NURS 4405, 10007, Family & Individual
Spring 2023
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

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

Course dates: January 17,2023-May 12,2023

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Amy Mersiovsky, DNP, RN, PED-BC
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Phone: 254-519-5487
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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.

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 website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
    o   iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
    o   Android Phone / Tablet
        [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

COURSE INFORMATION

Course Overview and description

COURSE INFORMATION
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.

Competency Goals Statements (certification or standards):

- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.

- Essential VII: Clinical Prevention and Population Health

- Essential IX: Baccalaureate Generalist Nursing Practice.

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

** Rowe, Joanna Kaakinen, and Deborah Padgett Coehlo. (2018). *Family Health Care Nursing Theory, Practice, and Research* (6ᵗʰ edition)., F. A. Davis Company. ISBN-9780803661660
** e-Book supplied through course material

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.

Required Reading and Textbook(s)

Rowe, Joanna Kaakinen, and Deborah Padgett Coehlo. (2018). *Family Health Care Nursing Theory, Practice, and Research* (6ᵗʰ edition)., F. A. Davis Company. ISBN-9780803661660
    You can access the e-book through this list:
https://tamuct.libguides.com/er.php?course_id=95149

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7ᵗʰ ed.). Washington, DC. **ISBN**: 9781433832161

    Reading materials posted to Canvas course site
    In addition to APA Manual:
    Purdue Owl APA website

COURSE REQUIREMENTS

Written assignments.

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

Discussion Board #1
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 biases, resource

limitations, diversity, equity, and inclusion.
Be sure to identify a specific policy and background information on the policy.

Discussion Board #2
Identify the role of the case manager in family care. Be sure to address care coordination.

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
After reading the chapters 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 two 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 150 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 and 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:
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.
(100 point assignment)

Instructional Materials assignment:
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)

Module Worksheets:
Fill out the worksheets based on the readings.
(50 points each)

Rubrics:

Discussion Boards:

Criteria	Ratings			Pts
Content Understanding (comprehension of the content under discussion)	40.0 pts Full Marks 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.	20.0 pts Partial 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.	0.0 pts No Marks 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	20.0 pts

Choice and Professional Language	10.0 pts Full Marks 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.	5.0 pts Partial 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.	0.0 pts No Marks 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)	10.0 pts

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 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,	Major APA formatting issues. No writing center consult uploaded.	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.		and reference page		

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, title page, and reference page. Writing Center consult uploaded	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. Writing Center consult uploaded.	

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	None of the family stress, coping, and adaptation	Some of the family stress, coping, and adaptation	All family stress, coping, and adaptation	

Criteria for Evaluation	Points Possible 0	Points Possible 2	Points Possible 3	
information has been collected.	information has been collected.	information has been collected.	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 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.	Nursing considerations to provide care to 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.	Nursing considerations to provide care to 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.	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.	
Criteria for Evaluation	**Points Possible 0**	**Points Possible 15**	**Points Possible 30**	
All identifying data	None of the	Some of the	All identifying data	

has been collected.	identifying data listed in the tool have been collected.	identifying data listed in the tool have been collected.	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 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 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	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.	

		Consult uploaded.		

Draft Rubric:

Criteria For Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	Total 50
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.	Nursing considerations to provide care to 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.	Nursing considerations to provide care to 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.	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.	
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,	None of the family	Some of the family	All family stress,	

Criteria for Evaluation	Points Possible 0	Points Possible 5	Points Possible 10	
coping, and adaptation information has been collected.	stress, coping, and adaptation information has been collected.	stress, coping, and adaptation information has been collected.	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 format including title page, in-text citations, spelling/grammar, title page, and reference page.	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..	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas. APA formatting without any errors.	

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	Genogram is not	Genogram is eye	Genogram is eye	

pleasing and not cluttered.	eye pleasing and cluttered.	pleasing and is cluttered.	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 Assignment:

Criteria For Evaluation	Points Possible 0	Points Possible 10	Points Possible 20	Total 100
Objectives clearly defined using Bloom's taxonomy and domains	Objectives not defined using Bloom's taxonomy or domains have not been addressed.	Objectives defined using Bloom's taxonomy or one domain not addressed.	Objectives clearly defined using Bloom's taxonomy and domains.	
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 and based on learner needs.	Methods of instruction are not clearly described or based on learner needs.	Methods of instruction are not described and based on learner needs.	Methods of instruction are clearly described 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.	

Instructional Materials Assignment:

Criteria For Evaluation	Points Possible 0	Points Possible 12	Points Possible 25	Total 100
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).	
For item #1, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated.	The evaluation of the item was not completed.	*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.*	*For item #1, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated.*	
For item #2, the item was identified,	The evaluation of the item was not	*For item #2, the item was identified,*	*For item #2, the item was identified,*	

a description of why it was chosen was given, and the appropriateness for the family was evaluated.	completed.	*a description of why it was chosen was given, and the appropriateness for the family was evaluated but not in a thorough manner.*	*a description of why it was chosen was given, and the appropriateness for the family was evaluated*	
For item #3, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated.	The evaluation of the item was not completed.	*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.*	*For item #3, the item was identified, a description of why it was chosen was given, and the appropriateness for the family was evaluated*	

Grading Criteria Rubric and Conversion

Assignment	Points	Percentage
Discussions	200	20%
Writing Intensive assignments	400	40%
Family Assessment assignments	300	30%
Module Worksheets	100	10%
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

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion posts will usually be posted within 7 days after the due date and time.

Grading Policies

Online learning requires students to be very self-disciplined. For this course, Monday will
be considered the first class day. Initial discussion board postings are due on Thursday of the appropriate week with responses due by the following Sunday at 2355. All other assignments such as quizzes and written work will be due

by midnight (2355) on Sunday of that module week. Ten percent will be taken off for each day for late submissions and will not be accepted after three days.

Statement on Late Assignments.

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

Since this is a three semester credit hour course, expect to spend at least three hours a week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week.

Quizzes for this course are used as "learnings" more than testing knowledge. You will have an unlimited amount of time to complete, but only one attempt. So, plan ahead, complete the readings first, and set aside time to complete the quiz.

Be sure to submit assignments, discussions, or any other types of assignments in the correct place as directed.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

MODULE/ DATES	TOPIC	READINGS/ RESOURCES	ASSIGNMENTS (ALL ASSIGNMENTS DUE AT 11:55 PM CST)
Module 1 Jan 17	Welcome to the Course! Foundations of Family	Read Rowe & Coehlo Chapter 1&2	Set up Canvas Profile Watch Course Orientation Video Family Health Care Worksheet
Module 1 Jan 23		Read Rowe & Coehlo Chapter 3&4	DB#1-Family Policy WI#1-Family Dynamics and Theory Draft
Module 1 Jan 30		Review Rowe & Coehlo Chapter 1 and page 421	DB#2-Case Management and Family Unit Discussion
Module 1 Feb 6			Family Consent Form WI#1-Family Dynamics and Theory Paper &Writing Center Consult Report
Module 2 Feb 13	Family Assessment	Read Rowe & Coehlo Chapter 5&6	Begin Family Assessment
Module 2 Feb 20		Review Rowe & Coehlo Chapter 6	WI#2-Family Assessment Tool Findings-Draft
Module 2 Feb 27		Review Rowe & Coehlo Chapter 2,5 Read Rowe & Coehlo Chapter 8	Ecomap/Genogram
Module 2 March 6			WI#2-Family Assessment Tool Findings & Writing Consult Due
March 13-17		Spring Break	
Module 3 March 20	Family Health Promotion	Review Rowe & Coehlo Chapter 5,6,8	DB#3-Genomics Health Promotion Worksheet
Module 4 March 27	Special Family Considerations	Read Rowe & Coehlo Chapter 7,9,12,13,14,16	DB#4-Special Family Considerations

Module 5 April 3	Health Teaching		Teaching Plan with Objectives
Module 5 April 10			Instructional Materials
Module 5 April 17			WI#3-Family Assessment Final Paper-draft
Module 5 April 24			Field Log Due
Module 5 May 1			WI#3-Family Assessment Final Paper & Writing center consult Due 05/07
			Course Evaluation due 05/12

Important University Dates
   https://www.tamuct.edu/registrar/academic-calendar.html]

TECHNOLOGY REQUIREMENTS AND SUPPORT

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

Technology Requirements

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

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

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

Canvas Support

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

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

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

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the student conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a referral, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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?PartnerIdpId=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 Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

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

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

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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 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
[https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [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].

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

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