

NURS 4405, 10007, Family & Individual

Fall 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 28-December 15, 2023

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

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

Office: Heritage Hall, Room 302A

Phone: 254-519-5487

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

Office Hours

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

Student-instructor interaction

Messages within Canvas are checked daily. Emails to secondary email are checked Monday through Friday during business hours. Students may expect a response within 24 to 48 hours. It is expected that all Canvas message communication from faculty receive a response within 48 hours.

The Canvas announcements page is used to send information that pertains to all students. It is strongly suggested that you adjust your Canvas settings to receive announcements in your email account or check announcements frequently.

Student-instructor interaction

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:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [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

This course emphasizes the importance of the professional nurse's engagement in ethical and evidence-based practice. Students examine nursing case management concepts as they apply critical thinking skills to integrate the concepts of pathophysiology, pharmacology, psychosocial behavior, and cultural competence to coordinate quality and safe care in a variety of settings. Students experience the nurse educator role as they employ teaching and learning principles and nursing informatics to initiate interventions with individuals and families that highlight health promotion activities. Practicum experiences are individualized

Course Objective:

By the end of this course the student will be able to develop health teaching for an identified health need of a family unit, using the basics of case management, and patient education techniques.

Student Learning Outcomes:

- Apply critical thinking skills in the analysis of the multiple physiological, psychological, and cultural variables that affect the health status of individuals across the life span and the family unit.
- Demonstrate the integration of pathophysiology, pharmacology, psychosocial behavior, and cultural competency concepts and theories in coordinating quality and safe care in a variety of settings.
- Engage in interprofessional collaboration to effectively coordinate the care of individuals and family units with complex health needs in a variety of settings.
- Apply evidence-based professional nursing practice interventions to empower individuals and families to manage and coordinate self-care.
- Integrate knowledge from the liberal arts, the sciences, and nursing to deliver comprehensive care, including health promotion and disease prevention activities to individuals and family units.
- Employ teaching and learning principles through the use of information technology to initiate interventions with individuals and families that highlight health promotion activities.
- Analyze the role of a case manager in collaborative care of individuals and families across the life span. Explore multi-professional collaboration methods to coordinate the nursing care of individuals/families effectively in a variety of settings.

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

[<https://www.aacnursing.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]

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

Required Reading and Textbook(s)

American Psychological Association. (2020). *Publication of the American Psychological Association* (7th ed.). Washington D.C: American Psychological Association. ISBN-13: 978-1433832178 ISBN-10: 1433832178

**Robinson, M., Coehlo, D.P., & Smith, P.S. (2022). *Family Health Care Nursing Theory, Practice, and Research* (7th edition), F. A. Davis Company. ISBN-9780803661660

**** e-Book supplied through course material**

COURSE REQUIREMENTS

Writing Instructive Course

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills. For this course, you will work on multiple writing tasks which will be individually graded. Writing assignments will be instructed to submit and will be reviewed by faculty. Once feedback is provided, student will re submit with corrections for final grade.

Differentiated Essential Competency Statements from The Texas Board of Nursing

I.Member of the profession

- a. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II.Member of the Healthcare Team

- a. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients, families, populations, and communities.

Assignments:

Discussion boards. Initial posting required for full credit on all discussion boards. No responses required. See rubric for requirements. (50 points each)

Discussion #1

Discuss the role of the nurse in the family health. Be sure to include case management.

Discussion Board #2

Identify a health disparity affecting families in your practice. Identify a specific health/family policy that may be affecting this disparity for the population that you care for. Be sure to address issues such as biases, resource limitations, diversity, equity, and inclusion.

Be sure to identify a specific policy and background information on the policy.

Discussion Board #3

Research an area where genomics has made an impact in healthcare. Provide a background on this area, determine whether genomics has influenced that field positively/negatively, and what is the role of the nurse?

Discussion Board #4

This week's discussion is focused on health promotion. Discuss some strategies or community resources available for low-income families that can enhance health promotion and maintenance. Provide at least 3 resources (local, state, or federal) and a brief background of each.

Also discuss some obstacles that hinder health promotion through advertisement for the vulnerable and undeserved.

Discussion Board #5

After reading the chapters 7,9,12 in your textbook, identify two special family considerations. Explain how bias and social stigma, health challenges and disparities, and local/state/federal resources can affect these families.

Explain the unique role of the nurse in providing care for these families.

Discussion Board #6

After reading the chapters 13,14,16 in your textbook, identify two special family considerations. Explain how bias and social stigma, health challenges and disparities, and local/state/federal resources can affect these families.

Explain the unique role of the nurse in providing care for these families.

Writing Intensive Assignments:

Family Assessment Assignments:

WI#1-This assignment will be the first in completing your final family assessment paper due at the end of the semester.

This first assignment requires you to construct your title and reference pages. In addition, you will begin the paper by discussing the nursing considerations to provide care to families in North America. You will also identify and explain a nursing theory that applies to family nursing practice to guide your practicum this semester (Chapter 2 of your text provides an extensive list of theories.).

You will need to find two nursing research articles to provide support to the use of the theory and needed nursing considerations to provide care.
(Draft worth 25 points and completed assignment worth 75 points).

WI#2-This assignment will explain the findings of your family assessment utilizing the Friedman Family Assessment Model.
You will need to address each section of the assessment and your findings. This paper could be as much as 5 pages. You will need to reference the model on your reference page. (you can include this assignment to the WI#1 paper- just build on it).
(Draft worth 25 points and completed assignment worth 75 points).

WI#3-This assignment will be the final paper. You will build the paper from the first and second assignments. You will also include information from the ecomap and genogram, learning assessment and teaching plan, and the evaluation of the teaching materials in use with the family. In addition, further recommendations will be included.
(Draft worth 50 points and completed assignment worth 250 points)

*A report for the consult with the writing center must be uploaded with each completed assignment.

Family Assessment and Other Assignments:

Ecomap&Genogram

During your family assessment, you will also need to obtain information to complete an ecomap and genogram (Pedigree).

You must include at least three generations. The genogram must include a key to the symbols and no family names. The person should be identified by a symbol showing the disease history. Include items listed in chapter 5.

Please construct the ecomap and genogram powerpoint. Please use a different slide for each image.

There are examples of ecomap and genograms on pages 128&129 of your textbook.

(100 point assignment)

Teaching Plan assignment and Instructional Materials Assignment:

Based on your family assessment, you will develop a teaching plan for the family. Utilizing Bloom's Taxonomy, you will write learning goals for the family. You will need to address the cognitive, affective, and psychomotor domains for each family (three goals). In addition, you will need to find or construct teaching materials for the objective and describe how you will evaluate the effectiveness.

In continuation of the teaching plan assignment, you must choose or construct teaching materials that are appropriate for the learning needs and literacy level of your family.

All instructional material must be submitted in the format you will be presenting to your family. You will submit at least 3 different types, at least *one for each goal/domain*.

After choosing your instructional materials, identify the material, describe why it was chosen, how it is appropriate for your family. Each material must be evaluated.

Submitting the actual item is required. For example, if a link to the American Heart Association was provided, include a link that will open and lead the audience directly to site. If providing a reading material, such as a handout, you must attach a copy to the assignment link. The aid must be appropriate to the learning need identified and supported by your assessment. Keep in mind that your materials must meet the comprehension and literacy level of your family.

(100 point assignment)

Rubrics:

Discussion Boards:

Criteria	Ratings			Pts
<p>Content Understanding (comprehension of the content under discussion)</p>	<p>40.0 pts Full Marks</p> <p>The student understands significant ideas relevant to the issue under discussion. This is indicated by correct use of terminology, precise selection of the pieces of information required to make a point, correct and appropriate use of examples and counterexamples, demonstrations of which distinctions are important to make, and explanations that are concise and to the point. • Information and knowledge are accurate. • The student elaborates statements with accurate explanations, reasons, or evidence. Citations are provided to show connection to evidence and resources.</p>	<p>20.0 pts Partial</p> <p>Ideas are reasonably clear, but the listener needs to make some guesses as to what the student meant. • Some vocabulary is used correctly and some is not. • Ideas are correct but not concise. • Contributions to the group are generally supported by some facts, examples, analogies, statistics, and so forth, but there's a sense that more is needed. Missing areas where citations required for evidence utilized.</p>	<p>0.0 pts No Marks</p> <p>The student uses foundational knowledge incorrectly. • The student struggles to provide ideas or support for ideas and does not show any link to materials presented or resources provided. • The student has difficulty understanding themes and distinguishing main ideas and supporting details. • Terminology is used incorrectly</p>	<p>20.0 pts</p>
<p>Choice and Professional Language</p>	<p>10.0 pts Full Marks</p> <p>The student uses precise vocabulary without 'wordiness'. Words are purposefully chosen to make a point. • The student uses language that others in the group will understand, avoids use of jargon/slang. • The student defines or clearly explains language or concepts that might be unfamiliar to others. Language used is appropriate for the level of a registered professional nurse. The student shows mastery of English language appropriate for upper level student, no grammatical errors.</p>	<p>5.0 pts Partial</p> <p>The student occasionally misspells words and makes grammatical errors. The student uses general vocabulary and tends to express ideas wordily. • Although correct, language might not be equally understandable to all members of the group.</p>	<p>0.0 pts No Marks</p> <p>The student uses language that others in the group are unlikely to understand. • Ideas appear disproportionately lengthy and are difficult to follow. • Language choices are vague, abstract, or trite. Jargon/slang may be used when more precise language is needed. The student frequently misspells words and makes grammatical errors. (more than three grammatical or spelling errors)</p>	<p>10.0 pts</p>

WI Assignment #1

Criteria For Evaluation	Points Possible 0	Points Possible 8	Points Possible 15	Total 75
Nursing considerations to provide care to families in North	Nursing considerations to provide care to families in North	Nursing considerations to provide care to families in North	Nursing considerations to provide care to families in North	

America are well defined and relevant to current needs.	America are not defined and not relevant to current needs.	America are not well defined and some items may not be relevant.	America are well defined and relevant to current needs.	
An appropriate family nursing theory is identified and described.	An inappropriate theory is identified and or no adequate description is provided.	An appropriate family nursing theory is identified but not adequately described.	An appropriate family nursing theory is identified and described.	
Linkage to evidence-based practice articles are clear	Contains no link from evidence based resources. Resources are of poor quality, not peer reviewed.	Discussion of evidence-based resources not clearly tied to the support of the main idea.	Minimum of two peer-reviewed resources utilized	
Composition of paper is organized with a flow of ideas and ease of reading	Thoughts do not flow clearly, disorganized or difficult to read	Lacking formatting resulting in difficult reading. Sentence structure or overall flow are awkward	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas.	
Use correct APA format including title page, in-text citations, spelling/grammar, title page, and reference page. Writing Center consult uploaded.	Major APA formatting issues. No writing center consult uploaded.	Minor APA formatting errors in title page, in-text citations, spelling/grammar, and reference page	APA formatting without any errors. Writing Center Consult uploaded.	

Draft Rubric:

Criteria For Evaluation	Points Possible 0	Points Possible 3	Points Possible 5	Total 25
Nursing considerations to provide care to families in North America are well defined and relevant to current needs.	Nursing considerations to provide care to families in North America are not defined and not relevant to current needs.	Nursing considerations to provide care to families in North America are not well defined and some items may not be relevant.	Nursing considerations to provide care to families in North America are well defined and relevant to current needs.	
An appropriate family nursing theory is identified and described.	An inappropriate theory is identified and or no adequate description is provided.	An appropriate family nursing theory is identified but not adequately described.	An appropriate family nursing theory is identified and described.	
Linkage to evidence-based practice articles are clear	Contains no link from evidence based resources. Resources are of poor quality, not peer reviewed.	Discussion of evidence-based resources not clearly tied to the support of the main idea.	Minimum of two peer-reviewed resources utilized	

Composition of paper is organized with a flow of ideas and ease of reading	Thoughts do not flow clearly, disorganized or difficult to read	Lacking formatting resulting in difficult reading. Sentence structure or overall flow are awkward	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas.	
Use correct APA format including title page, in-text citations, spelling/grammar, title page, and reference page	Major APA formatting issues	Minor APA formatting errors in title page, in-text citations, spelling/grammar, and reference page	APA formatting without any errors	

WI Assignment #2

Criteria For Evaluation	Points Possible 0	Points Possible 6	Points Possible 13	Total 75
All identifying data has been collected	None of the identifying data listed in the tool have been collected.	Some of the identifying data listed in the tool have been collected.	All identifying data listed in the tool have been collected.	
All developmental stage and history of family information has been collected.	None of the developmental stage and history of family information has been collected.	Some of the developmental stage and history of family information has been collected.	All developmental stage and history of family information has been collected.	
All environmental data has been collected.	No environmental data has been collected.	Some environmental data has been collected.	All environmental data has been collected.	
All family function information has been collected.	Some family function information has been collected.	Some family function information has been collected.	All family function information has been collected.	
All family stress, coping, and adaptation information has been collected.	None of the family stress, coping, and adaptation information has been collected.	Some of the family stress, coping, and adaptation information has been collected.	All family stress, coping, and adaptation information has been collected.	
Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5	
Composition of paper is organized with a flow of ideas and ease of reading	Thoughts do not flow clearly, disorganized or difficult to read	Lacking formatting resulting in difficult reading. Sentence structure or overall flow are awkward	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas.	
Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5	
Use correct APA format including title page, in-text citations, spelling/grammar,	Major APA formatting errors. Major spelling/grammar errors. No writing	Minor APA formatting errors in title page, in-text citations, spelling/grammar,	APA formatting without any errors. Writing Center consult uploaded.	

title page, and reference page. Writing Center consult uploaded	center consult report uploaded.	and reference page		
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Draft Rubric

Criteria For Evaluation	Points Possible 0	Points Possible 2	Points Possible 4	Total 25
All identifying data has been collected	None of the identifying data listed in the tool have been collected.	Some of the identifying data listed in the tool have been collected.	All identifying data listed in the tool have been collected.	
All developmental stage and history of family information has been collected.	None of the developmental stage and history of family information has been collected.	Some of the developmental stage and history of family information has been collected.	All developmental stage and history of family information has been collected.	
All environmental data has been collected.	No environmental data has been collected.	Some environmental data has been collected.	All environmental data has been collected.	
All family function information has been collected.	Some family function information has been collected.	Some family function information has been collected.	All family function information has been collected.	
All family stress, coping, and adaptation information has been collected.	None of the family stress, coping, and adaptation information has been collected.	Some of the family stress, coping, and adaptation information has been collected.	All family stress, coping, and adaptation information has been collected.	
Criteria for Evaluation	Points Possible 0	Points Possible 2	Points Possible 3	
Composition of paper is organized with a flow of ideas and ease of reading	Thoughts do not flow clearly, disorganized or difficult to read	Lacking formatting resulting in difficult reading. Sentence structure or overall flow are awkward	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas.	
Criteria for Evaluation	Points Possible 0	Points Possible 1	Points Possible 2	
Use correct APA format including title page, in-text citations, spelling/grammar, title page, and reference page	Major APA formatting errors. Major spelling/grammar errors. No writing center consult report uploaded.	Minor APA formatting errors in title page, in-text citations, spelling/grammar, and reference page	APA formatting without any errors	

WI Assignment #3

Criteria For Evaluation	Points Possible 0	Points Possible 15	Points Possible 30	Total 150
Nursing considerations to provide care to	Nursing considerations to provide care to	Nursing considerations to provide care to	Nursing considerations to provide care to	

families in North America are well defined and relevant to current needs. An appropriate family nursing theory is identified and described. Linkage to evidence-based practice articles are clear.	families in North America are not defined and not relevant to current needs. An inappropriate theory is identified and or no adequate description is provided. Contains no link from evidence based resources. Resources are of poor quality, not peer reviewed.	families in North America are not well defined and some items may not be relevant. An appropriate family nursing theory is identified but not adequately described. Discussion of evidence-based resources not clearly tied to the support of the main idea.	families in North America are well defined and relevant to current needs. An appropriate family nursing theory is identified and described. Linkage to evidence-based practice articles are clear.	
Criteria for Evaluation	Points Possible 0	Points Possible 15	Points Possible 30	
All identifying data has been collected.	None of the identifying data listed in the tool have been collected.	Some of the identifying data listed in the tool have been collected.	All identifying data listed in the tool have been collected.	
All developmental stage and history of family information has been collected. Ecomap and Genogram data included.	None of the developmental stage and history of family information has been collected. No Ecomap and Genogram data included.	Some of the developmental stage and history of family information has been collected. Some Ecomap and Genogram data included.	All developmental stage and history of family information has been collected. Ecomap and Genogram data included.	
All environmental data has been collected.	No environmental data has been collected.	Some environmental data has been collected.	All environmental data has been collected.	
All family function information has been collected.	Some family function information has been collected.	Some family function information has been collected.	All family function information has been collected.	
All family stress, coping, and adaptation information has been collected.	None of the family stress, coping, and adaptation information has been collected.	Some of the family stress, coping, and adaptation information has been collected.	All family stress, coping, and adaptation information has been collected.	
Criteria for Evaluation	Points Possible 0	Points Possible 15	Points Possible 30	
Learning needs are identified for the family. A teaching	Learning needs were not identified for the family. A	Learning needs are identified for the family. A teaching	Learning needs are identified for the family. A teaching	

plan was developed and described.	teaching plan and was not developed and described.	plan was developed and described.	plan was developed and described.	
Criteria for Evaluation	Points Possible 0	Points Possible 30	Points Possible 50	
A thorough evaluation is given for the teaching plan. Recommendations for further teaching needs are identified.	An evaluation is not given for the teaching plan. Recommendations for further teaching needs are not identified.	An evaluation is given for the teaching plan. Recommendations for further teaching needs are identified but not specific.	A thorough evaluation is given for the teaching plan. Recommendations for further teaching needs are identified.	
Criteria for Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	
Composition of paper is organized with a flow of ideas and ease of reading. Use correct APA format including title page, in-text citations, spelling/grammar, title page, and reference page. Writing Center Consult Uploaded.	Thoughts do not flow clearly, disorganized or difficult to read. Major APA formatting errors. Major spelling/grammar errors. No writing center consult report uploaded.	Lacking formatting resulting in difficult reading. Sentence structure or overall flow are awkward. Minor APA formatting errors in title page, in-text citations, spelling/grammar, title page, and reference page. Writing Center Consult uploaded.	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas. APA formatting without any errors. Writing Center Consult uploaded.	

Draft Rubric:

Criteria For Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	Total 50
<p>Nursing considerations to provide care to families in North America are well defined and relevant to current needs.</p> <p>An appropriate family nursing theory is identified and described.</p> <p>Linkage to evidence-based practice articles are clear.</p>	<p>Nursing considerations to provide care to families in North America are not defined and not relevant to current needs.</p> <p>An inappropriate theory is identified and or no adequate description is provided.</p> <p>Contains no link from evidence based resources. Resources are of poor quality, not peer reviewed.</p>	<p>Nursing considerations to provide care to families in North America are not well defined and some items may not be relevant.</p> <p>An appropriate family nursing theory is identified but not adequately described.</p> <p>Discussion of evidence-based resources not clearly tied to the support of the main idea.</p>	<p>Nursing considerations to provide care to families in North America are well defined and relevant to current needs.</p> <p>An appropriate family nursing theory is identified and described.</p> <p>Linkage to evidence-based practice articles are clear.</p>	

Criteria for Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	
All identifying data has been collected.	None of the identifying data listed in the tool have been collected.	Some of the identifying data listed in the tool have been collected.	All identifying data listed in the tool have been collected.	
All developmental stage and history of family information has been collected. Ecomap and Genogram data included.	None of the developmental stage and history of family information has been collected. No Ecomap and Genogram data included.	Some of the developmental stage and history of family information has been collected. Some Ecomap and Genogram data included.	All developmental stage and history of family information has been collected. Ecomap and Genogram data included.	
All environmental data has been collected.	No environmental data has been collected.	Some environmental data has been collected.	All environmental data has been collected.	
All family function information has been collected.	Some family function information has been collected.	Some family function information has been collected.	All family function information has been collected.	
All family stress, coping, and adaptation information has been collected.	None of the family stress, coping, and adaptation information has been collected.	Some of the family stress, coping, and adaptation information has been collected.	All family stress, coping, and adaptation information has been collected.	
Criteria for Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	
Learning needs are identified for the family. A teaching plan was developed and described.	Learning needs were not identified for the family. A teaching plan and was not developed and described.	Learning needs are identified for the family. A teaching plan was developed and described.	Learning needs are identified for the family. A teaching plan was developed and described.	
Criteria for Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	
A thorough evaluation is given for the teaching plan. Recommendations for further teaching needs are identified.	An evaluation is not given for the teaching plan. Recommendations for further teaching needs are not identified.	An evaluation is given for the teaching plan. Recommendations for further teaching needs are identified but not specific.	A thorough evaluation is given for the teaching plan. Recommendations for further teaching needs are identified.	
Criteria for Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	
Composition of paper is organized with a flow of ideas and ease of reading. Use correct APA	Thoughts do not flow clearly, disorganized or difficult to read. Major APA	Lacking formatting resulting in difficult reading. Sentence structure or overall flow are awkward	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate	

format including title page, in-text citations, spelling/grammar, title page, and reference page.	formatting errors. Major spelling/grammar errors. No writing center consult report uploaded.	Minor APA formatting errors in title page, in-text citations, spelling/grammar, title page. and reference page..	ideas. APA formatting without any errors.	
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Ecogram & Genogram Assignment:

Criteria For Evaluation	Points Possible 0	Points Possible 3	Points Possible 5	Total 50
Ecomap is eye pleasing and not cluttered	Ecomap is not eye pleasing and cluttered	Ecomap is eye pleasing and is cluttered	Ecomap is eye pleasing and not cluttered	
Key to identify images included.	No key to identify images included	Key to identify some images included.	Key to identify images included.	
Connections between item and family is identified.	No connections between item and family is identified	Connections between item and family are not clearly identified	Connections between item and family is identified.	
Criteria For Evaluation	Points Possible 0	Points Possible 3	Points Possible 5	Total 50
Genogram is eye pleasing and not cluttered.	Genogram is not eye pleasing and cluttered.	Genogram is eye pleasing and is cluttered.	Genogram is eye pleasing and not cluttered.	
Key to identify images is included	No key to identify images included	Key to identify some images included.	Key to identify images is included	
Three generations included and diseases identified (if necessary)	Three generations are not included and diseases are not identified	Three generations included bit diseases are not identified	Three generations included and diseases identified (if necessary)	

Teaching Plan & Instructional Materials Assignment:

Criteria For Evaluation	Points Possible 0	Points Possible 7	Points Possible 15	Total 100
Objectives clearly defined using Bloom's taxonomy and domains	Objectives not defined using SMART goals or domains have not been addressed.	Objectives defined using SMART goals or one domain not addressed.	Objectives clearly defined using SMART goals	
Criteria For Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	Total 100
Content outline is specific and based on needs assessment.	Content outline is not specific or based on needs assessment.	Content outline is not specific but based on needs assessment.	Content outline is specific and based on needs assessment.	
Methods of instruction are clearly described	Methods of instruction are not clearly described or	Methods of instruction are not described and based	Methods of instruction are clearly described	

and based on learner needs.	based on learner needs.	on learner needs.	and based on learner needs.	
Time allotted is recorded and resources utilized are recorded.	Time allotted is not recorded or resources utilized are not recorded.	Time allotted is not recorded but resources utilized are recorded.	Time allotted is recorded and resources utilized are recorded.	
The methods of evaluation of teaching are clearly described.	The methods of evaluation of teaching are not described.	The methods of evaluation of teaching are not clearly described.	The methods of evaluation of teaching are clearly described.	
Criteria For Evaluation	Points Possible 0	Points Possible 7	Points Possible 15	
Each item is submitted (at least three).	None of the items are submitted.	Some of the items are submitted (two of the three).	Each item is submitted (at least three).	
Criteria For Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	
<i>For item #1, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated.</i>	The evaluation of the item was not completed.	<i>For item #1, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated but not in a thorough manner.</i>	<i>For item #1, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated.</i>	
<i>For item #2, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated.</i>	The evaluation of the item was not completed.	<i>For item #2, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated but not in a thorough manner.</i>	<i>For item #2, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated</i>	
<i>For item #3, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated.</i>	The evaluation of the item was not completed.	<i>For item #3, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated but not in a thorough manner.</i>	<i>For item #3, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated</i>	

Grading Criteria Rubric and Conversion

Assignment	Points	Percentage
Discussions	300	30%
Writing Intensive assignments	500	50%
Family Assessment assignments	200	20%
Total:	1000	100%

Notes: Field Log must contain 20 hours of contact with family or development of materials to use with family.
 Consent Form must be signed and uploaded prior to family assessment beginning.
 Failure to do so will constitute failure of the course.

A=900-1000 points

B=800-899 points

C=700-799 points

D=600-699 points

F=599 or below

*Note, grade of 700 (70%) or higher required to pass all nursing courses

Posting of Grades

Grades will be posted as soon as possible, typically within one week. If there is a delay, the students will be notified.

Grading Policies

The Operation of the Online Course and Being an Online Student

Online learning requires students to be very self-disciplined. For this course, Monday will be considered the first class day. All assignments such as Shadow Health Assignments and the final reflection 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.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

MODULE/ DATES	TOPIC	READINGS/ RESOURCES	ASSIGNMENTS (ALL ASSIGNMENTS DUE AT 11:55 PM CST)
Module 1 Aug 28	Welcome to the Course! Foundations of Family Health	Read Robinson, Coehlo & Smith Chapter 1	Set up Canvas Profile Watch Course Orientation Video DB#1-The Role of the Nurse in Family Health

Module 1 Sept 4		Read Robinson, Coehlo & Smith Chapter 2&3	WI#1-Family Dynamics and Theory Draft
Module 1 Sept 11		Review Robinson, Coehlo & Smith Chapter 4,19	DB#2-Family Policy
Module 1 Sept 18			Family Consent Form WI#1-Family Dynamics and Theory Paper & Writing Center Consult Report
Module 2 Sept 25	Family Assessment	Read Robinson, Coehlo & Smith Chapter 5&6	Begin Family Assessment
Module 2 Oct 2		Review Robinson, Coehlo & Smith Chapter 5& 6	WI#2-Family Assessment Tool Findings-Draft
Module 2 Oct 9		Read Robinson, Coehlo & Smith Chapter 9	Ecomap/Genogram
Module 2 Oct 16		Read Robinson, Coehlo & Smith Chapter 5&9	DB#3-Genomics WI#2-Family Assessment Tool Findings & Writing Consult Due
Module 3 Oct 23	Family Health Promotion	Read Robinson, Coehlo & Smith Chapter 7	DB#4-Health Promotion for Families
Module 4 Oct 30	Special Considerations	Read Rowe & Coehlo Chapter 8/10/12	DB#5-Special Family Considerations part 1
Module 4 Nov 6		Read Rowe & Coehlo Chapter 14/15/18	DB#5-Special Family Considerations part 2
Module 5 Nov 13	Health Teaching		Teaching Plan with Objectives & Instructional Materials Due
Nov 20		Thanksgiving Week	No assignments
Module 5 Nov 27			WI#3-Family Assessment Final Paper-draft
Module 5 Dec 4			Field Log Due WI#3-Family Assessment Final Paper & Writing center consult Due
Dec 15			Course ends

Important University Dates

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

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, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

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

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

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

Online Proctored Testing

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

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

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate

accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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 Student Conduct Office. 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/reporting.php?TAMUCentralTexas>].

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/samlSSO&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 Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

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 Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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]. 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 workspaces, 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](https://tamuct.libguides.com/index)

[<https://tamuct.libguides.com/index>]

University Writing Center

Located in Warrior Hall 416 and online, 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 face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 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](https://tamuct.mywconline.com/) [<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.

OTHER 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](#) online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) 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.

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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