



The University of Texas at El Paso School of Nursing

COURSE NUMBER AND TITLE: NURS 4503 Nursing in the Community

COURSE DESCRIPTION/COURSE OVERVIEW: This course is intended to introduce students to nursing care of individuals, families, groups, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health promotion and disease prevention interventions. The role of the nurse as advocate for social justice is explored. (Application experience required).

COURSE RATIONALE: This course focuses on the principles and practices of public health and community health applied from a multi-disciplinary approach. In this course, health concerns of individuals, families, groups, communities, and populations are addressed.

COURSE PRE-REQUISITES: Prerequisites: Department approval. Pre-Requisite: N4300, N4303, N4414, and N4502 with a minimum grade of “C”.

CREDIT ALLOCATION: 3-0-2

FACULTY INFORMATION

- Lead Faculty: Dr. Audrey Tolouian, EdD, MSN, RN
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- Faculty: Dr. Melissa Wholeben, PhD, RN
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REQUIRED TEXTBOOKS:

American Psychological Association. (2009). Publication manual of the American Psychological Association. (6th edition). Washington, D.C.: American Psychological Association.

Maurer, F. & Smith, C. (2013). Community/Public Health Nursing Practice. Health for Families and Populations. (5th edition). St. Louis, Missouri: Elsevier

COURSE OUTCOMES:

1. Relate the role and the responsibilities of the baccalaureate prepared nurse in promoting the health of patients, families, groups, communities, and populations.
2. Apply knowledge of physiological, psychological, sociopolitical and spiritual influences in assessing and planning care for aggregates within communities.
3. Use healthcare information systems and patient care technology in the provision of preventive care.
4. Apply decision-making skills and clinical judgment in the provision of patient care during disaster, mass casualty, and other emergency situations.
5. Analyze outcomes to guide the delivery of care, determine allocation of resources, and drive policy development.



6. Apply behavioral change techniques in the delivery of health promotion and disease prevention interventions to patients, families, groups, communities, and populations.
7. Discuss determinants of health including: the role of social, cultural, economic and environmental factors across various groups, communities, and populations.
8. Develop an intervention plan in collaboration with members of the healthcare team that takes into account determinants of health, availability of resources, diversity, personal values, and activities directed towards health promotion, disease and injury prevention, disability, and premature death.
9. Examine the efficiency, cost-effectiveness, and equity of clinical prevention and population-focused interventions.
10. Propose a plan to advocate for the health of vulnerable populations, the elimination of health disparities, and the promotion of culturally competent care.
11. Incorporate evidence based practice strategies in the provision of care including: health teaching, screening, outreach, disease and outbreak investigation, referral, and follow-up, across various groups, communities, and populations.
12. Illustrate basic epidemiological concepts including: risk, natural history of disease, levels of prevention, epidemiological triangle, the web of causation, and public health surveillance.

PRACTICE EXPERIENCE OUTCOMES:

Use the nursing process as a framework for providing nursing care

- 1A-Perform a comprehensive assessment of a community.
- 1B-Contribute to the development of an intervention plan based on data collected during the community assessment.
- 1C-Select cultural and age-appropriate interventions for the target group, community, or population.
- 1D-Illustrate nursing care that is safe and based on the established intervention plan.
- 1E-Demonstrate clinical judgment when creating a plan of care for a group, community, or population and participating in the evaluation of “expected outcomes”.

Utilize continuity of health care strategies within the health care team and across various settings

- 2A-Participate as a member of the community-based health care team.
- 2B-Communicate patient population-related information to the identified community-based health care team
- 2C-Plan and provide health-related education for identified patient population.
- 2D-Include information technology to document patient population information and communicate with members of the community-based health care team.

Use scientific principles and evidence-based practice as a foundation for nursing practice

- 3A-Apply knowledge of pathophysiology, pharmacology, and nutrition when providing health-related education and care to groups, communities, and populations.
- 3B-Include appropriate resources when determining best established practice for health-related education and care to groups, communities, and populations.
- 3C-Use scientific evidence as a basis for nursing practice.

Provide high-quality nursing care in an environment that is safe for the patient, self, and others

- 4A-Incorporate communication techniques that facilitate the development of a therapeutic, caring nurse-patient relationship.
- 4B-Intervene for the group, community, or population when health care or health related issues arise.
- 4C-Appraise issues that affect quality of care and participate in activities that promote improvements in quality or access.
- 4D-Analyze actual and potential environmental safety risks while providing a safe environment for the patient, self, and others.
- 4E-Use leadership skills to enhance efficient delivery of care to groups, communities, and populations.



Provide nursing in a professional, ethical, and legal manner

5A-Provide nursing in accordance with professional standards.

5B-Provide nursing in an ethical manner.

5C-Provide nursing within established legal parameters.

5D-Demonstrate accountability and responsibility for care provided to groups, communities, and populations.

Use communication that promotes an effective exchange of information.

6A-Model responsibility for effective exchange of information with groups, communities, and populations.

6B-Predict barriers to effective communication and make appropriate changes in communication.

6C-Create a policy communication tool regarding procedures and resources available for the identified population for other members of the health care team.

6D-Communicate effectively with the community-based health care team identify concerns regarding conflict that might impact patient care.

PROGRAM LEARNING OUTCOMES, AACN, DECS, UTEP EDGE:

UTEP SON PLOs (Level 3 Program Outcomes) & QSEN Competencies *: Patient-Centered Care*, Teamwork & Collaboration*, Evidence Based Practice*, Quality Improvement*, Safety*, Informatics*, Professionalism, Leadership, Communication, Systems-Based Practice, Health Promotion & Education

BSN Essentials (AACN): Essential I, II, III, IV, V, VI, VII, VIII, IX

Differentiated Essential Competencies (DECs) for Baccalaureate Degree (BSN) *version year 2010

Member of the Profession A, B, C, D

Provider of Patient-Centered Care A, B, C, D, E, F, G, H

Patient Safety Advocate, A, B, C, D, E, F

Member of the Health Care Team A, B, C, D, E, F, G

UTEP EDGE Experiences: Learning Communities, Community Engagement, Creative Activities, Student Leadership, Capstone Experience

UTEP EDGE Advantages: Leadership, Problem-Solving, Communication, Social Responsibility, Confidence, Global Awareness, Teamwork, Critical Thinking

TEACHING METHODOLOGIES: Textbook, Articles/News Items, Video, Blackboard LMS, Discussion Board, Quizzes, Reflection Journals, My Learning

GRADING POLICY AND STRUCTURE

Time Stamps LMS

- Attendance, participation, and all LMS (Blackboard LMS) postings are counted in Mountain Time (MST). The time stamps in the computer represent MST, regardless of your actual time zone.

Discussion Boards

- Discussion Boards will be open from Monday thru Saturday of the scheduled week. Original posts are due by **Wednesday at 11:59pm MST** of the scheduled week. Peer responses are due by **Saturday at 11:59pm MST** of the scheduled week. The student is required to be a participant in the discussion board and be visible (via original posts and/or classmate replies) a minimum of 3 days a week.

Assignments



- Assignments are due by **11:59pm (MST)** on the **due date calendar/course schedule**. Assignments (not including DB forums or Quizzes) will be accepted after the due date for up to 3 days (72 hours); however, there will be a **deduction of 10% from the total assignment points per 24 hours past the due date**. Late points start immediately following the due date/time. This is done in fairness to those students who turn in their assignments on time. After 3 days post the due date (72 hours)—no assignments will be accepted. The only exception is with extenuating circumstances or events that have been discussed with the instructor PRIOR to the deadline.

Quizzes

- Quizzes will be available for a specific timeframe (as indicated on the class calendar). There will be **2 attempts** for each quiz. The highest grade will be documented in the grade book. Late quizzes will not be accepted. Once all quizzes are completed, feedback on the questions will be released. Please note—in order to ensure the integrity of the quizzes, there will not be any “question specific” feedback given. The feedback will be given as an overall discussion. If you would like specific feedback based on your quiz responses, please contact the course faculty for an appointment to review your quiz.

In the case of emergencies when you are prevented from logging on, please contact the Course Faculty as soon as possible by phone and/or email. If you know you will be out of town or otherwise prevented from submitting assignments on the due date, make every effort to turn them in early. Anytime you feel that you are falling behind in the course, it is best to contact the Course Faculty immediately to discuss your situation. In regards to dropping the course with a “W”, it is the **student’s responsibility** to make arrangements with the UTEP Registrar and drop by the “withdrawal date” located on UTEP Registrar website.

In order to pass the course, the student MUST:

1. **Pass the Didactic Assignments with a minimum of 56.25 points (75%)**
2. **Pass the Practice Experience Assignments with a minimum of 18.75 points (75%)**
3. **Receive a PASS on the Practice Experience Tool**

Practice Experience performance is evaluated on a **Pass/Fail basis****

Pass = 1) Demonstrating competency in **every** area of practice experience performance evaluation tool **AND**

2) Successful completion of all required practice experience assignments.

Fail = 1) Non-achievement of competency expectations in any one or more areas of practice experience performance evaluation tool **OR**

2) Any serious infraction involving professionalism.

4. Achieve a minimum of 75 for the overall Course Grade

*****If **ANY** of the above criteria are not met, the student will not pass the course.

***** There is no rounding of grades and fractional points will be dropped. Extra credit is not permitted.



GRADING SCALE:

Grading scale:

90 - 100	= A
80 - 89	= B
75 - 79	= C
60 - 74	= D
< 60	= F

Didactic Assignments

➤ Discussion Boards x4	20%
➤ Course Quizzes x	20%
➤ Final Project (Video Presentation)	20%
➤ Journal Reflection on Project	5%
➤ My Learning Reflections x2	10%

Practice Experience Assignments

➤ Geographic Community PPT	7%
➤ Aggregate Community PPT	6%
➤ Community Site Visits/Resources PPT	12%

Practice Experience Performance (Clinical Tool)

Pass/Fail

Assignments *total 100 points*

20 points	DB 1-4 (each 5 points)
20 points	Quiz 1-4 (each 5 points)
7 points	Geographic Community PowerPoint <ul style="list-style-type: none"> • Memo of Permission/Approval of Location • Windshield Survey, Environmental Risk Survey • FQHC/CHC Interview • Thank you Letter
6 points	Aggregate Community PowerPoint <ul style="list-style-type: none"> • Approval of Aggregate Population • Health Department Resources/Tools Template
12 points	Community Site Visits (CSV)/Resources PowerPoint <ul style="list-style-type: none"> • Memo of Permission/Approval of Locations • F2F Interview and Transcripts • Protocol for Facility on the Resources • Handout Visual for Aggregate Community Member • Thank you Letter x2
20 points	Final Project-Video Presentation to the “Aggregate Community Member” (course faculty)
5 points	Journal Reflection on the Course Project
5 points	My Learning Reflection N4503
5 points	My Learning Reflection RN-BSN Program



Appendix A: Calendar of Assignment Due Dates/Times

Appendix B: Topical Outline of Class Modules/Assignments

What should you expect from me as the Lead Faculty?

- I will provide you clear instructions on class expectations
- I will check my **Blackboard course email** at least once a day and will get back to you within 24 hours.
- I will provide graded feedback on your performance within 7 days of the due date.
- I will keep you informed about your graded progress in the class at all times and will make time to discuss your needs.
- I will leave myself open to suggestions about improvement of the class and class related activities.
- I will do all I can to ensure your learning and success in this class.
- The course calendar is a living document and may be adjusted due to events occurring during the class timeframe. If any changes in the course are to be implemented, I will ensure that the class is notified via announcements in a timely manner.

What Faculty expect of their Students:

- At the beginning of each course, students should review the syllabus, calendar, and other items located in the “start here” folder. Students will be expected to complete a “survey” that acknowledges their understanding of the course expectations.
- RN-BSN courses are over a 7-week period and consist of different credit levels (3 credits, 4 credits, 5 credits). For academic success, we recommend that students plan to study a minimum of 6 hours per credit hour each week of the course (including lectures, readings, research, and assignments).
- Online courses are designed to ensure that students have access to all the information needed to complete their course work. If you have a question, before contacting the faculty, please take a few moments and try three different places; including the “Ask a Question” discussion board, to find the answer to your question within the course. Then, if you still have a question about the course, please post it to the “Ask a Question” Discussion board. Please indicate in the subject line what topic your question relates to. Then, other students who may have a similar question will be able to find it.
- All written assignments are to be written in **APA 6th edition style**. Refer to the APA manual and/or Purdue OWL website for guidance. To get started, go to: <http://owl.english.purdue.edu/owl/resource/560/01/>. Posts made to the discussion board should contain citations from the course content or your research, within the body of the discussion post (unless clearly stated otherwise). Include a reference list, if the reference is not a part of the course.
- All students are to review the rules of netiquette and follow in their interaction with fellow students and faculty.

COURSE POLICIES:

Academic Regulations:

- Review in UT El Paso Undergraduate Student Catalog and the **School of Nursing Student Handbook** the following policies: *Religious Observance, Ethical and Responsible Use of Social Media, Policy on Academic Integrity, Progression Policy, and Effective Nursing Practice Policy, Statement on Disability.*



Attendance:

- Students are expected to log-in and check the course (at minimum) **every other day** to keep up. You will have assignments due every week. Email messages are sent to your **UTEP email address**, so you will want to check your UTEP email everyday as well.

Blackboard:

- Students are required to subscribe to and access the course Blackboard site. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures, and assigned readings are posted on this site. Grades will be made available ONLY through this site. **Email messages will be sent through the Blackboard course site—link labeled “Course Messages”. Please check this email (at minimum) every other day for any communication.**

Communication:

- Communication is the responsibility of both students and faculty. The faculty will keep students informed of progress in theory. Students with questions or concerns should:
-*First go to the appropriate faculty member.*
-*If not resolved, then follow the appropriate chain of command in the sequence as identified below:*

*Course faculty
Director of RN-BSN Undergraduate Education
Assistant Dean for Undergraduate Education
School of Nursing Dean*

Grievances:

- Challenges to grades may be pursued only on the basis of malice, bias, arbitrary or capricious grade determination or impermissible discrimination. In no event shall a challenge be pursued only on the basis of the standards employed in setting grades, so long as those standards are employed impartially. Grievances MUST be in WRITING and filed through the course faculty member, the Director of RN-BSN Undergraduate Program, the SON Assistant Dean for Undergraduate Education and the Dean of the SON. If the student is not satisfied with the outcome after using the chain of command, the student may consult with and/or file a challenge with the Chairperson of the University Student Welfare and Grievance Committee.

Policy on Scholastic Dishonesty:

- Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the School of Nursing and/or university. Scholastic dishonesty includes but is not limited to reproducing test or quiz materials from memory, copy/paste or Xerox, cheating, plagiarism, collusion, the submission for credit or any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Regents' **Rules and Regulations**, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.
- Since scholastic dishonesty harms the individual, all students, and the integrity of the School of Nursing and the university, policies on scholastic dishonesty will be strictly enforced. See detailed procedure in the **Handbook of Operating Procedures** (HOP) available in the Office of the Dean of Students.
- Use a consistent citation method for your written work. The APA Style of citation is preferred for your final paper (see Guidelines on citing according to the APA citation style on Blackboard).



Policy relating to Disability / Pregnancy/ CASS:

- **Disability:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. Written guidelines r/t accommodations from CASS must be submitted to the course manager PRIOR to the start of the course. If you have a disability and need classroom accommodations, please contact CASS at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*
- **Pregnancy:** It is the responsibility of the student to inform the instructor of pregnancy limitations. Written guidelines r/t accommodations from The Center for Accommodations and Support Services (CASS) must be submitted to the course manager PRIOR to the start of the course.

Professional Behavior:

- Students are expected to behave professionally *at all times* with faculty, peers, preceptors, and clients **and** in any setting in which the student is a representative of UTEP. Bullying, verbal abuse, insubordination, or personal attacks will not be tolerated in any form. Any behavior deemed inappropriate by faculty and/or preceptors will result in faculty conference(s), and completion of a Student Opting for Success (SOS) plan that addresses the student's areas of needed improvement. Possible activities available to assist the student in attaining the SOS objectives include stress and/or anger management counseling sessions. Inappropriate behaviors may result in an administrative withdrawal from the course and/or dismissal from the program.

Retention: Students Opting for Success (SOS):

- When a student is not progressing in the course as expected, or is not successful on an examination, they will be required to meet with the instructor to discuss strategies for success as outline on the SOS form. The SOS plan will identify recommendations for improving the student's success potential and will specify time lines for completion of these recommendations. The SOS form (with all recommendations completed and all signatures in place) must be submitted to the course manager by due date. *Students who are not successful in the course should be aware that non-compliance with SOS recommendations jeopardizes eligibility for the opportunity to repeat the course in the subsequent semester.* See respective Blackboard home page for SOS form.

DIDACTIC POLICIES

- Examination and Quiz policies
- Statement on preparation of formal assignments
- Other Course specific policies



PRACTICE EXPERIENCE POLICIES

Practice Experience Assignment

Appendix C: Clinical Hour Allocation

Appendix D: Student Guidelines for Project, DB, Quizzes

Appendix E: Practice Experience Tool

Implementation of a Community Health and Population-Focused Health Promotion Resource Activity

Each student will use the Environmental Risk Survey and Windshield Tool to do a community assessment within their community. The student will analyze data looking for trends showing strengths, weaknesses, and barriers to access to care. With this data, the student will identify one aggregate population within the community and develop one or two community health problems for this identified aggregate population. The student will then collaborate with multiple community agencies to plan and implement a health promotion resource project that addresses the problems and needs of the identified aggregate and create or gather materials for the project. The student will then implement the Health Promotion Activity. The student will include a protocol of how these resources should be utilized for the identified aggregate population and will conduct an evaluation regarding their teaching to the identified aggregate population. The entire process requires study and interpretation of Community Health course content; review of the evidence gathered on the identified aggregate population/community environment; integration of knowledge and creativity in developing content and delivery of health promotion resource material to the identified aggregate; interprofessional collaborative community with identified community agencies; problem-based learning, problem solving, decision making, leadership skills, critical thinking, and policy development.

Evidence Based Protocol

Each student will develop a protocol for use of resources gathered for the identified aggregate population. This protocol will be developed for the community agency in which the teaching will be conducted. Throughout this process, the student will be using communication, leadership, and critical thinking skills.

ONLINE POLICIES

Being Successful in an Online Class

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can, so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- **Ask questions**: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- **Reach out to others**: Offer a fact, article, link, or other item that can help others learn something you can share.
- **Be appropriate**: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.
- **Be diplomatic**: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-



reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

- **Stay focused:** Stay on topic to increase the efficiency of your learning.

Effective Electronic Communication Guidelines

Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect his or her right to think differently.
2. Avoid posting simple two or three-word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, and then explain why by adding a few sentences describing your response or adding to the original point.
3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
 - a. **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - b. **Analysis:** Discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identifies hidden assumptions or fallacies in reasoning.
 - c. **Elaboration:** Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
 - d. **Application:** Provides examples of how principles or concepts can be applied to actual classroom situations, or discuss the implications of theory for practice.
 - e. **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 - f. **Evaluation:** Assesses the accuracy, reasonableness, or quality of ideas.

Netiquette

- At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendoes is far more difficult. Only what is written, or drawn, carries the message. Often excitement can easily be misinterpreted as anger or an insult. It is important that everyone keep this in mind when communicating electronically. Words in print may appear harmless; however, they can emotionally injure the person reading them. More information can be found at <http://www.albion.com/netiquette>.

Social Media:

- Student enrolled in the UTEP SoN must practice and behave in a manner that protects clients by exercising reasonable judgment when using social media technologies whether in their personal life or in their professional life. Inappropriate use of Electronic/Social Media can lead to disciplinary action including but not limited to formal reprimand, suspension or dismissal from the program which is contingent upon the nature of the infraction. Student enrolled in the UTEP SoN can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws.
<http://admin.utep.edu/Portals/1805/PDF/UTEP%20Social%20Media%20Standards.pdf>

Computer Requirements



Use the browser checker to ensure you have all of the necessary plugins installed on your computer that you will need in order to access all the content in this course. This browser checker will test browser compatibility, cookies, JavaScript, pop-up and other Java features.

Browser Performance Hints

- Clear browser cache
- Allow pop-ups
- Make sure your Java is up-to-date
- Follow the steps at [Blackboard Learn browser checker](#)

Software Requirements

When creating documents, slide presentations, spreadsheets, etc., you must use Microsoft Office or a compatible program (see [10 Free MS Word Alternatives](#)). If you are using Windows Vista or Office 2007, you may have compatibility problems and others in the course may not be able to view your work. Go to the UTEP-IT website's "[Patches & Updates](#)" area to download a "compatibility toolkit" (it is listed under the "Patches and Updates" column). Also check your course syllabus for specific software instructions from your instructor.

Recommended software

[Adobe Acrobat](#)

[Adobe Flash Player](#)

[Java](#)

[QuickTime](#)

[Windows Media Player](#)

[Supported Browsers](#)

Learning Resources:

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- [UTEP Library](#) - access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [RefWorks](#) - bibliographic citation tool; check out the RefWorks [tutorial](#) and [Fact Sheet and Quick-Start Guide](#)
- [University Writing Center \(UWC\)](#) - submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available here
- [Math Tutoring Center \(MaRCS\)](#) - ask a tutor for help and explore other math resources available here
- [History Tutoring Center \(HTC\)](#) - submit papers here for assistance with writing history papers, ask a tutor for help and explore other history resources available here
- [Elluminate](#) - online virtual classroom/conference room with multiple features including audio, video, instant messaging, interactive whiteboard, application sharing, file transfer, and session recording/playback with synchronized audio/chat/notes.

Recommended Hardware for Elluminate -

- Headphones
 - preferred rather than external speakers to avoid audio feedback being picked up by the mic
- Microphone
 - a webcam microphone will work, but often a separate mic positioned closer to the mouth picks up less background noise



- Webcam
 - for transmitting live video of the session participant(s)
- Video camera
 - for transmitting live video of a procedure or demonstration
- **[Safe Assign](#)** - online submission of paper compares your work to published papers and checks for plagiarism
- **[Netiquette](#)** - "Netiquette" stands for "Internet Etiquette", and refers to the set of practices developed over the years to make the Internet experience pleasant for everyone. Please review some of the **Netiquette** rules and take the Netiquette Quiz (Non-Graded) to see how your personal knowledge of Netiquette is.

UTEP Virtual Private Network:

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple, click on the following link to see a visual tutorial: [UTEP VPN](#).

[Other BB Learn Student Resources](#)

Technical Assistance

This online class is hosted by UT El Paso. If you have computer, Blackboard problems, or any other kind of technical questions, please contact the UTEP Help Desk via email at helpdesk@utep.edu or by phone at (915) 747-5257. The HELP desk hours are: Mon-Fri 7:00am - 8:00pm (Mountain Time), Sat 9:00am - 1:00pm (Mountain Time), Sun CLOSED.

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