

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING & HEALTH SCIENCES**

**NURS 4501.060 Online - COMMUNITY HEALTH NURSING
COURSE SYLLABUS**

FACULTY

Course Designers

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Instructor of Record

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Spring 2017

The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

Approved by FO: 10/02

NURS 4501.560 RN Community Health Nursing-Course Schedule Spring 2017

<u>Topic</u>	<u>Chapters</u>	<u>ASSIGNMENTS DUE</u>
1.16.17 Start Here		Student Forms, Student Information, and Padlet Introduction Due January 24
1.23.17 Module 1: Course Introduction		Syllabus Quiz Due January 31
2.6.17 Module 2: Perspectives in Health Care Delivery and Nursing	1,3	Group Norms and Clinical Plan due February 7
2.13.17 Module 3: Influences on Health Care Delivery and Nursing	6, 8	Research Assignment 1: <i>Healthy People 2020</i> due February 14
2.20.17 Module 4: Conceptual Frameworks Applied to Nursing Practice in the Community	9,11	Quiz 1 and clinical assignment for Learning Activity 1 due February 21; Learning Activity DB post due February 23
2.27.17		Quiz 2 due February 28
<u>Module 5: Midterm Exam</u>		Opens February 28 at 8:00 AM Closes March 7 at 5:00 PM
3.6.17 Module 6: Issues and Approaches in Health Care Populations	12, 14, 15	
3.13.17-3.17.17 Spring Break		
3.20.17 Module 7: Issues and Approaches in Family and Individual Health Care	19, 20	Clinical assignment for Learning Activity 2 due March 21 Discussion Board for Learning Activity 2 due March 23
3.27.17 Module 8: Vulnerability: Predisposing Factors	21, 26	March 27—Last day to withdraw from course Quiz 3 and Research Assignment 2: Vulnerable Populations due March 28
4.3.17 Module 9: Nursing Practice in the Community: Roles and Functions	28	Quiz 4, clinical assignments for Learning Activity 3 due April 4 All clinical assignments and Quiz 5 due April 11
4.17.17		Opens April 18 at 8:00 AM Closes April 25 at 5:00 PM
<u>Module 10: Final Exam</u>		

Please note that all assignments must be submitted by 5:00 PM Central Time on the due date.

TITLE

NURS 4501-Community Health Nursing

SEMESTER CREDIT HOURS

5 Hours (2 hours didactic, 3 hours clinical).

TIME

Content delivered online.

PREREQUISITES

Admission to the RN-BSN/MSN track for the RN student.

COURSE DESCRIPTION

This course introduces concepts of community health utilizing the population focused nursing process. Emphasis is on health promotion, risk reduction, and disease management in selected community settings.

STUDENT LEARNING OUTCOMES

- Integrate principles of public health science at local, national, and global levels.
- Demonstrate ability to coordinate and plan quality nursing interventions for communities based on population focused nursing process.
- Synthesize research findings from multiple disciplines to facilitate and evaluate evidenced-based practice in the community.
- Utilize technology to analyze public healthcare delivery systems to improve population health outcomes.
- Discuss basic knowledge of healthcare policy, finance, and regulatory environments that affect the health of diverse populations.
- Plan comprehensive nursing care that reflects human caring for diverse populations through multidisciplinary collaborations
- Differentiate the levels of prevention to improve health outcomes of diverse populations
- Identify historical and ethical values of community health nursing.

Required Text

NURS 4501 Course Syllabus.

Stanhope, M., & Lancaster, J. (2014). *Foundations of Nursing in the Community: Community-Oriented Practice* (4th Edition). St. Louis: Mosby.

ISBN: 978-0-3231-0094-6

Evaluation of Learning Statement

All material will be evaluated by online class and clinical/theory discussions, exams, and assignments based on text material, web resources, and case study situations. All exams will be taken online using SofTest.

Assignment and Examinations Policy /Assignments and Grading Policies

Completion of NURS 4501 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives and expectations in either the classroom or clinical area must repeat the entire course and may not progress to the next level.

- Syllabus Quiz: Students will take a brief quiz over the syllabus which will be open during the first two weeks of the course. **No extensions will be given for this quiz.**
- Engagement: This grade will be comprised of the interactive activities included within each module.
- Quizzes: Students will take quizzes over module content. Quizzes will open with content in the week they are assigned, and must be completed before taking the exams. Students will have 2 attempts for each quiz with the highest score kept for the final grade. **No extensions will be given for quizzes.**
- Evidence-Based Research Assignments: Students will use the University Library to identify peer-reviewed nursing research articles that address evidence-based practice relative to community health. Further details about the assignment can be found on Blackboard. Each paper counts 7.5% toward your course grade, for a total of 15%. A deduction of **5 points** a day or any part of a day will be taken off assignments that are submitted after the assigned due date.
- Exams: There are two exams to be taken using SofTest throughout the semester. All exams in this course are online and are scheduled to be completed by a designated date and time. You are to take the exam alone but may use your books and/or notes. **Exams will be available from 8:00 AM on Tuesday until 5:00 PM of the following Tuesday as posted in the course calendar. No extensions are given on exams.**

Grading Policy

Students will have course grades calculated based on the weighted calculation of exams and other required course work. The weighted calculation must be 75% or above to pass the course.

Course Grade Calculation:

Syllabus Quiz	5%
Engagement	5%
Evidence-Based Research Assignments (2)	15%
Quizzes (5)	25%
Midterm Exam	25%
Final Exam	25%
Clinical Activities	pass/fail

Letter grade will be assigned according to the following scale.

A	90-100
B	80-89
C	75-79
D	60-74
F	60 and below

Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive a grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness for only three undergraduate course repeats during his/her academic career:

http://www.uttyler.edu/registrar/policies/repeatingcourses_gradeforgiveness.php

Clinical Grading: The clinical component of the course is graded on a pass/fail basis. Students are required to make a grade of C or above in the clinical component in order to get credit for the course. Online clinical activities serve as virtual clinical experiences.

Paper/Assignments Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

Examination and Examination Review Policy

Exams will be **administered online using SofTest**.

It is considered academic dishonesty to copy and/or print quizzes or exams or discuss them with prior, current, or future students. It is also considered academic dishonesty to open a quiz or exam to 'take a look', and report technical difficulty bumped you out of the quiz or test and ask for a reset. Faculty can see access times and the quantity of responses that reflect true attempts. Please demonstrate academic integrity at all times.

1. Exam grades will be posted on-line. Any student achieving an examination grade of less than 75% must schedule an appointment with faculty within 10 school days from the return of the exam grade.
2. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.

Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on

current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.

3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The School of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

NOTE: The following is an excerpt from the University's Honor Code that applies to ALL individuals who are associated with The University of Texas at Tyler:

The UT Tyler community joins together to embrace:

*Honor and integrity that will not allow me to lie, cheat, or steal,
nor to accept the actions of those who do.*

Student Affirmation Form (Blackboard Assignment) and Social Networking Policy

1. Each line must be initialed, signed, and dated for each course every semester.
2. Must be completed and submitted electronically.

Course Information:

1. Teaching strategies for this course will include the use of outlines, notes, case studies, discussion board activities, critical thinking activities, discussion board activities, audio-visual materials, journals, and clinical activities.
2. The clinical portion of the course syllabus, handouts/outlines, and any other required course materials will be placed on blackboard.
3. I will make every effort to respond quickly to your emails. Generally, speaking, I check my email inbox several times a day during the week and less frequently on the weekend. When you send me an email, I will respond within 24 hours during the week and 48 hours on the weekend (excluding holidays).
4. In grading your assignments, I will have them back to you with feedback in one week from the due date or your submission date, whichever is later.
5. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
6. All written work that is submitted will be subject to review for plagiarism by SafeAssign™, available on Blackboard.
7. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03).

Completion time—expectations

1. You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on the theory part of this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

2. You will have access to one module of material at a time, and it will remain up through the end of the course. You may look ahead and study ahead within the module, or go back and review a past module at any time during the course. All assignments have set due dates. **Unless noted differently, due dates are as of 5:00 PM Central Standard Time on that date.**

NURS 4501 WEB – Community Nursing CLINICAL OBJECTIVES AND ROLE EXPECTATIONS

The clinical objectives, with instructor feedback, will guide your clinical experience to build on and increase your knowledge and skills base, using evidence-based practice and reflective practice with a focus on the ability to synthesize theories. Clinical objectives will be met in assigned on-line clinical exercises and activities and theory assignments that include virtual clinical applications.

CLINICAL OBJECTIVES: Upon completion of NURS 4601 clinical experience, the student will have demonstrated the ability to:

A. PROVIDER OF CARE

Using the principles of community assessment and health planning:

1. Assess **populations** in the community for health status and health needs.
2. Identify and prioritize actual and potential health problems for specified populations.
3. Formulate healthcare plans addressing the desired population outcomes and appropriate nursing interventions.
4. Implement theory based nursing interventions.
5. Evaluate the effectiveness of nursing interventions toward meeting the desired population outcomes.

B. COORDINATOR OF CARE

6. Collaborate with health and human service agencies to address population health concerns.
7. Apply theory and research knowledge to address identified population health concerns.
8. Articulate an ethical framework for making population health decisions.
9. Utilize knowledge of the social and political system to stimulate discussion, raise consciousness, and/or propose change related to the health of vulnerable populations.
10. Analyze professional nursing roles in the diverse practice of community health nursing.
11. Utilizes critical thinking to identify gaps in the health care of vulnerable populations and identifies potential resources to mitigate those gaps.

C. MEMBER OF THE PROFESSION

12. Demonstrate responsibility and accountability for own actions.
13. Abide by the laws and standards designated by the University of Texas at Tyler College of Nursing, Texas State Board of Nurse Examiners, and the ANA Code of Ethics.

14. Project a professional image by adhering to the dress code and meeting the attendance requirements.

D. COMMUNICATION

15. Document in a comprehensive, organized, and clearly stated manner.
16. Establish effective working relationships with clinical faculty, facility personnel, peers, patients, families, and community representatives.
17. Display responsibility and accountability for professional interactions to reflect interpersonal caring.

E. SAFETY

18. Provide safe care to patients, families, populations, and communities.
19. Utilize the teaching/learning process to provide appropriate educational support to patients, care providers and the public.
20. Accurately identify safety risks and appropriately intervene to provide a safe environment for patients, families, populations, and communities.

Community Health Nursing Student Learning Outcomes

Module 1: Course Introduction

Upon successful completion of the module, you should be able to:

1. Demonstrate understanding of course requirements
2. Explain the difference between didactic and clinical expectations

Module 2: Perspectives in Health Care Delivery and Nursing- Chapters 1, 3

Upon successful completion of the module, you should be able to:

1. Apply the goal and core functions of public health in community health settings
2. Differentiate between community-oriented and community-based nursing practice
3. Explain what is meant by population-focused nursing care
4. Describe the events and trends that influence the status of the health care system.
5. Identify federal, state, and local health care organizations.
6. Compare and Contrast the current public health care system in the United States and the responsibilities of the federal, state, and local public health systems.

Module 3: Influences on Health Care Delivery and Nursing - Chapters 6, 8

Upon successful completion of the module, you should be able to:

1. Explain how the environment influences human health and disease.
2. Describe legislative and regulatory policies that have influenced the effect of the environment on health and disease patterns.
3. Describe the skills needed by nurses practicing in environmental health and apply the nursing process to the practice of environmental health.
4. Identify sources of potential environmental hazards in the community
5. Identify major factors influencing national healthcare spending
6. Describe the impact that various funding sources have on individuals and services available in the community.

7. Explain the role of government and other third-party payers in healthcare financing

Module 4: Conceptual Frameworks Applied to Nursing Practice in the Community Chapters 9, 11

Upon successful completion of the module, you should be able to:

1. Analyze the basic epidemiological concepts (morbidity and mortality, populations at risk, natural history of disease, levels of prevention, host-agent-environment relationships, and the web-of-causality model) to explain how nurses use epidemiology in community health practice.
2. Calculate and differentiate incidence rates, prevalence rates, crude, and adjusted rates.
3. Discuss how people learn.
4. Apply knowledge of literacy and health literacy in health promotion and health education.
5. Describe strategies that nurses can use to provide effective health education
6. Utilize the steps of the educational process to work with adults and children.

Module 5: Midterm Exam

Upon successful completion of the module, you should be able to:

1. Demonstrate knowledge of core concepts

Module 6: Issues and Approaches in Health Care Populations- Chapters 12, 14, 15

Upon successful completion of the module, you should be able to:

1. Analyze the concepts of community, community as client, and the community focused nursing process.
2. Apply the concepts of community focused nursing process to promote the health of communities
3. Identify resources for data gathering as part of a community assessment.
4. Evaluate the effects of disasters on people and their communities
5. Delineate the disaster management phases of prevent, preparedness, response, and recovery and explain the nurse's role in each phase.
6. Explain public health surveillance and the role of the nurse in this process
7. Apply steps in planning, analyzing, interviewing, and evaluating surveillance in an investigation
8. Recognize sources of data used when investigating a disease or condition outbreak

Module 7: Issues and Approaches in Family and Individual Health Care- Chapters 19, 20

Upon successful completion of the module, you should be able to:

1. Utilize family nursing tools in planning nursing care for families at risk
2. Apply the nursing process (assessment, planning, implementation, evaluation) to reducing family health risks and promoting family health
3. Describe nursing measures to promote child and adolescent health within the community

4. Differentiate risk factors for children, adolescents, adults, older adults, and persons in the community who have special health needs
5. Explain nursing measures designed to reduce risks for adults in the community

Module 8: Vulnerability: Predisposing Factors Chapters 21, 26

Upon successful completion of the module, you should be able to:

1. Define the term vulnerable populations and describe groups who are considered vulnerable
2. Explain factors that contribute to the development of vulnerability amongst different populations
3. Describe nursing approaches to care of vulnerable populations in the community
4. Provide examples of infectious disease control interventions at the three levels of public health prevention
5. Assess the factors contributing to newly emerging or reemerging infectious diseases
6. Interpret issues related to obtaining and maintaining appropriate levels of immunization against vaccine preventable diseases
7. Describe issues and agents associated with foodborne illness and appropriate prevention measures
8. Explain how the elements of the epidemiologic triangle interact to cause infectious diseases
9. Summarize the illnesses most likely to be associated with the intentional release of a biological agent

Module 9: Nursing Practice in the Community: Roles and Functions- Chapter 28

Upon successful completion of the module, you should be able to:

1. Distinguish public health, public health nursing, and local, state, and national roles
2. Discuss emerging public health issues that affect public health nursing practice
3. Describe examples of public health nursing roles

Module 10: Final Exam

Upon successful completion of the module, you should be able to:

1. Demonstrate knowledge of core concepts
2. Provide evaluation for course improvement

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are required to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Grade Replacement Policy/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three

course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - Copying from another student's test paper;
 - Using, during a test, materials not authorized by the person giving the test;
 - Failure to comply with instructions given by the person administering the test;
 - Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid from another student during a test or other assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;

- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Technical Information

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555.

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for useful information or check out **On Demand Learning Center for Students** <http://ondemand.blackboard.com/students.htm>

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

NOTE: Mozilla Firefox is the recommended browser for Blackboard. <http://www.mozilla.org/en-US/firefox/new/>

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. <http://get.adobe.com/reader/>
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web. <http://www.java.com/en/download/>
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>

- **QuickTime** allows users to play back audio and video files.
L: <http://www.apple.com/quicktime/download/>

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

<http://www.learnthenet.com/learn-about/netiquette/index.php>