

## Course Information

Course Number: DDHS 4220  
Course Title: Comprehensive Care Seminar  
Section: Summer 2024; Fall 2024; Spring 2025  
Time: Summer Tuesday 8 AM-12 PM  
Fall Friday 11 AM-11:50 AM  
Spring Friday 9 AM- 9:50 AM  
Location: 310  
Credit Hours: 2 CEU

## Instructor Details

Instructor: *Kayla M. Reed, RDH, MS-EDHP*  
Office: *139 C*  
Phone: *214-828-8432*  
E-Mail: *KaylaMReed11@tamu.edu*  
Office Hours: *By appointment*

## Additional Participating Faculty

### **SUMMER**

Maureen Brown, RDH, MS-HIED  
Jane Cotter, RDH, MS  
Brandy Cowen, RDH, MS  
Eric Fox, RDH, MS  
Leigh Ann Nurick, RDH, MS

### **FALL**

Lisa F. Mallonee, MPH, RDH, RD, LD  
Leigh Ann Nurick, RDH, MS

## Course Description

*Topics and activities designed to integrate dental hygiene care with total patient care; includes a case presentation.*

## Course Prerequisites

*None*

## Special Course Designation

Dental Hygiene, Bachelor of Science

### Course Learning Outcomes

*Upon completion of this course, the student should be able to satisfactorily:*

1. Demonstrate the necessary skills to obtain intraoral clinical photographs.
2. Integrate and apply clinical photography skills in case documentation.
3. Identify the patient selection criteria and examination process in preparation for ADEX.
4. Understand the value of health maintenance and disease prevention as goals in nutrition.
5. Describe the role of nutrition and diet in oral health and disease.
6. Explain the impact of nutrition on oral disease management.
7. Recognize the need for dietary counseling as an integral component of comprehensive dental hygiene treatment.
8. Identify patients that would benefit from nutritional education that is appropriate by a dental hygienist.
9. Recognize the need to refer the dental hygiene patient to an MD or Registered Dietitian for more in-depth nutritional analysis and guidance when indicated by medical and/or oral conditions.
10. Select a patient exhibiting a unique or unusual medical or dental condition or disease that is appropriate for a case study.
11. Complete a review of the literature that pertains to a selected case.
12. Appraise the medical and dental health of a patient and consider modifications or special considerations when developing the treatment plan.
13. Justify the services planned and implemented for patient care.
14. Recognize successes, complications, and alterations in treatment that occurred with the case study patient.
15. Compare features exhibited by a selected case study patient with those reported in scientific literature.
16. Present a case study in an organized, professional manner.
17. Perform a self-assessment to evaluate and showcase education progress at Texas A&M School of Dentistry.

#### *Related Competencies:*

The following list of beginning competencies identifies the knowledge, skills, and attitudes the dental hygiene student must acquire by graduation in order to become a competent, curious, and caring practitioner of dental hygiene. This course will begin to address these specific competencies that will be needed to treat patients in a professional and competent manner. Refer to Competencies for the Dental Hygienist, Department of Dental Hygiene

#### Ethics

- 1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
- 1.2 Comply with state and federal laws governing the practice of dentistry and dental hygiene.

#### Professionalism

- 2.1 Apply critical thinking skills and evidence-based decision-making to the practice of dental hygiene.
- 2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical care.
- 2.3 Communicate effectively with diverse populations without discrimination
- 2.4 Employ the principles of scientific writing

#### Professional Identity

- 3.3 Contribute to the knowledge base of dental hygiene.

### Self-Care Instructions

- 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.

### Assessment

- 6.1 Determine medical conditions that require special precautions or consideration prior to or during dental hygiene treatment.
- 6.2 Perform an extraoral and intraoral examination of the patient including assessment of vital signs and radiographic examination and distinguish normal from abnormal findings.
- 6.3 Manage the patient at risk for a medical emergency and be prepared to handle the emergency should it occur during an appointment.
- 6.5 Analyze and interpret the assessment data to formulate a dental hygiene diagnosis related to and congruent with the diagnosis of the dentist and other health professionals.
- 6.6 Determine the need for referral to the appropriate health professional.

### Planning

- 7.2 Acknowledge cultural differences in populations when planning treatment.
- 7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.
- 7.4 Acknowledge cultural differences in populations when planning treatment

### Evaluation

- 9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.
- 9.2 Determine the patient's satisfaction with the dental hygiene care received and the oral health status achieved.
- 9.3 Compare actual outcomes to expected outcomes when expected outcomes are not achieved and modify therapy as necessary.

## Textbook and/or Resource Materials

The Dental Hygienist's Guide to Nutritional Care, 5e

Author: Cynthia Stegeman, Judi Davis

Published: 2018

St. Louis: Elsevier

AMA Manual of Style: A Guide for Authors and Editors, 10e

Edited by JAMA & Archives Journals

Published: 2007

ISBN: 978-0-19517-633-9

Handouts will be accessible each semester through online course portal.

Learning Management System for the course:

Canvas- <https://canvas.tamu.edu/>

## Grading Policy

Evaluation Criteria/Methods: Comprehensive Care Seminar 4220 is a 2-credit hour course held during the summer, fall, and spring semesters. A progress grade (indicated by P rather than numerical grade) will be given at the end of the summer and fall semesters. Your conscientious attention to deadlines, course-meeting times, active participation in all class activities, and completion of all required reading/written assignments will ensure your success and understanding of course content. The final grade, which is awarded at the end of the spring semester, will be based on the following metrics:

### Grade Scale

A = 89.5-100%

B = 79.5-89.4%

C = 74.5-79.4%

F = <74.5%

Assessment	Value
Photography Final Exam	5%
Nutrition Exam	10%
Nutrition Patient Counseling Educational Service Project	20%
ADEX Guidelines Quiz	5%
Case Study Report	20%
Case Study Presentation	20%
ePortfolio and Self-Assessment Paper	20%
Senior Exit Exam	Pass/Fail
<p><u>Note:</u> Criteria and rubrics for each course component will be distributed at the beginning of the applicable semester. The majority of the course grade focuses on writing, critical analysis, and public speaking skills.</p> <p><b><i>Students must pass the Senior Exit Exam AND the writing components to pass the course.</i></b></p>	

**Assignments, Papers, and Presentations:** All assignments, papers, and presentations are due on the date as stated in the Course Outline. Assignments, papers, and presentations that are handed in late are subjected to a five (5) point deduction per calendar day until it has been completed or at the Course Director/Participating Faculty's discretion. Written assignments will be graded according to specified content requirements as well as spelling, grammatical, and punctuation errors unless otherwise noted.

Please note that all submitted, evidenced-based assignments are scanned for plagiarism using computer-assisted software. Plagiarism is unacceptable and will result in a '0' on the assignment. It is also a possible cause for dismissal from the program based on the Texas A&M School of Dentistry Due Process Document regarding dishonesty.

It is highly recommended that you utilize online Internet search engines such as Google, Yahoo and Bing if uncertain that you have cited your work properly. Free plagiarism detection tools such as <http://www.articlechecker.com> or <http://www.plagiarismchecker.com> can also be utilized.

It is the student's responsibility to check Canvas daily for announcements and current grade postings. Any questions regarding grades must be brought to the attention of the Course Director no later than 10 days after grades are posted.

**Professionalism, Late Submission, and Switching Exam Policy:**

- **Professionalism:** If a student fails to demonstrate professional behavior during the course, a meeting with the course director may be required. Unprofessional behavior includes, but is not limited to, a breach of integrity, excessive tardiness and absenteeism, cheating, lying, collusion, *disrespect to peers, staff, faculty, and insubordination*. Unprofessional conduct may also be subject to the [School of Dentistry Due Process Document](#).
- **Late Assignments:** Submission of assignments are due as stated by the Course Director. Assignments submitted after the due date will be considered late and students will be penalized five points per calendar day the assignment is submitted late (this includes weekends).
- **Switching Exams:** Due to the sensitive timing/scheduling of the course, exam dates cannot be switched. Please refer to the institutional 'Class Voting Rules' document for further details.

### **Graded Attendance –**

Texas A&M University views class attendance as an individual student responsibility. In the Department of Dental Hygiene, regular and punctual attendance is mandatory for scheduled or rescheduled classes, whether virtual or in person. The course director will check attendance at the start of each class. During virtual classes, each student must type their first and last name in the Zoom Chat Box for proof of attendance. This will provide the course director with a timestamp and they will record them as present for class. Students who are not present 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.

### **Late Work Policy**

Submission of assignments is due as stated by the Course Director.

Assignments submitted after the due date will be considered late and students will be penalized five points per calendar day the assignment is submitted late (this includes weekends). For more information, see [Student Rule 7](#).

## Course Schedule

### *Summer Semester:*

Tuesday 8:00 AM- 12:00 PM

- 6/11/2024:**     **4820 CLINIC ORIENTATION**  
Intro to Comprehensive Care Seminar
- 6/18/2024:**     Introduction to Clinical Photography  
Lab Section A-1 only
- 6/25/2024:**     Lab Section B-1 and B-2 only
- 7/2/2024:**       Lab Section C-1 and C- 2 only
- 7/9/2024:**       Final Exam- Clinical Photography  
Introduction to Research Course  
Children's Medical Rotation Orientation
- 7/16/2024:**     Scottish Rite Hospital Orientation  
Introduction to Library Searches  
Introduction to Community and Public Health
- 7/23/2024:**     Johnson and Johnson Webinar  
Introduction to Case Study

### *Photography Laboratory*

Lab instructions will be covered during lecture. The lab will be held in the clinic. Students are expected to come prepared and on time. It is expected that you will read and study all material covered in lecture prior to lab. It is crucial that you are prepared so faculty do not have to re-teach material, but rather review and answer questions. Refer to Appendix A for laboratory details/assignments.

### *Photography Final Exam*

This exam will cover all lecture materials, PowerPoint presentation, and lesson objectives. This exam will test your knowledge and understanding of taking intraoral photographs as part of a case study and constitutes 5% of your course grade.

### *Introduction to Case Study Report & Nutrition Patient:*

Patient selection criteria will be reviewed along with writing component requirements. An introduction to library searches for research projects will be provided in the College Library Computer Lab. Refer to Appendix B for Case Study Criteria and Appendix D for Nutrition Patient Criteria.

### *Fall Semester:*

Friday 11:00 AM- 12:00 PM

- 8/16/2024:**     Southwest Dental Conference – No class
- 8/23/2024:**     Fall Course Outline, Mock Board Exam Orientation Part 1 (TBD)
- 8/30/2024:**     Introduction to Nutrition Seminar
- 9/6/2024:**       The Role of Diet and Nutrition in Caries Risk Management
- 9/13/2024:**     How-to Steps: Nutrition/Oral Disease Risk Education Service Preparation
- 9/20/2024:**     The Role of Diet, Nutrition and Alterations in the Oral Cavity
- 9/27/2024:**     Putting it All Together: Nutrition and Patient Care

- 10/4/2024:** Nutrition Exam  
**10/11/2024:** ADEX Criteria/Guidelines- Webinar  
**10/18/2024:** ADEX Criteria/Guidelines Quiz  
**10/25/2024:** Mock Board Orientation Part 1/Mock Board Logistics  
**11/1/2024:** Mock Board Tour/Run through  
**11/8/2024:** Guest Lecturer  
**11/15/2024:** Mock Board Debrief/Lessons Learned  
**11/22/2024:** Introduction and Tutorial for e-Portfolio  
*Case Study Patient must be identified and accepted*  
**11/29/2024:** HOLIDAY  
**12/6/2024:** Self-Assessment Paper Guidelines  
 Case Study Oral Presentation Guidelines  
**12/13/2024:** No class  
*Nutrition Patient Project Due at 11:59 PM*

### *Nutrition Seminar*

This lecture series will provide students with the knowledge, expectations, materials, and tools necessary to identify patients' factors and dietary habits that increase the risk of oral disease. The student will be prepared to review the dietary intake and develop educational services specific to promoting healthier eating habits and reducing oral disease risk for the patients. Specific details regarding patient identification, analysis of dietary information, and preventive guidance on dietary habits to reduce oral disease risk will be reviewed and discussed.

### *Nutrition Exam*

This exam will cover all lecture materials, PowerPoint presentations, and lesson objectives. This exam constitutes 10% of your course grade.

### *Nutrition Patient Project:*

Students will be assigned a patient of record and asked to review the assessment information including medical history, dental history, medications (prescribed/OTC), periodontal assessment, dental charting, findings during DDS exam, pertinent information on ODRA in social history, diet practices, completed/signed Nutrition Risk Assessment and oral hygiene/self-care/patient risk assessment. The student will identify risk factors determined during assessment and dietary habits that increase the patient's risk of oral disease. This information will be used to create an educational service based on the patient's individual needs. The student will record their delivery of the educational service to a classmate, friend, or family member. See Appendix D for Evaluation Guidelines.

### *Spring Semester:*

Friday 9:00 AM- 9:50 AM

- 1/10/2024:** No class, Work on Case Presentations  
**1/17/2024:** e-Portfolio Q&A; Presentations  
**1/24/2024:** Presentations  
**1/31/2024:** Presentations  
**2/7/2024:** Presentations  
**2/14/2024:** Presentations

- 2/21/2024:** Presentations  
**2/28/2024:** NO CLASS TDHA  
**3/7/2024:** Presentations  
*Rough draft of Case Study Report must be submitted to the Writing Center for review and proof uploaded to CANVAS assignment*  
*e-Portfolio and Self-Assessment Paper due*  
**3/14/2024:** SPRING BREAK  
**3/21/2024:** Discuss the Senior Exit Exam  
Presentations  
**3/28/2024:** Senior Exit Exam  
**4/4/2024:** Presentations  
*Peer review must be complete by 5 PM*  
**4/11/2024:** Presentations  
**4/18/2024:** Presentations  
*All Case Study Reports must be completed and submitted by 5 PM*  
**4/25/2024:** **MAKEUP CLASS IF NEEDED**  
*All Case Study Presentations must be complete.*  
**5/2/2024:** **MAKEUP CLASS IF NEEDED, Complete Course Eval (optional)**

**NOTE THAT THE FOLLOWING DATES MAY BE USED AS MAKE UP CLASS IF NEEDED:**

Friday 4/25/2024: 9 AM- 9:50 AM

Friday 5/2/2024: 9 AM- 9:50 AM

*Case Study Presentation:*

Students will create a PowerPoint presentation based on their Case Study patient and give a 7–10-minute oral presentation to the class. This presentation will be worth 20% of your course grade. Refer to Appendix E for specific presentation guidelines and Appendix F for grading criteria.

*e-Portfolio & Self-Assessment Paper*

The portfolio and paper should reflect your personal growth and experiences during your education at the School of Dentistry. This constitutes 20% of your course grade. See Appendix G for specific criteria to complete each assignment. Both will be graded according to the rubric criteria stated in Appendix H.

*Senior Exit Exam:*

This exam will evaluate radiographic interpretation and identification of health or oral disease. Students will be required to review intraoral photographs and compose gingival and lesion descriptions using appropriate terminology and spelling. The exam is PASS/FAIL.

## Other Course Information Items

*Faculty Correspondence:*

In general, emails or teams messages will be returned during regular business hours. Please be aware that emails sent after 5:00 pm may not be answered until 9:00 am the following day.

*Course Lecture Materials and Reading Assignments:*



All course materials will be available to students to download on Canvas. Paper copies will not be provided to the student, but the student may print any materials they deem necessary for the course. A color pdf. copy of the most recently revised PowerPoint can be found in the course document section on Canvas and will be uploaded after each class. Additionally, an outline for the most recently revised PowerPoint presentation will be uploaded in the course document section on Canvas prior to the lecture. Please note that the PowerPoint included in lectures will contain the most current information so the student copy may need to be updated by the student during note-taking to reflect any changes. Students will need to make their own copy of the PowerPoint outline uploaded on Canvas if they choose this option to take notes.

### *Laboratory/Clinic Policies and Procedures:*

Students must dress in appropriate professional clinical attire (scrubs)

### *Remediation Policy:*

Failure to obtain a grade of 70 or better in this course constitutes a failure. The student will be required to complete remediation during the summer session following the completion of the course or repeat the course at the next regularly scheduled time in the fall semester. The extent of the deficiency will determine if remediation or repeat of the course is indicated. A grade of "C" must be attained in order to pass the remedial course.

Remediation for failure of the course will occur through self-study and completion of a project, which must be completed the week before final grades are due the following semester. Remediation for a deficient progress report for summer and fall will occur the semester following the deficiency by completing with a passing grade, a written report, project, exam or other means deemed appropriate by the course director.

The Senior Exit Exam is given in the spring semester. This exam includes three (3) clinical sections and is graded only with a PASS or FAIL for each section. All three (3) clinical sections must be passed in order to pass the course. Any failed section(s) must be remediated and taken again until passed. Although there is not an actual grade attached to this exam, two (2) percentage points will be deducted from the final course grade each time a clinical section is failed.

### *University Writing Center (UWC)*

The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond. Currently, you can choose to work with a trained UWC peer consultant via web conference or email. You can schedule an appointment to discuss any kind of writing or speaking project, including research papers, lab reports, application essays, or creative writing. Our consultants can work with you at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit [writingcenter.tamu.edu](http://writingcenter.tamu.edu). Questions? Call 979-458-1455 or email [uwc@tamu.edu](mailto:uwc@tamu.edu).

### *Virtual Classroom Expectations and Etiquette*

There is always a potential that classes will be held in a virtual setting, due to unforeseen circumstances. Class attendance is mandatory, and failure to attend the virtual sessions will be subject to the below absence policy. Students are required to enter the virtual classrooms with the audio muted. Video must be activated at the beginning of the class session and remain on until the session concludes. Unless the instructor provides other

directions, questions should be posted through the virtual chat/discussion board. Attire requirements mimic what is expected on campus (business casual or scrubs).

During class, students are expected to be alert, engaged, and sitting upright in a well-lit environment that allows their faces to be clearly visible. Students should attempt to minimize extraneous interruptions from other household members, including pets. Questions or concerns about the use of virtual meeting technology and/or accessibility should be presented to the Course Director and Instructional Design within Office of Academic Affairs.

### *Examination Protocol*

The exams for this course will be administered electronically via ExamSoft or Canvas. It will be the student's responsibility to make sure their device is working, and they have downloaded the exam to their device before the exam session. In preparation for the exam, the students are responsible for:

- Rebooting their laptop before exam sessions.
- Knowing their NetID and UIN.
- Closing and exiting all applications on their device.
- Ensuring that the DUO dual-authentication is functional and accessible.
- Maintaining their device (laptop or iPod) in good working condition, including keeping their device up to date and patched.

All exams for this course will be proctored on-site.

*include dates of major exams and assignments. Dates for exams and assignments should not be changed without written notification to all students in the course (notice via email or learning management system is acceptable).*

***Traditionally Delivered Course*** – The calendar must include the number of weeks that correspond to the traditionally delivered course semester (e.g., Fall/Spring = 15 weeks; Summer = 5, 7 or 10 weeks as appropriate)

***Traditionally Delivered Courses with Embedded Lab*** – The calendar must include the number of weeks that correspond to the traditionally delivered course semester (e.g., Fall/Spring = 15 weeks; Summer = 5, 7, or 10 as appropriate) with identification of contact hours for both course and lab.

***Non-Traditionally Delivered Course*** – The weeks on the calendar of activities for a non-traditional syllabus will vary according to need. Faculty members in departmental units will determine whether the contact hours for a non-traditional course are appropriate for and equivalent to a traditional course. Examples of non-traditional courses include: may-mester, winter-mester, fully online courses etc. (See University Rule 11.03.99.M1.)

## Additional 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 in regard to patches and OS updates.

### *Division of IT*

If the student experiences issues with an electronic device, wifi access, axiUm, 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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### *SOD 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)

*Consider adding the following additional information items to the course syllabus when appropriate. Delete any information and/or subheadings if not needed, including this note.*

## University Policies

### Attendance Policy

Texas A&M University views class attendance as an individual student responsibility. In the Department of Dental Hygiene, regular and punctual attendance is mandatory for scheduled or rescheduled classes, whether virtual or in person. The course director will check attendance at the start of each class. During virtual classes, each student must type their first and last name in the Zoom Chat Box for proof of attendance. This will provide the course director a timestamp and they will record them as present for class. Students who are not present 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.

### 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.

Additionally, this course will have guest lecturers who are donating their time to Texas A&M University School of Dentistry students. It is expected that your full attention be directed towards the speaker and/or activities in class. Students who demonstrate behavior that is distracting or disruptive during class (i.e. talking, laughing, text messaging, ringing cell phone, or studying materials from other courses), will be asked to leave the room in which case this may be counted as an unexcused absence.

Students with unexcused absences or late arrivals will have TWO points deducted from their final course grade. No make-up quiz/test will be given or accommodations for group projects/school visits if an absence is unexcused on a test day or scheduled date of the activity in/out of the classroom. Examinations will not be administered in advance for a planned/anticipated unexcused absence.

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

### Makeup Work Policy

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 be: 1) typed, 2) contain the title of the missed class session(s) and 3) 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 the assigned semester may result in an "F" for the course.

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 reason 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](#).)

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

### 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 reason 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](#)).

### **Texas A&M at College Station**

*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).*

### **Texas A&M at Galveston**

*You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at [tamug.edu/HonorSystem](http://tamug.edu/HonorSystem).*

### **Texas A&M at Qatar**

*You can learn more about academic integrity and your rights and responsibilities at Texas A&M University at Qatar by visiting the [Aggie Honor System](#) website.*

## Americans with Disabilities Act (ADA) Policy

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 Disability Resources office on your campus (resources listed below) 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.

### **Texas A&M at College Station**

*Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu).*

### **Texas A&M at Galveston**

*Disability Resources is located in the Student Services Building or at (409) 740-4587 or visit [tamug.edu/counsel/Disabilities](http://tamug.edu/counsel/Disabilities).*

### **Texas A&M at Qatar**

*Disability Services is located in the Engineering Building, room 318C or at +974.4423.0316 or visit <https://www.qatar.tamu.edu/students/student-affairs/disability-services>.*

## 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 at College Station**

Students wishing to discuss concerns related to mental and/or physical health in a confidential setting are encouraged to make an appointment with [University Health Services](#) or download the [TELUS Health Student Support app](#) for 24/7 access to professional counseling in multiple languages. Walk-in services for urgent, non-emergency needs are available during normal business hours at University Health Services locations; call 979.458.4584 for details.

*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](#).*

### **Texas A&M at Galveston**

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with the Counseling Office in the Seibel Student Center, or call (409)740-4587. For additional information, visit [tamug.edu/counsel](http://tamug.edu/counsel).

*Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the Galveston Campus' [Title IX webpage](#).*

### **Texas A&M at Qatar**

Texas A&M University at Qatar students wishing to discuss concerns in a confidential setting are encouraged to visit the [Health and Wellness](#) website for more information.

*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](#).*

## Statement on Mental Health and Wellness



Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). Students needing a listening ear can call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends for mental health peer support while classes are in session. The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or [988lifeline.org](#).

### **Texas A&M College Station**

Students needing a listening ear can contact University Health Services (979.458.4584) or call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends while classes are in session. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at [988lifeline.org](#).

### **Texas A&M at Galveston**

*Students who need someone to talk to can call (409) 740-4736 from 8:00 a.m. to 5:00 p.m. weekdays or visit [tamug.edu/counsel](#) for more information. For 24-hour emergency assistance during nights and weekends, contact the TAMUG Police Dept at (409) 740-4545. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at [988lifeline.org](#) [Links to an external site.](#)*

### **Texas A&M at Qatar**

*Texas A&M University at Qatar students wishing to discuss concerns in a confidential setting are encouraged to visit the [Health and Wellness](#) website for more information.*

## Campus-Specific Policies

### **Texas A&M at Galveston**

#### Classroom Access and Inclusion Statement

Texas A&M University is committed to engaged student participation in all of its programs and courses and provides an accessible academic environment for all students. This means that our classrooms, our virtual spaces, our practices and our interactions are as inclusive as possible and we work to provide a welcoming instructional climate and equal learning opportunities for everyone. If you have an instructional need, please notify me as soon as possible.

The Aggie Core values of respect, excellence, leadership, loyalty, integrity and selfless service in addition to civility, and the ability to listen and to observe others are the foundation of a welcoming instructional climate. Active, thoughtful and respectful participation in all aspects of the course supports a more inclusive classroom environment as well as [our mutual](#) responsibilities to the campus community.

*The following statements below are optional. Leave as is to include, or delete if preferred. Either way, delete this note.*

#### 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.

### College and Department Policies

College and departmental units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, colleges and departments can add them in this section. Please remove this section if not needed.



**DDHS 4220 Comprehensive Care Seminar**  
Summer 2024 Course Outline

Date/Location <i>Room 605 unless noted otherwise</i>	Session Title/Topic	Instructor(s)	Homework
<b>Tuesday 6/11/24</b> 8:00 – 11:30	<b>4820 CLINIC ORIENTATION</b>	<b>*Prof. Reed</b> <b>Prof. Cowen</b> <b>Prof. Mendoza</b>	<b>4820 Syllabus</b> <b>Clinic Schedule</b>
11:30 – 11:50	Intro to Comprehensive Care Seminar	*Prof. Reed	4220 Syllabus 4220 Course Outline
<b>Tuesday 6/18/24</b> 8:00 – 8:50	Introduction to Clinical Photography	*Prof. Fox	Appendix A
9:00 – 11:50 <b>8<sup>th</sup>-floor Clinic</b>	<b>Lab – Section A-1 only</b> <b>BRING: Typodont and pole (screwed together -- gingiva must be attached, typodont cheeks) and Perio Cassette</b>	Prof. Reed Prof. Mendoza Prof. Cotter Prof. Cowen	
<b>Tuesday 6/25/24</b> 9:00 – 11:50 <b>8<sup>th</sup>-floor Clinic</b>	<b>Lab – Section B-1 and B-2 only</b> <b>BRING: Typodont and pole (screwed together -- gingiva must be attached, typodont cheeks) and Perio Cassette</b>	Prof. Reed Prof. Mendoza Prof. Fox Prof. Cowen Prof. Cotter	Bring Photography Handout to Lab (digital or paper)
<b>Tuesday 7/2/24</b> 9:00 – 11:50 <b>8<sup>th</sup>-floor Clinic</b>	<b>Lab – Section C-1 and C-2 only</b> <b>BRING: Typodont and pole (screwed together -- gingiva must be attached, typodont cheeks) and Perio Cassette</b>	Prof. Reed Prof. Mendoza Prof. Fox Prof. Cowen Prof. Cotter	Bring Photography Handout to Lab (digital or paper)
<b>Tuesday 7/9/24</b> 9:00 – 9:50	Final Exam on Clinical Photography	Prof. Fox	Computer for Exam
10:00 – 10:50	Intro to Human Trafficking Prevention	Prof. Moorman	<b>Completed CMC</b>
11:00 – 11:50	Children’s Orientation	S. Redden, RDH	<b>paperwork</b>
<b>Tuesday 7/16/24</b> 8:00 – 8:50	Scottish Rite Orientation	R. Moreau, RDH	
9:00– 11:00 <b>ICL</b>	<b>Intro to Library Searches for Research Projects</b>	E. Osborne, MLIS, MHS, PA(ASCP)cm	<b>Note the change of location at 9 AM</b>
11:00 – 11:50	Intro to Community and Public Health	Prof. Mendoza	
<b>Tuesday 7/23/24</b> 9:00 -10:00	J&J Webinar	Michael Stearns	<b>**Consider your current patients and bring at least 1 idea for case study</b>
10:05 – 10:50	Introduction to Case Study**	Prof. Reed	



11:00-11:50	Intro to Research	TBD	<i>i.e. - pts w/ systemic disease/condition that ideally affects the oral cavity as a side effect of condition or treatment of condition</i>
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### PHOTOGRAPHY AND INSTRUMENTATION LAB

#### Student Groups:

Report to 8<sup>th</sup> floor clinic (Group Practices 5 and 6) and set up units (**861 A-H**) prior to 9:00 AM on your designated day. See group assignments below.

#### **\*\*For Instrumentation review, bring the following items to clinic:**

1. Typodont and pole (screwed together -- gingiva must be attached, typodont cheeks)
2. Perio cassette

Tuesday, 6/18/24 Student Section	Time	Activity
A-1	9:00-9:50	Photography lab with Prof. Fox/Reed/Mendoza
	9:50-10:20	Calculus Calibration
	10:20-11:50	Instrumentation review with Prof. Cotter/Cowen ( <b>Units 861 C-F</b> )

#### Group A-1:

Tobar, Moss, Dundas  
G. Truong, Nguyen, Nava

Units 861A, 861H with Prof. Reed  
Units 861B, 861G with Prof. Fox

Tuesday, 6/25/24 Student Section	Time	Activity
B-1	9:00-9:50	Photography lab with Prof. Fox/Reed/Mendoza
	9:50-10:20	Calculus Calibration
	10:20-11:50	Instrumentation review with Prof. Cotter/Cowen ( <b>Units 861 C-F</b> )
B-2	9:00-10:30	Instrumentation review with Prof. Cotter/Cowen ( <b>Units 861 C-F</b> )
	10:30-11:20	Photography lab with Prof. Fox/Reed/Mendoza
	11:20-11:50	Calculus Calibration

#### Group B-1:

Herrera, Smith, Farley  
Luong, Pearce, J. Truong

Units 861A, 861H with Prof. Reed  
Units 861B, 861G with Prof. Mendoza

#### Group B-2:

Moul, Scott, Williams  
Owens, Zoubi, Rosales

Units 861A, 861H with Prof. Reed  
Units 861B, 861G with Prof. Mendoza

<b>Tuesday, 7/2/24</b> <b>Student Section</b>	<b>Time</b>	<b>Activity</b>
C-1	9:00-9:50	Photography Lab with Prof. Fox/Reed/Mendoza
	9:50-10:20	Calculus Calibration
	10:20-11:50	Instrumentation review with Prof. Cotter/Cowen ( <b>Units 861 C-F</b> )
<b>Tuesday, 6/25/24</b> <b>Student Section</b>	<b>Time</b>	<b>Activity</b>
C-2	9:00-10:30	Instrumentation review with Prof. Cotter/Cowen ( <b>Units 861 C-F</b> )
	10:30-11:20	Photography lab with Prof. Fox/Reed/Mendoza
	11:20-11:50	Calculus Calibration

**Group C-1:**

Wright, Flores, Nichols  
 Medina, Trejo, Hashemi

Units 861A, 861H with Prof. Reed  
 Units 861B, 861G with Prof. Mendoza

**Group C-2:**

Harris, Muldoon  
 Vazquez, Scates

Units 861A, 861H with Prof. Reed  
 Units 861B, 861G with Prof. Mendoza