises, and a 30-question test. The test is designed to be submitted to a third party service for grading and certification of students who answer at least 24 questions correctly.

Target audience:

Originally developed to satisfy continuing education requirements for nurses, the course is also suitable for other professionals such as social workers and teachers.

Audience prerequisites:

For the existing course, the student needs to be comfortably fluent in English and to be able to use either an audio CD player or the CD drive in their computer to listen to the audio lecture. For the online or interactive CD version, students will require a basic understanding of using a computer including starting programs, moving the mouse, finding web addresses and similar operations.

Objectives

In this training the student will:

Identify common causes of emotional tension.

Remember strategies for setting limits with coworkers.

Recognize appropriate responses to stressful scenarios

Recall of tactical responses to various personality types

Demonstrate understanding of the course content by answering 80% of the test questions correctly in order to qualify for contact hour credit.

Requirements

Personnel involved in preparing for this training:

Susan Connell, SDSU Educational Technology graduate student will be responsible for converting the existing material for electronic delivery.

The training environment (classroom, web-based, etc):

The instructor has specifically requested a web-based approach, but would also like a CD-based version if that can be accomplished with minimal additional work.

The following materials will be needed:

Students using an online version will not need any materials although they might wish to print out some sections of the training for future reference.

The following equipment will be needed:

Students will require a PC or Mac computer with a current web browser such as Internet Explorer 6, Firefox 1, or Safari 2 and the free Flash 7 plug-in. Those using the Internet version will also require an Internet connection of at least 56K. If they wish to access the audio portions of the course, they should have a high-speed connection such as cable modem or DSL. Students using the CD version must have a printer to print out the test with their answers as well as any sections of the course they wish to keep for reference.

The training duration and schedule:

The existing course content has been approved for 10 contact hours.

Evaluation

Discuss how this training will be evaluated:

A third party service will review the answers to the test and award a continuing education certificate for those students answering 80% of the 30-question test correctly.

References

List any references used in preparing this training plan:

American Association of Colleges of Nursing. (1999). Distance Technology in Nursing Education. AACN White Paper. Washington, DC.

Farrah, S. J., & Graham, S. W. (2000, April 25, 2000). Variables Influencing the Likelihood of Practice Change after Continuing Education. Paper presented at the Annual Meeting of the National Council on Measurement in Education, New Orleans, LA.

O'Shea, D. P., Betsinger, A. M., & King, C. T. (1999). Successful Career Progression: Exploratory Findings from a Study of Selected Occupations. Austin, TX: University of Texas at Austin.

Adams, D., Barlo, K., Kennedy, J., & Soteriou, D. (2003). *Infinite possibilities, inc. Nursing careers course, 644 client project*. San Diego: San Diego State University.

Clark, R. C. (1999). *Developing technical training* (Second Edition ed.). Silver Spring, MD: International Society for Performance Improvement.

Denning, S. (2004). *The leader's guide to storytelling*. San Francisco: Jossey-Bates.

Keller, J. M., & Suzuki, K. (1998). Use of the arcs motivation model in courseware design. In D. H. Jonassen (Ed.), *Instructional designs for microcomputer courseware* (pp. 401-434). Hillsdale, NJ: Lawrence Erlbaum.

Leski, J. (2000). *A case study of perceptions of computer-based instruction by nursing students in a two-year college: Implications for adult continuing*

education and program planning., Northern Illinois University.

Nalle, M. A., Brown, M. L., & Herrin, D. M. (2001). The nursing continuing education consortium: A collaborative model for education and practice. *Nursing Administration Quarterly*, 26(1), 60-66.

Nicholson, M. P. (2003). The privilege of nursing. *Canadian business and Current Affairs*, 99(7).

Rossett, A. (1999). *First things fast: A handbook for performance analysis*. San Francisco: Jossey-Bass/Pfeiffer.

1.  [Nursing Continuing Education Directory](#)
2.  [3 Free Nursing CEUs - \\$29.95/30hrs - Continuing Education.](#)
3.  [SLACK Incorporated:The Journal of Continuing Education in](#)
4.  [Nursing continuing education, dental continuing education - Scripps](#)
5.  [Educational Products Online CE logo Take advantage of our high](#)
6.  [Nursing Continuing Education : allnurses.com!](#)
- a.  [Nursing Continuing Education : Free CEUs : allnurses.com!](#)
7.  [Penn Nursing: Continuing Education & Lifelong Learning](#)
8.  [Nursing CE - Online Continuing Education Courses for](#)
9.  [Medical & Nursing Continuing Education Directory](#)
10.  [ANA Continuing Education | Main Page version 4.0](#)
11.  [Online CE from CE-web.com](#)
12.  [Nursing continuing education and nursing education resources](#)
13.  [NetCE - Continuing Medical and Nursing](#)
14.  [NursingCenter - CEConnection](#)
15.  [Nursing Courses Online](#)
16.  [Continuing Ed. Guide](#)
17.  [RN Continuing](#)
18.  [Nurses Get Ce's Now \\$4.00](#)
19.  [Nursing Courses Outlines and De](#)
20.  [::SCC-Nursing Continuing Educat](#)

- Clarissa's CEU Suggestions

-  <http://www.nursingceu.com/>
-  <http://www.taylorcollege.com/>
-  http://www2.nurseweek.com/ce/self-study_modules/
-  <http://nursingworld.org/ce/cewelcom.cfm>

Web Addresses

<http://www.nurseceu.com/>

<http://www.rnceus.com/>

<http://www.slackinc.com/allied/jcen/>

<http://www.ce.scripps.org/>

<http://www.nursingsociety.org/education/ceonline.html>

http://allnurses.com/Nursing_Continuing_Education/

[http://allnurses.com/Nursing_Continuing_Education/Free CEUs/](http://allnurses.com/Nursing_Continuing_Education/Free_CEU/)

<http://www.nursing.upenn.edu/ce/>

<http://www.worldwidelearn.com/continuing-education/nursing-ce.htm>

<http://medi-smart.com/ceu.htm>

<http://nursingworld.org/ce/cehome.cfm>

<http://www.ce-web.com/gindex.php>

<http://www.pdcfornurses.com/>

<http://www.netce.com/>

http://www.nursingcenter.com/prodev/ce_online.asp

<http://nurse.uphoenix.org/&kid=GOG0000073397>

<http://www.continuing-education-guide.info/>

<http://dynamicnursingeducation.com/>

<http://www.ceregistration.com/>

<http://www.nursingclasses.com/courseoutline.html>

http://nursing.sinclair.edu/author_guidelines.asp

<http://www.nursingceu.com/>

<http://www.taylorcollege.com/>

http://www2.nurseweek.com/ce/self-study_modules/

<http://nursingworld.org/ce/cewelcom.cfm>

RnCeus Interactive LLC. is an approved provider of continuing nursing education. It is the goal of RnCeus Interactive to advance the practice of nursing by presenting clinically relevant learning modules enriched by multimedia and interactivity.

RnCeus Interactive welcomes learning module manuscripts within the following broad content categories:

1. **Theoretical content:** Submissions must relate to the scientific knowledge or technical skills required to provide direct or indirect patient care. We encourage the publication of innovations and trends in patient care. The submissions must provide educational content above that which is required for licensure. Authors are required to provide a concise abstract which includes course title & objectives.
2. **Clinical Studies:** Submissions must include study implications as they relate to direct or indirect patients/client care. Authors are required to provide a concise abstract which includes course title & objectives.

Requirements for Submission:

1. Any qualified writer may submit a course for review. Writers need not be nurses, but, authors must have special skill or experience with the subject material offered.
2. Authors must sign and submit ,with the manuscript, a copyright transfer and warranty statement available by clicking [WARRANTY / COPYRIGHT](#).
3. Courses must be relevant to the practice of nurses or other health professionals.
4. Manuscripts must be submitted in hardcopy, 8.5" X 11" with 1.25" margins
5. Manuscripts must also be submitted in MS Word by either diskette or e-mail attachment.
6. References cite the primary source only. Primary references should be as current as possible. Each previously published graph, chart or illustration must be accompanied by written permission to reprint.

Author Professional Data:

1. **Author curriculum vitae should accompany the submission of manuscripts.**
2. **The author's current address, telephone number, fax number and e-mail address must accompany each manuscript.**

RnCeus' promise to our authors: We will work with you to produce the best product possible. We acknowledge that we have two primary clients, the nursing community and our authors.

Write A Course

Interested in writing a course?

Any licensed healthcare worker with 2 or more years of experience in their chosen field may submit a Continuing Education Course for review. Course content must be relevant for the practice of the Registered Nurse and be related to either; Scientific Knowledge, Technical Skills and/or Indirect/Direct Patient or client care

Compensation:

The Author will be paid 20% for each of their courses sold, paid on the 10th of the following month. The price of each course will range from \$6 to \$12 per CE depending on the amount of CE's per course and the customer demand.

Writer's Guidelines (Initial Course Submission Process)

Phase I

- Fill out Instructor Application
- Print and sign the Mutual Nondisclosure form.
- Print and sign the Course Writers agreement.
- Submit appropriate course objectives. (Minimum 2 objectives per CE). Course objectives must be written using behavioral terms i.e. "will demonstrate", "will list 4 symptoms", etc. Other possible terms that can be used include, define, repeat, select, acknowledge and describe.
- Submit outline of course for Director approval. For those Authors who have completed courses, submit the completed course as well.
- Mail to: Dynamic Nursing Education
P.O. Box 1613
Orange, CA 92856-1613

Dynamic Nursing Education Course Director will review above items and may offer comments and recommendations in order to approve the initial process. Once the initial process has been approved, the Author will do the following:

Phase II

(Submit via e-mail to: coursesubmission@dynamicnursingeducation.com)

- Author researches and develops course based on communications with Course Director.
- Submit 8-10 pages of type written material per CE (double spaced) pages with approximately 8-12 test questions per CE. It is recommended that CE courses offer 1-30 CE's per course. (Keep test questions straightforward, avoiding incorrect alternatives, and negative (Not) questions).
- An answer key with rationale or justification for each answer must accompany all test questions.
- Submit a Bibliography/Reference list for each CE course. (2-4 References per CE is adequate. If you have websites that further information, you made include them here.)

Course Acceptance:

- You will be notified after review as to whether it has been accepted, or if revisions are necessary. Dynamic Nursing Education reserves the right to make editorial and format

changes to any course that is submitted.

- After acceptance the author's course will be placed on dynamicnursingeducation.com as an online course.
- Dynamic Nursing May wish to produce the course in print or other types of media. The author will be compensated as previously discuss each time it is sold, regardless of the manner in which it is sold.

If you are interested in adding a course, please print out the following forms, fill them out, and fax them to the number provided.

[Click here for our Instructor Application](#)

[Click here for our Mutual Non-Disclosure Agreement](#)

[Click here for our Course Writers Agreement](#)

Authors Wanted for Online Publication

- [Author Guidelines](#)
- [How To Develop An Online Course](#)
- [Author Agreement \(.pdf format; Adobe Acrobat Reader required\)](#)

Share your current clinical and professional nursing knowledge with nurse colleagues by submitting a manuscript for development into a continuing education online course. As an approved provider of continuing education by the American Nurses Credentialing Center, submissions to the NYS Nurses Association must meet established criteria. NYSNA has qualified nurse educators and content experts who can work with you to turn your manuscript into a high-quality online course.

Current, practical, clinically innovative and professionally relevant topics are sought. If you would like to discuss online course subjects, or the submission process, please contact [Silvia Beaupre](#) by e-mail, or call **518.782.9400 ext. 239**.

Author Guidelines

1. Contact NYSNA's Nursing Education Program to discuss your topic ideas. Reach us by phone: **518.782.9400, ext. 239**, by fax: **518.782.9532**, by [e-mail](#), or by U.S. mail at **11 Cornell Road, Latham, NY 12110**.
2. Refer to [How To Develop an Online Course](#) for guidance in the actual writing of the manuscript.
3. Prepare your manuscript, utilizing a word processing program. NYSNA's staff will format your document into web publishing software; for efficiency, the following specifics are requested:
 - **Utilize Arial font, 10 point;**
 - **Utilize pre-programmed formatting tools:** numbers, bullets and indent keys;
 - Limit document formatting to **bold, underline, italics** or **centering** of text;
 - If utilizing graphics, please include a print copy, as it may be more productive to scan it;
 - Submit manuscripts either as an e-mail attachment, or on 3½" diskette. Make sure to keep a copy for your records, as disks will **not** be returned.
4. NYSNA nurse educators will review your manuscript and develop learner objectives and post-test questions. However, you may want to develop objectives and test questions yourself.
5. Your manuscript will be reviewed by content experts. This peer review process insures that high-quality information is provided. Please allow 2 weeks for the initial review of your manuscript. Assistance in revision and editing will be provided if necessary.
6. Continuing education contact hours will be awarded based on the length of time needed to complete the course.
7. Authors must abide by the [Online Author Agreement](#). An \$350. honorarium is awarded for each published manuscript. NYSNA retains copyright for the manuscript.
8. Contact NYSNA's Nursing Education Program throughout this process for information and guidance.

How To Develop An Online Course

Begin the process of online course development with an idea, or area of interest. Many of us take for granted that what we know is common knowledge among nurses. This is not necessarily accurate. We each have knowledge, skills and experience that others do not have.

Recognize that what you initially put down on paper (or on a computer screen), need not be absolutely perfect. Remember that this is a first draft. Content can be refined and developed as you proceed. Initially it is important to just record your ideas and thoughts about the subject matter.

As you work on the course, remember that in order for it to be considered continuing education, it must be at a level that is beyond initial nursing preparation (that's why it's called continuing education). Some review of basic material can be included, but cannot be the course focus.

The course should be scholarly in nature; that is, specific information should be referenced. Utilize multiple, current references.

Course Title

To begin the process of writing an online course, develop a working title. This may or may not be the ultimate title of the course.

The title should give enough information about the subject matter so potential students will be able to make an informed decision about whether the course will be interesting or meet their educational needs. Titles can be "catchy" to spark interest, or more "scientific", identifying the course content. For example, NYSNA features an online course titled **Bacteria to the Future**. This "catchy" title hints at the hit movie of several years ago, yet lets the reader know it relates to infectious material. On the other hand, the online course **The Identification and Reporting of Child Abuse**, clearly provides information about what the reader can expect from the content.

Purpose Statement

This statement does not need to be part of the course, but rather it can help you to organize and focus your content. What is the point of the particular course you would like to develop? What are the "take home" messages? The purpose statement should identify the focus of the learning activity.

Content Outline

Create an outline of the material to be covered. This also doesn't need to be part of the course, but will, like the purpose statement, help you organize and focus the material. Consider: what are the major concepts to be presented? What ways can the material be broken down in order to be examined closely, in a logical, organized manner?

Introduction

Introduction

Generally, introductions consist of 1 - 3 or more paragraphs addressing why this particular topic is important. It should also give the reader an overview of what will be covered in the course, the intended audience and the course purpose (you can utilize your purpose statement here if you wish).

Introductions should be interesting enough so that the reader will want to continue; often, case studies, statistics or other relevant information is provided.

Body of Course

The bulk of the course content is included here. The length can be as long as you like; however, it should be a minimum of 3,000 words, or 6 pages (typed). Include charts, tables, photos or other pertinent graphics.

Content of the program should flow in a logical, organized sequence. Include subheadings, which help organize the material. A frequently utilized subheading is "Definitions", where concepts or terms utilized in your course that aren't familiar to the reader, are defined.

Specific information or statistics must be referenced.

Conclusion

Generally 1-2 paragraphs in length, the conclusion summarizes and ends the course. It is sometimes helpful to review the purpose statement and introduction, and direct the conclusion to it.

References

A complete list of references utilized must be included. References should be current, usually within the last several years, unless the reference is a "classic". Utilize American Psychological Association (APA) format.

Biographical Data Form

Completion of this form supports your expertise on the topic. Information included on this form is your education, including degrees and your experience which indicates why you have expertise on this particular subject matter. You will also be asked to identify whether or not you have a vested interest in the subject or course.

Author Agreement

If your course is selected for online publication, NYSNA will initiate the Author Agreement and mail it to you for signature. Prospective authors who wish to review the agreement may view a copy of it [here](#).

Please note: The information on this site is provided "as is" without any warranties, express or implied. NYSNA does not endorse, and is not responsible for, the content of any off-site pages or any other sites linked to these sites.

[Nursing Spectrum- Career Fitness Online](#)

Division of Continuing Education Guidelines for Authors

Each issue of our magazines includes a peer-reviewed continuing education module for nurses that allows them to earn one contact hour. We are looking for modules that are timely, relevant, and compelling for practicing nurses. Prospective authors should be able to demonstrate their expertise in the subject matter through experience, education, or both. To better understand the tone, style, and format of our CE modules, please go to our websites, www.nursingspectrum.com and www.nurseweek.com (scroll down to Education/CE and click on Self-Study Modules), and review a few of them.

The Manuscript

To be considered for continuing education, a manuscript must be authored or coauthored by an RN and must include the following items:

1. A one-sentence goal statement for the module, separate from the narrative.

For example:

The goal of this program is to provide nurses with information about the incidence, etiology, identification, and treatment of abdominal trauma.

2. Three objectives, using action verbs that require readers to demonstrate their understanding of the topic.

For example:

Identify three factors that ...

Discuss four nursing interventions ...

Describe two ways patients ...

3. An introduction (lead) that packs a punch and captures the reader's attention. If you use a case study as a lead, make it succinct and directly related to topic. Other considerations involving a case study lead:
 - Do not use patients' real names. Use fictitious names to identify patients. (But not use initials, i.e., "Mrs. S.")
 - Inform the CE Editor if your case study draws on a number of patient situations, i.e., if you use a "composite patient" to make your point.
4. An original researched, referenced manuscript of approximately 2,500 words—or 2,300 words if you include short sidebar—written in a conversational style

2,500 words if you include short sidebar written in a conversational style.

Manuscripts must be word-processed and double-spaced with margins of at least 1 inch. The text must provide current, advanced, testable information on clinical or professional topics relevant for practicing RNs.

5. A complete reference list, including correct book or journal titles, dates, and page numbers, with footnoted citations in AMA style. Generally, references should not be older than three years. Try to limit references because of space constraints. Number the footnotes consecutively in the text. Once a citation has a number, it keeps it throughout the narrative, and it should correspond to the numeric order of the reference list. For examples of this style, see Reference Guidelines below.
6. Twelve multiple-choice questions with four responses each with the correct answers indicated. (See "Tips for Writing Test Questions" below.)
7. A resume or curriculum vitae for each author.
8. A signed author's agreement.
9. A signed vested interest self-disclosure form.

The Submission Process

1. Before writing a word, telephone or e-mail Nan Callender-Price, RN, MA, Director/Editor of Continuing Education, to discuss your topic idea ([800] 859-2091, Ext. 124, or [925] 283-7263 or ncprice@nursingspectrum.com). We are looking for manuscripts that are original, practical, useful, and informative for any RN, yet innovative and entertaining. We look for topics that cover the "holes" in the literature, important subjects that have been missed or undercovered—what nurses need to know before they know they need to know it. For a sense of what we publish, go to our websites, www.nursingspectrum.com and www.nurseweek.com.
2. After your topic is approved, e-mail your module goal, objectives, outline, and curriculum vitae in attachments to Nan Callender-Price at ncprice@nursingspectrum.com or mail them to her at Nursing Spectrum Division of Continuing Education, 1156-C Aster Ave., Sunnyvale, CA 94086-6801. She will review your materials, let you know whether any changes are required before you begin to write, and discuss the deadline for submission of your manuscript. Once you complete your manuscript, please e-mail it to her in an attachment.
3. Paid peer reviewers (experts in your subject matter) will rigorously review your manuscript. In about three to five weeks, we will notify you about their decision. If reviews are favorable, you will be asked to revise the manuscript according to their suggestions.
4. When your manuscript is in its final version, you will receive an edited copy for your approval. The only changes you may make at that point are those related to accuracy or clarity of information. Most modules are simultaneously published in all editions of Nursing Spectrum and NurseWeek and on our websites.

citations of Nursing Spectrum and NurseWeek and on our websites,
www.nursingspectrum.com and
www.nurseweek.com.

Honorarium

Honorarium are awarded on an individual basis.

For More Information

Please contact Nan Callender-Price, RN, MA, Nursing Spectrum Division of Continuing Education:

ncprice@nursingspectrum.com

(800) 859-2091, Ext. 124

(925) 283-7263

(408) 249-7644 (fax)

1156-C Aster Ave.

Sunnyvale, CA 94086-6801

Reference Guidelines

General Rules

1. List footnoted citations under a "Reference" heading. Number citations consecutively in the text. Once a citation has a number, it keeps it throughout the narrative.
2. List general references not specifically cited in the text under a "Bibliography" heading.
3. Abbreviate all journal names according to the American Medical Association Manual of Style.

Examples of citations

Up to six authors, list them all

McLean DE, Kaitz ES, Keenan CJ, Dabney K, Cawley MF, Alexander MA. Medical and surgical complications of pediatric brain injury. *J Head Traum Rehabil.* 1995;10(5):1-13.

More than six authors, list first three, et al.

Carpenter C, Fischl MA, Hammer SM, et al. Antiretroviral therapy for HIV infection in 1997: updated recommendations of the international AIDS society, USA panel. *JAMA.* 1997;277:1962-1969.

Books (entire book)

Sherlock S, Dooley J. *Diseases of the Liver and Biliary System.* 9th ed. New York, NY:

SHENKER S, DOOLEY J. Diseases of the Liver and Biliary System. 5th ed. NEW YORK, NY: HarperCollins Publishers Inc;1994.

Books (chapter in edited book)

Place the chapter number or page numbers of the chapter at the end of the citation:

Schenk EA. Management of persons with neurological problems. In: Phipps WJ, Long BC, Fulgate Woods N, Cassmeyer VL, eds. Medical Surgical Nursing Concepts and Clinical Practice. 4th ed. St. Louis, MO: Mosby Year Book; 1991:1787-1865.

Audiotapes, videotapes

Obsessive-Compulsive Disorder: Pharmacotherapy and Psychotherapy [videotape]. Washington, DC: American Psychiatric Press;1995. Alger I, ed; Treatment of Psychiatric Disorders Video Series.

Cohen LB, Basuk PM, Waye JD. Video Guide to Flexible Sigmoidoscopy [videotape]. New York: NY: Igaku-Shoin Medical Publishers; 1995.

Internet citation

Koenig R. SmithKline Beecham Lymerix found safe and effective for prevention of Lyme disease by FDA advisory committee. Available at: www.sb.com/news/releases/lymerix.htm. Accessed May 26, 1998.

Dissertation or master's thesis

Caruso E. An Examination of Organizational Mentoring: The Case of Motorola [dissertation]. London, England: University of London; 1990.

Newspapers

Include author (if given), title, name of newspaper, date of newspaper, section (if applicable), and pages. Newspaper titles are not abbreviated:

Steinmetz G. Kafka is a symbol of Prague today; also, he's a T-shirt. Wall Street Journal. October 10, 1996;A2, A6.

Poster

Clawson LL. Treatment and research perspectives in amyotrophic lateral sclerosis: implications for nurses. Poster presented at: American Association of Neuroscience Nurses Annual Meeting, 1997, Houston, TX

Tips for Writing Test Questions

1. Be sure the order of your questions matches the sequence information in the narrative. For example, exam question #1 should correspond to the information that appears in the narrative first

that appears in the narrative first.

2. Remember that test questions should measure mastery of the objectives. After you have finished writing the test, go back to the objectives and be certain that the test includes questions that relate to each objective.
3. Make all questions multiple choice with four possible options labeled "a," "b," "c," and "d."
4. Be certain that the three incorrect options are plausible.
5. Use the same terminology in the test as in the narrative. (For example, if the narrative refers only to "hypertension," use "hypertension," not "high blood pressure," in the test.)
6. Make sure the correct option is derived directly from the narrative and clearly defensible as the best answer.
7. Avoid using words in the correct option that are also found in the stem (the first part of the question). Doing so provides "clues" to the correct answer.
8. Do not write "multiple-multiple" questions, that is, those that present a list of options, then ask the test taker to choose "I and II only," "I, II, and III," "All the above," etc.
9. Make sure that your options are not mutually exclusive. For example, if option "a" reads, "Slows the heart rate," and option "b" reads, "Increases the heart rate," these two options are mutually exclusive. The test taker can be reasonably certain that "c" and "d" are extraneous, and that either "a" or "b" is the correct answer.
10. Be sure that one or more of your options is not included in another option. For example, if option "a" reads, "Affects the heart rate," and option "b" reads, "Slows the heart rate," option "b" is actually included in option "a." Thus, if "b" is a correct response, "a" is also.
11. Avoid writing the options "None of the above" and "All of the above." Also, do not phrase questions in the negative, for example, using a phrase such as "all of the following EXCEPT."
12. Include an answer key.

From: American Medical Association Manual of Style. 9th ed. Baltimore, MD: Williams & Wilkins; 1998.

Thank you for your interest in contributing course curriculum to OnlineCE.

The accompanying *Guidelines for Prospective Authors* provide you with specifics regarding the content of manuscripts and the submission process.

Continuing education health curriculum submissions may be published in two forms: printed and/or on our Web site. You may access the OnlineCE Web site (www.OnlineCE.net) and *Vital Signs* magazine to review course curriculum that has already been published.

Feel free to contact us to discuss your professional experience and possible topics. We look forward to hearing from you.

Sincerely,
Denise Kerwin
Program Director
OnlineCE Program

St. Petersburg College Online CE

Background and Guidelines for Prospective Authors

Dennis Werner, Editor, OnlineCE
St. Petersburg College
3200 34th Street South
St. Petersburg, FL 33733
Phone: (727) 341-4452
FAX: (727) 341-4463
E-mail: vsignsce@SPJC.edu
Web site: www.OnlineCE.net

OnlineCE

St. Petersburg College and *Sun-Sentinel/Vital Signs* magazine provide continuing education for healthcare professionals via print and Web site alternatives. Course curriculum, earning two contact hours, is published in *Vital Signs* 24 times per year. Courses on the Web, earning one or more contact hours, may be accessed through two addresses:

<http://www.Vsigns.com>
<http://www.OnlineCE.net>.

Objective

The objective of St. Petersburg College (SPC) OnlineCE is to provide continuing education that enhances the knowledge and skills of healthcare professionals. User-friendly curricula is offered in *Sun-Sentinel's Vital Signs* magazine in a print version and also via www.OnlineCE.net - SPC's Web site.

Audience

Nurses, physical therapists, occupational therapists, respiratory therapists and other allied health professionals.

Frequency of Publication

Vital Signs print version: Every other week

OnlineCE.net: Continually

Copyright

OnlineCE print and OnlineCE.net curricula are copyrighted by St. Petersburg College. Authors submitting curriculum for publication in either venue will be requested to sign a copyright agreement that ascribes specifically agreed upon rights and responsibilities regarding copyright concerns to St. Petersburg College and the author. To obtain a copy of the agreement, please contact the **Editor** (address above).

Designating a Contact Author

If there is more than one writer, one author should be designated as the **contact author** in the cover letter. Place an asterisk before the one author with whom the Editor should correspond (please provide us with an e-mail address).

Please include the following items of the contact author:

- Mailing address
- Telephone number where messages may be left
- Fax number
- E-mail address

Please note that manuscripts must be submitted electronically, and that e-mail is the preferred mode of communication between the author and OnlineCE.

SPC OnlineCE is not responsible for a manuscript lost in the mail.

Manuscript Guidelines

Research Depth

Course curriculum manuscripts present the results of careful research, often involving an analysis of two or more health activities or concepts, or they present substantive thoughts about an individual health activity, concept, program, or opportunity.

Text Lengths

The course portion of the manuscript (including charts, graphs, etc.) **must be between 24,000 and 26,000 characters** (with spaces) for each contact hour a student earns. The bibliography, scenarios and test questions should be no longer than 6,000 characters.

Graphics

Graphics - tables, graphs, figures - are a good source of information. They also provide visual appeal to curriculum. We encourage you to submit graphics for consideration. (See fuller description below under Manuscript Content.) **Please do not use text boxes.**

Manuscript Review Process

Please note that manuscripts being reviewed for possible publication in *Vital Signs* or on OnlineCE.net may not be submitted to other publications.

Final manuscripts should be submitted to the Editor via e-mail in a PC, IBM-compatible format. You should use Microsoft Word 4.1 or better and Times New Roman font. Please number all pages. Receipt of all manuscripts is acknowledged.

After review by the Editor, a manuscript is generally sent to a member of the Editorial Board for his or her review, suggestions and evaluation. Upon receipt of the reviewer's comments, the editor makes a decision about publication. This process may take up to six weeks. In all cases, we honor author requests for an outside review of a manuscript by a member of the editorial board.

The author will be notified by the Editor with thanks, regardless of the acceptance status of the manuscript. No manuscripts will be returned to the author.

Editorial Assistance

The Editor will assist prospective authors with preparation of relevant and timely manuscripts. We encourage anyone considering an editorial submission to telephone and discuss the proposed manuscript. For example, we will critique an outline, a one-page concept paper, or an initial draft of a prospective manuscript.

Once accepted for publication, we may edit the document for clarity and readability. Authors may be asked to make these changes, or to revise the document to fit the program guidelines.

Manuscript Content

Outline

Writers must submit course objectives and an outline of the course in a document separate from the manuscript. The outline should contain at least three main points, with at least two subpoints for each main point.

Abstract

Abstracts are requested for all course curricula. An abstract is a three-to-five sentence summary description of the essence of the course curriculum. It should describe the content of the piece and explain the material's relevance to the healthcare practitioner.

Introduction

An introduction should be included with each course submission. It should clearly state the main objectives of the course.

Headings

Primary and secondary headings are required for all submissions and should be used whenever appropriate to improve readability. Headings should be similar in grammatical structure and in tone.

Graphics/Tables/Charts

We encourage inclusion of graphics (such as graphs, charts or tables) with course

submissions. Graphics may be submitted, either placed within a manuscript or separately, with clear identification of the intended placement. Please include all graphics, charts and tables in a Jpeg or Gif format only. **Author must hold copyright for all material submitted.**

Scenarios

At least two or three scenarios must be submitted for each one-hour course. Scenarios will include ample test question(s). The author should note the placement of the scenario within the manuscript.

Web Sources and Weblinks

Weblinks are recommended for patient education or materials relevant to the course content. The following resources may be of help to you as you research and write your course curriculum:

<http://www.SPJC.edu.central/lib>

<http://www.OnlineCE.net/static/resource/resource.html>

<http://owl.english.purdue.edu/Files/96.html> (an excellent source for proofing, editing and revising)

Summary/Concluding Comments

A summary and/or concluding comments section should be included with each course submission.

Bibliography/Sources

A bibliography must be submitted with each manuscript. References may not be more than three years old, unless it is a seminal piece. Include the bibliography at the end of the manuscript, using the format of the *Fourth Addition of The Publication Manual of the American Psychological Association*: <http://osunlabs.newark.ohio-state.edu/writing-lab/apa.htm> for bibliography and for tables, graphs and figures.

The bibliography should be numbered and arranged in alphabetical order by author. For articles, the article title should be listed in quotation marks and the title of the publication in which it appears listed in italics or underlined. For books, the title should be listed in italics or underlined, and the city and state as well as the name of the publisher should be included. Citations within course curriculum should contain, in parentheses, the corresponding number to the source in the bibliography.

When electronic references are used, include the date that the reference was accessed and the URL.

Additional Guidelines for References/ Citations

When a writer submits work that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate and specific references. If verbatim phrases or statements are included, the writer must enclose the citation in quotation marks. The following are examples that should be acknowledged for indebtedness to others:

- Whenever one quotes another person's actual words

- Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words
- Whenever one draws upon facts, statistics or other illustrative materials - unless the information is common knowledge

What is common knowledge?

It is what most or many people in a particular field know. For instance, most people in general, as well as people within the field of history, know that Columbus discovered the New World in 1492. Most can even name the three ships in his fleet. However, if one discusses the exact dimensions of the ships, that is NOT common knowledge - the source of that information should be cited.

Note too, that if one quotes another, whether she is quoting areas of common knowledge or not, the writer must place quotation marks around the material cited.

Originality of Work

Writers should develop a thesis and outline. Although writers are encouraged to use supporting references, the narrative of the work submitted should be chiefly in the writers' own words and reflect the writers' understanding and experience. The writer should avoid using a compilation of quotations as the basis of the narrative.

By placing his/her name on work submitted, the writer certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Permissions

The author is responsible for obtaining permission to use any copyrighted material that is not referenced as noted above.

Testing Guidelines

Here are general guidelines for preparing test questions:

- Submit at least 20 multiple choice questions for each one hour of content and 10 additional questions for each hour beyond one hour
- Each question must have four answers, unless it is a 'true or false' question.
- Make certain that one answer is **clearly** the only correct answer
- Make the incorrect answers clearly incorrect, but in such a way that the answers cause the test-taker to think
- Avoid drafting questions that, through the wording, give the answers to previous questions or questions later in the test
- Avoid sequencing questions as the answers appear in the manuscript - mix them up
- Submit an answer key
- All questions must match the objectives put forth for the course. For submission, make a key at the end of the question list of which questions match the course objectives.

Biographic Sketch

A 50-115 word (three-to-five sentence) description of the author's background must be included with any submission.

Payment

Payment for a one-hour course is up to \$333.35. Multiples of this amount apply for each additional hour of course submission. Example: the payment for a three-hour course is \$1,000. Should the manuscript need substantial editing, the payment will be adjusted accordingly.

When possible, please submit courses in one-hour modules. This allows the course to be available through both print and Web venues. If it is necessary for the course to be longer in length, and if appropriate, please submit the second hour as "Part Two," etc. Each module needs to stand alone with separate outlines, abstracts, objectives and test questions.

Please submit your full name, address and Social Security number so that we may process your payment.

Sending the Manuscript

Do not use registered or certified mail. Submit manuscripts by e-mail to:

vsignsce@spjc.edu

If you do not have access to an e-mail account, address all correspondence to:

OnlineCE Editor
Open Campus, Allstate Center
St. Petersburg College
3200 34th Street South
St. Petersburg, Florida 33711

Write a Course

Thank you for your interest in developing a continuing education course module for FLC Nursing.

Rules for Submission

1. Any qualified Writer may write and submit a course.
2. Courses must be relevant to the educational needs of NPs, RNs, Lens and Lens.
4. Please submit pages in word. Keep formatting to a minimum.
5. Photos and graphics should be submitted via email or disk in PhotoShop, jpeg or gif format.
6. The course must include learning objectives. See instructions below.
7. The course must include a multiple choice post-test with 4 possible answers (a,b,c,d) for each question or true/false questions. Please mark the correct answer.
8. The course must contain a list of references. The author is responsible for all information in a reference. Each entry should contain: author, year of publication, title and publishing data - information needed to identify and retrieve the source.
9. The course can be submitted on a Windows-compatible disk or via email. If the course contains graphs or charts, send a hard copy of the course via US mail. If needed, the course will be edited and sent back to the Author for final approval before publication.
10. Courses expire 2 years from the date of publication (ANCC) or as determined by a specific accrediting agency. Expired course material will be returned to the Writer.
11. In order for the Writer to re-publish the course after expiration, the course has to be updated with a new Author Agreement to be signed.
12. If the course is not accepted for publication all course material will be returned to the Writer in a timely manner.
13. The Writer is paid at the end of each quarter based on the number of courses the writer has sold.
14. The Writer gives FLC Nursing the exclusive right to publish the course material.

Author Contract

This agreement constitutes a Contract between (Author) and (Publisher) FLC Nursing.

1. The Author agrees to prepare a Course on the subject of:

a. _____

b. _____

for delivery on or before _____ (date), prepared in accordance with the Publisher's guidelines, as follows:

- a. Formatted in MS Word.
- b. Each course will contain at least 4 learning objectives.
- c. Each course will contain a post-test consisting of ten 4-answer multiple choice questions and/or True/False questions.
- d. The course can be submitted via email or on a Windows compatible floppy.

2. The Author agrees to promptly revise the Course if deemed necessary by the Publisher. The Publisher reserves the right to edit the Course and agrees to make the course available to the Author for final approval prior to publication.

3. The Publisher agrees to pay the Writer as follows:

For all sales originating on the [FLC Nursing Web site](#) - 10% of the sale price of the Article for the first 50 Articles sold, 15% from 51 to 100 Articles sold and 20% for all Articles sold from 101 on.

4. The Publisher and Author agree that the above fees purchase on-line publication rights for a period of two years from the date of initial publication (or other period of time agreed upon by the Author and Publisher). All other rights, including hard copy, display, in-person presentation and other non-Internet-based distribution of the Article are fully reserved by the Author.

5. The Publisher agrees to reimburse the Author for all agreed-upon and documented fees on a quarterly basis. Payment will be made within 15 days of the end of each quarter. Quarters end:

March 31, June 30, September 30, December 31

6. The Author will verify all facts in the Course and will furnish upon submission of the Course annotated documentation satisfactory to the Publisher. Internet-based references should be used with discretion. The Author guarantees that the Article will not contain material that is consciously libelous, defamatory or medically inaccurate.

7. The Author represents and warrants that the Course:

- a. Will be a completely original work newly created by the author;
- b. Will not, to the Author's best knowledge, invade any right of privacy or publicity, contain any libelous, defamatory, or medically inaccurate material, or infringe or violate any other right or any other person or entity.

8. If, for any reason the Course is not accepted for publication, all course material will be returned to the Author in a timely manner.

9. Courses expire two years from the date of publication. Expired Course material will be returned to the author.

10. If the Author wishes to re-publish the Course at the end of the expiration period, the Course must be updated and a new Author agreement signed.

11. In writing the Course, the Author is acting as an independent contractor and not as an agent of the Publisher. Any associate or assistant the Author may retain in connection with the writing of any Course shall be at the Author's own expense.

writing of any course shall be at the Author's own expense.

12. This agreement constitutes the complete understanding between the Author and the Publisher with respect to the subject matter hereof, and may only be altered or waived through a written agreement signed by both parties. This agreement shall be construed pursuant to the laws of the State of California applicable to contracts made and performed entirely therein.

13. Notwithstanding the foregoing, this agreement can be terminated by either party providing the terminating party provides written notice at least thirty (30) days prior to termination of the agreement. If this agreement is terminated by either party, any and all material, including content, courses, etc., will be returned to the Author.

By signing this document, Author and Publisher confirm that the foregoing accurately and completely defines the terms of our agreement.

Author or Author's Representative

_____ Date _____

Publisher's Representative

_____ Date _____

Reference Style

General Information

- All course material must be formatted using the American Medical Association (AMA) or the American Psychological Association (APA) manual of style.
- References should be cited in the text in numerical order. Repeat the same number each time a reference is cited. (Do not use *ibid*)
- Do not use italics, bold or underlining.

Author Information

If your course is accepted for publication, we will need the following information for our files:

Name: _____

*Social Security number: _____

Type of license: _____

Address: _____

Home phone: _____ Work phone: _____

Fax: _____ email: _____

Course(s) written: _____

FLCNursing must report any payments to individual writers greater than \$10.00 per year. We are legally required to keep a record of your SSN and file a W9 form with the IRS at the end of the year detailing any payments that exceed this amount. You will be sent a W9 form at the end of each year.