

## Course Information

Course Number: 4410  
Course Title: Gerontology  
Academic Year: 2023-2024  
Time: 11am-11:50am  
Location: Room 6  
Credit Hours: 1

## Instructor Details

Course Director: Leigh Ann Nurick, BSDH, MA, MS  
Office: 139A  
Phone: 214.828.8922  
E-Mail: [lwyatt@tamu.edu](mailto:lwyatt@tamu.edu)  
Office Hours: M-F, by appointment

## Additional Participating Faculty

Chelsi G. Graham, BSDH  
Lisa Mallonee, BSDH, MPH, RD, LD  
Kayla Reed, BSDH, EDHP  
Leah Spittle, BSDH, EDHP  
Helena Tapias-Perigon, DDS, MS

## Course Description

This course will examine the unique considerations a dental professional will encounter when providing care to a geriatric patient. Social, psychological, and biological aspects of aging will be discussed. Strategies for patient care will be outlined and discussed. Appropriate community referral agencies will be explored to aid the hygienist in aiding the elderly patient.

## Course Prerequisites

*None*

## Special Course Designation

Undergraduate Degree, BSDH

## Course Learning Outcomes

### Learning Outcomes

- 2.3 Communicate effectively with diverse populations without discrimination.
- 2.4 Employ the principles of scientific writing.
- 3.3 Contribute to the knowledge base of dental hygiene.
- 4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.
- 4.3 Encourage patients to assume responsibility for their health while respecting their goals, values, beliefs and preferences.
- 5.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.
- 5.3 Influence the public (consumer groups, businesses, and government agencies) to support health care issues.
- 6.1 Determine medical conditions that require special precautions or consideration prior to or during dental hygiene treatment.
- 6.4 Recognize predisposing, etiologic risk factors, and lifestyle choices that may require intervention to prevent disease.
- 6.6 Determine the need for referral to the appropriate health professional.
- 7.1 Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant.
- 7.2 Acknowledge cultural differences in populations when planning treatment.

### Textbook and/or Resource Materials

- 1. Darby, ML and Walsh, MM. *Dental Hygiene Theory and Practice*, 5th Ed., W.B. Saunders, 2019.
- 2. 4410 Gerontology Course Documents posted on Canvas.

### Grading Policy

#### Grade Scale\*

- A = 90-100
- B = 80-89.99
- C = 75-79.99
- D = 70-74.99
- F = <70

**Grading\***

Media Piece and Presentation	10% (All or nothing)
Well-Senior Self-Reflection Paper	20%
Legislative Letter	20%
Senior Adult Q&A- 4 questions	10%
ALF/ LTCF/Hospice Self Reflection Paper	20%
Final Exam	20%

All assignments are out of 100 points. \*Grades including the final course grade will not be curved or rounded.

FURTHER REQUIREMENT: 8 hours of volunteerism in an ALF, LTCF or hospice home is required for completion of the course. Identify a facility early in the semester. Contact them to learn of any requirements for volunteering (application, interview, etc.).

**Attendance and Make-up Policy:**

Texas A&M University views class attendance as an individual student responsibility. In the Caruth School of Dental Hygiene, regular and punctual attendance is mandatory for scheduled or rescheduled classes, clinics and related activities/events. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent.

**IMPORTANT: All absences must be reported to Pam Hines by PHONE at 214-828-8340 and must be received prior to the beginning of the class/activity.**

**Excused Absences**

**Illnesses or emergencies:** It is understood that absences due to severe or contagious illness, injuries or emergencies may occur. An absence due to illness may require a medical confirmation note from a student’s medical provider. For injuries or illnesses that require a student to be absent from class for three or more business days, a note from his or her medical provider is mandatory. If a student has frequent sick days, the program director may require a medical provider’s note for each absence. **Note:** An absence for a non-acute medical service does not constitute an excused absence.

**Religious holy day:** A student whose absence is excused under or the observance of religious holy day will be allowed to take an examination or complete an assignment from which the student is excused within 3 days after the absence. **If the student fails to schedule and**

**complete the exam or assignment within three days, a grade of zero will be given.** For additional information on excused absences, see Texas A&M Student Rule 7.1 at <https://student-rules.tamu.edu/rule07>.

### **Unexcused Absences**

Tardiness and non-emergent appointments (illnesses not considered severe or contagious) scheduled during class time will be considered an unexcused absence. Quizzes and exams start at the beginning of class time. Students who arrive late will not receive extra time to take the quiz/exam. Since classroom learning applies directly to patient care, sleeping in class is considered an unexcused absence and is subject to the remediation policy. **Students with unexcused absences or late arrivals will have TWO points deducted from their final course grade with each occurrence.** No make-up quiz/test will be given if an absence is unexcused on a test day. Examinations will not be administered in advance for a planned/anticipated unexcused absence.

### **General Information**

The designation of excused or unexcused absence will be determined on an individual basis by the Program Director and Student Affairs. For any absences (excused or unexcused), it will be the student's responsibility to review the lecture recordings for the class(es) missed. Additionally, the student must complete a make-up assignment(s) within 10 calendar days (including weekends) after returning to school. The make-up assignment will require the student to thoroughly answer the learning objectives for the class session(s) and define any listed terminology. The assignment must demonstrate the student has listened to the recording(s) and read the assigned reading.

Make-up assignments must contain the title of the missed class session(s) and be sent via email within the 10-calendar-day deadline. **Failure to complete the make-up assignment(s) within this time frame will result in TWO points being deducted from student's final grade.**

**IMPORTANT:** Failure to remediate all absences (excused or unexcused) by the final exam or end of semester may result in an "F" for the course.

**To review the comprehensive Texas A&M University student attendance rule, go <http://student-rules.tamu.edu/rule07>.**

### Optional Course Information Items

#### **Technology Support**

Students are responsible for maintaining their devices and ensuring that they are in proper working order throughout the semester. This includes maintaining access to the college wireless network, access to all accounts (both TAMU and TAMU Health) and keeping passwords

up to date. Students are expected to keep their devices up to date regarding patches and OS updates.

#### Division of IT

If the student experiences issues with an electronic device, Wi-Fi access, Axiom, Zoom, or user accounts, their first point of contact should be the Division of IT Central Help Desk or the local Division of IT at SOD. The Central Helpdesk provides 24-hour support.

Division of IT Central Help Desk Website: <a href="https://it.tamu.edu/help/">https://it.tamu.edu/help/</a> Phone: 1-979-845-8300 Email: <a href="mailto:helpdesk@tamu.edu">helpdesk@tamu.edu</a>	SOD Local Division of IT Office Room: 519 Phone: 214-828-8248
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#### COD Instructional Design Team

For electronic exam support or problems concerning other academic technology, such as the LMS (Canvas), ExamSoft, or Exemplify, students should contact the Instructional Design team.

Room: 516 through Academic Affairs

Carmina Castro

[ccastro@tamu.edu](mailto:ccastro@tamu.edu)

(214-828-8316)

Jeff Lowry

[lowryj1@tamu.edu](mailto:lowryj1@tamu.edu)

(214-828-8243)

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

#### Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reasons deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24.](#))

### Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)). All your assignments/projects will be filtered through Turnitin.

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). You can also contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, or your Program Director, for guidance.

### Americans with Disabilities Act (ADA) Policy

#### **Texas A&M School of Dentistry**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Office for Academic Affairs in the Administration Building Room 514 or at [rvargas@tamu.edu](mailto:rvargas@tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

#### **Title IX and Statement on Limits to Confidentiality**

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences,

observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

#### **Texas A&M School of Dentistry**

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#). School of Dentistry students can contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, Security at 214-828-8335, their Program Director, or their Department Head to report an incident.

#### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus.

#### **Texas A&M School of Dentistry**

Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). You can also contact Graduate Studies at 214-828-8182 or Student Affairs at 214-828-8210 for a referral to a local counselor. These counseling sessions are private and confidential, as are any referral requests.

### Campus-Specific Policies

#### Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](http://howdy.tamu.edu) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.



## Course Schedule

Date	Session Title/Topic	Instructor Name
8/14	Course Schedule Agency	Prof. Leigh Ann Nurick
8/21	Syllabus/Intro to Gerontology	Prof. Leigh Ann Nurick
8/28	Media/Personal Piece- 2-minute story	Class Presentations/Prof. L. Nurick
9/4	Labor Day	
9/11	Age-related Physiologic Changes	Prof. Leigh Ann Nurick
9/18	Psychopathologic Changes	Prof. Leah Spittle
9/24		Well-Senior Self-Reflection Paper Due- 11:59pm Appendix B
9/25	Oral Health in Senior Adults	Dr. Helena Tapias-Perdigon
10/2	Medication and Substance Misuse	Prof. Kayla Reed
10/9	Elder Abuse	Prof. Kayla Reed
10/16	Nutritional Needs of the Senior Adult	Prof. Lisa Mallonee
10/15		Senior-Adult Q&A: 4 question Due- 11:59pm Appendix C
10/23	Rapid Oral Health Decline (ROHD)	Prof. Leah Spittle
10/29		Legislative Letter Due-11:59pm Appendix D
10/30	Theories of Aging	Prof. Leah Spittle
11/6	Characteristics of Current Elder Generations	Prof. Leigh Ann Nurick
11/13	Alternative Delivery Systems- Mobile Dental Care	Prof. Chelsi Graham
11/20	Thanksgiving Break	
11/26		Volunteer Hours Log Due- 11:59pm Appendix E ALF/LTCF/Hospice Home Reflection Due- 11:59pm Appendix F
11/27	Death, Dying, and the Process of Moving Forward	Chaplain Eric Markinson
12/4	Senior Adult Panel Q&A	
12/13	<b>FINAL EXAM</b>	

*\*The course director has the right to change the course schedule to accommodate guest lecturers.*

## Appendix A

**Well-Senior Interview****Suggested Completion Date: 9/20/2023****Directions:**

The following immersive activity has been designed to allow you to expand your knowledge and experience in interacting with the well-senior adult. This will help give ideas how to connect with individuals in this age group. This will help you identify and practice positive communication skills when with this target population. For this to be an immersive activity, interviews must be completed in person.

**Objectives**

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Completing this experience will enable the student to:

1. Demonstrate communication and interpersonal skills.
2. Recognize the value of attentive listening.
3. Discuss special considerations for communicating with the senior adult.
4. Appreciate the life and viewpoints of a well-senior adult.

**General Guidelines**

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1. Choose a relatively healthy individual who is 65+ years or older. This can be a family member, neighbor, friend, patient, assisted living resident, etc.
2. Set up a meeting. During this time, you will talk and listen to the senior adult using the prepared questions only as a guideline. Original questions for discussion are welcomed.
3. The interview must be conducted in person.
4. This must be done outside the normal school schedule.

**Creating a “Natural” Interview Setting**

- If visiting a relative or other person specifically for interview, take along home baked goodies, an artifact/object from the past or a picture that may be used during the pre-interview session as a lead to interview questions.

**Oral History Questioning Techniques**

1. There will be some information you will not get; some sensitive issues cannot be approached even when trust is developed. You may be the wrong age or sex. That’s okay though, just expect uncomfortable moments and redirect.
2. Take a low-key approach. This helps ease both you and the informant into the interview role.
3. Show interest through body language but don’t crowd your senior adult. Interject remarks, take part in the conversation but don’t take over. Listen twice as much as you speak.
4. Know what questions you want to ask, but don’t be afraid to let your senior go off on a tangent.

- Getting back on track:  
“Before you told me about “this” when we were talking. Can you tell me how it affected you?
- 5. Have the questions ready that you believe will create the most conversation with the senior adult.
- 6. Be sensitive to needs- including energy level of the senior adult. End the interview at signs of fatigue.
- 7. Be ethically responsible.
  - Be honest about your intents.
  - Respect privacy and confidence.
  - Respect sensitive issues.
  - Don't make promises you can't keep.
  - Audio recordings are prohibited.

### **Oral History Questions**

The most useful questions will be those that you develop through your knowledge of yourself and your senior adult. For your initial efforts you may find the following list of questions helpful. Use open-ended questions. If you want clarification about something they said feel free to say, “please tell me more about that”. Silence is ok- it gives think time and a chance to formulate thoughts and words.

1. Where and when were you born? How long have you lived at your present home? Where did you live as a child? What can you recall about your family home and neighborhood?
2. What do you know about your family surname? How did it originate? What does it mean? What are the traditional first or middle names in your family?
3. What was family life like when you were growing up? How did you celebrate holidays and special occasions? What are some of the traditions still carried on by your family?
4. What spiritual traditions/religious practices did you follow when you were growing up? What activities were associated? How have your spiritual beliefs affected your life and the life of your family?
5. What did you do for a living? (Or what type of work did you do as a homemaker?) Has this type of work changed?
6. What were your favorite childhood games?
7. What other entertainment have you enjoyed? What do you enjoy now?
8. What effect did (the Korean War, Vietnam War, the Great Depression, the 60s, women's liberation movement, etc.) have on your life?
9. What changes have you noticed during your life in such areas as fashion, morality and technology? How do you feel about these changes?
10. What has been the greatest invention in your lifetime?
11. If you didn't know your age, how old would you say you are? How old do you feel?

12. If you could do your life over again, what would you do differently?
13. What “words of advice” would you like to pass on to future generations in your family?

Developed by Judith L. Warren, Ph.D., Extension Program Leader, Family Development and Resource Management, *and* Professor and Extension Gerontology Specialist, Family and Consumer Sciences, Texas Cooperative Extension, Texas A&M University, College Station, Texas. August 2001.

Updated: 13 April, 2006 [http://fcs.tamu.edu/families/aging/reminiscence/oral\\_history\\_techniques.php](http://fcs.tamu.edu/families/aging/reminiscence/oral_history_techniques.php)  
Modified by Leigh Ann Nurick, 2023.

Appendix B  
**Well-Senior Self-Reflection Paper**

**Due Date: 9/24/23**  
**11:59pm**

**Upload to Canvas:** by due date and time. 10 points will be removed per day for late work (including weekends).

**Total points:** 100 points total (25 points each question)

**Include the following information at the top of your reflection paper in this format:**

Senior's name:

Address:

Phone #:

Age:

Gender:

Relationship to student:

Location of visit:

Date of Interview:

**Requirements for self-reflection paper:**

***Include all the following in your paper:***

- Description of the interview: impressions and general reactions. (15 points)
- Describe the information you discovered about your senior's past. (15 points)
- Reflect and mention information that you connected with or that surprised you. (15 points)
- Reveal any emotions the interview stirred within you. (15 points)
- Examine how the interview changed and/or confirmed your perception of the senior adult population. (15 points)
- Include any other reflections. (15 points)
- Following paper-writing directions/grammar/punctuation, etc. (10 points)

Appendix C

**Senior-Adult Q&A: 4 Questions**

**Due Date: 10/15/23**

**11:59pm**

**Upload to Canvas:** by due date and time. 10 points will be removed per day for late work (including weekends).

**Total points:** 25 points each question, 100 points total

**Directions:**

A panel of senior adults will be present to answer questions you have regarding their life experiences- especially now as an adult in this current life stage of senior adulthood.

Think through what information, knowledge, or wisdom you seek. Create **4** (four) intelligible questions that will draw out the information you seek. These questions and answers are for edification and betterment of our treatment of senior adults.

Appendix D  
**Legislative Letter**  
**Due Date: 10/29/23**  
**11:59PM**

**Total points:** 100 points

**Upload to Canvas:** in a Word document by due date and time. 10 points will be removed per day for late work (including weekends).

**Directions:** This project will provide you with an opportunity to communicate your stance on a hypothetical geriatric healthcare issue to the political representative. You will pick **ONE** hypothetical scenario below.

Hypothetical Case #1: House of Representatives Bill (HB405) recommends cutting funding to “Meals on Wheels,” a non-profit organization that provides meals to senior adults in need. From a survey of 50 recipients of Meals on Wheels, Congresswoman Dana Moon states the data suggests recipients are only eating about 60% of the lunch- a small piece of meat, vegetable, a piece of fruit, and a small carton of milk- Meals on Wheels provides on the daily. This house bill proposes senior adults with an active driver’s license should pay \$7 dollars per meal. Only those who do not have an active driver’s license will be eligible for enrollment in this program.

Hypothetical Case #2: Senate Bill (SB 1104), proposed by Senator Hornback, suggests stopping the reimbursement of physicians who perform regular, in-office screenings for dementia/Alzheimer’s. The sponsor of the bill is concerned that physicians are performing screenings on too many patients to receive higher billing returns (more money in the doctor’s pocket). The Senate bill proposes that the cognitive tests should still be performed- but at no charge to the patient or Medicare. Concerned physician’s state that many of their colleagues will no longer perform cognitive screenings since they take up significant time with no reimbursement.

Hypothetical Care #3: Senate Bill (SB7905) regarding reporting of elder abuse is being sponsored by Senator O’Neal. She is concerned that the reporting of elder/senior abuse by dental health care providers has declined, while the population of elders/seniors is increasing. Senator O’Neal would like to institute a mandatory questionnaire and screening of seniors (65+) that must be used for every qualifying patient where dental treatment is provided. This SB is facing much opposition from dentists and other senators.

Hypothetical Case #4: Congressman Jody Johnson has been made aware that some mobile dental companies are not performing oral examinations to their patients every 12 months. Therefore, when the dental hygienist provides treatment to these patients in ALF/LTCF and Hospice homes, he/she is treating the patient illegally according to the state of Texas. Congressman Johnson is bringing HB 201 to the floor for a vote. If passed, this bill will prohibit dental hygienists will no longer be able to

function independent from the dentist. The DDS must be in direct supervision of RDH visits to ALFs, LTCFs, and Hospice Centers.

### Project Directions

1. Carefully review all material related to a topic/issue to be sure you have your facts straight.
2. Identify your state senator (if a Senate bill) or congressman (if a House bill). Choose the legislator from the state where you are registered to vote. Be careful to choose the correct legislator. In other words, **federal issues need to be sent to the federal government representatives and state issues need to be sent to state representatives**. Write a coherent, factual letter to your representative by email. Introduce yourself as a student dental hygienist. If you plan to practice in an underserved area or with underserved populations after graduation, let your legislator know this. Briefly discuss your position on the current bill or state why you believe a bill should be introduced.
3. State specifically what you want the legislator to do about your problem or request **and** ask for a reply regarding your representative's perspective on the bill/issue.
4. Provide specific evidence or support for your argument. Evidence includes facts, figures, and opinions: for example, a story, first-hand knowledge, statistics, findings from recent research, expert opinion, and the like. Cite full responses in footnotes.
5. Your letter should be no more than 1 page, single typed, 12-point font. Upload to Canvas by 11:59pm on the due date in Word document format.

### Guidelines

- **Spell the government official's or legislator's name correctly and know his/her appropriate title** (Representative, Senator, Delegate, Commissioner, Director, etc.). All elected officials should be addressed as "Honorable."
- **Run spell check and grammar check before sending the letter.** No matter how knowledgeable or passionate you are about an issue if you have misspelled words and grammatical errors it takes away from your credibility. **You may also use the University Writing Center to review your work.**
- **Google how to write a formal letter.**
- **Write as an individual constituent.** Because legislators pay the most attention to personal emails from their constituents, it is important that your letter expresses your own views.
- **Limit the letter to one page.** Conciseness and brevity have an impact when writing a letter. Because legislators are so busy, they do not have much time to read through a long, involved letter to discover your point. If your letter is limited to one page, they can scan it quickly. If you have more information than will fit on one page, include it as an attachment for background material, clearly marked as such, and attach it to the letter.
- **Cover only one subject and clearly identify it as such.** For example, at the top of the page write, "Re: (name of bill or issue)." This will speed up the routing of the letter in the office.
- **Be as specific as possible.** Regardless of what you are writing about, be as specific as possible in describing it. Refer to a particular bill by number and tell what it will do. Show as much knowledge as you can, but don't hesitate to write merely because you are not an "expert."



- **Include your name and return address on the letter. Use the address where you are registered to vote. If you aren't registered, use your local address.**
- **Use this outline:**
  - Indicate who you are and the purpose or nature of your problem or request.
  - State specifically what you want the legislator to do about your problem or request i.e., vote for or against legislation, add or remove amendments, change language in legislation, etc.
  - Indicate why it is important to you that they act regarding your problem or request.
  - Put a “hook” in your letter. Ask for something that will require a substantive reply to your letter or communication. For example, ask a legislator if they are a co-sponsor of legislation, ask for the status of pending legislation, or ask agency staff for the timetable for issuing regulations.
  - Indicate your thanks, reiterate your most important message, and say that you expect a response.

#### Resources

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[How to Write a Letter to Your Elected Representative | Grammarly](#)

<https://writingcenter.tamu.edu>

[ChatGPT \(openai.com\)](#)



Rubric for  
**Legislative Letter**

	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>
<b>Identifies appropriate legislator who represents your district with correct address and title</b>	Legislator not identified.	The legislator identified but addressed with the incorrect title	Legislator identified with correct title
<b>Makes clear and persuasive argument</b>	No persuasion in support or opposition of bill.	Persuasion vague and unclear or is weak to support position	Clearly stated, persuasive argument presented to support your position
<b>Uses facts and figures or personal experience to support position towards bill</b>	Not supported by cited evidence:	Supported by evidence- not cited	Supported by cited evidence
<b>Clearly states the action you would like taken</b>	Does not indicate the action you would like taken	Action you would like taken is ambiguous	Action you would like taken is clearly stated
<b>Proper summary</b>	No summary	Summary present, but improper OR Ineffective close of letter	Proper summary and effective close of letter
<b>Grammar and Spelling</b>	2+ errors	1-2 errors	0 errors

Appendix E  
**Volunteer Hours Log**  
**Due Date: 11/26/23**  
**11:59pm**

**Total Points:** course requirement, no points

**Upload to Canvas:** by due date and time. 10 points will be removed per day for late work (including weekends).

**Directions:** 8 hours of volunteer hours are required. Log volunteer hours on the log form. Print and take to the facility to receive verification signature. When completed, upload it onto Canvas. This is a requirement for completion of the course.

Contact the director of an Assisted Living Facility (ALF), Long-Term Care Facility (LTCF), Hospice Home. Work with the Director or the Director or Activities to find appropriate ways to volunteer (ex: fall festival, Halloween carnival, taking residents from one activity to another, calling bingo numbers, playing games, etc.). You will not be performing CNA duties (dispensing medications, assisting with bodily functions, showers, turning patients in bed or anything of the like.) This is beyond your scope of practice.

Appendix F  
**ALF/LTCF/Hospice Home Reflection Paper**  
**Due Date: 11/26/23**  
**11:59PM**

**Total points:** 100

**Upload to Canvas:** by due date and time. 10 points will be removed per day for late work (including weekends).

**Directions:** A reflection paper should reflect your volunteer experience. The reflection paper must be a minimum of 750 words, double-spaced, 12 fonts.

**Grading:**

***Include all the following in your paper:***

- Impressions and general reactions of your volunteer hours and experiences. (15 points)
- Describe your volunteer role and duties while completing your hours. (15 points)
- Reflect and mention anything that confirmed or denied your preconceptions of your service.
- What surprised you? (15 points)
- Reveal any emotions volunteering stirred within you. (15 points)
- Examine how serving senior adults changed and/or confirmed your perception of the elder healthy population. (15 points)
- Include other reflections. (15 points)
- Following paper-writing directions/grammar/punctuation, etc. (10 points)

