

**Texas A&M University-Central Texas**  
**Department of Nursing**  
**Course Syllabus**

**NURS 3330-125, Care of the Older Adult, CRN-80005**

**Fall 2022**

Texas A&M University-Central Texas

**COURSE DATES**

October 17, 2022 to December 09, 2022

**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:** Kimberly Kuklies, MSN, RN

**Office:** Warrior Hall, 318K

**Phone:** 254-519-5791

**Email:** [kkuklies@tamuct.edu](mailto:kkuklies@tamuct.edu)

**Office Hours:**

Tuesday-Thursday 0800-1700 in person or virtual via TEAMS

I am available for virtual meetings Mondays and outside of the above hours by appointment. I am usually available by email.

**Student-Instructor Interaction:**

Student faculty communication by e-mails will be answered within 24-48 hours not counting weekends and holidays. Please contact me again if you have not heard from me in this period of time.

My goal is to provide student feedback on papers and assignments within one week from the assignment due date, if not earlier. Please contact me if you have not heard from me in this period of time.

Office hours are held at the university and available by face-to-face visits, phone consultation, or synchronous online meetings. Feel free to schedule a meeting as needed outside of the regularly scheduled office hours. You may also send text messages using the TEAMs app.

## **Emergency Warning System for Texas A&M University-Central Texas**

### **SAFEZONE**

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)**

**[https://www.tamuct.edu/covid19/]**

## **COURSE INFORMATION**

### **Course Overview and Description**

In this course, the aging process will be 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. Strategies for health promotion, restoration, maintenance, and life transitions of the older adult will be examined. Expected professional nurse competencies in providing and directing culturally sensitive care of the older adult across the wellness/illness continuum will be emphasized. The practicum experience reinforces appropriate interactions and assessment of the older adult. Prerequisite(s): NURS 3307.

### **Course Objectives:**

By the end of this course the student will be able to assess the 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 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

#### **Nursing Program 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 actions which optimize the 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.

#### **Professional Standards and Guidelines:**

The curriculum is guided by: American Association of Colleges of Nursing, (2021). [The Essentials: Core Competencies for Professional Education](#). Washington, DC.

[<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>]

1. Domain 1- Knowledge for Nursing Practice.
2. Domain II- Person-Centered Care
3. Domain VII- Systems-Based Practice
4. Domain IV-Scholarship for Nursing Practice
5. Domain VIII-Information and Healthcare Technologies
6. Domain V-Quality and Safety

7. Domain VI-Interprofessional Partnerships
8. Domain III- Population Health
9. Domain X-Personal, Professional, and Leadership Development

The curriculum is also guided by: The Texas Board of Nursing, (2021). [Differentiated Essential Competencies of Graduates of Texas Nursing Programs](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf).

[[https://www.bon.texas.gov/pdfs/publication\\_pdfs/Differentiated%20Essential%20Competencies%202021.pdf](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf)]

- Member of the Profession
- Provider of Patient-Centered Care
- Patient Safety Advocate
- Member of the Health Care Team

### **Required Reading and Textbooks:**

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. (2022). *Ebersole and Hess' gerontological nursing & healthy aging* (6<sup>th</sup> ed.). Elsevier. ISBN – 978-0-323-69803-0.

## **COURSE REQUIREMENTS**

### **Online Discussion - Meet and Greet (50 pts)**

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 will be graded as complete/incomplete)

### **Quiz: Faith and Community Orientation (50pts)**

You will be contacting a patient in the community through Baylor, Scott and White's Faith and Community. You are required to have 15 hours of practicum time with a client. You will be given a client's information you will contact at least weekly throughout this 8-week course. You need to orientate yourself to the program. The video orientation is REQUIRED, and you will need to attest to listening to the video. You need the information to be successful in the course.

### **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**

Criteria for Evaluation	20 points	15 points	0 points
<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  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.</p> <p>Both response posts contain at least 100 words and are made by the due date.</p> <p>References include the textbook, scholarly articles, and/or reliable web sources</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 late.  and/or  Responses contain less than 100 words each.</p> <p>References do not include the textbook, scholarly articles, and/or reliable web sources.</p>	<p>No responses recorded.</p> <p>Responses to peers were more than 48 hours late.</p>
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
<p><b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts.</p> <p>In-text citations and references are consistent with APA guidelines.</p>	<p>No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.</p>	<p>1-4 grammatical or spelling errors and/or 1-4 APA errors in the in-text citations and /or references.</p>	<p>More than 4 grammatical or spelling errors and/or more than 4 APA errors in the in-text citations and/or references.</p>
<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.

**PRACTICUM 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**

<b>Criteria For Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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

<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
Learning Needs-listed the topics of needed education.	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>

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.
<b>Criteria for Evaluation</b>	<b>15 points</b>	<b>10 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>15 points</b>	<b>8 points</b>	<b>0 points</b>



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 shortcomings were addressed. Student addressed changes that would like to make.	Reflection not in depth OR Successes and Shortcomings were not addressed OR Needed changes were not addressed.	No reflection given No needed changes addressed.
<b>Total Points</b>	<b>100</b>	<b>53</b>	<b>0</b>

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.

### **Escape Room-Gerontological Issues (50pts)**

Associate 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 strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.
3. Analyze the potential impact of health care finance structure on care of the older adult.
4. Analyze basic organizational and systems Leadership for quality care and patient safety

Read chapters 5-7 in your textbook to answer the questions in the escape room  
(You may need to open this in an incognito window)

[https://docs.google.com/forms/d/e/1FAIpQLSdVoTy\\_cBHraHsATOY8qS07loQD\\_yCsNRISqXqFUeFg\\_M-QA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdVoTy_cBHraHsATOY8qS07loQD_yCsNRISqXqFUeFg_M-QA/viewform?usp=sf_link)

## ***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**

<b>Criteria for Evaluation</b>	<b>20 points</b>	<b>15 points</b>	<b>0 points</b>
<p>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.</p>	<p>The initial post discusses 2 nursing actions in detail.</p> <p>The initial post discussed 2 approaches to manage substance use/abuse in older adults.</p> <p>The initial post contains more than 350 words. References include in the textbook, scholarly journals, and/or appropriate reliable websites</p>	<p>The initial post does not fully discuss 2 nursing actions.</p> <p>The initial post does not fully discuss 2 management approaches.</p> <p>The initial post contains less than 350 words and/or references do not include in the textbook, scholarly journals, or appropriate reliable websites.</p> <p>The initial post was made after 24 hours</p>	<p>Nursing actions are not addressed,</p> <p>Management approaches are not addressed.</p> <p>No references, or the initial post was 48 hours late or omitted.</p>
<b>Criteria for Evaluation</b>	<b>20 points</b>	<b>10 points</b>	<b>0 points</b>

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

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**

<b>Criteria For Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
Learning Needs listed the topics of needed education.	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>

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.
<b>Criteria for Evaluation</b>	<b>15 points</b>	<b>10 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>15 points</b>	<b>8 points</b>	<b>0 points</b>

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 shortcomings were addressed. Student addressed changes that would like to make.	Reflection not in depth OR Successes and Shortcomings were not addressed OR Needed changes were not addressed.	No reflection given No needed changes addressed.
<b>Total Points</b>	<b>100</b>	<b>53</b>	<b>0</b>

### ***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.0

#### **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>
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<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>	<p>20 points</p>	<p>10 points</p>	<p>0 points</p>
<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 web sources</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 the textbook, scholarly articles, and/or reliable web sources.</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>
<p><b>Criteria for Evaluation</b></p>	<p><b>10 points</b></p>	<p><b>5 points</b></p>	<p><b>0 points</b></p>

<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.
Total	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.

**PRACTICUM 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	Identify the assessment tool or tools utilized to perform the	Assessment tool or tools not identified. OR Scores not included.	No tool or scores included.

perform the assessment. Give scoring description for your patient on each tool.	assessment. Give scoring description for your patient on each tool.		
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>



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
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
Learning Needs listed the topics of needed education.	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
<b>Planning For Intervention-Lists resources utilized and content of educational intervention. References included on log.</b>	<b>Lists resources utilized and content of educational intervention. References included on log</b>	<b>Lists some resources utilized and some content of educational intervention. References included on log</b>	<b>No resources or content listed. No references listed on log.</b>
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>15 points</b>	<b>10 points</b>	<b>0 points</b>

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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>15 points</b>	<b>8 points</b>	<b>0 points</b>
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 shortcomings 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.
<b>Total Points</b>	<b>100</b>	<b>53</b>	<b>0</b>

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 : Neurocognitive Disorders and Communication (150 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**

Criteria for Evaluation	150 points	75 points	0 points
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)

<p>A second appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.</p>	<p>Clear and concise information regarding a communication technique is provided with a corresponding example. (30 points)</p>	<p>Unclear, vague, or insufficient information and/or missing example. (15 points)</p>	<p>No relevant information. (0 points)</p>
<p>A third appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.</p>	<p>Clear and concise information regarding a communication technique is provided with a corresponding example. (30 points)</p>	<p>Unclear, vague, or insufficient information and/or missing example. (15 points)</p>	<p>No relevant information. (0 points)</p>
<p>Conclusion summarizes the purpose of the paper</p>	<p>Conclusion is clear and concise (20 points)</p>	<p>The conclusion is superficial or does not summarize the purpose of the paper. (10 points)</p>	<p>No conclusion (0 points)</p>

<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.</p> <p>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</p> <p>Some errors in APA of in-text citations and references. and/or</p> <p>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</p> <p>Major errors in APA of in-text citations and/or references and/or</p> <p>Major inaccuracies in APA formatting of cover page or reference page.</p> <p>(0 points)</p> <p>No references</p> <p>(0 points)</p>
<b>Total</b>	<b>150</b>	<b>75</b>	<b>0</b>

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.***

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

Evaluate your patient for cognitive changes.

### Practicum Field Work Assignment Rubric

<b>Criteria For Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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
<b>Criteria for Evaluation</b>	<b>5 points</b>	<b>3 points</b>	<b>0 points</b>
Learning Needs-listed the topics of needed education.	Listed the topics of needed education	Only part of learning needs listed	No learning needs identified.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>

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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>15 points</b>	<b>8 points</b>	<b>0 points</b>

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 shortcomings were addressed. Student addressed changes that would like to make.	Reflection not in depth OR Successes and Shortcomings were not addressed OR Needed changes were not addressed.	No reflection given No needed changes addressed.
<b>Total Points</b>	<b>100</b>	<b>46</b>	<b>0</b>

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
<p><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 Provide <b>your</b> thoughts on the topic from a patient’s (or patient’s relative) perspective.</p>	<p>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</p>	<p>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 perspective and/or from a patient’s (or</p>	<p>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.</p>



<p>The initial post must contain 350 words or more (excluding references). References must include the textbook, scholarly articles, and reliable websites.</p>	<p>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.</p>	<p>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.</p>	
<p><b>Criteria for Evaluation</b></p>	<p><b>20 points</b></p>	<p><b>10 points</b></p>	<p><b>0 points</b></p>
<p>Comment on the initial post of 2 other students. Your comments should include supporting rationales and/or constructive suggestions and ideas.</p> <p>Each of the 2 responses must contain 100 words or more.</p> <p>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 web sources.</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 the textbook, scholarly articles, and/or reliable web sources.</p>	<p>No supportive rationales or constructive suggestions/ideas were included.</p> <p>Responses to peers were more than 48 hours late.</p> <p>No references were included.</p>
<p><b>Criteria for Evaluation</b></p>	<p><b>10 points</b></p>	<p><b>5 points</b></p>	<p><b>0 points</b></p>
<p><b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts. In-text citations and references are consistent with APA guidelines.</p>	<p>No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.</p>	<p>1-4 grammatical or spelling errors and/or 1-4 APA errors in the in-text citations and /or references.</p>	<p>More than 4 grammatical or spelling errors and/or more than 4 APA errors in the in-text citations and/or references.</p>
<p><b>Total</b></p>	<p>50</p>	<p>30</p>	<p>0</p>

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.

**PRACTICIUM 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 course.	The student gives detailed reflection of thoughts of about the Faith In Community assignment at the beginning and ending of the course. Bias toward the assignment is addressed.	The student gives superficial reflection of thoughts of about the Faith In Community assignment at the beginning and ending of the course. Bias toward the assignment is addressed.	The student gives vague to no reflection of thoughts of about the Faith In Community assignment at the beginning and ending of the course. No bias toward the assignment is addressed.
<b>Criteria for Evaluation</b>	<b>18 points</b>	<b>9 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>18 points</b>	<b>9 points</b>	<b>0 points</b>
The student identified the greatest frustration of the relationship	The student identified the greatest frustration of the relationship	The student identified the greatest frustration of the relationship	No frustrations or interventions addressed.

with the Faith In Community client. The student identifies interventions to correct the situation.	with the Faith In Community client. The student identifies interventions to correct the situation.	with the Faith In Community client. The student does not identify interventions to correct the situation.	
<b>Criteria for Evaluation</b>	<b>18 points</b>	<b>9 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>18 points</b>	<b>9 points</b>	<b>0 points</b>
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.
<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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.
<b>Total Points</b>	<b>100</b>	<b>50</b>	<b>0</b>

**Practicum Field Work**

This course will require 15 hours of field based experiences to meet the learning outcomes. The hours worked on the educational intervention preparation and orientation to the program is included in the 15 hours. You may go over the 15 hours, but you must meet the minimum 15-hours for successful completion of this course.

Field Log for NURS 3330

Week	Dates and Times of Contact With Client	Dates and Times of Research/Education Construction	Topic of Discussion/Education/Comments Work Performed on Teaching Plan	Hour Total for the Week
			Total Practicum Hours	

### Grades

All student grades will be posted in Canvas Grade book. Students should monitor their grades often and report discrepancies to the faculty.

**Introductions and Orientation: 100 points**

**4 Discussions: 200 points**

**5 Practicum Field Work Assignments: 500 points**

**1 Paper: 150 points**

**Activity: 50 points**

**Total possible points: 1,000**

**A grade of "C" or higher is needed to pass the course.**

<b>A (90-100%)</b>	<b>900-1000 points</b>
<b>B (80-89%)</b>	<b>800-899 points</b>
<b>C (70-79%)</b>	<b>700-799 points</b>
<b>D (60-69%)</b>	<b>600-699 points</b>
<b>F (59% and below)</b>	<b>599 points and below</b>

### **Grading Policies**

Online learning requires students to be very self-disciplined. For this course, Monday will be considered the first-class day. Initial discussion board postings are due on Fridays of the appropriate week with responses due by the following Sunday at 2355. All other assignments such as quizzes and written work will be due by midnight (2355) on Sunday of that module week. Ten percent will be taken off for each day for late submissions and will not be accepted after three days.

**Statement on Late Assignments.**

Assignments are due on the date and time outlined in the course schedule and syllabus. A 10% deduction will be taken for each day an assignment is past the due date. After three days (72 hours), a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, and any other written work in the course. Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

Since this is a three semester credit hour course, expect to spend at least three hours a week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week. Be sure to submit assignments, discussions, or any other types of assignments in the correct place as directed.

**COURSE OUTLINE AND CALENDAR**

<b>Module</b>	<b>Assignment</b>	<b>Pts</b>	<b>Due Date</b> <b>All assignments are due at</b> <b>11:59 PM CST</b>
1	Meet and Greet Posting	50	Week 1 - October 21
	Orientation to Faith in Community Program	50	Week 1 – October 23
	HIPPA Training	C	Week 1 – October 21
	Discussion 1 – Cross-Cultural Initial Post Cross-Cultural Responses	50	Week 1 – October 21 Week 1 – October 23
	Escape Room Assignment	50	Week 2 – October 30
	Practicum Assignment 1-Introductions/General Assessment	100	Week 3 - November 6
2	Discussion 2 – Medication Regimen/Substance Abuse Initial Post - Medication Regimen/Substance Abuse Responses	50	Week 4 – November 11 Week 4 – November 13
	Practicum Assignment 2- Safe Medication Usage	100	Week 5 – November 20
3	Discussion 3 – Theoretical Frameworks Initial Post Theoretical Frameworks Responses	50	Week 6 – November 23 Week 6 – November 27
	Practicum Assignment 3-Home Environmental Assessment	100	Week 6 – November 27
	Paper – Neurocognitive Disorders and Communication	150	Week 6 – November 27

4	Discussion 4 – End of Life Initial Post End of Life Responses	50	Week 7 – December 2 Week 7 – December 4
	Practicum Assignment 4-Cognitive Changes	100	Week 8 – December 9
	Practicum Assignment 5-Conclude Relationship	100	Week 8 – December 9
	Field Work Log (15 hours) **Must be all 15-hours to pass the course**	P/F Class	Week 8 – December 9
	Course Evaluation/Total Points	1000	

### Important University Dates:

#### October 2022

October 17 Classes Begin for Second 8-week courses

October 24 Deadline to Drop Second 8-Week Classes with No Record

#### November 2022

November 11 Veteran’s Day (University Closed)

November 24-25 Thanksgiving (University Closed)

November 25 Deadline to drop 16-week classes with no record

#### December 2022

December 9 Fall Semester Ends

### University Academic Calendar:

To see additional important university dates and deadlines, please go to the [University Academic Calendar](#)

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### 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/) [https://tamuct.instructure.com/] or access Canvas through the [TAMUCT Online link](https://tamuct.onecampus.com/) 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.

### **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**

### **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 Warrior Center for Student Success, Equity 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]

### **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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),  
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **Drop Policy**

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fsubmit%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.

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives**

The University Library & Archives 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. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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]

## **University Writing Center**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite

hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

#### 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/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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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 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.

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