Online Tutoring for Nurses

Medical-Surgical Nursing
- Nursing Practice and Interventions
- Health and Nursing Assessments
- Diagnostic Testing and Evaluation
- Biophysical and Psychosocial Concepts in Nursing Practice
- Perioperative Nursing Management: Anatomy and Physiology
- Gas Exchange and Respiratory Function
- Cardiovascular, Circulatory and Hematologic Function
- Digestive and Gastrointestinal Function
- Metabolic and Endocrine Function
- Renal and Urinary Tract Function
- Reproductive Function: Immunologic Function
- Integumentary Function
- Sensorineural Function
- Neurologic Function
- Musculoskeletal Function

Pathophysiology Across Systems
- Concepts of Health and Disease
- Cell Function, Cell Injury, and Growth
- Repair, Regeneration, and Fibrosis
- Integrative Body Functions
- Hematopoietic Function, Hematopathology, and Hemodynamic Disorders
- Infectious and Parasitic Diseases
- Cardiovascular Function and Disorders
- Respiratory Function and Disorders
- The Kidney, Renal Function, and Fluids and Electrolytes
- Gastrointestinal Function and Disorders
- The Liver and Biliary System
- The Pancreas
- Endocrine Function and Disorders
- Genitourinary and Reproductive Function, and Disorders
- The Breast
- The Endocrine System
- Diabetes Mellitus
- The Amylases
- The Head and Neck
- The Nervous System
- Neural Function and Disorders
- Special Sensory Function and Disorders
- Musculoskeletal and Integumentary Function and Disorders

Nursing Anatomy and Physiology
- Organization of the Human Body
- Chemistry, Matter, and Life
- Cells and Their Functions
- Tissues, Glands, and Membranes
- Disease and the First Line of Defense
- Bone and Joints
- The Muscular System
- Spinal Cord and Spinal Nerves
- The Brain and Cranial Nerves
- The Sensory System
- The Endocrine System: Glands and Hormones
- The Blood
- The Heart
- Circulation and Body Defense
- Respiration
- Digestion
- Energy Supply and Use
- The Urinary System and Body Fluids
- Male and Female Reproductive Systems
- Development and Heredity

Pharmacology in Nursing
- Core Drug Knowledge
- Core Patient Variables
- Administering Medications
- Nursing Process in Drug Therapy
- Opioid Analgesics and Pain Management
- Anticonvulsant and Antiepileptic Drugs
- Antianxiety and Sedative-Hypnotic Drugs
- Antipsychotic Drugs
- Antidepressants and Mood Stabilizers
- Antituberculosis Drugs
- Antiparkinson Drugs
- Skeletal Muscle Relaxants
- Substance Abuse Disorders
- Central Nervous System Stimulants
- Adrenergic Drugs
- Antihypertensive Drugs
- Cholinergic Drugs
- Anticholinergic Drugs
- Hypothalamic and Pituitary Hormones
- Corticosteroids
- Thyroid and Antithyroid Drugs
- Hormones That Regulate Calcium and Bone Metabolism
- Antidiabetic Drugs
- Estrogens, Progestins, and Hormonal Contraceptives
- Androgens and Anabolic Steroids
- General Characteristics of Antimicrobial Drugs
- Beta-Lactam Antibiotics: Penicillins, Cephalosporins, and Other Drugs
- Aminoglycosides and Fluoroquinolones
- Tetracyclines, Sulfonamides, and Urinary Agents
- Macrolides, Ketolides, and Miscellaneous Antibiotics
- Drugs for Tuberculosis and Mycobacterium Avium Complex (MAC) Disease
- Antiviral Drugs
- Antifungal Drugs
- Antiparasitics
- Immunosuppressants
- Hematopoietic and Immunomodulatory Drugs
- Antineoplastics
- Drugs Used in Oncologic Disorders
- Drugs for Asthma and Other Bronchoconstrictive Disorders
- Antianxiety and Antidepressant Drugs
- Nasal Decongestants, Antihistamines, and Cold Remedies
- Drug Therapy for Heart Failure
- Antihypertensive Drugs
- Anticonvulsant Drugs
- Antihistamines
- Drugs Used in Hypotension and Shock
- Centrally Acting Antihypertensive Agents
- Drugs that Affect Blood Coagulation
- Drugs for Dyslipidemia
- Nutritional Support Products, Vitamins, and Mineral-Electrolytes
- Drugs to Aid Weight Management
- Drugs Used for Peptic Ulcer and Acid Reflux Disorders
- Laxatives and Cathartics
- Antidiabetic Drugs
- Antihistamines
- Drugs Used in Ophthalmic Conditions
- Drugs Used in Dermatologic Conditions
- Drug Use During Pregnancy and Lactation

Nursing Care Plans
- Nursing Practice and Interventions
- Health and Nursing Assessments
- Biophysical and Psychosocial Concepts in Nursing Practice
- Perioperative Nursing Management
Online Tutoring for Nurses

OB/GYN
- The Menstrual Cycle and Conception
- The Signs and Symptoms of Pregnancy
- Physiologic and Developmental Changes of Pregnancy
- The Process of Birth
- Physiological and Developmental Changes
- The Neonatal Period
- Physiological and Developmental Adaptations

Pediatrics
- Perspectives of Pediatric Nursing
- Community-Based Nursing Care of the Child and Family
- Family Influences on Child Health Promotion
- Social, Cultural, and Religious Influences on Child Health Promotion
- Developmental Influences on Child Health Promotion
- Communication and Physical and Developmental Assessment of the Child
- Pain Assessment and Management in Children
- Health Promotion of the Newborn and Family
- Health Problems of Newborns
- Health Promotion of the Infant and Family
- Health Problems of Infants
- Health Promotion of the Toddler and Family
- Health Promotion of the Preschooler and Family
- Health Problems of Toddlers and Preschoolers
- Health Promotion of the School-Age Child and Family
- Health Promotion of the Adolescent and Family
- Health Problems of School-Age Children and Adolescents
- Chronic Illness, Disability, or End-of-Life Care for the Child and Family
- Impact of Cognitive or Sensory Impairment on the Child and Family
- Family-Centered Home Care
- Family-Centered Care of the Child During Illness and Hospitalization
- Pediatric Variations of Nursing Interventions
- Respiratory Dysfunction
- Gastrointestinal Dysfunction
- Cardiovascular Dysfunction
- Hematologic or Immunologic Dysfunction
- Genitourinary Dysfunction
- Cerebral Dysfunction
- Endocrine Dysfunction
- Integumentary Dysfunction
- Musculoskeletal or Articular Dysfunction
- Neuromuscular or Muscular Dysfunction

Geriatrics
- Theories of Aging
- Geriatric Nursing Diagnoses
- Effects of Aging on the Body Systems
- Issues Occurring with Aging
- Delirium and Dementia
- Depression
- Dementia
- Dementia/Alzheimer's Disease
- Pressure Ulcer Care by Risk Factors
- Laboratory Values in Older Adults
- High Risk for Decreased Fluid Intake
- Physical Signs and Symptoms of Poor Nutritional Status
- Age-related Skin, Hair, and Nail Changes in Older People
- Types of Edema
- Age-related Vision Changes
- Respiratory-Related Changes in Older Adults
- Cardiovascular Age-Related Changes in Older Adults
- Age-Related Musculoskeletal Changes
- Age-related Neurological Changes
- Abnormal Inspection and Palpation, Breast and Node Findings in an Older Woman
- Classification of Aphasias
- Suspected Physiological Factors Related to Mental Health Changes in the Older Adult
- Suspected Psychosocial and Spiritual Factors Associated with Mental Health in the Older Adult
- Components of Mental Assessment in the Older Adult
- Working with Behaviors Associated with Dementia

Oncology
- Clinical Aspects of Cancer Diagnosis
- Clinical Management of Major Cancers
- Cancer Treatment Modalities
- Cancer Care Supportive Therapies
- Symptom Management
Online Tutoring for Nurses

Mental Health and Psychiatric Nursing
- Psychotherapeutic Management in the Continuum of Care
- Theoretical Models for Working with Psychiatric Patients
- Legal Issues
- Psychobiological Bases of Behavior
- Hospital-Based Care
- Community-Based Care
- Case Management
- The Therapeutic Nurse-Patient Relationship
- Communication
- The Nurse-Patient Relationship
- The Nursing Process
- Anxiety, Coping, and Crisis
- Working with the Aggressive Patient
- Working with Groups of Patients
- Working with the Family
- Cultural Competence in Psychiatric Nursing
- Psychopharmacology
- Introduction to Psychotropic Drugs
- Antiparkinson Drugs
- Antipyschotic Drugs
- Antidepressant and Antimanic Drugs
- Antianxiety Drugs
- Stress Management
- Developing the Therapeutic Environment
- Roles of the Psychiatric Nurse in the Therapeutic Milieu
- Psychopathology
- Introduction to Psychopathology
- Schizophrenia and Other Psychoses
- Mood Disorders
- Anxiety-Related Disorders
- Cognitive Disorders
- Personality Disorders
- Sexual Disorders
- Substance-Related Disorders
- Dual Diagnosis
- Eating Disorders
- Special Therapies in Psychiatric Nursing
- Behavior Therapy
- Electroconvulsive and Other Somatic Therapies
- Special Populations in Psychiatric Nursing
- Victims of Violent Behavior
- Child and Adolescent Psychiatric Nursing
- Mental Illness in the Elderly
- Working with Patients with HIV Infection
- Diagnostic Criteria for Mental Disorders

Nursing Administration
- Nursing Administration Scope of Practice
- Frameworks for Practice
- Nursing Process
- Culture of Quality and Safety
- Appreciative Inquiry
- Organizational Development Resources
- Mentoring
- Emotional Intelligence
- Transformational Leadership
- Servant Leadership
- Magnet Recognition Program
- Practice Environments
- Ethics
- Legal and Regulatory Compliance
- Spheres of Influence
- Organization-wide Authority
- Unit-based or Service-Line-based Authority
- Program-focused Authority
- Project- or Specific Task-based Authority
- Qualifications of Nurse Administrators
- Education and Certification
- Knowledge, Skills, and Abilities
- Standards of Nursing Administration Practice
- Function of Standards
- Standards of Practice
- Identify Issues, Problems, or Trends
- Outcomes Identification
- Planning
- Implementation
- Coordination
- Health Promotion, Health Teaching, and Education
- Consultation
- Evaluation
- Standards of Professional Performance
- Quality of Practice
- Collegiality
- Collaboration
- Research
- Resource Utilization
- Leadership
- Advocacy

Live, on-demand tutoring is available Sunday – Thursday from 8:00 pm to midnight ET.
Asynchronous tutoring, including content-specific support for reports, essays, and other written documentation provided under “Nursing Essays” and “Allied Health Essays,” is available 24/7.
Pre-scheduled, live tutoring sessions are also available for selected subjects.

888.430.7429 (ext. 4)  •  info@smarthinking.com  •  www.smarthinking.com
Online Tutoring for Allied Health

Medical Assisting: All Topics Include Knowledge
Base, Psychomotor Skills, and Affective Behavior
- Administrative Medical Assisting
- Managing Finances in the Practice
- Managed Care/Insurance
- Procedural and Diagnostic Coding (Basic Theory and Introductory Definitions)
- Fundamentals of Clinical Medical Assisting
- Clinical Duties Related to Medical Specialties
- Fundamentals of Laboratory Procedures
- Psychomotor Skill in Anatomy and Physiology
- Legal Implications
- Applied Mathematics
- Applied Microbiology/Infection Control
- Concepts of Effective Communication
- Ethical Considerations
- Protective Practices

Medical Terminology: All Topics Include Knowledge
Base, Psychomotor Skills, and Affective Behavior
- Basic Term Components—Prefixes, Suffixes, and Combining Forms
- Abbreviations and Symbols
- Commonly Prescribed Drugs
- Fields of Medical Practice
- The Medical Record
- Integumentary System
- Musculoskeletal System
- Cardiovascular System
- Blood and Lymph Systems
- Respiratory System
- Nervous System
- Endocrine System
- Eye
- Ear
- Gastrointestinal System
- Urinary System
- Male Reproductive System
- Female Reproductive System

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Q: What topics do the Allied Health and Nursing team cover?

A: Nursing Care Plans
   Nursing Medical Surgery
   Nursing Pathophysiology
   Nursing Pharmacology
   Allied Health Pharmacology
   Nursing OB/GYN
   Nursing Oncology
   Nursing Pediatrics
   Nursing Geriatrics
   Nursing Mental Health & Psych
   Nursing Administration
   Medical Assisting
   Medical Terminology
   Nursing A&P
   Allied Health A&P

Q: How does the student interact with a tutor?

A: **Live sessions**: A student may ask a live tutor a question online 8 p.m. – 12 a.m. ET Sunday – Thursday.
   **Offline questions**: A student may submit a question to the website 24/7 and receive an answer during the next live shift.
   **Prescheduled**: A student may choose a session from a list of posted times the tutors have available on the website.
   **Essay**: A student may submit an essay to an ah/nursing tutor for content specific review. Essay reviews for all other characteristics are submitted to the Writing Center.

Q: What is SMARTHINKING’s approach to tutoring allied health and nursing students?

A: Interaction with allied health and nursing students is designed to encourage the student to problem solve by developing critical thinking skills. Tutors guide the students through concepts to discover answers to their questions. Tutors do not provide direct short answers to students’ questions. Tutoring sessions are about 20
minutes in length. Students can rejoin the queue as many times as they wish during live hours.

Q: What is the value of a live tutoring session?

A: Often students actually know and understand more than they realize. The nursing tutors allow the students to work through their problems and support them when necessary. Students are able to gain confidence in their own critical thinking skills. Smarthinking nursing tutors come from a variety of nursing backgrounds. One thing they have in common is experience within nursing education.

Q: How do SMARTHINKING’s allied health and nursing tutors address students from different levels of training?

A: Tutors use leading questions to identify the students’ levels of understanding at the point they submit their questions. Tutoring begins at the level a specific student presents and facilitates the student’s increased understanding. Additional sessions will facilitate further understanding. Tutors strive to convey basic ideas to individuals at any level by referring them to situations requiring them to use critical thinking and scientific inquiry skills. By pointing out the relevance of concepts to the decision-making process in the clinical setting, a better understanding is fostered and motivates the student to more in-depth study.

Q: What are the objectives of an allied health/nursing tutoring session?

A: Smarthinking tutors strive to meet the following objectives:

- Foster independent thinking
- Promote active learning
- Enhance motivation
- Help students learn how to learn
- Develop professional communication skills
- Support growth of professional identity through collaborative socialization

Q: What is expected of a student in a tutoring session?

A: Ideally, students should take full responsibility for their own learning. At the outset, students should provide a clear statement of their problem. They should willingly
participate, and be receptive to the tutor’s guidance. Students should not expect tutors to simply forward solutions to homework problems with no interaction.

Q: What are some examples of strategies that tutors use to help students?

A: Some strategies used include, but are not limited to: association, meaningfulness and motivation, organization, modeling, mentoring and visualization. Nursing tutoring is strongly supported by sharing clinical experiences and uses them as analogies to enhance understanding. Often the student’s biggest hurdle is the synthesis needed to interpret theoretical knowledge into clinical application. The wealth of experience of the Smarthinking AH/Nursing Tutors, along with their academic achievements, serves to benefit the students by mentoring these critical nursing concepts.

Q: What are the qualifications of a Smarthinking Allied Health/Nursing tutor?

A: Applicant resumes are screened for documentation of greater than three years of clinical practice. Evidence of focused experience in a specialty area is considered for balance within the current tutoring team. This tends to increase the length of clinical practice. The applicant must also document at least three full years of fulltime nursing instruction. Part-time instructors must have greater years of experience. Applicants must successfully complete practice offline and live sessions prior to being interviewed for the position. Less than 5% of applicants are offered a position as a Smarthinking Allied Health/Nursing tutor.

MSN tutors are preferred. BSN applicants may be considered based on strength of qualifications.

Q: What textbooks are used by Smarthinking Allied Health/Nursing tutors?

A: Tutors use a wide range of resources while tutoring. Smarthinking does not promote one single textbook publisher. Student questions do not have a history of being protocol specific. Tutors refer students to class notes and directly to the instructor in case of protocol-specific questions. Stimulating critical thinking skills does not direct the student to a limited perspective of theory.

Q: How does a student gain assistance with Care Plans?

A: Care plans are found to be very regional in use and in practice. There is a specific nursing subject that students use for care plan support. Tutors do not review entire plans and critique them. Tutors discuss various segments of a specific plan and their relationships with each other. Tutors use the “leading question” technique to facilitate the students’ own decisions in building the plans.
Q: How is a tutor's performance monitored?

A: Smarthinking's Allied Health and Nursing program has an active Quality Improvement program. Tutor responses are routinely monitored in real time and by session review. Deviations from policy and quality are documented and reviewed with the tutors. Corrective action is taken when indicated. Newly trained tutors are not released to function without supervision until their responses are clear, accurate, and timely.

Q: Does Smarthinking provide tutoring in preparation for NCLEX?

A: Smarthinking provides an excellent study tool for NCLEX preparation. Since NCLEX formatted questions require critical thinking, our tutors address all questions in this fashion. Students may bring any study question to the tutors to discuss the thinking skills necessary to be successful with the question. A Smarthinking leading question discussion can provide more coaching in approaching the question than the student just continuing to read more material. Tutors also discuss personal preparation and test taking strategies as students request them.

Q: How are students motivated to incorporate Smarthinking into their current study methods?

A: Nursing programs have found utilization success by establishing a plan to assist both students and instructors. Some programs require students to complete 2 hours of tutoring after poor performance on an exam. Students must review questions on failed subject matter with a tutor for one hour. The second hour is spent preparing upcoming material in the syllabi. These accounts have demonstrated ongoing utilization of Smarthinking after students participate in this mandatory requirement.

Q. What is the value of an offline tutoring session?

A: Students' schedules may offer minimal time for participation in personal tutoring. The ability to submit a question offline and have it answered during the next live tutoring shift provides flexibility for these students. Similar techniques and standards are used by tutors in providing resources to these students. While lack of interpersonal communication limits tutors' abilities to evaluate students' current levels of understanding, responses are written to guide the student through the information rather than providing a simple direct answer.
Q: How long does it take to get a response to an offline question?

A: Sundays through Thursdays students can expect a response from a tutor within 24 hours of submission. Tutors check the websites once on Friday and once on Saturday for questions submitted after midnight (EST) Thursday night. If the response time will be delayed due to an official Smarthinking closing, this will be posted on the Smarthinking website and can be viewed upon login by the student.

Q: What do students find difficult with the Smarthinking process?

A: Students may be surprised and disappointed that tutors do not provide simple answers to their homework questions. The Smarthinking tutoring technique supports critical thinking skills. The goal is to foster learning and make students an active participant in the learning process.

Q: Why does the Allied Health and Nursing Program have an additional essay review service?

A: Smarthinking's Writing Lab is a widely used and highly regarded Smarthinking service. It is frequently used by Allied Health and Nursing students. Writing Lab tutors do not include clinical reviews in their essay service. The Allied Health and Nursing essay center reviews are content specific. Content is evaluated for compliance with the instructors' description and requirements for the assignment. Tutors are not grading or rewriting essays. Tutors provide coaching to improve the essay content. A critical part of the review is to look for the student's synthesis of the material instead of combining a series of citations from clinical references. As the tutors review essays, they commonly find writing-specific problems and suggest the student also submit the essay for assistance from the Writing Lab.

Q: What level essays does the nursing team accept?

A: The nursing essay center is designed to support undergraduate level essays. Essays from 500 and 600 level classes are accepted and reviewed by regular AH/N standards. Instructors have found this useful to address upper-level students with writing problems.

Q: What do students gain from submitting essays for Smarthinking Nursing tutor review?


A: Nursing tutors offer suggestions for content development. Students may gain additional perspectives within their essays from the coaching provided by nursing tutors.

Q: What do instructors gain from requiring students to submit essays to Smarthinking for a first review?

A: Reports from AH/N instructors requiring students to submit essays to Smarthinking for a first review have found it to have a positive effect on their time management. Tutors do not grade the papers, but simply offer coaching for correction and improvement. Instructors frequently require students to submit their Smarthinking reviews with their essays for grading.

Q: Do nursing tutors review essays for grammar and APA style?

A: Students submitting a request for assistance with APA style or grammar in addition to the content review will receive the content review from Nursing tutors and instructions for submitting to the Writing Center for the APA style and grammar requests.