

Copyright Guide for Online Courses, E-Reserves, and Course Management Systems

If you want to include outside readings for your online class, place them in electronic reserves, or include them in WebCT the following information might be helpful. If you have questions, please contact the library.

Linking: You can **link** to an item without having to seek permission. This applies to articles and e-books that the library owns or subscribes to as well as items freely available on the web. On most (if not all) of the databases available through the library, there will be a *persistent link* included somewhere on the electronic version of the item. You can include the link(s) on your syllabus, have the library place them in e-reserves, include them in WebCT or on a web page, or however you wish to disseminate the information. The following examples from some of our more frequently used databases show the location of the persistent links.

Academic OneFile

The screenshot shows the Academic OneFile interface. At the top, there is a navigation bar with 'Carson Newman College' and 'Return to Library'. Below that is the 'Academic OneFile' logo and search options like 'Basic Search', 'Subject Guide Search', 'Publication Search', and 'Advanced Search'. The search results are for 'Basic Search (KE (great plains native americans))LIMITS:(full text)'. The results are categorized by 'Academic Journals (6)', 'Magazines (13)', 'Books (1)', 'News (3)', and 'Multimedia (0)'. The selected result is 'Dreams, theory, and culture: the Plains vision quest paradigm' by Lee Irwin, from 'The American Indian Quarterly', 18.n2 (Spring 1994): pp229 (17). (7836 words). The document type is 'Magazine/Journal'. A red arrow points to the 'Bookmark this Document' link. A 'Tools' sidebar on the right includes options for 'Print Preview', 'Email', 'Download', 'Citation Tools', 'Spanish', and 'Translate'.



Bookmark

Copy the Bookmark URL and paste it into another document.

http://find.galegroup.com/tx/infomark.do?contentSet=IAC-Documents&docType=IAC&type=retrieve&tabID=T002&prodId=AONE&docId=A15829122&userGroupName=tel_a_carsonnc&version=1.0&searchType=BasicSearchForm&source=qale

Send the Bookmark to your browser.

[Bookmark the URL](#)

Email the Bookmark URL to yourself or others.

[Email the Bookmark URL](#)

Title: **The Internet: Friend or Foe When Providing *Patient Education*?** [Find More Like This](#)

Authors: [Anderson, Amy Shelton](#); [Klemm, Paula](#)

Source: [Clinical Journal of Oncology Nursing](#); Feb2008, Vol. 12 Issue 1, p55-63, 9p, 3 diagrams

Document Type: Article

Subject Terms: [INTERNET in education](#)
[PATIENT education](#)
[CANCER -- Diagnosis](#)
[CANCER -- Treatment](#)
[ONLINE information services](#)

Abstract: The Internet has changed how *patients* with cancer learn about and cope with their disease. Newly diagnosed *patients* with cancer often have complex educational and informational needs related to diagnosis and treatment. Nurses frequently encounter time and work-related constraints that can interfere with the provision of *patient education*. They are challenged to educate *patients* in an environment of rapidly expanding and innovative computer technology. Barriers that hinder nurses in integrating educational Internet resources into *patient* care include lack of training, time constraints, and inadequate administrative support. Advantages of Internet use for *patient education* and support include wide-ranging and current information, a variety of teaching formats, *patient* empowerment, new communication options, and support 24 hours a day, seven days a week. Pitfalls associated with Internet use for *patients* with cancer include inaccurate information, lack of access, poor quality of online resources, and security and privacy issues. Nurses routinely use computer technology in the workplace and follow rigorous security and privacy standards to protect *patient* information. Those skills can provide the foundation for the use of online sources for *patient* teaching. Nurses play an important role in helping *patients* evaluate the veracity of online information and introducing them to reliable Internet resources. [ABSTRACT FROM AUTHOR]

Copyright of Clinical Journal of Oncology Nursing is the property of Oncology Nursing Society and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts)

ISSN: 10921095

DOI: 10.1188/08.CJON.55-63

Accession Number: 30056067

Persistent link to this record: <http://search.ebscohost.com/login.aspx?direct=true&db=hch&AN=30056067&site=ehost-live>

Database: Health Source: Nursing/Academic Edition

CQ Researcher

Document ID: cqresrre2006042800

Document URL: <http://library.cqpress.com/cqpac/cqresrre2006042800>



© 2008 • All Rights Reserved • CQ Press, a Division of Congressional Quarterly Inc.

2300 N Street N.W., Suite 800 • Washington, D.C. 20037 • 202-729-1800

General Terms of Service | Copyright Notice and Takedown Policy | Masthead



New JSTOR platform to launch soon!

[EXIT JSTOR](#)autism Search for links to articles outside of JSTOR [?](#)[Basic Search](#) | [Advanced Search](#) | [Article Locator](#) | [Help](#)

Articles

Images from Articles

ARTstor Images

Show results per page.

Results 1-25 of 1846 for « autism » (0.03 seconds)

Sort by [Save All Citations on This Page](#) | [View Saved Citations](#)
You have saved 0 citations[Display citations on this page as transliteration of original alphabet.](#)1. [Why Autism?](#)[Todd P. Silverstein](#); [Andrew Nelson](#); [J. Raloff](#)*Science News* > Vol. 167, No. 24 (Jun., 2005), p. 383→ Stable URL: <http://links.jstor.org/sici?sici=0036-8423%2820050611%29167%3A24%3C383%3AWA%3E2.0.CO%3B2-K>[Article Information](#) | [Page of First Match](#) | [Print](#) | [Download](#) | [Save Citation](#)

Reproductions: If the item you wish to make available is not already available online (and therefore no link available) complying with copyright becomes a bit more complicated. You do not have to seek permission to place electronic versions of articles and *portions* of books (usually one chapter) in WebCT or the library's e-reserves, provided the material:

- conforms to fair use guidelines, AND
- is restricted to students in your class with password protection which is provided by WebCT and our e-reserve system, AND
- a copyright notice (see below for suggested wording) is attached to each item (or on the initial page if all of the items are accessible from one opening page (the library will take care of this if you use e-reserves), AND
- you terminate access to the material at the end of the term. (Furthermore although it is not mandated by law, it is *best* if you don't reuse the item for the same class in subsequent terms. We recommend that you seek permission if you have used the same item twice and you wish to reuse it further.)

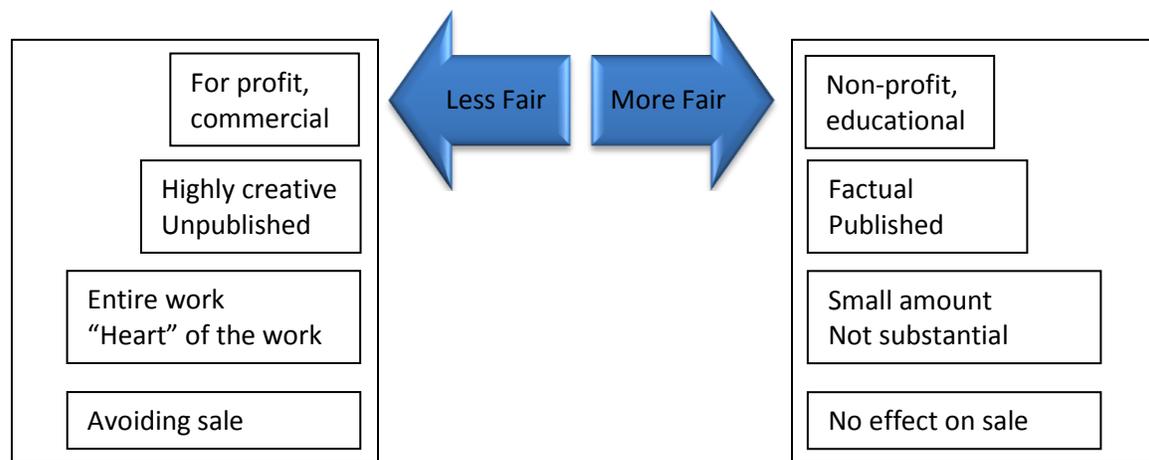
Wording of copyright warning: "Notice: This material may be protected by copyright law (Title 17, U.S. Code)."

Fair Use: Fair use does not imply an automatic blanket exemption from copyright protection. Every copyrighted item you wish to make available must be evaluated individually in light of fair use. It is also best if you keep and file your justification in writing. This practice would help demonstrate a good faith effort to comply with copyright should any question arise.

There are four criteria used to evaluate fair use:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Each of these four factors should be viewed along a continuum with a final judgment based on whether the item leans toward or against fair use *as a whole*.



See <http://www.utsystem.edu/OGC/intellectualProperty/copypol2.htm> for a very good discussion of fair use, and <http://www.utsystem.edu/OGC/intellectualProperty/copypol2.htm#test> and <http://www.copyright.iupui.edu/checklist.pdf> for 2 good aids/checklists in judging fair use. Other useful sites discussing fair use include:

- From the Copyright Clearance Center:
http://www.copyright.com/Services/copyrighoncampus/basics/fairuse_rules.html
- From the Association of Research Libraries, tips for teaching faculty:
<http://www.knowyourcopyrights.org/resourcesfac/index.shtml>
- An extensive list of links from Stanford University:
http://fairuse.stanford.edu/library_resources

Public Domain: You do not have to seek permission to use works in the public domain. Copyright expires 70 years after the death of the author and automatically enters the public domain. Also, all works published in the U.S. before 1923 are in the public domain. In general most U.S. Government documents are also in the public domain. (Works produced as a result of federal grants are copyright protected, not in the public domain.) For a useful chart from Cornell University regarding public domain see http://www.copyright.cornell.edu/public_domain/.

Automatic Copyright Protection: Since 1989 copyright is automatic and does not have to be registered with the U.S. Copyright Office or contain the © symbol. This applies to all expressions of intellectual property – print, music, artwork, video, Web sites, software, etc., provided they are original and “fixed in a tangible medium”.

Creative Commons License: A type of licensing that is becoming more widespread particularly with online works is the Creative Commons License. With the Creative Commons License the copyright holder is able to indicate the extent to which others may freely use their work. See <http://creativecommons.org/about> and <http://wiki.creativecommons.org/FAQ> for more information.