

# **NURS 3307-110, CRN# 60018, Health Assessment**

**Summer 2021**

Texas A&M University-Central Texas

## **COURSE DATES, MODALITY, AND LOCATION**

### **COURSE DATES, MODALITY AND LOCATION**

June 7 to July 30, 2021, 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, interactive patient experiences, and scholarly papers. The instructor guides the online student's learning and serves as a resource person in the learning process.

## **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Amy Mersiovsky, DNP, RN, PED-BC

**Office:** Heritage Hall, Room 302A

**Phone:** 254-519-5487

**Email:** Canvas inbox is the preferred method for communication for course-related communications. Secondary email: [a.mersiovsky@tamuct.edu](mailto:a.mersiovsky@tamuct.edu)

#### **Office Hours**

##### **Student-instructor interaction**

Please contact the professor for a virtual or phone appointment at least 24 hours in advance. After business hour appointments may be arranged due to student need.

The Canvas announcements page is used to send information that pertains to all students. It is strongly suggested that you adjust your Canvas settings to receive announcements in your email account or check announcements daily Monday-Friday. The professor will reply to all emails within 24 hours Monday-Friday. Please check your university email frequently for updates.

## **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 to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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 caregivers.

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

#### **Student Learning Outcomes:**

1. Integrate knowledge and skills in the provision of patient-centered care from liberal education base.
2. Synthesize skills and knowledge necessary for leadership, quality improvement and patient safety.
3. Integrate best practices in scholarship for translating evidence into practice.
4. Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
5. Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
6. Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes.
7. Utilize models and theories of clinical prevention and population health to create action which optimize health of a target population.
8. Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
9. Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

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
- III. Scholarship for Evidence Based Practice
- IV. Information Management and Application of Patient Care Technology

- V. Healthcare Policy, Finance and Regulatory Environments
- VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

Required Reading and Textbooks:

**Required for the course: 2 books**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).  
ISBN – 978-1-4338-3216-1

Touhy, T. A., & Jett, K. F. (2018). *Ebersole and Hess' gerontological nursing & healthy aging* (5<sup>th</sup> ed.). Elsevier.  
ISBN – 978-0-323-40167-8

**Online Discussion - Meet and Greet**

Introduce yourself to your peers. Share as much (or as little) as you want to. Consider including your name, place of work, nursing specialty, where/when you obtained your ADN, and how many courses you have taken at TAMUCT. You may also include personal details such as spouse, children, pets, hobbies, etc. Please consider uploading a picture of yourself/family.  
Respond to at least 2 peers. (This is will be graded as complete/incomplete)

**Module 1: Healthy Aging, History, Culture, Nursing Theories.**

**Online Discussion 1 – Cross-Cultural Care and Aging (50 points)**

Utilizing the information from chapter 2 of the textbook, discuss your personal beliefs regarding health and illness. Explain how your beliefs fit into the three major classifications of health belief models. Propose 4 strategies that would be helpful in planning care for elders from different cultural/ethnic backgrounds. Respond to your peers. Note the different due dates for the initial post, your responses to peers, and your answer to peer question. Follow the rubric.

**Online Discussion Rubric - Cross-Cultural Caring and Aging**

<b>Criteria for Evaluation</b>	<b>20 points</b>	<b>15 points</b>	<b>0 points</b>
<p><b>Initial Post</b> - Discuss your personal beliefs regarding health and illness AND Explain how your beliefs fit into the three major classifications of the health belief models. AND Propose 4 strategies that would help in planning care for elders from different ethnic backgrounds. AND The initial post must contain 350 words or more (excluding references). References must include the textbook, scholarly articles, and/or reliable web sources.</p>	<p>The initial post discussed personal beliefs and explains how personal beliefs fit into the three major classifications.</p> <p>The initial post proposes 4 strategies that would benefit elders from different ethnic backgrounds.</p> <p>The initial post contains more than 350 words and references include the textbook, scholarly articles, and/or reliable web sources.</p>	<p>The initial post does not fully discuss personal beliefs, and/or it does not fully discuss how personal beliefs fit into the three major classifications.</p> <p>The initial post is superficial and does not fully discuss 4 strategies. The initial post contains less than 350 words and/or references do not include the textbook, scholarly articles, and/or reliable web sources.</p> <p>The initial post was 24 hours late.</p>	<p>Personal beliefs and how they fit into the three major classifications are not addressed, or 4 strategies were not addressed.</p> <p>No references, or the initial post was 48 hours late.</p>
<b>Criteria for Evaluation</b>	<b>20 points</b>	<b>10 points</b>	<b>0 points</b>
<p><b>Responses</b> - Comment on the initial post of 2 other students. AND Your comments should include supporting rationales and/or constructive suggestions and ideas. AND</p>	<p>Both responses include supporting rationales and/or constructive suggestions and ideas.</p> <p>Both response posts contain at least 100 words and are made by the due</p>	<p>Responses do not include supporting rationales and/or constructive suggestions/ideas.</p> <p>Less than 2 responses and/or Responses were 24 hours</p>	<p>No responses recorded.</p> <p>Responses to peers were more than 48 hours late.</p>

Each of the 2 responses must contain 100 words or more. References must include the textbook, scholarly articles, and/or reliable web sources.	date. References include the textbook, scholarly articles, and/or reliable web sources	late. and/or Responses contain less than 100 words each.  References do not include the textbook, scholarly articles, and/or reliable web sources.	
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
<b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts.  In-text citations and references are consistent with APA guidelines.	No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.	1-4 grammatical or spelling errors and/or 1-4 APA errors in the in-text citations and /or references.	More than 4 grammatical or spelling errors and/or more than 4 APA errors in the in-text citations and/or references.
<b>Total</b>	50	30	0

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

### **Assignment 1 – Faith and Community Practicum Experience (100 points)**

Utilize what you learned in discussion 1 to perform an assessment of health beliefs and needs with your assigned client. Also include social/cultural/spiritual needs including food, transportation, and social interaction.

#### **Practicum Assignment Rubric**

Criteria For Evaluation	10 points	5 points	0 points
Assessment Tool-identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Assessment tool or tools not identified. OR Scores not included.	No tool or scores included.
Criteria for Evaluation	10 points	5 points	0 points
Problems Identified-list and describe/explain patient problems identified by screening tools and interactions.	List and describe/explain patient problems identified by screening tools and interactions.	Listed problems but no description or explanation given.	No problems, description/explanation identified
Criteria for Evaluation	10 points	5 points	0 points
Learning Needs-listed the topics of needed education.	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.
Criteria for Evaluation	10 points	5 points	0 points
Planning For Intervention-Lists resources utilized and content of educational intervention. References included on log.	Lists resources utilized and content of educational intervention. References included on log	Lists some resources utilized and some content of educational intervention. References included on log	No resources or content listed. No references listed on log.

Criteria for Evaluation	10 points	5 points	0 points
Implementation and Rationale of Intervention- detailed description of communication & content used. Were any referrals needed? Explain. Give rationale for intervention. References included on log	Detailed description of communication & content used was given. Were any referrals needed? Explain. Give rationale for intervention. References included on log	Details lacking for communication and content. OR Did not discuss referrals. OR No rationales given.  References included on log	No details given for communication or content. No referrals addressed.  No rationales given.  No references listed on log.
Criteria for Evaluation	15 points	10 points	0 points
Analysis of the Intervention- Provide detail of the effectiveness of the teaching plan for your patient. Why was it or why was it not effective?	Provided detail of the effectiveness of the teaching plan for your patient. Why was it or why was it not effective?	Lacks details of why or why not effective.	No in-depth analysis given.
Criteria for Evaluation	10 points	5 points	0 points
Referrals-were any referrals needed? What agency and why?	Addressed any needed referrals, the agency needed, and rationale for referral	Addressed the needed agency but did not include any rationale.	Did not address referrals.
Criteria for Evaluation	10 points	5 points	0 points
Barriers-were any barriers identified and how did these barriers effect the intervention?	Explained any barriers identified and how did these barriers effect the intervention.	Identified barriers but did not explain how the intervention was affected.	No barriers or explanation given.
Criteria for Evaluation	15 points	8 points	0 points
Evaluation of experience-look back at the experience and think about what worked, what you would change, and why. What would you change?	Gave in-depth reflection of practicum experience. Successes and short-comings were addressed. Student addressed changes that would like to make.	Reflection not in-depth OR Successes and Short comings were not addressed OR Needed changes were not addressed.	No reflection given No needed changes addressed.
Total Points	100	53	0

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 (150 points)**

Utilizing the information from chapter 7 in the textbook, scholarly journals, and appropriate reliable websites. Discuss the health care insurance plans in later life. Follow the rubric. **Write this scholarly paper from the perspective of a professional caregiver (RN) 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.

**Submit as a Word Document in Canvas.**

**Assignment Rubric - The Health Care Insurance Plans in Later Life**

<b>Criteria for Evaluation</b>	<b>20 points</b>	<b>10 points</b>	<b>0 points</b>
An introductory paragraph introduces the topic.	Introduction is clear and concise.	The introduction is superficial or does not introduce the topic.	No introduction.
Medicare Part A	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part A.
Medicare Part B	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part B.
Medicare Part C	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part C
Medicare Part D	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part D
Medicaid	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicaid
Conclusion summarizes the purpose of the paper	Conclusion is clear and concise	The conclusion is superficial or does not summarize the purpose of the paper.	No conclusion
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
Paper's body is 3-5 pages long. No grammatical and/or spelling errors In-text citations, headings, and references are consistent with APA guidelines. Formatting of cover page and reference page follows APA guidelines.	Paper's body was 3-5 pages long. No grammatical and/or spelling errors. In-text citations and references are consistent with APA guidelines. Formatting of cover page and reference page	Body was less than 3 pages or more than 5 pages long. 1-4 grammatical or spelling errors. and/or Some errors in APA of in-text citations and references. and/or Some errors in APA	5 or more grammatical or spelling errors and/or Major errors in APA of in-text citations and/or references and/or Major inaccuracies in APA formatting of cover page or reference page.

The textbook, scholarly articles, and reliable websites are used as a reference.	follows APA guidelines.  The textbook, scholarly articles, and reliable websites were used as a reference.	formatting of cover page or reference page.  Did not use the textbook, scholarly articles, or reliable websites as a reference.	No references.
<b>Total</b>	150	75	0

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

*Module 2: Foundations of Gerontological Nursing*

**Online Discussion 2 – Safe Medication Use & Substance Use Disorders in Older Adults (50 points)**

Use the information from chapter 9 to propose (and discuss) two distinct nursing actions to increase the compliance with safe medication regimens among older adults. Use the information from chapter 24 to propose (and discuss) two distinct approaches to manage substance use/abuse in older adults. Scholarly journals and appropriate reliable websites may be utilized to enhance the posts. Note the different due dates for the initial post and your responses to peers. Follow the rubric.

**Online Discussion Rubric – Safe Medication Use & Substance Use Disorders in Older Adults**

Criteria for Evaluation	20 points	15 points	0 points
Propose and discuss 2 distinct nursing actions to increase the compliance with safe medication regimens among older adults. AND Propose and discuss two distinct approaches to manage substance use/abuse in older adults. AND The initial post must contain 350 words or more (excluding references). References must include the textbook, scholarly journals, and/or appropriate reliable websites.	The initial post discusses 2 nursing actions in detail.  The initial post discussed 2 approaches to manage substance use/abuse in older adults.  The initial post contains more than 350 words. References include in the textbook, scholarly journals, and/or appropriate reliable websites	The initial post does not fully discuss 2 nursing actions.  The initial post does not fully discuss 2 management approaches.  The initial post contains less than 350 words and/or references do not include in the textbook, scholarly journals, or appropriate reliable websites.  The initial post was made after 24 hours	Nursing actions are not addressed,  Management approaches are not addressed.  No references, or the initial post was 48 hours late or omitted.

Criteria for Evaluation	20 points	10 points	0 points
<b>Responses -</b>  Comment on the initial post of 2 other students. AND Your comments should include supporting rationales and/or constructive suggestions and ideas. AND Each of the 2 responses must contain 100 words or more. References must include the textbook, scholarly articles, and/or reliable web sources.	Comment on the initial post of 2 other students.  Your comments should include supporting rationales and/or constructive suggestions and ideas.  Each of the 2 responses must contain 100 words or more. References must include the textbook, scholarly articles, and/or reliable web sources.	Responses do not include supporting rationales and/or constructive suggestions/ideas.  Less than 2 responses and/or Responses were 24 hours late. and/or Responses contain less than 100 words each. references do not include the textbook, scholarly articles, and/or reliable web sources.	No supportive rationales or constructive suggestions/ideas were included.  Responses to peers were more than 48 hours late.  No references were included.
Criteria for Evaluation	10 points	5 points	0 points
<b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts. In-text citations and references are consistent with APA guidelines.	No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.	1-4 grammatical or spelling errors and/or 1-4 APA errors in the in-text citations and /or references.	More than 4 grammatical or spelling errors and/or more than 4 APA errors in the in-text citations and/or references.
<b>Total</b>	50	30	0

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. Identify risk factors associated with aging that impact health and nursing care.

### **Assignment 2 – Faith and Community Practicum Experience (100 points)**

Perform a medication history. Identify risks for polypharmacy, interactions with over-the-counter drugs/herbals/supplements, and consider physiologic changes related to aging.

#### **Practicum Assignment Rubric**

Criteria For Evaluation	10 points	5 points	0 points
Assessment Tool-identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Assessment tool or tools not identified. OR Scores not included.	No tool or scores included.
Criteria for Evaluation	10 points	5 points	0 points
Problems Identified-list and describe/explain patient problems identified by screening tools and interactions.	List and describe/explain patient problems identified by screening tools and interactions.	Listed problems but no description or explanation given.	No problems, description/explanation identified
Criteria for Evaluation	10 points	5 points	0 points
Learning Needs-listed the topics of needed	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.

education.			
Criteria for Evaluation	10 points	5 points	0 points
Planning For Intervention-Lists resources utilized and content of educational intervention. References included on log.	Lists resources utilized and content of educational intervention. References included on log	Lists some resources utilized and some content of educational intervention. References included on log	No resources or content listed. No references listed on log.
Criteria for Evaluation	10 points	5 points	0 points
Implementation and Rationale of Intervention-detailed description of communication & content used. Were any referrals needed? Explain. Give rationale for intervention. References included on log	Detailed description of communication & content used was given. Were any referrals needed? Explain. Give rationale for intervention. References included on log	Details lacking for communication and content. OR Did not discuss referrals. OR No rationales given.  References included on log	No details given for communication or content. No referrals addressed.  No rationales given.  No references listed on log.
Criteria for Evaluation	15 points	10 points	0 points
Analysis of the Intervention- Provide detail of the effectiveness of the teaching plan for your patient. Why was it or why was it not effective?	Provided detail of the effectiveness of the teaching plan for your patient. Why was it or why was it not effective?	Lacks details of why or why not effective.	No in-depth analysis given.
Criteria for Evaluation	10 points	5 points	0 points
Referrals-were any referrals needed? What agency and why?	Addressed any needed referrals, the agency needed, and rationale for referral	Addressed the needed agency but did not include any rationale.	Did not address referrals.
Criteria for Evaluation	10 points	5 points	0 points
Barriers-were any barriers identified and how did these barriers effect the intervention?	Explained any barriers identified and how did these barriers effect the intervention.	Identified barriers but did not explain how the intervention was affected.	No barriers or explanation given.
Criteria for Evaluation	15 points	8 points	0 points
Evaluation of experience-look back at the experience and think about what worked, what you would change, and why. What would you change?	Gave in-depth reflection of practicum experience. Successes and short-comings were addressed. Student addressed changes that would like to make.	Reflection not in-depth OR Successes and Short comings were not addressed OR Needed changes were not addressed.	No reflection given No needed changes addressed.
Total Points	100	53	0

**Module 3: Chronic Disorders in Older Adults**

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. Identify risk factors associated with aging that impact health and nursing care.

**Online Discussion 3 – Theoretical Frameworks (50 points)**

Read chapter 17. Discuss one of the theoretical frameworks for chronic illness presented in this chapter. Consider the framework you selected and illustrate it with a clear example. Make up a scenario *that illustrates your understanding of the nurse’s role within this framework*. Scholarly journal articles may be utilized to enhance your post. Note the different due dates for the initial post, your responses to peers, and your answer to peer question. Follow the rubric.

**Online Discussion Rubric – Theoretical Frameworks**

<b>Criteria for Evaluation</b>	<b>20 Points</b>	<b>15 Points</b>	<b>0 points</b>
<p><b>Initial Post - Content:</b>                      Discuss/Explain one of the theoretical frameworks for chronic illness from Chapter 17.                      AND                      Consider the framework you selected and illustrate it with an example. Describe a scenario that illustrates your understanding of the nurse’s role within this framework.                      AND                      The initial post must contain 350 words or more (excluding references). References must include the textbook, scholarly articles, and/or reliable websites.</p>	<p>The initial post discussed one of the theoretical frameworks for chronic illness.                      The initial post illustrates application of the framework. An example of the nurse’s role is given in a scenario.                      The initial post contains more than 350 words.                      References include the textbook, scholarly articles, and/or reliable websites.</p>	<p>The initial post does not fully discuss one of the theoretical frameworks for chronic illness.                      The initial post is superficial and does not give a clear example/scenario.                      The initial post contains less than 350 words.                      References do not include the textbook scholarly article, and/or reliable websites.</p>	<p>One of the theoretical frameworks for chronic illness was not discussed.                      Example/scenario were not given.                      No references or the initial post was 48 hours late/omitted.</p>
<p><b>Criteria for Evaluation</b></p>	20 points	10 points	0 points
<p>Comment on the initial post of 2 other students.                      Your comments should include supporting rationales and/or constructive suggestions and ideas.                      Each of the 2 responses must contain 100 words or more.                      References must include the textbook, scholarly articles, and/or reliable web sources.</p>	<p>Both responses include supporting rationales and/or constructive suggestions and ideas.                      Both response posts contain at least 100 words and are made by the due date.                      References include the textbook, scholarly articles, and/or reliable</p>	<p>Responses do not include supporting rationales and/or constructive suggestions/ideas.                      Less than 2 responses and/or                      Responses were 24 hours late.                      and/or                      Responses contain less than 100 words each.                      References do not include</p>	<p>No supportive rationales or constructive suggestions/ideas were included.                      Responses to peers were more than 48 hours late.                      No references were included.</p>

	web sources	the textbook, scholarly articles, and/or reliable web sources.	
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
<b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts. In-text citations and references are consistent with APA guidelines.	No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.	1-4 grammatical or spelling errors and/or 1-4 APA errors in the in-text citations and /or references.	More than 4 grammatical or spelling errors and/or more than 4 APA errors in the in-text citations and/or references.
<b>Total</b>	50	30	0

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. Explore the major psychological and sociological theories of aging.

### **Assignment 3 – Faith and Community Practicum Field Work Experience (100 points)**

#### **Practicum Field Work Assignment Rubric**

Interview your client to determine if the residence where they reside is safe for them. Consider fall risks, mobility, lighting, and their vision and hearing.

Criteria For Evaluation	10 points	5 points	0 points
Assessment Tool-identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Assessment tool or tools not identified. OR Scores not included.	No tool or scores included.
Criteria for Evaluation	10 points	5 points	0 points
Problems Identified-list and describe/explain patient problems identified by screening tools and interactions.	List and describe/explain patient problems identified by screening tools and interactions.	Listed problems but no description or explanation given.	No problems, description/explanation identified
Criteria for Evaluation	10 points	5 points	0 points
Learning Needs-listed the topics of needed education.	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.
Criteria for Evaluation	10 points	5 points	0 points
Planning For Intervention-Lists resources utilized and content of educational intervention. References included on log.	Lists resources utilized and content of educational intervention. References included on log	Lists some resources utilized and some content of educational intervention. References included on log	No resources or content listed. No references listed on log.
Criteria for Evaluation	10 points	5 points	0 points
Implementation and Rationale of Intervention-detailed description of communication & content	Detailed description of communication & content used was given. Were any referrals needed?	Details lacking for communication and content. OR	No details given for communication or content. No referrals addressed.

used. Were any referrals needed? Explain. Give rationale for intervention. References included on log	Explain. Give rationale for intervention. References included on log	Did not discuss referrals. OR No rationales given.  References included on log	No rationales given.  No references listed on log.
Criteria for Evaluation	15 points	10 points	0 points
Analysis of the Intervention- Provide detail of the effectiveness of the teaching plan for your patient. Why was it or why was it not effective?	Provided detail of the effectiveness of the teaching plan for your patient. Why was it or why was it not effective?	Lacks details of why or why not effective.	No in-depth analysis given.
Criteria for Evaluation	10 points	5 points	0 points
Referrals-were any referrals needed? What agency and why?	Addressed any needed referrals, the agency needed, and rationale for referral	Addressed the needed agency but did not include any rationale.	Did not address referrals.
Criteria for Evaluation	10 points	5 points	0 points
Barriers-were any barriers identified and how did these barriers effect the intervention?	Explained any barriers identified and how did these barriers effect the intervention.	Identified barriers but did not explain how the intervention was affected.	No barriers or explanation given.
Criteria for Evaluation	15 points	8 points	0 points
Evaluation of experience-look back at the experience and think about what worked, what you would change, and why. What would you change?	Gave in-depth reflection of practicum experience. Successes and short-comings were addressed. Student addressed changes that would like to make.	Reflection not in-depth OR Successes and Short comings were not addressed OR Needed changes were not addressed.	No reflection given No needed changes addressed.
Total Points	100	53	0

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. Explore the major psychological and sociological theories of aging.

## **Paper 2: Neurocognitive Disorders and Communication (125 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 each communication technique. Scholarly articles may be used to support the use of the technique. Write this scholarly paper from the perspective of a *professional caregiver who is educating another professional caregiver*. Important: You must use language that is appropriate for educating a fellow professional (such as a new nurse)! 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.

Submit as a Word Document in Canvas.

**Assignment Rubric - Neurocognitive Disorders and Communication**

<b>Criteria for Evaluation</b>	<b>150 points</b>	<b>75 points</b>	<b>0 points</b>
An introductory paragraph introduces the topic.	Introduction is clear and concise. (20 points)	The introduction is superficial or does not introduce the topic. (10 points)	No introduction. (0 points)
An initial appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.	Clear and concise information regarding a communication technique is provided with a corresponding example. (30 points)	Unclear, vague, or insufficient information and/or missing example. (15 Points)	No relevant information. (0 points)
A second appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.	Clear and concise information regarding a communication technique is provided with a corresponding example. (30 points)	Unclear, vague, or insufficient information and/or missing example. (15 points)	No relevant information. (0 points)
A third appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.	Clear and concise information regarding a communication technique is provided with a corresponding example. (30 points)	Unclear, vague, or insufficient information and/or missing example. (15 points)	No relevant information. (0 points)
Conclusion summarizes the purpose of the paper	Conclusion is clear and concise (20 points)	The conclusion is superficial or does not summarize the purpose of the paper. (10 points)	No conclusion (0 points)
<p>Length of paper is 3-5 pages.</p> <p>No grammatical and/or spelling errors</p> <p>In-text citations, headings, and references are consistent with APA guidelines.</p> <p>Formatting of cover page and reference page follows APA guidelines.</p> <p>The textbook, scholarly articles, and reliable websites are used as references.</p>	<p>Body of paper 3-5 pages long.</p> <p>No grammatical and/or spelling errors. In-text citations and references are consistent with APA guidelines. Formatting of cover page and reference page follows APA guidelines.</p> <p>The textbook, scholarly articles, and reliable websites were used as a reference.</p> <p>(20 points)</p>	<p>Body of paper less than 3 pages long or more than 5 pages long.</p> <p>1-4 grammatical or spelling errors. and/or Some errors in APA of in-text citations and references. and/or Some errors in APA formatting of cover page or reference page</p> <p>Did not use the textbook, scholarly articles, or reliable websites were not used as references.</p> <p>(10 points)</p>	<p>5 or more grammatical or spelling errors and/or Major errors in APA of in-text citations and/or references and/or Major inaccuracies in APA formatting of cover page or reference page. (0 points)</p> <p>No references (0 points)</p>

<b>Total</b>	150	75	0
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Associated learning outcomes: Examine the underlying causes of physical changes associated with the aging process. Explore the major psychological and sociological theories of aging. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult. Apply evidence-based findings to the nursing process with older adults

*Module 4: Holistic Care for the Elderly, their Caregivers, and their Families.*

**Assignment 4 – Faith and Community Practicum Experience (100 points)**

Evaluate your patient for cognitive changes.

**Practicum Field Work Assignment Rubric**

Criteria For Evaluation	10 points	5 points	0 points
Assessment Tool-identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Identify the assessment tool or tools utilized to perform the assessment. Give scoring description for your patient on each tool.	Assessment tool or tools not identified. OR Scores not included.	No tool or scores included.
Criteria for Evaluation	10 points	5 points	0 points
Problems Identified-list and describe/explain patient problems identified by screening tools and interactions.	List and describe/explain patient problems identified by screening tools and interactions.	Listed problems but no description or explanation given.	No problems, description/explanation identified
Criteria for Evaluation	5 points	3 points	0 points
Learning Needs-listed the topics of needed education.	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.
Criteria for Evaluation	10 points	5 points	0 points
Planning For Intervention-Lists resources utilized and content of educational intervention. References included on log.	Lists resources utilized and content of educational intervention. References included on log	Lists some resources utilized and some content of educational intervention. References included on log	No resources or content listed. No references listed on log.
Criteria for Evaluation	10 points	5 points	0 points
Implementation and Rationale of Intervention-detailed description of communication & content used. Were any referrals needed? Explain. Give rationale for intervention. References included on log	Detailed description of communication & content used was given. Were any referrals needed? Explain. Give rationale for intervention. References included on log	Details lacking for communication and content. OR Did not discuss referrals. OR No rationales given.  References included on log	No details given for communication or content. No referrals addressed.  No rationales given.  No references listed on log.
Criteria for Evaluation	10 points	5 points	0 points
Analysis of the Intervention- Provide detail of the effectiveness	Provided detail of the effectiveness of the teaching plan for your	Lacks details of why or why not effective.	No in-depth analysis given.

of the teaching plan for your patient. Why was it or why was it not effective?	patient. Why was it or why was it not effective?		
Criteria for Evaluation	10 points	5 points	0 points
Referrals-were any referrals needed? What agency and why?	Addressed any needed referrals, the agency needed, and rationale for referral	Addressed the needed agency but did not include any rationale.	Did not address referrals.
Criteria for Evaluation	10 points	5 points	0 points
Barriers-were any barriers identified and how did these barriers effect the intervention?	Explained any barriers identified and how did these barriers effect the intervention.	Identified barriers but did not explain how the intervention was affected.	No barriers or explanation given.
Criteria for Evaluation	15 points	8 points	0 points
Evaluation of experience-look back at the experience and think about what worked, what you would change, and why. What would you change?	Gave in-depth reflection of practicum experience. Successes and short-comings were addressed. Student addressed changes that would like to make.	Reflection not in-depth OR Successes and Short comings were not addressed OR Needed changes were not addressed.	No reflection given No needed changes addressed.
Total Points	100	46	0

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

#### Online Discussion 4 – End of Life (50 points)

Read chapters 26, 27, and 28. Explain the difference between euthanasia and palliative care. Provide your thoughts on the topic 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 for the initial post, your responses to peers, and your answer to peer question. Follow the rubric.

#### Online Discussion Rubric – End of Life

Criteria for Evaluation	20 points	10 points	0 points
<b>Initial Post - Content:</b> Explain the difference between euthanasia and palliative care. AND Provide <b>your</b> thoughts on euthanasia and palliative care from the perspective of a health care professional. AND	The initial post explained the difference between euthanasia and palliative care. The initial post discusses your thoughts on the topic from the perspective of a health care professional. AND	The initial post does not fully explain the difference between euthanasia and palliative care. The initial post does not clearly discuss your thoughts on the topic from a health care professional	The difference between euthanasia and palliative care was not discussed. Thoughts from both perspectives were not given. No references, or the initial post was 48 hours late.

Provide <b>your</b> thoughts on the topic from a patient's (or patient's relative) perspective.  The initial post must contain 350 words or more (excluding references). References must include the textbook, scholarly articles, and reliable websites.	The initial post discusses your thoughts on the topic from a patient's (or patient's relative) perspective. The initial post contains more than 350 words and references include the textbook.	perspective and/or from a patient's (or patient's relative) perspective. The initial post contains less than 350 words and/or references do not include the textbook, scholarly articles, or reliable websites.	
<b>Criteria for Evaluation</b>	<b>20 points</b>	<b>10 points</b>	<b>0 points</b>
Comment on the initial post of 2 other students. Your comments should include supporting rationales and/or constructive suggestions and ideas.  Each of the 2 responses must contain 100 words or more.  References must include the textbook, scholarly articles, and/or reliable web sources.	Both responses include supporting rationales and/or constructive suggestions and ideas. Both response posts contain at least 100 words and are made by the due date. References include the textbook, scholarly articles, and/or reliable web sources.	Responses do not include supporting rationales and/or constructive suggestions/ideas. Less than 2 responses and/or Responses were 24 hours late. and/or Responses contain less than 100 words each. References do not include the textbook, scholarly articles, and/or reliable web sources.	No supportive rationales or constructive suggestions/ideas were included.  Responses to peers were more than 48 hours late.  No references were included.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
<b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts. In-text citations and references are consistent with APA guidelines.	No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.	1-4 grammatical or spelling errors and/or 1-4 APA errors in the in-text citations and /or references.	More than 4 grammatical or spelling errors and/or more than 4 APA errors in the in-text citations and/or references.
<b>Total</b>	50	30	0

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

### **Assignment 5 – Faith and Community Practicum Experience (100 points)**

Conclude relationship with patient. Follow-up on any needs or questions. Refer any needs to BSHW Faith In Community Staff.

<b>Criteria For Evaluation</b>	<b>18 points</b>	<b>9 points</b>	<b>0 points</b>
The student compares the thoughts regarding the Faith In Community Experience at the beginning and ending of	The student gives detailed reflection of thoughts of about the Faith In Community assignment at the beginning and ending	The student gives superficial reflection of thoughts of about the Faith In Community assignment at the	The student gives vague to no reflection of thoughts of about the Faith In Community assignment at the

the course.	of the course. Bias toward the assignment is addressed.	beginning and ending of the course. Bias toward the assignment is addressed.	beginning and ending of the course. No bias toward the assignment is addressed.
Criteria for Evaluation	18 points	9 points	0 points
The student identified the greatest accomplishment of the relationship with the Faith In Community client.	The student identified the greatest accomplishment of the relationship with the Faith In Community client. Examples and details are explained.	The student identified the greatest accomplishment of the relationship with the Faith In Community client. Examples and details are not well defined.	No accomplishments are defined or explained.
Criteria for Evaluation	18 points	9 points	0 points
The student identified the greatest frustration of the relationship with the Faith In Community client. The student identifies interventions to correct the situation.	The student identified the greatest frustration of the relationship with the Faith In Community client. The student identifies interventions to correct the situation.	The student identified the greatest frustration of the relationship with the Faith In Community client. The student does not identify interventions to correct the situation.	No frustrations or interventions addressed.
Criteria for Evaluation	18 points	9 points	0 points
The student identifies how the Faith In Community experience will change their nursing practice.	The student identifies how the Faith In Community experience will change their nursing practice. Detail and examples are given.	The student identifies how the Faith In Community experience will change their nursing practice. Few details or examples are given.	No changes to practice identified. No details or examples provided.
Criteria for Evaluation	18 points	9 points	0 points
The student identifies ways the Faith In Community Experience can be made more valuable to TAMUCT students.	The student identifies (in detail) ways the Faith In Community Experience can be made more valuable to TAMUCT students.	The student identifies ways the Faith In Community Experience can be made more valuable to TAMUCT students. Little detail is given.	No suggestions for improvement given.
Criteria for Evaluation	10 points	5 points	0 points
Paper is 1.5-2 pages long. Double spaced. Correct Grammar and punctuation.	Paper is 1.5-2 pages long. Double spaced. Correct Grammar and punctuation.	Paper is 1.25-1.5 pages long Double spaced. 2-3 grammar/punctuation errors.	Paper 0-1 pages long. Paper not double spaced. Many grammar/punctuation errors.
Total Points	100	50	0

### Practicum Field Work

This course will require 15 hours of field work to meet the learning outcomes. The hours worked on the educational intervention preparation and orientation to the program is also included in the 15 hours.



2	Discussion 2 – Medication Regimen/Substance Abuse Initial Post Medication Regimen/Substance Abuse Responses	July 2 July 4
	Practicum Assignment 2- Safe Medication Usage	July 4
3	Discussion 3 – Theoretical Frameworks Initial Post Theoretical Frameworks Responses	July 9 July 11
	Practicum Assignment 3-Home Environmental Assessment	July 18
	Paper 2 – Neurocognitive Disorders and Communication	July 18
4	Discussion 4 – End of Life Initial Post End of Life Responses	July 23 July 25
	Practicum Assignment 4-Cognitive Changes	July 25
	Practicum Assignment 5-Conclude Relationship	July 30
	Field Work (15 hours)	July 30
	Course Evaluation	

### Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

### TECHNOLOGY REQUIREMENTS AND SUPPORT

*You need to include information about Technology Requirements and Support. In addition, include a statement on the technology requirements for the successful completion of the course and when applicable, information on how to access these resources (for example, how to obtain a certain software through University site license).*

#### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

#### 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.

## Shadow Health

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

## Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

## 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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

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

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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://www.tamuct.edu/student-affairs/student-conduct.html),  
[https://www.tamuct.edu/student-affairs/student-conduct.html].

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),  
[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.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)  
[https://tamuct.instructure.com/courses/717]

### **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 [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects

tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

University Writing Center: The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft

Teams 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) [http://tamuct.libguides.com/index].

## **OPTIONAL POLICY STATEMENTS**

### **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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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## **OTHER 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

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