NURS 3330-110, CRN 60019, Care of the Older Adult
Summer 2019
Texas A&M University-Central Texas

COURSE DATES, MODALITY AND LOCATION
June 3 through July 26, 2019, online

Mode of Instruction and course access:
This course is 100% online taught through the A&M-Central Texas Canvas Learning Management System (https://tamuct.instructure.com). You will use the Canvas username and password communicated to you separately to logon to this system. Faculty serve as a resource person to guide the student in the learning process. Other teaching strategies include online assignments, online discussion boards, and scholarly papers. The instructor guides the online student’s learning and serves as a resource person in the learning process.

You will also use Shadow Health Virtual Patient program (https://app.shadowhealth.com/) the course pin for this semester is:

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Katie Sanders, DNP, RN
Office: Heritage Hall 302A
Phone: 254-519-5487
Email: Canvas message preferred, A&M email: mksanders-1@tamuct.edu

Office Hours:
Monday through Wednesday, 10:00 a.m. to 12:00 p.m., in person, via phone or virtual meeting

Student-instructor interaction:
Emails and messages within Canvas; students may expect a response within 24 to 48 hours Monday-Thursday. Students are expected to check emails a minimum of twice weekly for announcements, assignment updates, or any other messages corresponding to the course. You may also update Canvas settings to send announcements and emails to your personal or TAMUCT email account. See the Canvas Guides for instructions.

Office hours may also include synchronous online student’s learning and serving as a resource person to guide the student in the learning process.
Warrior Shield:
Emergency Warning System for Texas A&M University – Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION
Course Overview and Description:
In this course, the aging process is examined with a focus on risk reduction, chronic disease management and disease prevention in the older adult. The concept of healthy aging will be explored. The course includes strategies for health promotion, health restoration, health maintenance and life transitions of the older adult. Expected professional nurse competencies in providing and directing culturally sensitive care of the older adult and their families across the wellness/illness continuum will be emphasized.

Course Objectives:
By the end of this course the student will be able to assess health and wellness needs of the older population, and analyze available resources for the elderly and their care givers.

Student Learning Outcomes:
1. Examine the underlying causes of physical changes associated with the aging process.
2. Explore the major psychological and sociological theories of aging.
3. Identify risk factors associated with aging that impact health and nursing care.
4. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
5. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.
6. Analyze the potential impact of health care finance structure on care of the older adult.

Competency Goals Statements from The Essentials of Baccalaureate Education for Professional Nursing Practice, American Association of Colleges of Nursing (2008).
I. Liberal Education for Baccalaureate Generalist Nursing Practice
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
V. Healthcare Policy, Finance and Regulatory Environments
VII. Clinical Prevention and Population Health.
IX. Baccalaureate Generalist Nursing Practice
Required Reading and Textbooks:

3. **Shadow Health Digital Clinical Experience (DCE) software.** Purchase from the Bookstore or purchase online.
   Students must create their accounts by visiting [http://app.shadowhealth.com](http://app.shadowhealth.com)
   Helpful sites:
   - Shadow Health Website: [http://app.shadowhealth.com/](http://app.shadowhealth.com/)
   - Link to Shadow Health Support: [http://support.shadowhealth.com](http://support.shadowhealth.com)

**Course Registration PIN for Students:** 1626-3906-0567-1402
Support can be reached via support.shadowhealth.com, through email at support@shadowhealth.com, or by calling (800) 860-3241.

**COURSE REQUIREMENTS**

**Online Discussion: Meet and Greet –**

Introduce yourself to your peers. Include your name, where you obtained your ADN, what kind of nursing you practice, and how many courses you have taken at TAMUCT. Include a few personal details (spouse, children, pets, etc.). Please upload a picture of yourself/family. Respond to at least 2 peers.

*Module 1: Foundations of Healthy Aging*

Associated student learning outcomes:
1. Examine the underlying causes of physical changes associated with the aging process.
2. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.
3. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum

Assigned Readings: Touhy & Jett, Chapters 1-4

Required submissions:
1. Meet and Greet Posting
2. Shadow Health DCE Orientation and Conversation Concept Lab. May waive if completed in another course.
3. Discussion post and two responses – Cross Cultural Caring and Aging

**Online Discussion 1 – Cross-Cultural Caring and Aging (100 points)**

Utilizing the information from chapter 2 in the textbook, discuss your personal beliefs regarding health and illness and explain how they fit into the three major classifications of health belief models. Propose 4 strategies that would be helpful in planning care for elders from different ethnic backgrounds. Note the different due dates and follow the rubric.
# Online Discussion Rubric - Cross-Cultural Caring and Aging

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>20</th>
<th>10</th>
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<tbody>
<tr>
<td>Make an initial post to the discussion board by the due date. Discuss your personal</td>
<td>The initial post meets the criteria and has depth of analysis on</td>
<td>The initial post is superficial and does not fully address the</td>
<td>No initial post or initial post was more than 24 hours late.</td>
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<td>beliefs regarding health and illness and explain how your beliefs fit into the three</td>
<td>the topic, demonstrates application of learning material to</td>
<td>topic. The post does not fully meet the criteria and/or it was</td>
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<td>major classifications of health belief models. Propose four (4) strategies that would</td>
<td>discussion.</td>
<td>late.</td>
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<td>be helpful in planning care for elders from different ethnic backgrounds. References</td>
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<td>must include the textbook.</td>
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<tr>
<td>A minimum of 2 responses to peers. Make comments relevant. You may include supporting</td>
<td>2 or more complete and relevant responses to peers.</td>
<td>Less than 2 responses and/or responses were late and/or response</td>
<td>No responses to peers or responses were more than 24 hours late</td>
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<td>rationale and/or constructive suggestions and ideas.</td>
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<td>was too short and/or question was irrelevant.</td>
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<tr>
<td>No grammatical and/or spelling errors in post.</td>
<td>No grammatical or spelling errors.</td>
<td>There were 1-2 grammatical or spelling errors.</td>
<td>There were 3 or more grammatical or spelling errors.</td>
</tr>
<tr>
<td>In-text citations and references are consistent with APA guidelines. At least one</td>
<td>In-text citations and references are consistent with APA guidelines.</td>
<td>Did not use the textbook as a reference and/or does not follow APA</td>
<td>No in-text citations and/or references.</td>
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<tr>
<td>reference from the textbook.</td>
<td>Used the textbook as a reference</td>
<td>guidelines for in-text citations and references.</td>
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<tr>
<td>Discussion was conducted in a courteous and respectful manner</td>
<td>Discussions were conducted in a courteous and respectful manner.</td>
<td>The weekly discussion were not conducted in a courteous and</td>
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<td><strong>Total</strong></td>
<td>100</td>
<td>50</td>
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Module 2: Foundations of Gerontological Nursing

Associated student learning outcomes:
1. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
2. Analyze the potential impact of health care finance structure on care of the older adult

Readings:  Touhy & Jett Chapters 5-7

Required Submissions:
Paper 1 – The Healthcare Insurance Plans in Later Life (250 points)

Online submission:
Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

Paper 1 – The Health Care Insurance Plans in Later Life (250 points)

Utilizing the information from chapter 7 in the textbook, discuss the health care insurance plans in later life. Write this scholarly paper from the perspective of a professional caregiver who is educating an elderly patient. Important: You must use clear and simple terms aimed at educating an elderly person! You must use APA headings that correspond to the criteria in the rubric. The body of this paper should be a narrative of at least 3 pages and no more than 5 pages. Your paper must also have a cover page and a reference page. The cover page and the reference page are not counted in the 3-5 pages. Do not write an abstract. Follow the grading rubric for this assignment.

Late assignments:
Minus 10 points for 24 hours late
Minus 20 points for 48 hours late
Minus 30 points for 72 hours late.
Grade of 0 (zero) for assignments that are more than 3 days late.

Assignment Rubric - The Health Care Insurance Plans in Later Life

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<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>25</th>
<th>12.5</th>
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<tr>
<td>An introductory paragraph introduces the topic.</td>
<td>Introduction is clear and concise.</td>
<td>The introduction is superficial or does not introduce the topic.</td>
<td>No introduction.</td>
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<tr>
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<th>Medicare Part A</th>
<th>Medicare Part B</th>
<th>Medicare Part C</th>
<th>Medicare Part D</th>
<th>Medicaid</th>
<th>Conclusion summarizes the purpose of the paper</th>
<th>No grammatical and/or spelling errors</th>
<th>In-text citations and references are consistent with APA guidelines. At least one reference from the textbook</th>
<th>APA cover page and reference page. Body of the paper is at least 3 pages long and follows</th>
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<td></td>
<td>Clear and concise information aimed at educating an older patient.</td>
<td>Clear and concise information aimed at educating an older patient.</td>
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<td>Clear and concise information aimed at educating an older patient.</td>
<td>Conclusion is clear and concise</td>
<td>No grammatical and/or spelling errors</td>
<td>In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.</td>
<td>APA cover page and reference page. Body of the paper is at least 3 pages long and follows</td>
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<td>Unclear information and/or not aimed at educating an older adult.</td>
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<td>Unclear information and/or not aimed at educating an older adult.</td>
<td>The conclusion is superficial or does not summarize the purpose of the paper.</td>
<td>There were 1-2 grammatical or spelling errors.</td>
<td>Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.</td>
<td>Some missing/inaccurate cover page.</td>
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<td>No information about Medicare Part A.</td>
<td>No information about Medicare Part B.</td>
<td>No information about Medicare Part C</td>
<td>No information about Medicare Part D</td>
<td>No information about Medicaid</td>
<td>No conclusion</td>
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<td>No in-text citations and/or references.</td>
<td>Major inaccuracies in cover page,</td>
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<td>APA guidelines. APA headings match the criteria of the rubric</td>
<td>at least 3 pages long and follows APA guidelines. APA headings match the criteria of the rubric</td>
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Module 3: Pain Management and Medication Safety

Associated student learning outcomes:
1. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
2. Examine the underlying causes of physical changes associated with the aging process.
3. Identify risk factors associated with aging that impact health and nursing care.
4. Analyze strategies used in the health promotion, restoration, and maintenance of the older adult.

Readings: Touhy & Jett, Chapters 8, 9, 13, 18 and 21

Required Submissions:
1. Shadow Health DCE patient Edward Carter, (100 points)
2. Discussion Board 2 – Medication Regimens in Older Adults (100 points)

DCE
Log into your Shadow Health account and complete the assignment “Focused Exam: Pain”. The patient's name is Edward Carter. Your DCE score in Shadow Health is your grade for this assignment. This is a 3-hour assignment that counts towards your “field work” hours. Please log.

Online Discussion 2 – Medication Regimens in Older Adults
Use the textbook to discuss 2 nursing actions aimed at increasing patient compliance with safe medication regimens. Use the textbook and at least one peer-reviewed journal article to discuss evidence-based approaches to manage medication regimes for the older adult. Note the different due dates and follow the rubric.

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<thead>
<tr>
<th>Criteria for Evaluation</th>
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<tr>
<td>Make an initial post to the discussion board by the due date. Discuss 2 nursing actions aimed at increasing patient compliance with safe medication regimens in older adults. References must include the textbook and at least one peer-reviewed article.</td>
<td>The initial post meets the criteria and indicates depth of analysis on the topic and demonstrates application of the content.</td>
<td>The initial post is superficial and does not fully address the topic. The post does not fully meet the criteria and/or it was late.</td>
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<td>A minimum of 2 responses to peers. Make comments relevant. You may include supporting rationale and/or constructive suggestions and ideas.</td>
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<td></td>
<td>No grammatical and/or spelling errors in posts.</td>
<td>No grammatical or spelling errors.</td>
<td>1-2 grammatical or spelling errors in posts.</td>
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<tr>
<td>In-text citations and references are consistent with APA guidelines. At least one reference from the textbook and one reference from a peer-reviewed article</td>
<td>In-text citations and references are consistent with APA guidelines. Used the textbook and one article as references.</td>
<td>Did not use the textbook as a reference and/or did not use an article as a reference or does not follow APA guidelines for in-text citations and references.</td>
<td>No in-text citations and/or references.</td>
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<tr>
<td>Discussions are conducted in a courteous and respectful manner.</td>
<td>Discussions were conducted in a courteous and respectful manner.</td>
<td>The discussions were not conducted in a courteous and respectful manner.</td>
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**Total** 100 50 0

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**Module 4: Basic Needs – Mobility and Safety**

**Associated student learning outcomes:**

1. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
2. Examine the underlying causes of physical changes associated with the aging process.
3. Identify risk factors associated with aging that impact health and nursing care.
4. Analyze strategies used in the health promotion, restoration, and maintenance of the older adult.
5. Explore the major psychological and sociological theories of aging.

**Readings:** Touhy & Jett, Chapters 14, 15, 16, 17, 22

**Required Submissions:**

1. Shadow Health DCE: Robert Hall (100 points)
2. Online Discussion 3 – Theoretical Frameworks (100 points)

**DCE:**
Log into your Shadow Health account and complete the assignment “Focused Exam: Mobility”. The patient’s name is **Robert Hall. Your DCE score is your grade for this assignment. This is a 3-hour assignment that counts towards your “field work” hours.**

**Online Discussion 3 – Theoretical Frameworks (100 points)**
Read chapter 17. Discuss one of the theoretical frameworks for chronic illness. Consider the framework you selected and illustrate it with an example. Make up a scenario that illustrates your understanding of the nurse’s role within this framework. Note the different due dates and follow the rubric.

Associated student learning outcomes: Analyze strategies used in the health promotion, restoration, and maintenance of the older adult. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.

### Online Discussion 3 Rubric – Theoretical Frameworks

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<tr>
<th>Criteria for Evaluation</th>
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<tr>
<td>Make an initial post to the discussion board by the due date. Discuss one of the theoretical frameworks for chronic illness. Consider the framework you selected and illustrate it with an example. Make up a scenario that illustrates your understanding of the nurse’s role within this framework. References must include the textbook.</td>
<td>The initial post meets the criteria. It indicates depth of analysis of the topic and demonstrates application of the content.</td>
<td>The initial post is superficial and does not fully address the topic. The post does not fully meet the criteria and/or it was late.</td>
<td>No initial post or initial post was more than 24 hours late.</td>
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<td>A minimum of 2 responses to peers. Make comments relevant. You may include rationale and/or constructive suggestions and ideas.</td>
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<td>Less than 2 responses and/or responses were late and/or responses were too short/irrelevant.</td>
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<td>No grammatical and/or spelling errors in posts.</td>
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<td>3 or more grammatical or spelling errors in posts.</td>
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<td>In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.</td>
<td>In-text citations and references are consistent with APA guidelines. Used the textbook as a reference</td>
<td>Did not use the textbook as a reference and/or does not follow APA guidelines for in-text</td>
<td>No in-text citations and/or references.</td>
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Discussions are conducted in a courteous and respectful manner.

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<th>Discussions were conducted in a courteous and respectful manner.</th>
<th>The discussions were not conducted in a courteous and respectful manner.</th>
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<td>Total</td>
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**Module 5 – Basic Needs, Nutrition, Hydration and Elimination**

**Associated student learning outcomes:**
1. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
2. Examine the underlying causes of physical changes associated with the aging process.
3. Identify risk factors associated with aging that impact health and nursing care.
4. Analyze strategies used in the health promotion, restoration, and maintenance of the older adult.
5. Explore the major psychological and sociological theories of aging.

Required Readings: Tuohy & Jett, Chapters 10, 11, 12, 20
Required Submissions:
1. Shadow Health DCE: Patricia Young (100 points)

**Patient 3 - Shadow Health (100 points)**

Read chapter 12 in the textbook.
Log into your Shadow Health account and complete the assignment “Focused Exam: Infection”. The patient’s name is Patricia Young. Your DCE score is your grade for this assignment. This is a 3-hour assignment that counts towards your “field work” hours.

**Module 6 – Sensory and Neurocognitive Disorders**

**Associated student learning outcomes:**
1. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
2. Examine the underlying causes of physical changes associated with the aging process.
3. Identify risk factors associated with aging that impact health and nursing care.
4. Analyze strategies used in the health promotion, restoration, and maintenance of the older adult.
5. Explore the major psychological and sociological theories of aging.

Required Readings: Tuohy & Jett, Chapters 19, 23, 24, 25
Required Submissions:
1. Shadow Health – DCE Esther Park (100 points)
2. Paper 2 – Neurocognitive Disorders and Communication (250 points)
**Shadow Health DCE (100 points)**
Log into your Shadow Health account and complete the assignment “Focused Exam: Cognition”. The patient’s name is Esther Park. Your DCE score in Shadow Health is your grade for this assignment. **This is a 3-hour assignment that counts towards your “field work” hours.**

**Paper 2 – Neurocognitive Disorders and Communication (250 points)**

Read chapters 23 and 25 in your textbook. In a scholarly paper, discuss 3 appropriate communication techniques that can be used with patients who have neurocognitive disorders. Include an example of how each communication technique could be applied with elderly patients. You must use APA headings that correspond to the criteria in the rubric. The body of this paper should be a narrative of at least 3 pages and no more than 5 pages. Your paper must also have a cover page and a reference page. The cover page and the reference page are not counted in the 3-5 pages. Do not write an abstract. Follow the grading rubric for this assignment.

Late assignments:
Minus 10 points for 24 hours late
Minus 20 points for 48 hours late
Minus 30 points for 72 hours late.
Grade of 0 (zero) for assignments that are more than 3 days late.

**Assignment Rubric - Neurocognitive Disorders and Communication**

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>20 points</th>
<th>50 points</th>
<th>No relevant information.</th>
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<tbody>
<tr>
<td>An introductory paragraph introduces the topic.</td>
<td>Introduction is clear and concise.</td>
<td>The introduction is superficial or does not introduce the topic.</td>
<td>No introduction. 0 points</td>
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<td>20 points</td>
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<tr>
<td>An appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example is included.</td>
<td>Clear and concise information regarding the topic with a corresponding example.</td>
<td>Unclear, vague or insufficient information and/or missing example.</td>
<td>No relevant information.</td>
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<td>50 points</td>
<td>25 points</td>
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<tr>
<td>A second appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An</td>
<td>Clear and concise information aimed at educating an older patient.</td>
<td>Unclear, vague or insufficient information and/or missing example.</td>
<td>No relevant information.</td>
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<td>Category</td>
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<td>example that corresponds to this technique is included.</td>
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<tr>
<td>A third appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that corresponds to this technique is included.</td>
<td>Clear and concise information aimed at educating an older patient. 50 points</td>
<td>Unclear, vague or insufficient information and/or missing example. 25 points</td>
<td>No relevant information. 0 points</td>
</tr>
<tr>
<td>Conclusion summarizes the purpose of the paper</td>
<td>Conclusion is clear and concise. 20 points</td>
<td>The conclusion is superficial or does not summarize the purpose of the paper. 10 points</td>
<td>No conclusion 0 points</td>
</tr>
<tr>
<td>No grammatical and/or spelling errors</td>
<td>No grammatical and/or spelling errors 20 points</td>
<td>There were 1-2 grammatical or spelling errors. 10 points</td>
<td>There were 3 or more grammatical or spelling errors. 0 points</td>
</tr>
<tr>
<td>References utilized are appropriate content and are cited consistent with APA guidelines. At least one reference from the textbook.</td>
<td>In-text citations and references are consistent with APA guidelines. Used the textbook as a reference 20 points</td>
<td>Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references. 10 points</td>
<td>No in-text citations and/or references. 0 points</td>
</tr>
<tr>
<td>APA cover page and reference page. Body of the paper is 3-5 pages long and follows APA guidelines. APA headings match the criteria of the rubric</td>
<td>APA cover page and reference page. Body of the paper is 3-5 pages long and follows APA guidelines. APA headings match the criteria of the rubric 20 points</td>
<td>Some missing/inaccurate cover page, reference page, headings and/or paper length. 10 points</td>
<td>Major inaccuracies in cover page, reference page and/or headings. 0 points</td>
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Module 7 – Mental Health and Substance Use in Older Adults

**Associated student learning outcomes:**
1. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
2. Identify risk factors associated with aging that impact health and nursing care.
3. Analyze strategies used in the health promotion, restoration, and maintenance of the older adult.
4. Explore the major psychological and sociological theories of aging.

**Required Readings:**
*Touhy & Jett, Chapter 24*


**Required Submissions:**
**Discussion Board 5 – Substance Use in Older Adults (100 points)**

What are some risk factors for substance use that are unique or present differently in the older adult population? Given some of the barriers to treatment, propose a way to address substance abuse in an older adult. Support your answer with information from the text and other readings (APA citation).

Post an initial response and two peer responses. In your peer response, evaluate the effectiveness of the educational tool or teaching provided based upon your knowledge of older adults and their needs.

**Discussion Board Rubric**

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<th>Criteria for Evaluation</th>
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<tbody>
<tr>
<td>Make an initial post to the discussion board by the due date. Discuss the risk factors for substance use that are unique to the older adult. Discuss the barriers to treatment in the elderly population. Propose an approach to manage substance</td>
<td>The initial post meets the criteria and discusses risk factors, barriers, and proposes an approach.</td>
<td>The initial post is superficial and does not fully address the 3 topics. The post does not fully meet the criteria and/or it was late.</td>
<td>No initial post or initial post was more than 24 hours late.</td>
</tr>
</tbody>
</table>
abuse in older adults. References must include the textbook and both articles.

<table>
<thead>
<tr>
<th>A minimum of 2 responses to peers. Make comments relevant. You must include feedback on the proposed approach.</th>
<th>2 or more complete and relevant responses to peers.</th>
<th>Less than 2 responses and/or responses were late and/or responses were too short/irrelevant.</th>
<th>No responses to peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No grammatical and/or spelling errors in posts.</td>
<td>No grammatical or spelling errors.</td>
<td>1-2 grammatical or spelling errors in posts.</td>
<td>3 or more grammatical or spelling errors in posts.</td>
</tr>
<tr>
<td>In-text citations and references are consistent with APA guidelines. References include the textbook and both articles.</td>
<td>In-text citations and references are consistent with APA guidelines. Used the textbook and articles as references</td>
<td>Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.</td>
<td>No in-text citations and/or references.</td>
</tr>
<tr>
<td>Discussion was conducted in a courteous and respectful manner</td>
<td>Discussions were conducted in a courteous and respectful manner.</td>
<td></td>
<td>The weekly discussion were not conducted in a courteous and respectful manner.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>50</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

**Module 8 – Transitions and End of Life Issues**

**Associated student learning outcomes:**
1. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
2. Explore the major psychological and sociological theories of aging.

**Required Readings: Touhy & Jett, Chapters 26-28**
Required Submissions:
1. Shadow Health DCE Regina Walker (100 points)
2. Discussion 6 – End of Life (100 points)

**Patient 5 - Shadow Health (100 points)**
Read chapters 26 and 28 in the textbook.
Log into your Shadow Health account and complete the assignment “Focused Exam: End of Life”. The patient’s name is Regina Walker. Your DCE score is your grade for this assignment. This is a 3-hour assignment that counts towards your “field work” hours.

**Online Discussion – End of Life (100 points)**

Read chapters 27 and 28. Explain the difference between euthanasia and palliative care. Provide your thoughts on these concepts from the perspective of a health care professional. Provide your thoughts on the topic from a patient’s (or patient’s relative) perspective. Respond respectfully to your peers. Note the different due dates and follow the rubric.

**Online Discussion Rubric 6 – End of Life**

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>20</th>
<th>10</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make an initial post to the discussion board by the Initial Post due date.</td>
<td>The initial post explains the difference between euthanasia and palliative care. The initial post provides thoughts from the health care professional perspective and from the patient’s (or patient’s relative) perspective.</td>
<td>The initial post is superficial and does not fully address the topic. The post does not fully meet the criteria and/or it was late.</td>
<td>No initial post or initial post was more than 24 hours late.</td>
</tr>
<tr>
<td>Explain the difference between euthanasia and palliative care. Provide your thoughts on these concepts from the perspective of a health care professional. Provide your thoughts on the topic from a patient’s (or patient’s relative) perspective. References must include the textbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A minimum of 2 responses to peers. Make comments relevant. You may include supporting rationale and/or constructive suggestions and ideas.</td>
<td>2 or more complete and relevant responses to peers.</td>
<td>Less than 2 responses and/or responses were late and/or responses were too short/irrelevant.</td>
<td>No responses to peers or responses were more than 24 hours late.</td>
</tr>
<tr>
<td>No grammatical and/or spelling errors in posts.</td>
<td>No grammatical or spelling errors.</td>
<td>1-2 grammatical or spelling errors in posts.</td>
<td>3 or more grammatical or spelling errors in posts.</td>
</tr>
</tbody>
</table>
NURS 3330 – Summer 2019

<table>
<thead>
<tr>
<th>In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.</th>
<th>In-text citations and references are consistent with APA guidelines. Used the textbook as a reference</th>
<th>Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.</th>
<th>No in-text citations and/or references.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions are conducted in a courteous and respectful manner.</td>
<td>Discussions were conducted in a courteous and respectful manner.</td>
<td>The discussions were not conducted in a courteous and respectful manner.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

**Field Work**

This course will require **15 hours** of field work to meet the learning outcomes. All field work preparation, computer search, assessment, planning, implementation and evaluation time are counted as part of the field work hours. The hours spent on the Shadow Health assignments will count as field work hours.

**Posting of Grades**

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report discrepancies to the instructor. The Shadow Health DCE score is your grade for each Shadow Health assignment.

**Grading Criteria Rubric and Conversion**

<table>
<thead>
<tr>
<th>5 Discussions: 500 points (1/3 of total course grade)</th>
<th>5 Shadow Health Assignments: 500 points (1/3 of total course grade)</th>
<th>2 Papers: 500 points (1/3 of total course grade)</th>
<th>Total possible points: <strong>1,500</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90-100%)</td>
<td>1350-1500 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B (80-89%)</td>
<td>1200-1349 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C (70-79%)</td>
<td>1050-1199 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D (60-69%)</td>
<td>900-1049 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F (59% and below)</td>
<td>899 points and below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Late Assignments:**
All assignments are due on the date and time outlined in the course schedule and syllabus. For written assignments and DCEs, 10% deduction will be taken for each day an assignment is past the due date. After three days, a grade of 0 will be entered into the gradebook for that assignment. Due to the interactive nature of discussion postings in an eight week course, posts more than 24 hours past due date will receive a grade of 0, responses more than 24 hours past due date will receive a grade of 0. Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

**COURSE OUTLINE AND CALENDAR**

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meet and Greet Posting</td>
<td></td>
<td>June 7</td>
</tr>
<tr>
<td></td>
<td><strong>Shadow Health DCE Orientation and Conversation Lab</strong></td>
<td></td>
<td>June 7</td>
</tr>
<tr>
<td></td>
<td>Discussion Post</td>
<td>Tuohy &amp; Jett Ch. 1-4</td>
<td>June 7</td>
</tr>
<tr>
<td></td>
<td>Discussion Responses</td>
<td></td>
<td>June 7</td>
</tr>
<tr>
<td>2</td>
<td>Paper 1 – Health Care Insurance Later in Life</td>
<td>Tuohy &amp; Jett, Ch. 5-7</td>
<td>June 16</td>
</tr>
<tr>
<td>3</td>
<td>Discussion Board 2 – Medication Regimen in Older Adults</td>
<td>Tuohy &amp; Jett, 9,18</td>
<td>June 21</td>
</tr>
<tr>
<td></td>
<td>Discussion Responses</td>
<td></td>
<td>June 23</td>
</tr>
<tr>
<td></td>
<td><strong>DCE – Pain, Edward Carter</strong></td>
<td>Tuohy &amp; Jett, 8, 9, 18, 21</td>
<td>June 23</td>
</tr>
<tr>
<td>4</td>
<td>Discussion Board – Theoretical Frameworks</td>
<td>Ch. 17</td>
<td>June 28</td>
</tr>
<tr>
<td></td>
<td>Discussion Responses</td>
<td></td>
<td>June 30</td>
</tr>
<tr>
<td></td>
<td><strong>DCE – Mobility, Robert Hall</strong></td>
<td>Tuohy &amp; Jett, 14, 15, 16, 22</td>
<td>June 30</td>
</tr>
<tr>
<td>5</td>
<td><strong>DCE – Infection, Patricia Young</strong></td>
<td>Tuohy &amp; Jett, Ch. 10, 11, 12, 20</td>
<td>July 7</td>
</tr>
<tr>
<td>6</td>
<td><strong>DCE – Cognition, Esther Park</strong></td>
<td>Tuohy &amp; Jett Ch. 19, 23, 24, 25</td>
<td>July 14</td>
</tr>
<tr>
<td></td>
<td>Paper 2 – Neurocognitive Disorders and Communication</td>
<td></td>
<td>July 14</td>
</tr>
<tr>
<td>7</td>
<td>Discussion – Substance Abuse</td>
<td>Tuohy &amp; Jett, Ch. 24, assigned articles in Canvas</td>
<td>July 19</td>
</tr>
<tr>
<td></td>
<td>Discussion Responses</td>
<td></td>
<td>July 21</td>
</tr>
<tr>
<td>8</td>
<td><strong>DCE – End of Life</strong></td>
<td>Tuohy &amp; Jett, Ch. 26-28</td>
<td><strong>July 24</strong></td>
</tr>
<tr>
<td></td>
<td>Discussion and Responses – End of Life</td>
<td></td>
<td>July 26</td>
</tr>
<tr>
<td></td>
<td><strong>Field Work Log (15 hours)</strong></td>
<td>15 hours required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Evaluation, BLUE</td>
<td></td>
<td>July 29</td>
</tr>
</tbody>
</table>
IMPORTANT UNIVERSITY DATES

May 31, 2019  Deadline for Tuition and Fee Payments (10-, 8-, and First 5-Week Classes)
May 31, 2019  Minimester ends
June 3, 2019   Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed for late registrants.
               **June 3, 2019**  Classes Begin for First 5-, 10-, and 8-Week Session
June 6, 2019   Deadline to Drop First 5-Week Classes with No Record
June 10, 2019  Deadline to Drop 8-Week Classes with No Record
June 18, 2019  Deadline to Drop 10-Week Classes with No Record
June 21, 2019  Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
June 21, 2019  Student End of Course Survey Opens (First 5-Week Classes)
July 1, 2019   Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
July 4, 2019   Independence Day *(University Closed)*
July 5, 2019   Classes End for First 5-Week Session
               **July 5, 2019**  Deadline for Graduation Application for Summer Ceremony Participation
July 5, 2019   Deadline to Withdraw from the University for First 5-Week Classes
July 8, 2019   Add, Drop, and Late Registration Begins for Second 5-Week Classes. $25 fee assessed for late registrants.
July 8, 2019   Classes Begin Second 5-Week Session
July 8, 2019   Student End of Course Survey Opens (First 5-Week Classes)
July 9, 2019   Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)
July 11, 2019  Deadline to Drop Second 5-Week Classes with No Record
               **July 12, 2019**  Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)
July 12, 2019  Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Summer Semester
July 12, 2019  Student End of Course Survey Opens (8-Week Classes)
July 19, 2019  Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)
               **July 26, 2019**  Classes End for 8-Week Session
               **July 26, 2019**  Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)
July 26, 2019  Deadline to Withdraw from the University for 8 -Week Classes
July 26, 2019  Student End of Course Survey Opens (10- and Second 5-Week Classes)
July 29, 2019  Student End of Course Survey Closes (8-Week Classes)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 30, 2019</td>
<td>Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)</td>
</tr>
<tr>
<td>August 1, 2019</td>
<td>Deadline for GRE/GMAT Scores to Office of Graduate Studies</td>
</tr>
<tr>
<td>August 9, 2019</td>
<td>Classes End for 10- and Second 5-Week Sessions</td>
</tr>
<tr>
<td>August 9, 2019</td>
<td>Deadline for Applications for $1,000 Tuition Rebate for Summer Graduation (5pm)</td>
</tr>
<tr>
<td>August 9, 2019</td>
<td>Deadline for Summer Degree Conferral Applications to the Registrar's Office. $20</td>
</tr>
<tr>
<td></td>
<td>Late Application Fee.</td>
</tr>
<tr>
<td>August 9, 2019</td>
<td>Deadline to Withdraw from the University for 10- and Second 5-Week Classes</td>
</tr>
<tr>
<td>August 10, 2019</td>
<td>Commencement Ceremony Bell County Expo Center (TBD)</td>
</tr>
<tr>
<td>August 12, 2019</td>
<td>Student End of Course Survey Closes (10- and Second 5-Week Classes)</td>
</tr>
</tbody>
</table>

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

This course will use the TAMUCT Canvas Learn learning management system for class communications, content distribution, and grades.

Logon to [https://tamuct.Canvas.com](https://tamuct.Canvas.com) to access the course.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Initial password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and reliable internet connection.

Shadow Health will be used for practice with the physical assessment skills and testing. Shadow Health works best with Firefox, or Chrome if you will be using the “Speech to Text” function. Canvas will also work well in Firefox and Chrome.

**Canvas Support.**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

**Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
[Web Chat](http://hdc.tamu.edu)

*Please let the support technician know you are an A&M-Central Texas student.*

Shadow Health Help Desk
M-F 9 am to 6 pm ET
Sat-Sun 12 pm – 9 pm ET
800-860-3241
UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.
For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
Important information for Pregnant and/or Parenting Students.
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.
Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing,
our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we
will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php).

INSTRUCTOR POLICIES

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2019) by Katie Sanders at Texas A&M University-Central Texas, (College of Arts & Sciences); 1001 Leadership Place, Killeen, TX 76549; 210(843-6338); Fax 254-(254-519-8017)ents. For more information, please visit our [Library website](https://tamuct.libguides.com/).