

Course Syllabus

Faculty Information

Name: Jeffrey Driver, JD

Office: By appointment only. Arranged via email.

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Office hours: By appointment only. Arranged via email.

Course Information

Course Number

HCI 540 Course

Title:

Understanding & Applying Principles of Evidence-Based Practice

Credit Hours

3

Course Modality

iCourse

Prerequisites

None

Corequisites

None

Course Description

A skill-building course in evidence-based healthcare practice to advance a scientific evidence-based professional practice methodology (EBP) to establish sound clinical, management, and leadership decision quality.

General Course Overview/Objectives

This course focuses on the process of evidence-based practice (EBP) across academic and practice disciplines. Students will identify a practice (clinical, management, or specialized), problem or question within their specialty area of interest and utilize the process of EBP to address it. Specifically, students will learn how to formulate a clinical, healthcare, or healthcare management research question, search for best evidence in their discipline or across disciplines to address

the problem or answer the question, critically appraise and synthesize the existing evidence, derive recommendations from the evidence to recommend and/or implement innovations, and evaluate the outcomes that occur when that evidence is applied in the context of an identified situation.

Student Learning Outcomes

At the completion of this course, students will be able to:

1. Formulate an unbiased/neutral EBP research question in customary PICOT format (i.e., population [P], Intervention [I], Comparison [C], Outcome [O], Time [T]) that reflects relevant experience/expertise in their academic, professional, or practice discipline.
2. Conduct comprehensive, streamlined, focused literature searches to discover the best evidence to answer research questions.
3. Critically appraise research study methods that determine the validity of study results.
4. Synthesize the body of evidence that would best answer the research question.
5. Interpret study results from systematic reviews, meta-synthesis, guidelines, and primary studies.
6. Disseminate evidence-based findings to advance healthcare through a voiceover presentation.

Course Materials

Required Materials

(1) Hoffmann, T., Bennett, S., & Del Mar, C.D. (2013). Evidence-based practice across the health professions. Australia: Churchill Livingstone, an imprint of Elsevier. Paperback ISBN: 9eBook ISBN: 9780729586085; e-Book ISBN: 9780729586085. We will use the 3rd Ed, but students may purchase 4th Ed., if they desire.

(2) American Psychological Association (Current Edition posted on APA website). Publication manual of the American Psychological Association (7th ed.). Washington, DC: <https://apastyle.apa.org/blog>.

Optional Materials As recommended from colleagues and/or professor(s).

General Topic Schedule

	Outcome(s)	Topics/Lessons	Activities	Assignments
Week 1	1	Introduction to the EBP paradigm and developing the PICO(T) formatted research question	Readings on EBP: Chapter 1 of the textbook: Hoffmann, T., Bennett, S., & Mar, C. D. (2013). Introduction to evidence-based practice. In T. Hoffmann, S. Bennett, & C. D. Mar (Eds.), Evidence-based practice – across the health professions, 2nd edition (pp. 1-15). Australia: Elsevier and the following AJN articles <i>Igniting a Spirit of Inquiry</i> Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2009). Evidence-based practice: step by step: igniting a spirit of inquiry: an essential foundation for evidence-based practice. <i>Am J Nurs</i>, 109(11), 49-52. doi: 10.1097/01.NAJ.0000363354.53883.58 <i>The Seven Steps of Evidenced-Based Practice</i> Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-based practice: step by step: the seven steps of evidence-based practice. <i>Am J Nurs</i>, 110(1), 51-53. doi: 10.1097/01.NAJ.0000366056.06605.d2 <i>Asking the Clinical Question</i> Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). Evidence-based practice, step by step: asking the clinical question: a key step in evidence-based practice. <i>Am J Nurs</i>, 110(3), 58-61. doi: 10.1097/01.NAJ.0000368959.11129.79	DB #1 Due: October 22, 2024, by 11:59 PM

Week 2	2	Conduct a search to find evidence, and identify the level of each evidence related to the question	Read: Chapter 2 of the textbook: Mar, C. D., Hoffmann, T., & Glasziou, P. (2013). Information needs, asking questions, and some basics of research studies In T. Hoffmann, S. Bennett, & C. D. Mar (Eds.), Evidence-based practice – across the health professions, 2nd edition (pp 16-29; until “retrospective cohort study”). Australia: Elsevier; Focus on pages 23-29 Chapter 3 of the textbook: Wilczynski, N., & McKibbon, A. (2013). Finding the evidence. In T. Hoffmann, S. Bennett, & C. D. Mar (Eds.), Evidence-based practice – across the health professions, 2nd edition (pp 38-60). Australia: Elsevier Please also read the following articles <i>Searching for the Evidence</i> Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). Evidence-based practice, step by step: searching for the evidence. <i>Am J Nurs</i>, 110(5), 41-47. doi: 10.1097/01.NAJ.0000372071.24134.7e Videos: • Choosing a Database: The Top Two for EBP • CINAHL - The Keyword Search • CINAHL - Subject Heading Search • PubMed - Basic Keyword Searching • PubMed - Advanced Search: Finding Levels of Evidence • PubMed - Advanced Search: Searching MeSH • Choosing a Database Cochrane Library and National Guidelines Clearinghouse:Two More for Advanced EBP Searching	DB #2: Discussion of your PICO(T) question along with the evidence from the literature search Due: October 29, 2024, by 11:59 PM
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Week 3	3	Review of various research designs used in quantitative research and learn to critically appraise quantitative research studies	Read: Fain, J. A. (2013). Principles of Measurement. In J. A. Fain (Ed.), Reading, Understanding, and Applying Nursing Research (pp 141-160). Philadelphia: F. A. Davis Company ReadingUnderstandingApplying_141-160.pdf Fain, J. A. (2013). Selecting a Quantitative Research Design. In J. A. Fain (Ed.), Reading, Understanding, and Applying Nursing Research (pp 213-236). Philadelphia: F. A. Davis Company ReadingUnderstandingApplying_213-236.pdf Bennett, S., & Hoffmann, T. (2013). Evidence about the effects of interventions. In T. Hoffmann, S. Bennett, & C. D. Mar (Eds.), Evidence-based practice – across the health professions, 2nd edition (pp 61-96). Australia: Elsevier For more examples on the critical appraisal of quantitative intervention studies from different health professions, please refer to Hoffmann, T., Bennett, J. W., Boyle, M., Coombes, J., Elkins, M. R., Ernst, E., Morgan, A., Nissen, L., Rickar, C., Sanders, S., Spencer, A., & Wright, C. (2013). Questions about the effects of interventions: examples of appraisals from different health professions. In T. Hoffmann, S. Bennett, & C. D. Mar (Eds.), Evidence-based practice – across the health professions, 2nd edition (pp 97-135). Australia: Elsevier Buckner, E. B., Hall, H. R., & Roussel, L. A. (2014). Navigating the Institutional Review Board (IRB). In H. R. Hall, & L. A. Roussel (Eds.) Evidence-based practice: an integrative approach to research, administration, and practice (pp 97-116). Massachusetts: Jones and	DB#3: Discussion of critical appraisal of a quantitative research study Due: Nov. 5, 2024, by 11:59 PM
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		Bartlett Learning EBPIntegrativeApproach_pp97-116.pdf You may also find the following materials useful; they are from H. R. Hall, & L. A. Roussel (Eds.) Evidence-based practice: an integrative approach to research, administration, and practice. Massachusetts: Jones and Bartlett Learning Quantitative Research (EBP by HR Hall and LA Roussel, page 3-4) – Pages from EBPIntegrativeApproach_pp 3-4.pdf Independent and Dependent Variables (EBP by HR Hall and LA Roussel, page 4-6) – Pages from EBPIntegrativeApproach_pp 4-6.pdf Qualitative Research (EBP by HR Hall and LA Roussel, page 23-24) – Pages from EBPIntegrativeApproach_pp 23-24.pdf Population vs. Sample (EBP by HR Hall and LA Roussel, page 67-68) – Pages from EBPIntegrativeApproach_pp 67-68.pdf	
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Week 4	3	Review of various research designs used in qualitative research and learn to critically appraise qualitative research studies	Read: Hall, H. R. (2014). Qualitative Research. In H. R. Hall, & L. A. Roussel (Eds.) Evidence-based practice: an integrative approach to research, administration, and practice (pp 23-44). Massachusetts: Jones and Bartlett Learning – Qualitative Research - Chapter 2 - EBPIntegrativeApproach.pdf Pearson, A., & Hannes, K. (2013). Evidence about patients’ experiences and concerns. In T. Hoffmann, S. Bennett, & C. D. Mar (Eds.), Evidence-based practice – across the health professions, 2nd edition (pp 221-239). Australia: Elsevier For examples of critical appraisal of qualitative studies, please refer	DB #4: Discussion of critical appraisal of a qualitative research study Due: Nov. 12, 2024, by 11:59 PM
			Bennett, S., Bennett, J., Boyle, M., Coombes, J., Lockwood, C., Nissen, L., Pirota, M., Sanders, S., & Skeat, J. (2013). Questions about patients’ experiences and concerns: examples of appraisals from different health professions. In T. Hoffmann, S. Bennett, & C. D. Mar (Eds.), Evidence-based practice – across the health professions, 2nd edition (pp 240-282). Australia: Elsevier	

Week 5&6	4,5	Critical appraisal and synthesis of evidence Demonstration of proficiency in organizing and synthesis of evidence related to your PICO(T) question	Read: Critical Appraisal of the Evidence: Part I – An introduction to the gathering, evaluating, and recording the evidence Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-based practice step by step: Critical appraisal of the evidence: part I. Am J Nurs, 110(7), 47-52. doi: 10.1097/01.NAJ.0000383935.22721.9c Critical Appraisal of the Evidence: Part III – The process of synthesis: seeing similarities and differences across the body of evidence Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-based practice, step by step: Critical appraisal of the evidence: part III. Am J Nurs, 110(11), 4351. doi: 10.1097/01.NAJ.0000390523.99066.b5 For a better understanding of forest plots in systematic reviews that might be found in your search, please refer to the articles – Hyde, C. J., Stanworth, S. J., Murphy, M.F. (2008). Can you see the wood for the trees? Making sense of forest plots in systematic reviews. 1. Presentation of the data from the included studies. Transfusion, 48(2), 218-220. Hyde, C. J., Stanworth, S. J., Murphy, M.F. (2008). Can you see the wood for the trees? Making sense of forest plots in systematic reviews. 2. Analysis of the combined results	Written Assignment: The completion of the Evaluation Table. Due: Nov. 26, 2024, by 11:59 PM
			from the included studies. Transfusion, 48(4), 580-583.	

Week 7	6	Implementation, evaluation, and dissemination of evidence-based findings Proposing practice change and expected outcomes Creating a culture of EBP	Read: Evidence-Based Practice, Step By Step: Following the Evidence: Planning for Sustainable Change Fineout-Overholt, E., Williamson, K. M., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B., (2011). Evidence-based practice, step by step: Following the Evidence: Planning for Sustainable Change. Am J Nurs, 111(1), 5460. Evidence-Based Practice, Step by Step: Implementing an Evidence-Based Practice Change Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B., (2011). Evidence-based practice, step by step: Implementing an evidence-based practice change. Am J Nurs, 111(3), 54-60. Evidenced-Based Practice, Step by Step: Rolling Out the Rapid Response Team Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B., (2011). Evidence-based practice, step by step: Rolling out the rapid response team. Am J Nurs, 111(5), 42-47.	Voiceover Presentation of healthcare-related PICO(T) question Due: Dec. 5, 2024, by 11:59 P.M.
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Course Grading

Methods of Instruction

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <https://my.asu.edu> or <https://canvas.asu.edu>.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Methods of Evaluation

Assessment Type	Number in Course	Total Course Value
Discussion Boards	4	60% (15% each)
Evaluation Table	1	20%
Voiceover PPT	1	20%

Description of Assessments

- **Discussion Board Participation:** promote your critical thinking and a spirit of inquiry and promote a sense of community in the class where classmates can share and exchange ideas.
- **Evaluation Table** enables you to learn how to organize the results of search strategies.
- **Voiceover Presentation** demonstrates your leadership in selling your EBP-supported innovative idea to the executive leadership team.

Course Grading Scale

Grade	GPA	Percentage	Points Range
A	4.0	90 – 100%	147– 164
B	3.0	80– 89%	131 – 146
C	2.0	70 – 79%	115 – 130
D	1.0	60 – 69%	98 – 114
E	0.0	83 – 86%	0 - 97

Course Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 72 hours of the due date via the Grades tab in Canvas, unless otherwise notified by the instructor.

Course Policies & Procedures

Online Course

This is a course that requires active participation in the online components of the course. Please note that there are no face-to-face components and the course will be conducted using online technologies.

Communicating With the Instructor

This course uses a Canvas discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within two business days. The instructor accepts text messages Monday through Friday between 0900 and 1700 Arizona Time.

Email and Canvas Inbox

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Instructor correspondence will be sent to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester (for more information see <https://community.canvaslms.com/docs/DOC-10624-4212710344>).

Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox regularly.

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<https://uto.asu.edu/system-health>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Absences and Late or Missed Assignments

Students are expected to actively participate in all learning activities and assessments within the timeframe specified in the course schedule. Failure to participate or submit assigned work may impact your ability to achieve course objectives which could affect your course grade. An absence or lack of participation, excused or unexcused, does not relieve a student of any course requirement. Regular engagement in learning activities and adherence to assignment due dates are the student's responsibility. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via other methods, unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

.Grade of Incomplete

Students must request a grade of Incomplete at least two weeks prior to the last day of the semester. DNP students are required to have successfully completed 80% of their coursework (with a B or better) prior to requesting a grade of incomplete. A grade of "I" can only be given when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. However it is entirely up to the instructor to approve or disapprove the Incomplete. The student and instructor must complete a Request for Grade of Incomplete form.

The exact timeframe for completion of an Incomplete is negotiated between student and faculty. However; students who receive a grade of "I" in any course must complete course requirements within one calendar year of the scheduled course and may NOT have longer than one calendar year. If a regular grade is not assigned within the calendar year, the "I" becomes a permanent part of the transcript. To repeat the course for credit students must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I." Please see your program's student handbook for the procedure for to request an Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity> and <https://provost.asu.edu/node/20>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor. If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Use of Generative AI is Generally Permitted Within Guidelines

Artificial Intelligence (AI), including ChatGPT, are being used in workplaces all over the world to save time and improve outcomes by generating text, images, computer code, audio, or other media. Use of AI tools is generally welcome and even encouraged in this class with attribution aligned with disciplinary guidelines. AI tools might be employed to brainstorm, draft, edit, revise, etc. Students should know [how to properly cite the use of AI use](#). Any submitted course assignment not explicitly identified as having used generative AI will be assumed to be your original work. Using AI tools to generate content without proper attribution will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed,

non-allowable use. If at any point you have questions about what is permitted, contact the instructor to discuss *before* submitting work. AI monitoring and plagiarism tools may be utilized by the instructor as Module work product is reviewed.

Title IX Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, the instructor is obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Edson College of Nursing and Health Innovation Student Handbook

Students are expected to adhere to the policies and guidelines in the current edition of the Edson College of Nursing and Health Innovation for your program (<https://nursingandhealth.asu.edu/student-life/current-students>).

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the Canvas course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from ASU Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Campus locations and contact information are available on the SAILS website (<https://eoss.asu.edu/accessibility>). Check the SAILS website (<https://eoss.asu.edu/accessibility>) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu

SAILS Phone: (480) 965-1234

SAILS FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Microphone (optional) and speaker

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701> for more information)
- Using ASU email (see <http://links.asu.edu/emailguide> for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, etc.)

Technical Support

This course uses Canvas to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Status Portal at <https://systemstatus.asu.edu> or via Twitter by following [@asuoutages](https://twitter.com/asuoutages).

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Tutoring Support

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate academic tutoring is available for writing and statistics.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

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