

Texas A&M University-Central Texas

Course Syllabus

NURS 3330-125 Care of the Older Adult
CRN- 60018

Spring 2022

Texas A&M University-Central Texas

COURSE DATES

March 21, 2022 to May 13, 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: Dawn Riess, PhD, RN

Office: Beck Family Heritage Hall, 302B

Phone: 254-519-5718

TEAMS: Text via TEAMS chat

Email: Canvas inbox is the preferred method for communication for course-related communications. Secondary email: dawnriess@tamuct.edu

Office Hours:

Office Hours are: Tuesday-Thursday, 0730-1500. Drop-in is welcome.

Additional hours are available by appointment, in-person or virtual. Virtual office hours will be available via TEAMS. I am available for virtual office hours Monday-Friday and by appointment on weekends. I know you work different shifts, so I can accommodate your needs.

Student-Instructor Interaction:

Student faculty communication by e-mails will be answered within 24 hours during the work-week and within 48 hours on weekends. 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.

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.

University Student Conduct Guide:

https://www.tamuct.edu/student-affairs/docs/Code-of-Student-Conduct_2021.pdf

5.4.5. Disorderly Conduct 5.4.5.1. The university supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires conditions that do not impede their exercise. An individual engaging in disorderly conduct may be subject to disciplinary action. Such activities may include, but are not limited to: x Leading others to disrupt scheduled and/or normal activities on University premises. x Classroom behavior that seriously interferes with either (a) the faculty member's ability to conduct the class or (b) the ability of other students to profit from the instructional programs. x Any behavior in class or out of class, which for any reason interferes with the class work of others, involves disorder, or otherwise disrupts the regular and essential operation of the University. x Activity or conduct that violates the Texas A&M University-Central Texas Rules on Freedom of Expressive Activity (See Appendix A). 5.4.5.2. Disorderly conduct is public behavior that is disruptive lewd, or indecent; breach of peace; or aiding, or procuring another person to breach the peace on University premises or at functions sponsored by the University or participated in by members of the University community.

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

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 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.

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 I- 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]

- 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* (7th ed.). ISBN – 978-1-4338-3216-1

Touhy, T. A., & Jett, K. F. (2022). *Ebersole and Hess' gerontological nursing & healthy aging* (6th ed.). Elsevier. ISBN – 978-0-323-69803-0.

COURSE REQUIREMENTS

Online Discussion - Meet and Greet (40 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 is will be graded as complete/incomplete)

Assignment: TEAMs Log-in and Say Hello (20pts)

Revised 11.24.21

Microsoft TEAMS is linked with your email through the Microsoft Suite. If you send any communication via TEAMS I will be notified both email and through TEAMS. It is an app you can put onto your phone and you can text, chat, facetime, or email directly through the app on your phone or your computer. It is a very quick way to communicate and you will have a faster turnaround time in response. You can chat with your peers as well.

Quiz: Faith and Community Orientation (40pts)

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 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
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<p>Initial Post - 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. The initial post proposes 4 strategies that would benefit elders from different ethnic backgrounds. 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. 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. 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. No references, or the initial post was 48 hours late.</p>
<p>Criteria for Evaluation</p>	<p>20 points</p>	<p>10 points</p>	<p>0 points</p>
<p>Responses - 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. 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,</p>	<p>No responses recorded. Responses to peers were more than 48 hours late.</p>

		scholarly articles, and/or reliable web sources.	
Criteria for Evaluation	10 points	5 points	0 points
Grammar/Spelling/APA: 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: 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	List and describe/explain patient problems identified by	Listed problems but no description or explanation given.	No problems, description/explanati on identified

identified by screening tools and interactions.	screening tools and interactions.		
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	10 points	5 points	0 points

Evaluation			
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.

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

https://docs.google.com/forms/d/e/1FAIpQLSdVoTy_cBHraHsATOY8qS07loQD_yCsNRISqXqFU

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
<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, Management approaches are not addressed. No references, or the initial post was 48 hours late or omitted.</p>
Criteria for Evaluation	20 points	10 points	0 points

<p>Responses -</p> <p>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>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. 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. 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>
Criteria for Evaluation	10 points	5 points	0 points
<p>Grammar/Spelling/APA: 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>
Total	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	10 points	5 points	0 points
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Evaluation			
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	Detailed description of communication & content used was given. Were any referrals needed? Explain. Give rationale for	Details lacking for communication and content. OR Did not discuss referrals. OR	No details given for communication or content. No referrals addressed. No rationales given.

needed? Explain. Give rationale for intervention. References included on log	intervention. References included on log	No rationales given. References included on log	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.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

Criteria for Evaluation	20 Points	15 Points	0 points
<p>Initial Post - Content: 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>
Criteria for Evaluation	20 points	10 points	0 points
<p>Comment on the initial post of 2 other students. Your comments should include</p>	<p>Both responses include supporting rationales and/or constructive</p>	<p>Responses do not include supporting rationales and/or constructive</p>	<p>No supportive rationales or constructive suggestions/ideas</p>

<p>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>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>suggestions/ideas.</p> <p>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>were included.</p> <p>Responses to peers were more than 48 hours late.</p> <p>No references were included.</p>
Criteria for Evaluation	10 points	5 points	0 points
<p>Grammar/Spelling/APA: 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>
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.

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.		
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 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.
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

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)
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)

<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. Formatting of cover page and reference page follows APA guidelines.</p> <p>The textbook, scholarly articles, and reliable websites were used as a reference. (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. (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>
<p>Total</p>	<p>150</p>	<p>75</p>	<p>0</p>

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.	Lists resources utilized and content of educational intervention. References included on log	Lists some resources utilized and some content of educational intervention. References included	No resources or content listed. No references listed on log.

References included on log.		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 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	Gave in-depth reflection of	Reflection not in-depth	No reflection given No needed changes

at the experience and think about what worked, what you would change, and why. What would you change?	practicum experience. Successes and short-comings were addressed. Student addressed changes that would like to make.	OR Successes and Short comings were not addressed OR Needed changes were not addressed.	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
<p>Initial Post - Content: Explain the difference between euthanasia and palliative care. AND Provide your thoughts on euthanasia and palliative care from the perspective of a health care professional. AND Provide your 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>Criteria for Evaluation</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.</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>Criteria for Evaluation</p>	<p>10 points</p>	<p>5 points</p>	<p>0 points</p>
<p>Grammar/Spelling/APA: 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>

Total	50	30	0
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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.

Criteria For Evaluation	18 points	9 points	0 points
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.
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	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.	
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

Module	Assignment	Pts	Due Date All assignments are due at 11:59 PM CST
1	Meet and Greet Posting	40	March 25
	Orientation to Faith in Community Program	40	March 25
	TEAMs Log-in	20	March 25
	Discussion 1 – Cross-Cultural Initial Post Cross-Cultural Responses	50	March 25 March 27
	Escape Room Assignment	50	April 3
	Practicum Assignment1-Introductions/General Assessment	100	April 10
2	Discussion 2 – Medication Regimen/Substance Abuse Initial Post Medication Regimen/Substance Abuse Responses	50	April 15 April 17
	Practicum Assignment 2- Safe Medication Usage	100	April 17
3	Discussion 3 – Theoretical Frameworks Initial Post Theoretical Frameworks Responses	50	April 22 April 24
	Practicum Assignment 3-Home Environmental Assessment	100	May 1
	Paper – Neurocognitive Disorders and Communication	150	May 1
4	Discussion 4 – End of Life Initial Post End of Life Responses	50	May 6 May 8
	Practicum Assignment 4-Cognitive Changes	100	May 8
	Practicum Assignment 5-Conclude Relationship	100	May 13
	Field Work Log (15 hours) **Must be all 15-hours to pass the course**	0	May 13
	Course Evaluation/Total Points	1000	

Important University Dates:

January 2022

January 17, 2022 Martin Luther King, JR Day (University Closed)

January 18 (Tuesday) Classes Begin

January 20 (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week classes)

February 2022

Revised 11.24.21

February 2 (Wednesday) Deadline to drop 16-week classes with no record

March 2022

March 14-18, 2022 Spring Break (No Classes – Administrative Offices Open)

March 25 (Friday) Deadline for Spring Graduation Application for Ceremony Participation

April 2022

April 4 (Monday) Registration Opens for Summer Semester

April 8 (Friday) Last Day to Drop 16 Week Classes with a Quit (Q) or a Withdraw (W)

May 2022

May 13 (Friday) Spring Term Ends

University Academic Calendar:

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

[http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule]

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

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.

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. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or

any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://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 .

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: 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. For the Fall 2021 semester, 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 WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at 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 by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at 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.

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 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](#) 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 254-501-5800.

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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