International and Cultural Diversity (ICD)-ONLY
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Agricultural Leadership, Education & Communications

2. Course prefix and number: ALED 313

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Culture Theory, Orientation and Adaptation

5. Semester credit hours: 3

6. Frequency the class will be offered: Spring Semester

7. Number of sections per semester: 1

8. Number of students per semester: 50

9. Historic annual enrollment for the last three years:
   - 2012-2013: 47
   - 2011-2012: 39
   - 2010-2011: 21

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    The focus of the course is culture: its fundamental elements, how they are manifested in a society, how they influence behavior, and how knowledge of culture can help the individual identify values and predict behavior in their own culture and others. Students learn how to pick up on visible culture cues when interacting with persons from another culture, so that they can make informed decisions on the invisible elements of culture they reflect, and be able to respond effectively and appropriately. These skills are particularly important for leaders and managers, and especially when working either internationally or with international clients or colleagues. Understanding the role culture plays in a society, and knowing skills which enable the individual to learn and adapt to a new culture improves acceptance into these new cultures, and shortens the period of cultural adjustment, thereby allowing the individual to perform successfully personally and professionally.

11. Course Instructor
    [Signature]
    [Date]

12. Department Head
    [Signature]
    [Date]

13. College Dean/Designee
    [Signature]
    [Date]

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

Received: 7.2.15

See form instructions for submission/approval process.
ALED 313: Culture Theory, Orientation and Adaption

Semester: Spring 2014
Location: AGLS 113
Time: TR 2:20-3:35

INSTRUCTOR
Cathryn Clement
Tel. 979-458-0820
E-mail: cclement@ag.tamu.edu
Office Hours: Open Door Policy or by appointment
Location: 515H Agrilife Sciences Building

Common Sense is Cultural Sense

COURSE DESCRIPTION AND PREREQUISITES

Catalog Description: Evaluation of culture theory, elements and manifestations of culture, assessing cultural norms of society or groups, adaptation to a new culture for effective leadership

Prerequisites: Junior or Senior Classification

One in five U.S. jobs is linked to international trade, but it's estimated that U.S. companies lose an estimated $2 billion/yr because of their employees' insufficient knowledge and skills in cross-cultural situations.

Every student who goes abroad is an ambassador of the U.S., putting a face to a country that is often misunderstood and stereotyped.

To truly be a global citizen and culturally competent, you need to have a sound understanding of the fundamental building blocks and elements of culture and the adaptation process. You have to be able to pick up on visible culture cues when interacting with persons from another culture, make informed decisions on the invisible elements of culture they reflect, and be able to respond effectively and appropriately. These skills are particularly important for leaders and managers, and especially when working in international development. Understanding the role culture plays in a society, and knowing skills which enable you to learn and adapt to a new culture will improve your acceptance into these new cultures, and shorten your period of cultural adjustment, thereby allowing you to more effectively lead and implement development projects. In addition, it will reflect positively on the institutions you represent, because like it or not, when you enter a new culture or come into contact with someone from another culture, you're representing your "home" culture – the U.S., Texas A&M, your family, etc., in the minds of the people you meet.

COURSE LEARNING OUTCOMES:

You will:
1. Know the building blocks of culture and how to use this knowledge to assess the culture of a new place or organization and adapt to it.
2. You'll be able to recognize visible culture cues when interacting with persons from another culture as well as the invisible elements of culture they reflect, and be able to respond effectively and appropriately.
3. Know and recognize the stages of cultural adjustment, the signs of culture shock, and strategies to mitigate the problems associated with cultural adjustment whether the location is Boston or Bolivia.
4. Be able to use the cultural knowledge gained to more effectively lead projects at home or abroad.
5. Know what soft diplomacy is and how to practice it
6. Provide effective leadership and communications for organizations and institutions.
COURSE MATERIALS AND REFERENCES:

Required readings will be handed out in your class folders. Additional materials may be posted on Blackboard-VISTA or distributed through your attendance folders (see #7 under Grading Policy). You will be expected to bring relevant course material to class with you.

References:
Peace Corps Coverdell Worldwise Schools Publications.

GRADING POLICY

Your final letter grade for the course will be based on the number of points earned through a variety of learning experiences. You can find better descriptions of these assignments in your course packet.

1. Tests and Final: Two tests and a final will be given to assess students' knowledge and understanding of course material covered. Exams will be a mix of short answer, essay questions, multiple choice, fill in the blank, and true/false questions. Tests will cover information discussed during class, readings, and journal discussion topics.

2. Homework: Short assignments to reinforce information covered in class will be given out periodically. Some will relate directly to your country report. You will need to bring the finished assignment to class on the due date and make a copy for yourself.

3. Journal: Journals can play an integral role in adapting to a new culture. For this reason, you will be required to make journal entries weekly throughout the semester. Entries can be made either through Blackboard or through the class’s Facebook group. Journal entries will focus on either posted journal topics, class discussions or an observance of a cultural element in your everyday life. Journals will be due by the end of class on the Tuesday following topic posting. Half points (5) can be earned by posting before the end of class on the 2nd Tuesday after posting.

4. Video: Students will identify a 3-5 minute video (You-Tube, TED, etc) related to the planned topic of the day and will present it to the class along with an explanation of how this fits with the day’s topic. Written information about the video and explanation will be submitted as one of the 3, 50-point homework assignments.

5. Class Presentation: You will prepare a group presentation based on the countries being reported on by the group’s members. Further instructions will be given when groups are assigned in Week 3. This will culminate in classroom presentations in Weeks 14 & 15.

6. Reports:
   a. Family Traditions: This will be a 5-8 page report on cultural elements of a family tradition. Details will be given in week 6.
   b. Country Report: This will be a 12-15 page report on the culture and background of a country related to the countries of interest you indicated at the beginning of the course. Details of the assignment will also be given in Week 3.

7. Participation: There will be a daily grade for participation based on questions and answers in class, contribution of opinions and relevant experiences in class, as well as contribution of cultural videos, articles, on-line comments and discussion of journal entries.
8. **Attendance.** You will get points for attending class. Two unexcused absences will be permitted. Any absences beyond those two, unless you have a university excuse, will result in a 5% reduction in your final numeric grade per absence. See rule 7 of the Student Rules for the University’s policies on excused absences (http://student-rules.tamu.edu/rule07).

9. **Tardiness.** There will frequently be activities in class, so please arrive in class on time. If you’re more than 10 minutes late to class, discuss it with me after class, otherwise it will be counted as an absence.

10. **Late work.** Students will have one “Late Work Coupon.” This coupon will be accepted only once with a homework assignment and extends the due date by **one** week. It must be turned in no later than one week after the assignment due date. Any other late work will receive a grade of zero (unless it is a university excused absence). The coupon is attached at the bottom of this syllabus.

11. **Extra credit opportunities.** Completion of extra credit opportunities for **up to 30 points** can be earned toward your semester grade in this course. All extra credit opportunities should be discussed with the instructor or teaching assistant prior to completing them in order to get full credit. All extra credit work will be due by **Week 14**. Below are some examples of extra credit opportunities, but you are not limited to these:
   a. 15 pts - Mentor an international student
   b. 10 pts - Attend a Borlaug Institute seminar
   c. 10 pts - Meet with a team member of Ambassadors & Mentors for Study Abroad
   d. 10 pts - Host an international visit for dinner in your home or at an event and write a summary of culture differences you or the visitor noticed.
   e. 5 pts - Howdy visit: Come by my office for a 5 minute visit and tell me a little about yourself and what you would like to do abroad!
   f. 5 pts - Bring information and ½ page summary from Spring Study Abroad Fair.
   g. Other opportunities may arise during the semester.

**Grading Summary:**

<table>
<thead>
<tr>
<th>Graded Activities</th>
<th>Possible Pts</th>
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<tbody>
<tr>
<td>2 Tests &amp; Final - 3 @ 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>Homework - 3 @ 50 points each (includes video)</td>
<td>150</td>
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<tr>
<td>Journal - 10 points/week for weeks 1-14</td>
<td>150</td>
</tr>
<tr>
<td>Presentation - Individual + group score @ 50 pts each</td>
<td>100</td>
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<tr>
<td>Reports - 2 @ 100 pts each</td>
<td>200</td>
</tr>
<tr>
<td>Participation (5 pts/day)</td>
<td>140</td>
</tr>
<tr>
<td>Attendance (5 pts/day)</td>
<td>140</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1180</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1062-1180</td>
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<tr>
<td>B</td>
<td>944-1061</td>
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<tr>
<td>C</td>
<td>826-943</td>
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<tr>
<td>D</td>
<td>708-825</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 708</td>
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</tbody>
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Explanation of assignments (written or verbal) will be made in class. Homework assignments will be expected to be completed individually unless otherwise indicated. Grammar, spelling, syntax, and readability will be considered in grading. Assignments are due in class on the due date. I do NOT accept late assignments that are unexcused. The preferred method for submitting assignments is through Blackboard or in your class folder. I am not responsible for assignments that are left with the secretary, in my mailbox OR e-mailed to me. If you don't understand something, ASK!

The Make Up Policy follows university regulations. Class assignments and exams may be made up only if the absence was university excused. See the Student Rules for official policy of excused absences. http://student-rules.tamu.edu/rule07.

### ALED 313 COURSE CALENDAR & TOPICS

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Housekeeping, Reasons, Definitions, MyCap, Layers, Barriers, Conditioning</td>
<td>Date: 14 Jan, Activity: HW1 - Video explained</td>
</tr>
<tr>
<td>2</td>
<td>Values, Features of Culture, Fundamental Elements of Culture: Concept of Self, Societal Obligations</td>
<td>Date: 21 Jan, Activity: 23 Jan</td>
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<tr>
<td>3</td>
<td>Fundamental Elements of Culture: Concept of Time, Locus of Control, Power Distance, Femininity vs. Masculinity</td>
<td>Date: 28 Jan, HW2 - Rituals, Heroes, Symbols &amp; Values due</td>
</tr>
<tr>
<td>4</td>
<td>Fundamental Elements of Culture: Uncertainty Avoidance; Indulgence vs. Restraint</td>
<td>Date: 4 Feb, Activity: 6 Feb</td>
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<tr>
<td>5</td>
<td>Test Cross Cultural Skills Activity, Norms, Codes and Scripts</td>
<td>Date: 11 Feb, HW3 - Continuums due</td>
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<tr>
<td>6</td>
<td>Mindfulness Communications</td>
<td>Date: 18 Feb, Activity: 20 Feb</td>
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<td>7</td>
<td>Non-Verbal Communications, Gender, Social Relationships</td>
<td>Date: 25 Feb, Activity: 27 Feb</td>
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<tr>
<td>8</td>
<td>Stereotypes &amp; Generalizations, Discrimination Culture in the Workplace, Intercultural Competence in Business</td>
<td>Date: 4 Mar, Family Traditions Report Due</td>
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<td>9</td>
<td>Spring Break</td>
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<td>10</td>
<td>Working in Groups Motivating and Leading</td>
<td>Date: 18 Mar, Activity: 20 Mar</td>
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<tr>
<td>11</td>
<td>Test Stages of Adjustment</td>
<td>Date: 25 Mar, Activity: 27 Mar</td>
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<tr>
<td>12</td>
<td>Cultural Adjustment Tools</td>
<td>Date: 1 Apr, Activity: 3 Apr</td>
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<td>13</td>
<td>Re-Entry Presentations</td>
<td>Date: 8 Apr, Activity: 10 Apr</td>
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<tr>
<td>14</td>
<td>Presentations Presentations</td>
<td>Date: 15 Apr, Activity: 17 Apr</td>
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<tr>
<td>15</td>
<td>Presentations Test Review</td>
<td>Date: 22 Apr, Activity: 24 Apr</td>
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<tr>
<td>17</td>
<td>Final</td>
<td>Date: 7 May, 1-3 pm</td>
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COURSE EXPECTATIONS:

This is an interactive class to help you gain a deeper understanding of personal and world cultures. The expectation of you is to attend every class and actively engage yourself in the course content, class discussions, and learning community activities. Attendance will be taken.

Provisions for Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

The Aggie Code of Honor: "An Aggie does not lie, cheat, or steal, nor tolerate those who do."

All students at Texas A&M University are expected to abide by the Aggie Code of Honor (http://aggiehonor.tamu.edu). Any behavior inconsistent with the code including but not limited to plagiarism and academic dishonesty will be dealt with in accordance with Texas A&M policies and student rules. Ignorance of the rule does not excuse failure by any member of the Texas A&M community to abide by the requirements or processes of the Honor System.

LATE ASSIGNMENT COUPON

I have no good excuse, other than I am late with this assignment.

Please accept this LATE ASSIGNMENT COUPON, with my work.

**Coupon good for ONE WEEK past assigned due date**

**May NOT be used for tests, reports or presentations. Good for submission with a homework assignment only.**

No points will be removed from an assignment submitted with this coupon.

Not to be duplicated. Accepted only once.

Date Submitted: __________________________ Used for __________________________ assignment.

Printed Name: __________________________ Your Signature: __________________________
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): ARCHITECTURE

2. Course prefix and number: Arch 434

3. Texas Common Course Number: na

4. Complete course title: The Role of Painting and Sculpture in Ancient Architecture

5. Semester credit hours: 3-0

6. Frequency the class will be offered: Fall semester. Spring semester intermittently

7. Number of sections per semester: Fall: 1. If Spring 1

8. Number of students per semester: Fall 30-40 (Department is increasing enrollment for AARH minor

9. Historic annual enrollment for the last three years:
   2012-2013: 25
   2011-2012: 20
   2010-2011: 27

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    ARCH 434 explores the interrelationships of architecture, painting and sculpture in the ancient world including Egypt, Mesopotamia, Crete, Greece and Rome. The course focuses on the development of artistic styles and conventions, iconography and symbolism, art as propaganda, and the power of art and architecture to create historical awareness, social memory and identity. In this culture-historical approach to the role of art and architecture, students develop an awareness of how religious and political entities employ these media to express ideologies and social propaganda. In particular, recent historical events and military conflict in Iran and Iraq (both part of ancient Mesopotamia) and the Middle East, provide a contemporary lens through which students can analyze ancient monuments and their continuing importance to issues of national identity and cultural heritage.

11. Course Instructor: Nancy Klein

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
ARCH 434-500 The Role of Painting and Sculpture in Ancient Architecture  
Texas A&M University Spring 2013

Instructor: Dr. Nancy L. Klein, Department of Architecture,  
Office: Langford A 405  
Telephone: (979) 845-1015 (department); 458-1328 (office)  
Email: nklein@tamu.edu  
Office Hours: Tuesday and Thursday 2:15-4:00 pm and by appointment

ARCH 434 Course Description  
Undergraduate Catalog: Interrelationships of architecture, painting and sculpture in the ancient world including Egypt, Mesopotamia, Crete, Greece and Rome. ARCH 434 is a course for advanced undergraduates. It is expected that students will already have an understanding of ancient architecture and are prepared to engage in scholarly research and discussion. Classes will include PowerPoint lectures, discussion of assigned readings, and student presentations. Among the topics to be considered are the development of artistic styles and conventions, iconography and symbolism, art as propaganda, and the power of art and architecture to create historical awareness, social memory and identity.

Prerequisites: ARCH 249, ARTS 149 or permission of instructor.

Meeting Time: Class will meet T/R from 9:35-10:50 am in Architecture A323. All lectures and exams will take place in this room.

Course Objectives and Learning Outcomes  
To develop an understanding of the role of painting and sculpture in architecture through the study of preserved monuments and an introduction into the methods of modern art historical analysis:  
• Visually recognize and identify the artistic styles of specific cultures [Knowledge]  
• Distinguish the formal and artistic conventions for representation and narrative [Comprehension]  
• Understand the importance of cultural heritage and its role in national identity [Comprehension]  
• Apply critical thinking to existing and proposed decorative programs [Evaluation].

Requirements  
Required Reading: A selection of readings will be assigned by week and will be available on eLearning.

Attendance: Texas A&M views class attendance as an individual student responsibility. Attendance is essential to complete the course successfully. Material presented in lecture and class discussion may expand upon points only briefly considered in the required text. Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07.

Excused absences: Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

Excused Absences for Religious Holy Days: Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence.”
Basis for Evaluation (Grading)
Your grade in ARCH 434 will be earned according to the criteria described below.

Class Participation: Your grade will be based upon attendance and active participation in class activities (response papers, group activities, class discussions and presentations). A student who attends all classes, is well prepared, contributes to class discussion, and demonstrates their engagement with the material and their peers will earn an A for participation. Students will lose one participation point for every two unexcused absences. Class participation will count for 5% of your total score.

Class presentations: There will be several class presentation dates throughout the semester where 2-3 students will present a fifteen-minute report on a single monument or subject. Preparation for the presentation will include a meeting with Prof. Klein to discuss the development of talking points and illustrations and consultation with the other students presenting on the same day. In class, you will be responsible for providing a handout to accompany a PowerPoint presentation. Your presentation will count for 10% of the final grade and will be calculated as follows:
- Meeting with Prof. Klein: 25%
- Handout: 25%
- PowerPoint: 25%
- Presentation: 25%

Homework: There will be five homework assignments during the semester, where you are asked to read the assigned material and evaluate specific examples of art, architectural sculpture and/or decoration, or scholarly theories of interpretation and meaning. For each homework assignment, you will be given instructions in advance and required to submit a copy online (through cLearning) and bring a printout of the assignment to class. Each paper will count for 8%, with a total of 40% of the final grade.

Late Work Policy: Late assignments will be accepted without question for excused absences as defined by University regulations. Any late assignments without an excused absence will accepted for a period of three days after the due date will be assessed a 10% penalty.

Exams: There will be a midterm exam given in class on Thursday, February 21, and a final exam on Friday, May 3, at 12:30 pm. These exams will include slide identification of the monuments studied in class, short answer and essay questions. A study guide will be provided a week before each exam. The midterm exam will contribute 20%, and the final exam will contribute 25% to your final grade.

Makeup Policy: Makeup exams will be given without question for excused absences as defined by University regulations. If you miss an exam for any other reason you may request a makeup, but the makeup exam may have a different format from that given in class and there will be a 5% penalty.

Plagiarism Policy: According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (aggiehonor.tamu.edu <http://aggiehonor.tamu.edu>). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at aggiehonor.tamu.edu.

Grading Policy:
- Class Participation: 5%
- Presentation: 10%
- Homework Assignments (5 x 8%): 40%
- Midterm Exam: 20%
- Final Exam: 25%
- Total: 100%
Your grade in this class is earned, not awarded. Your grade will be calculated on the basis of class participation, class presentation, homework, midterm and final exam. Your grades will be posted on eLearning after each exercise. Letter grades will be assigned according to the following guideline: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below. I will consider rounding up percentages of (X) 9.5 and higher only if there is a consistent trend of improvement and class participation throughout the course.

**eLearning**
Additional course resources will be made available through eLearning, including:
- Syllabus
- Assigned Readings
- Lecture Handouts
- Class Homework Assignments (with Turnitin links)
- Class Presentation Topics and Instructions
- Study Guides
- Weblinks
- Grades

Please log in at [http://elearning.tamu.edu](http://elearning.tamu.edu). If you have technical difficulties accessing eLearning, please contact the Help Desk directly at 845-8300.

**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Student Conduct**
Academic Integrity "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

Each work that you turn in for this class must include your signature and the following statement. "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

**Classroom Behavior** Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor's ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action. For additional information please visit: [http://student-rules.tamu.edu/21](http://student-rules.tamu.edu/21)
Schedule of Lectures, Reading and Homework Assignments, Presentations, and Exams

PART ONE: ANCIENT EGYPT

Week One January 15-17: Course Overview and Introduction to Ancient Egypt
Tuesday: Course introduction, syllabus. Introduction to Egyptian Art

Thursday: Principles of Egyptian Art and Kingship in Early Dynastic Egypt

Week Two January 22-24: Egyptian Mortuary Practices: early tombs and pyramids
Tuesday: Egyptian mortuary practices, belief in the afterlife

Thursday: Old Kingdom Funerary Complexes
***Homework Assignment One: Egyptian Funerary Architecture Due***

Week Three January 29-31: Ancient Egyptian Mortuary Complexes
Tuesday: Old Kingdom Pyramids and Non-Royal Tombs

Thursday: New Kingdom Private Tombs
***Class Presentations on New Kingdom Tombs***

Week Four February 5-7: New Kingdom Mortuary Temples and Divine Temples
Tuesday: The Mortuary temple of Hatshepsut at Deir el-Bahri

Thursday: Architecture for the gods: the Great Temple at Karnak
***Class Presentations on the Great Temple at Karnak***
- Digital Karnak [http://dlib.etc.ucla.edu/projects/Karnak/](http://dlib.etc.ucla.edu/projects/Karnak/)

PART TWO: THE GREEK BRONZE AGE

Week Five February 12-14: The Greek Bronze Age
Tuesday: Introduction to the Greek Bronze Age and Minoan Wall Painting
Thursday: Minoan Palaces
- J. Rutter, The Prehistoric Aegean (website):
  - Late Minoan Painting and other Representational Art: Frescoes
    http://projectsx.dartmouth.edu/classics/history/bronze_age/lessons/les/14.html#12

***Homework Assignment Two: Minoan Wall Painting Due***

Week Six February 19-21: Aegean Wall Painting
Tuesday: The Bronze Age Settlement at Akrotiri on Thera
- J. Rutter, The Prehistoric Aegean (website):
  - The Frescoes from Akrotiri:
    http://projectsx.dartmouth.edu/classics/history/bronze_age/lessons/les/17.html#5

***Class Presentations on Wall Painting on Thera***

Thursday: ***MIDTERM EXAM***

PART THREE: THE ANCIENT NEAR EAST
Week Seven February 26-28 Introduction to the Ancient Near East
Tuesday: Introduction to the Ancient Near East: Kingship and the Gods

Thursday: Kingship in Assyrian Art

***Class Presentations on The Balawat Gates and the Black Obelisk***

Week Eight: March 5-7: Art and Propaganda in Assyrian Palaces
Tuesday: The Northwest Palace of Assurnasirpal II at Nimrud

***Homework Assignment Three: Assyrian Sculpture, The Palace of Assurnasirpal II at Nimrud***

Thursday: Introduction to Ancient Persia and the capital cities at Ecbatana, Pasargadas, and Susa

***Spring Break March 11-15***

Week Nine March 19-21: Persia and Greece
Tuesday: The Palace of the Persian High King at Persepolis

***Class Presentations on Persepolis***
PART FOUR: ANCIENT GREECE AND ROME
Thursday: Introduction to Greek Art and Architecture

Week Ten March 28: Ancient Greek Art and Architecture
Tuesday: The Temple of Zeus at Olympia
*** Class Presentations on the Temple of Zeus at Olympia ***

Thursday: The Sanctuary of Athena on the Acropolis of Athens

Week Eleven: April 2-4 Ancient Greek Art and Architecture
Tuesday: The Periklean Building Program and the Classical Acropolis
*** Homework Assignment Four: Sculptural program of the Parthenon ***

Thursday: Hellenistic Art and Painting
• Oxford Art Online
• TBA

Week Twelve: April 9-11 Ancient Roman Art and Architecture
Tuesday: Introduction to Roman History, religion, mythology

Thursday: Roman Historical Reliefs

Week Thirteen: April 16-18 Ancient Roman Art and Architecture
Tuesday: Etruscan and Roman Wall Painting
• Oxford Art Online

Thursday: Mosaics and Wall Painting in Pompeii
*** Class Presentations on Wall Painting in Pompeii ***
Week Fourteen April 23-25: Roman Imperial Art and Architecture

Tuesday: Augustus and Rome

***Class Presentations on the Altar of Augustan Peace***

Thursday: Roman Imperial Triumphal Imagery

***Homework Assignment Five: Roman Triumphal Imagery***

*** Final Exam Friday, May 3, 12:30pm ***
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): ARCHITECTURE

2. Course prefix and number: ARCH 446

3. Texas Common Course Number: NA

4. Complete course title: Introduction to Historic Preservation

5. Semester credit hours: 3-0

6. Frequency the class will be offered: Fall semester

7. Number of sections per semester: Fall: 1

8. Number of students per semester: Fall: 30

9. Historic annual enrollment for the last three years:
   2012-2013: 22
   2011-2012: 21
   2010-2011: 19

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    ARCH 446 (Introduction to Historic Preservation). Students explore the significance of historic places to societal wellbeing and conservation alternatives for historic and cultural environments. These historic places are worldwide. Students review global historic and contemporary preservation philosophies, policy decisions, and projects' treatments. They become aware of the Cultural Resource Management: NHP Act of 1966 and its impact on the last 50 years of preservation projects worldwide. Students study the international cross-disciplinary field of historic preservation theory, design, and practice. They learn to understand and respect the issues of ethics and professional judgment of policy making and sustainable treatments of historic buildings across locations worldwide.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Course title and number: ARCH 446 – Introduction to Historic Preservation
Term (e.g., Fall 200X): Fall 2013
Meeting times and location: TR 3:55-5:10; 107A

Course Description and Prerequisites

Introduction to Historic Preservation. (3-0). Credit 3. The cross-disciplinary world of historic preservation examining the significance of historic places to societal well-being and conservation alternatives for historic and cultural environments; review of preservation projects including interior rehabilitation and adaptive reuse; introduction to careers in preservation through guest presentations and current case studies.

Prerequisite: Junior or senior classification.

Learning Outcomes or Course Objectives

- Communication Skills (written, visual, oral),
- Design-Preservation Thinking Skills,
- Investigative Skills,
- Use of Precedents,
- Cultural Diversity,
- Human Behavior,
- Ethics and Professional Judgment.

Instructor Information

Name: Anat Geva
Telephone number: 862-6580
Email address: ageva@arch.tamu.edu
Office hours: Monday 9:30-10:30 and by appointment
Office location: 318b Building A

Textbook and/or Resource Material


Grading Policies

Final letter grades will be determined consistent with University standards and on the basis of students’ performance in the three assignments (each assignment will include a specific evaluation sheet) and final exam:
A  Excellent/outstanding (90-100)
B  Above average (80-89)
C  Average (70-79)
D  Below average (60-69)
F  Failure (below 69)

Students should refer to the Academic section in Student Rules and Regulations http://student-rules.tamu.edu.
Other Pertinent Grading Information

ASSIGNMENT 1: Analysis of Memorable Place 20%
ASSIGNMENT 2: Building Analysis Study I
(The Secretary of Interior’s Standards) 20%
ASSIGNMENT 3: Building Analysis Study II (Preservation Briefs) 20%
FINAL EXAM: 40%

Attendance Policies

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Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Questions of HP (past and present)</td>
<td>Chap. 3: 64-103; Chap.1: 11-18</td>
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<tr>
<td></td>
<td>Memory and Place / issue Assign. 1</td>
<td>Chap. 5: 135-148;</td>
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<td></td>
<td>(Analyses of preservation of projects from the 20th century according to The Secretary of Interior’s Standards)</td>
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<tr>
<td>2</td>
<td>The Nature of Change (1950’s-2010s)</td>
<td>Chap. 2: 27-47; Chap. 1: 18-25</td>
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<tr>
<td></td>
<td>Preservation Philosophy</td>
<td>Chap. 2: 53-58; Chap. 9: 279-283</td>
</tr>
<tr>
<td>3</td>
<td>Managing the Change/Assig. 1 due</td>
<td>Chap. 3: 106-119; Chap. 7: 191-202</td>
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<tr>
<td></td>
<td>Definitions/Standards/ issue Assign. 2</td>
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<td></td>
<td>(Analyses of recent preservation projects on campus (2003-2013) along the NPS' Preservation Briefs)</td>
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<tr>
<td>4</td>
<td>Registration of HP places</td>
<td>Chap. 2: 47-53; Chap. 3: 149-152</td>
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<td></td>
<td>Preservation Briefs</td>
<td>Chap. 7: 218-220</td>
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<tr>
<td>5</td>
<td>Cultural Anthropology/Archeology (21st C)</td>
<td>Chap. 11: 321-325</td>
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<td></td>
<td>Heritage Tourism (21st C)</td>
<td>Chap. 7: 202-218</td>
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<td>6</td>
<td>Documentation/recording (last decade developments)</td>
<td></td>
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<td></td>
<td>Preservation Engineering (theory and today’s practice)</td>
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</tbody>
</table>
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Care of Facilities

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

Studio Policy (required of all studios)

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.
Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

Important Links Below

Department of Architecture Website
Department Financial Assistance
Academic Calendar
Final Exam Schedule Online
On-Line Catalog
Student Rules
Aggie Honor System Office
American Institute of Architecture website

http://dept.arch.tamu.edu/
http://dept.arch.tamu.edu/financial-assistance/
http://admissions.tamu.edu/registrar/general/calendar.aspx
http://admissions.tamu.edu/registrar/general/finalschedule.aspx
http://catalog.tamu.edu
http://student-rules.tamu.edu/
http://aggiehonor.tamu.edu/
http://www.aia.org/index.htm
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ARCHITECTURE

2. Course prefix and number: CARC 301

3. Texas Common Course Number: NA

4. Complete course title: Field Studies in Design Innovation

5. Semester credit hours: 1-18

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [X] Yes
   - [ ] No

8. How frequently will the class be offered? Fall Semester. Spring Semester.

9. Number of class sections per semester: Fall: 3-4 (various locations) Spring: 3-4 (various locations)

10. Number of students per semester: Fall: 55-70 Spring: 55-70

11. Historic annual enrollment for the last three years: Spring 2013: 56 Fall 2012: 68 Spring 2011: 56

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   
   Course Instructor

   [Signature]

   Date: May 30, 2013

14. Department Head

   [Signature]

   Date: 6/10/13

15. College Dean/Designee

   [Signature]

   Date: 6/11/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

See form instructions for submission/approval process.
Department of Architecture

CARC 301. Field Studies in Design Innovation Credit 1-18

Request for International and Cultural Diversity (ICD) Designation

CARC 301 is a studio based course emphasizing design innovation in international and domestic environments away from the Texas A&M campus. When the course is in an approved international setting it emphasizes the cultural, social, economic, geographical, climatic and technological factors influencing design solutions for human needs in that context. This course is most often taken during the student's study away semester in Italy or Spain, and enables students to develop an understanding of global influences and specific traditions in that context. The course combines a series of lectures and accompanied site visits encouraging design project development. At the Italy and Spain locations, the course is either taught by and or has assistance from adjunct faculty who work and practice in the specific international context. This further encourages cultural immersion through directed experiences in contexts outside of the United States.

TAMU Undergraduate Catalog 135 2012-2013
Courses taken abroad, which are conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. Note that currently credits earned through 285,291,485, 484 and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
FIELD STUDIES IN DESIGN INNOVATION
CARC 301-551 Fall Semester 2012 – Studio for 6 credits: Syllabus
SANTA CHIARA STUDY CENTER, Castiglion Fiorentino, Italy

M 14:00-18:00; Tu 9:30-12:00 pm; Th 14:00-18:00
Dr. Elton Abbott, AIA and Dr. Julie Rogers
With Paolo Bulletti – Adjunct Faculty, Architect from Florence

Kristen Robbins, Graduate Assistant

Office Hours
Faculty office hours will be posted in the studio and faculty will be available upon request in the TAMU faculty office at Santa Chiara Study Center.
e-mail: eabbott@arkitex.com; jrogers@arch.tamu.edu; krobbins6712@tamu.edu
mobile phone: will be posted in studio

Course Description
Credit 1 to 18. Design innovation in international and domestic environments away from the Texas A&M University campus; emphasis on the cultural, social, economic, geographical, climatic and technological factors influencing design solutions for human needs.

Prerequisite
For environmental design and construction science majors: Upper-level classification in respective major.

Studio Classes
Unless otherwise instructed, studio classes will be on Monday afternoon from 14:00 to 18:00, Tuesday morning from 9:30-12:00 noon, and Thursday afternoon from 14:00-18:00. During these times, there will be power-point presentations, class discussions, pin-ups, interim and final reviews, and studio design work. Students are expected to tidy the studio at the end of each class period. When working in the evening, students are to be aware of neighboring residents outside of Center and be respectfully quiet. Any student with flu symptoms not come to studio and should see Sharon or Garnette about staying in the isolated bedroom.

Wednesday Field Trips
Wednesday are reserved for field trip required for all students. These trips contribute to the studio experience and core program classes. Additional daytrips that are not part of the regularly planned program may be scheduled.

Long Trips: Studio & Core
During the term, two longer duration trips are scheduled as part of the studio experience and core class. The first trip is to Rome and will be on the 18th, 19th and 20th of September. You will have the following weekend free, which is a good time for some independent exploration around Rome.

The second major trip is to Venice on the 16th, 17th and 18th of October. This trip is also part of the studio experience and core class. On Friday the 19th, your weekend begins followed by Fall Break for the week of October 22nd through the 26th. Dinner will be served back in the center on Saturday the 27th, if you are returning early. Classes resume on Monday, October 29th.

Independent Travel
Except for the first weekend, most weekends are free. Please remember your primary purpose for being in Europe is to learn all you can about Italy. While it is tempting to think about seeing all the major cities of Europe during this trip, we encourage you to focus, primarily on travel within Italy. Friday’s are not typically scheduled for class; however, an occasional Friday trip may be added to the schedule for studio. Check with Professor Abbott or Rogers before buying tickets for a distant venue. If you plan to travel away from the

Page 1

CARC 301 Fall 2012
center during a weekend, you must return on Sunday evening and be ready for class on Monday. Also, please do NOT schedule any major excursions during the last month of the program. The synthesis of your design project thoughts and analysis will require serious documentation during this last month.

**Schedule of Studio Classes - Draft (subject to revision)**

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>Thursday 08/30</th>
<th>Group arrives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Friday 08/31</td>
<td>Orientations</td>
</tr>
<tr>
<td>Saturday</td>
<td>09/01</td>
<td>First Train trip to Arezzo</td>
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<tr>
<td>WEEK TWO</td>
<td>Monday pm 09/03</td>
<td>Introduction to studio / Form teams / begin research</td>
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<td></td>
<td>Tuesday am 09/04</td>
<td>Pattern Assignments: begin documentation of analysis</td>
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<tr>
<td></td>
<td>Wednesday 09/05</td>
<td>First Day Trip: Florence</td>
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<td></td>
<td>Thursday pm 09/06</td>
<td>Work on Pattern documentation (teams of 2)</td>
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<tr>
<td></td>
<td>Friday 09/07</td>
<td><em>Florence with Professor Bulletti (architect)</em></td>
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<tr>
<td>WEEK THREE</td>
<td>Monday pm 09/10</td>
<td>Work on Pattern documentation (teams of 2)</td>
</tr>
<tr>
<td></td>
<td>Tuesday am 09/11</td>
<td>Work on Pattern documentation (teams of 2)</td>
</tr>
<tr>
<td></td>
<td>Wednesday 09/12</td>
<td>Florence History of Science Trip</td>
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<tr>
<td></td>
<td>Thursday pm 09/13</td>
<td>Presentation by Teams (ppt)</td>
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<td></td>
<td><strong>HOLD</strong> Friday 09/14</td>
<td>Special Research Trip</td>
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<tr>
<td>WEEK FOUR</td>
<td>Monday pm 09/17</td>
<td>Intro to FINAL Project: team assignments</td>
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<td></td>
<td>Tuesday am 09/18</td>
<td>Rome trip</td>
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<td></td>
<td>Thru Thurs 09/20</td>
<td>Rome trip</td>
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<tr>
<td>WEEK FIVE</td>
<td>Monday pm 09/24</td>
<td>Site Analysis: Final Project</td>
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<td></td>
<td>Tuesday am 09/25</td>
<td>Site Analysis: Final Project</td>
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<td></td>
<td>Wednesday 09/26</td>
<td>Field Trip to Assisi</td>
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<tr>
<td></td>
<td>Thursday pm 09/27</td>
<td>Site Base Models/Drawings</td>
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<tr>
<td>WEEK SIX</td>
<td>Monday pm 10/01</td>
<td>Intro to Schematic design</td>
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<td></td>
<td>Tuesday am 10/02</td>
<td>Schematic design</td>
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<tr>
<td></td>
<td>Wednesday 10/03</td>
<td>Field Trip to Siena</td>
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<tr>
<td></td>
<td>Thursday pm 10/04</td>
<td>Schematic design</td>
</tr>
<tr>
<td>WEEK SEVEN</td>
<td>Monday pm 10/08</td>
<td>Schematic design</td>
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<tr>
<td></td>
<td>Tuesday am 10/09</td>
<td>Informal pin-up by TEAMS</td>
</tr>
<tr>
<td></td>
<td>Wednesday 10/10</td>
<td>Florence History of Science Trip</td>
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<tr>
<td></td>
<td>Thursday 10/11</td>
<td>Revisions to SD</td>
</tr>
<tr>
<td>WEEK EIGHT</td>
<td>Monday pm 10/15</td>
<td>Mid-term SD due</td>
</tr>
<tr>
<td></td>
<td>Tuesday 10/16</td>
<td>Venice trip</td>
</tr>
<tr>
<td></td>
<td>Thru Thurs 10/18</td>
<td>Venice trip</td>
</tr>
<tr>
<td>WEEK NINE</td>
<td>Monday 10/22</td>
<td>AUTUMN BREAK</td>
</tr>
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<td></td>
<td>Thru Friday 10/26</td>
<td>AUTUMN BREAK</td>
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<tr>
<td>WEEK TEN</td>
<td>Monday pm 10/29</td>
<td>Initiate final design process</td>
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<td></td>
<td>Tuesday am 10/30</td>
<td>Design production/Table Crits</td>
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<td></td>
<td>Wednesday 10/31</td>
<td>Field Trip Pienza Montepulciano</td>
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<td></td>
<td>Thursday pm 11/01</td>
<td>Design production/Table Crits</td>
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<tr>
<td>WEEK ELEVEN</td>
<td>Monday pm 11/05</td>
<td>Design production/Table Crits</td>
</tr>
<tr>
<td></td>
<td>Tuesday am 11/06</td>
<td>Design production</td>
</tr>
<tr>
<td></td>
<td>Wednesday 11/07</td>
<td>Day Trip- Vatican</td>
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<tr>
<td></td>
<td>Thursday 11/08</td>
<td>Pin-ups of final work in progress</td>
</tr>
<tr>
<td>WEEK TWELVE</td>
<td>Monday pm 11/12</td>
<td>Design revisions/Table Crits</td>
</tr>
<tr>
<td></td>
<td>Tuesday am 11/13</td>
<td>Design production/Table Crits</td>
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<tr>
<td></td>
<td>Wednesday 11/14</td>
<td>Academy / Medici</td>
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<tr>
<td></td>
<td>Thursday 11/15</td>
<td>Design production/Table Crits</td>
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<tr>
<td>WEEK THIRTEEN</td>
<td>Monday pm 11/19</td>
<td>Design production</td>
</tr>
<tr>
<td></td>
<td>Tuesday am 11/20</td>
<td>Design production</td>
</tr>
<tr>
<td></td>
<td>Wednesday 11/21</td>
<td>Uffizi History core</td>
</tr>
<tr>
<td></td>
<td>Thursday 11/22</td>
<td>Thanksgiving</td>
</tr>
</tbody>
</table>
Performance Evaluation and Criteria

Design students are expected to be self-motivated and strive constantly to improve their own skills and knowledge base. All students are expected to contribute to peer learning through discussion. Your contribution to studio discussion requires that you critically examine and review the design process and products of others in a variety of settings: desk critiques, preliminary reviews and final reviews. External reviewers and faculty who are directly involved with specific coursework will evaluate your process and effort. The areas of evaluation include: APPROACH and PARTICIPATION, DEVELOPMENT OF GROWTH IN KNOWLEDGE AND SKILLS, and DESIGN PRODUCTS.

A  Exemplary work habits and contributions to the class
    Exceptional evidence of learning and growth
    Highly successful products for assigned work objectives

B  Good and consistent work habits and contributions to class
    Clear evidence of learning and growth
    Satisfactory products that meet assigned objectives

C  Inconsistent attention to work and class participation
    Moderate development of skills and knowledge base
    Work products do not fully meet assigned objectives

D  Poor attention to work and class activities
    Limited understanding of concepts and weak skill development
    Work products do not meet assigned objectives

F  Little indication of interest in the class.
    Failure to demonstrate understanding of basic concepts and skills
    Inadequate work products

Students will be evaluated on individual merit, and members of a team may receive different grades. Evaluation criteria will relate to the objectives of each assignment, as shown on project handouts.

Grading

This studio is team taught. The instructor in residence will be responsible for grades of work completed during his/her portion of the class. Professor Abbott will grade projects #1, #2 and #3. Professor Rogers will grade # 3 and # 4. Both instructors will grade # 5.

1. Patterns Presentation 20%
2. Center: Project analysis for design: 4 person teams 10%
3. Center: Schematic design: 2 person teams 25%
4. Center: Final presentation: 2 person teams 35%
5. Contribution to group documentation 10%
Disclosures

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As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Copyrights
The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

Studio Culture Policy
All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and work experiences. They also believe that design is the integration of many parts, that process is as
important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking. Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Dental Hygiene

2. Course prefix and number: DDHS 3310

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Health Education & Behavioral Science

5. Semester credit hours: 1

6. Frequency the class will be offered: Spring semester

7. Number of sections per semester: One

8. Number of students per semester: 30

9. Historic annual enrollment for the last three years:
   - 2012-2013: 29
   - 2011-2012: 29
   - 2010-2011: 27

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    Course Description: This course is designed to introduce the student to health education and behavioral science as it relates to educating patients and changing behaviors. Students will gain knowledge in evaluating and delivering educational services to culturally diverse populations.
    Course Objectives: Specific lecture objectives will be provided each week. Following are the course goals:
    - Discuss the role of the dental hygienist as a dental educator.
    - Create, implement, and evaluate a dental hygiene patient/provider communication that will be presented to the class in the form of a role-playing activity.
    - Appropriately apply behavioral and communication techniques when treating diverse population groups.
    - Use compassion, empathy, good listening skills, and respect when communicating with all patients.
    - Recognize the signs a patient exhibits when experiencing pain and anxiety.
    - Utilize effective anxiety reduction techniques when appropriate to the situation.
    - Use the Myers Briggs Instrument to create strategies for improving learning according to individual personality type.

    These are 3 of the many competencies this course covers:
    - Encourage patients to assume responsibility for their health while respecting their goals, values, beliefs and preferences.
    - Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant.
    - Acknowledge cultural differences in populations when planning treatment.

    Role play is a part of this course:
    Patient interaction and communication is a vital part of patient treatment. The final evaluation for this course will be a small group presentation which consists of a role play addressing oral health care education scenarios across the lifespan of the dental patient.

See form instructions for submission/approval process.
Texas A&M University
International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

11. Course Instructor
   
12. Department Head
   
13. College Dean/Designee
   
Date
7-16-13

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Course Syllabus

Course Number and Name: Health Education and Behavioral Science 3310

Course Type: Lecture

Course Director:
Ms. Leigh Ann Wyatt, RDH, MA
Office: 139G
Telephone: (214) 828-8922
Email: lwyatt@bcd.tamhsc.edu

Other Participating Faculty:
Elain Benton, RDH, BS
Ann McCann, RDH, PhD
Kathy Muzzin, RDH, MS
Laurie Utt, RDH, BS

Semester/Year Offered: Spring 2013, 1 credit hour

Course Description:
This course is designed to introduce the student to health education and behavioral science as it relates to educating patients and changing behaviors. Students will gain knowledge in evaluating and delivering educational services to culturally diverse populations.

Course Objectives:
Specific lecture objectives will be provided each week. Following are the course goals:
1. Develop a basic understanding of the science of health behavior and health education.
2. Discuss the role of the dental hygienist as a dental educator.
3. Create, implement, and evaluate a dental hygiene patient/provider communication that will be presented to the class in the form of a role-playing activity.
4. Appropriately apply behavioral and communication techniques when treating diverse population groups.
5. Use compassion, empathy, good listening skills, and respect when communicating with all patients.
6. Recognize the signs a patient exhibits when experiencing pain and anxiety.
7. Utilize effective anxiety reduction techniques when appropriate to the situation.
8. Use the Myers Briggs Instrument to create strategies for improving learning according to individual personality type.

Related Competencies:
1.3 Provide humane and compassionate care to all patients.
1.4 Maintain honesty in relationship with all patients, colleagues and other professionals.
2.4 Communicate professional knowledge verbally and in writing to patients, colleagues, and other professionals.
3.3 Assume the roles of the profession (clinical, educator, researcher, change agent, consumer advocate, administrator) as defined by the ADHA.
3.4 Promote the values of the profession to the public and other organizations and professionals outside dentistry.
4.1 Promote preventive health behaviors by personally maintaining optimal oral and general health.
4. 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 and promote adherence to self care regimens.
5.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.
6.1 Obtain, review and update a complete medical, family, psychological, and dental history including an assessment of vital signs.
6.12 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.
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.
7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.
7.4 Communicate the plan for the dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.
8.4 Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.
9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.

**Evaluation Criteria/Methods:**

**Quizzes:**

Reading the assignment is an important component to learning. Therefore, several quizzes will be given covering the reading assignment and the material covered in the previous week's lecture. Quizzes can be multiple choice, fill in the blank and/or short answer. Quizzes start promptly at the beginning of class. Extra time will not be given for late arrivals. **Makeup quizzes will only be given when there has been an extreme circumstance preventing you from taking the quiz and there has been a BCD approved absence.** If there is any question as to whether a makeup quiz will be permitted, it is strongly advised that you contact the course director before class. **Makeup quizzes will be at a time directed by the course director.**

**Role play**

Patient interaction and communication is a vital part of patient treatment. **The final evaluation for this course will be a small group presentation which consists of a role play addressing oral health care education scenarios across the lifespan of the dental patient.**

**Blackboard:**

Grades and notices will be posted on Blackboard. It is the student's responsibility to periodically check Blackboard for course related materials announcements and discussions.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4)</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation</td>
<td>60%</td>
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**Total** 100%
Grading Scale as established by the Administrative Council of the College

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B+</td>
<td>90-92</td>
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<td>B</td>
<td>84-89</td>
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<td>C+</td>
<td>81-83</td>
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<tr>
<td>C</td>
<td>75-80</td>
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<tr>
<td>D</td>
<td>70-74</td>
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<tr>
<td>F</td>
<td>69-below</td>
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</table>

Attendance Policy:

Class attendance and participation are a vital part of the learning process. It will be the responsibility of the student to see the course director for any supplemental materials missed in the event of an absence. **Four or more absences will result in failure of the course. Each one hour scheduled block of time is considered an absence.** For example, if the class is scheduled for 2 hours and you are absent for the entire 2 hour period then it will count as 2 absences; if you are late to class, this will count as a one hour absence. Allowances will be made for students who have a BCD approved leave of absence. Allowances do not include excused absences (ex: illness, funerals, court, etc.) only an extended leave of absence or a religious holiday.

Laboratory/Clinic Policies and Procedures:

Not applicable.

Learning Materials:

Textbooks, research articles, and audiovisual materials.

Required Textbooks:

4. ADA. *The Chairside Instructor*.

Remediation Policy:

Remediation will be offered to any eligible student during the summer term. Student promotions committee will determine eligibility.

Special Accommodation for Persons with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214.828.8208 for additional information.
Appendix A

Guidelines for Final Role-Playing Exercise

Health education and behavior change are essential components to the dental hygiene process of care. In order to be an effective dental hygienist, you must learn how to successfully communicate with patients while educating and motivating them towards behavior change. This evaluation is designed to give you an opportunity to practice your communication skills in a non-threatening environment while receiving valuable feedback. This will also educate classmates on how to creatively present a broad range of educational services across generations.

Topics and groups will be assigned by Ms. Wyatt. As a group, students will collectively create educational service vignettes; each student will present an educational service for the patient scenarios specified for your group. Educational services must be reproducible by your peers in the clinic and in private practice. Each educational service vignette should last no longer than 3 minutes. Class feedback will be given at the end of each group presentation.

Each group will be responsible for creating their own dialogue to illustrate the particular educational service. Information from textbooks should be used as well as outside references. You must create it in your own words using a tone and vocabulary that is comfortable to you and that is age-appropriate for the patient. Notes may not be used. As with any good educational service, patient handouts and visual aids must be used. The Chairside Instructor or other age-appropriate visual aids must be used.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
<th>Content</th>
<th>Instructor</th>
<th>Reading Assignments</th>
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<tr>
<td>WK 1</td>
<td>Course Overview</td>
<td>Syllabus</td>
<td>Ms. Wyatt</td>
<td><em>Health Behavior Change in the Dental Practice (HBCDP)</em>, Chapters 1&amp;2</td>
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<tr>
<td>1/10</td>
<td>The Dental Professional and the Challenge of Behavioral Change</td>
<td>The challenges of behavior change Models of behavior change</td>
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<td>9:00-10:50</td>
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<td>WK 2</td>
<td>Personality Types</td>
<td>Quiz #1 (covering last week's lecture and reading)</td>
<td>Dr. McCann</td>
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<td>1/17</td>
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<td>Myers Briggs Style Inventory</td>
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<td>WK 3</td>
<td>Health Literacy</td>
<td>Recognizing the understanding level of your patient</td>
<td>Ms. Kading</td>
<td><em>HBCDP, Ch. 3 Dental Hygiene Theory and Practice, pp.37-47</em></td>
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<tr>
<td>1/24</td>
<td>Effective Communication &amp; Trust Building</td>
<td>Verbal and nonverbal communication Instilling confidence in your patient</td>
<td>Ms. Wyatt</td>
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<td>WK 4</td>
<td>Communication Across the Lifespan</td>
<td>Quiz #2 (covering Week 3 reading and lecture)</td>
<td>Ms. Wyatt</td>
<td><em>Dental Hygiene Theory and Practice, pp.47-50 Clinical Practice of the Dental Hygienist, pp. 30-31</em></td>
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<td>1/31</td>
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<td>Communication challenges and techniques for patients of all ages</td>
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<td>WK 5</td>
<td>Motivational Interviewing</td>
<td>Quiz #3 (covering Week 4 reading, lecture and reading due today)</td>
<td>Ms. Benton</td>
<td><em>HBCDP, Ch. 4</em></td>
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<td>Methods for behavioral change</td>
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<td>WK 6</td>
<td>The Special Needs Patient</td>
<td>Educating the patient with physical, mental or sensory impairments</td>
<td>Ms. Muzzin</td>
<td><em>Dental Hygiene Theory and Practice, pp. 813-832</em></td>
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<td>WK 7  2/21</td>
<td>The Fearful Patient</td>
<td><strong>Quiz #4</strong> (covering Week 5 and 6 reading and lecture and reading due today)</td>
<td>Ms. Wyatt</td>
<td><strong>Dental Hygiene Theory and Practice, pp. 712-725</strong></td>
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<td>10:00-11:50</td>
<td>Fear and anxiety in the dental office</td>
<td>Managing the fearful patient</td>
<td>Ms. Utt</td>
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<table>
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<tr>
<th>WK 8  2/28</th>
<th>Cultural Competence Seminar</th>
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<th>Ms. Wyatt</th>
<th><strong>Clinical Practice of the Dental Hygienist, pp 32-35</strong>&lt;br&gt;<strong>Other assigned articles TBD</strong></th>
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<th>WK 9  3/7</th>
<th>Final Project: Groups 1-5</th>
<th>Role Play Presentation</th>
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<th>WK 10  3/14</th>
<th>Final Project: Groups 6-10</th>
<th>Role Play Presentation</th>
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Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Dental Hygiene

2. Course prefix and number: DDHS 4140

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Clinical Dental Hygiene III

5. Semester credit hours: 10 total

6. Frequency the class will be offered: 4820 -summer; 4140-fall; 4240 -spring

7. Number of sections per semester: One

8. Number of students per semester: 30

9. Historic annual enrollment for the last three years:
   - 2012-2013: 31
   - 2011-2012: 25
   - 2010-2011: 28

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    Students take separate courses in Pediatrics, Gerontology, Theory of Dental Hygiene I and II (medical conditions of patients they treat), Medical Emergencies, and Pharmacology to prepare them to see the various types of patients they treat on campus and off campus:
    Age groups - child, adolescent, adult and geriatric
    Medically compromised, Physically and Mentally Disabled
    Patients of different cultures, socioeconomic conditions
    Patients are seen on campus in our main clinic, Pediatrics and Special Care clinic, but also at Children’s Medical Center Hospital, Texas Scottish Rite Hospital, East Dallas Community Clinic, deHaro Saldivar community clinic, and at many area nursing homes through a mobile dentistry rotation.
    The 3 clinical courses all have the same course descriptions with 4140 and 4240 adding the hospital rotations.

    Course Description:
    Comprehensive dental hygiene care through clinical application of procedures. Includes intramural dental hygiene and dental school rotations and extramural site assignments.

    Course Objectives:
    See “Standards for Clinical Performance” in the Clinic Information Manual.
    These Standards are how students are graded on a daily basis and they include things like:

    5. Treatment Planning
       .1 Educational
       a. Analyze and interpret objective and subjective data from the health history, dental history, baseline oral conditions, dental charting, periodontal assessment, plaque charting and self-care assessment to determine significant findings.
       b. Assess patient's present knowledge, attitudes and behavior about prevention of oral disease through the dental history, interview, plaque chart and patient demonstration of techniques.
       c. Using the data from the ODRA form, use the appropriate language to explain to the patient the condition of the oral cavity, actual and potential problems identified, etiological and contributing factors, and recommend any alternative treatments available.
       d. With the patient as an active participant, determine oral health education priorities and establish goals to

See form instructions for submission/approval process.
Texas A&M University
International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

meet the patient's oral health needs including nutritional counseling.

10. Implementation of Educational Services
A. Implement the Plan for Educational Services using appropriate interpersonal communication skills and educational services.
B. Evaluate the effectiveness of planned educational interventions, and modify as necessary at subsequent appointments.
C. Actively include the patient in the planning process of educational services.
D. Provide educational services prior to implementation of patient care.
E. Use proper tone of voice, patient positioning and language that is appropriate to the patient's educational level.
F. Utilize appropriate educational tools and resources.
G. Record detailed educational services in Progress Notes. Include patient's current plaque score, oral self-care practices and recommendations for improvement.

14. Professionalism
The dental hygiene student must be able to discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.
A. Practice with personal and professional integrity.
B. Serve all patients and the community without discrimination.
C. Appreciate the cultural differences of the population.
D. Focus on the welfare and needs of the patient.
E. Provide humane and compassionate care to all patients.
F. Maintain honesty in relationships with patients and others.
G. Ensure the privacy of the patient during dental hygiene treatment and counseling and the confidentiality of patient records.
H. Comply with state and federal laws governing the practice of dentistry and dental hygiene.
I. Work cooperatively and professionally with patients, students, faculty and staff.
J. Accept instruction and evaluation in a professional manner.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
# CARUTH SCHOOL OF DENTAL HYGIENE  
HSC - Baylor College of Dentistry

<table>
<thead>
<tr>
<th>Course Number and Name:</th>
<th>4140 Clinical Dental Hygiene III</th>
</tr>
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<table>
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<tr>
<th>Course Type (circle one):</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>(Clinical)</th>
<th>Seminar</th>
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<table>
<thead>
<tr>
<th>Course Director:</th>
<th>Cherri Kading, RDH, MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Room 139C</td>
</tr>
<tr>
<td>Telephone:</td>
<td>214-828-8325</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ckading@bcd.tamhsc.edu">ckading@bcd.tamhsc.edu</a></td>
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<table>
<thead>
<tr>
<th>Other Participating Faculty:</th>
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</thead>
<tbody>
<tr>
<td>Maureen Brown, RDH, BS</td>
</tr>
<tr>
<td>Patricia R. Campbell, RDH, MS</td>
</tr>
<tr>
<td>Eric Fox, RDH, MS</td>
</tr>
<tr>
<td>Alexandra Garcia, RDH, BS</td>
</tr>
<tr>
<td>Marylou Gutmann, RDH, MA</td>
</tr>
<tr>
<td>Lisa Mallonee, RDH, MPH, RD, LD</td>
</tr>
<tr>
<td>Kathy Muzzin, RDH, MS</td>
</tr>
<tr>
<td>Keri Pearson, RDH, BS</td>
</tr>
<tr>
<td>Stephanie Spann, RCP, BS, RDH</td>
</tr>
<tr>
<td>Laura Utt, RDH, BS</td>
</tr>
<tr>
<td>Mary Vu, RDH, BS</td>
</tr>
<tr>
<td>Leigh Ann Wyatt, RDH, MACE</td>
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<tr>
<th>Year/Semester Offered:</th>
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<tbody>
<tr>
<td>Fall, 2012</td>
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<table>
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<tr>
<th>Course Description:</th>
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<tr>
<td>Comprehensive dental hygiene care through clinical application of procedures. Includes intramural dental hygiene and dental school rotations and extramural site assignments.</td>
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<table>
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<tr>
<th>Course Objectives:</th>
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<tbody>
<tr>
<td>See &quot;Standards for Clinical Performance&quot; in the Clinic Information Manual.</td>
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</table>

<table>
<thead>
<tr>
<th>Related Competencies:</th>
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</thead>
<tbody>
<tr>
<td>1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.</td>
</tr>
<tr>
<td>1.2 Serve all patients and the community without discrimination.</td>
</tr>
<tr>
<td>1.3 Provide humane and compassionate care to all patients.</td>
</tr>
<tr>
<td>1.4 Maintain honesty in relationships with patients, colleagues and other professionals</td>
</tr>
<tr>
<td>1.5 Ensure the privacy of the patient during dental hygiene treatment and counseling and the confidentiality of patient records.</td>
</tr>
<tr>
<td>1.6 Comply with state and federal laws governing the practice of dentistry and dental hygiene.</td>
</tr>
</tbody>
</table>
2.2 Critically analyze published reports of oral health research and apply this information to the practice of dental hygiene.

2.4 Communicate professional knowledge verbally and in writing to patients, colleagues and other professionals.

3.3 Assume the roles of the profession (clinician, educator, researcher, change agent, consumer advocate, administrator), as defined by the ADHA.

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 and promote adherence to self-care regimens.

5.5 Provide dental hygiene services in a variety of settings.

6.1 Obtain, review and update a complete medical, family, psychological, and dental history including an assessment of vital signs.

6.2 Manage the patient record as a legal document and maintain its accuracy and consistency.

6.3 Determine medical conditions that require special precautions or consideration prior to or during the dental hygiene treatment.

6.4 Identify the patient at risk for a medical emergency and be prepared to temporarily manage and maintain basic life support for any emergency that should occur during as appointment.

6.5 Perform an extraoral and intraoral examination and accurately record the findings.

6.6 Determine the need for referral to the appropriate health professional.

6.7 Accurately perform and record an examination of the teeth

6.8 Identify the need for radiographs.

6.9 Radiographically distinguish normal from abnormal anatomical findings.

6.10 Evaluate the periodontium, and identify conditions that compromise periodontal health and function.

6.11 Identify patients at risk for nutritional deficiencies using assessment date.

6.12 Analyze and interpret the assessment date to formulate a dental hygiene diagnosis related to and congruent with the diagnosis of the dentist and other health professionals.

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.

7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.

7.4 Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.

8.1 Use accepted infection control procedures

8.2 Provide an environment conducive to health by applying basic and advanced principles of dental hygiene instrumentation without causing trauma to hard or soft tissues.

8.5 Select and administer the appropriate preventive and/or antimicrobial (chemotherapeutic) agents and provide pre- and post-treatment instructions.
8.6 Provide adjunct dental hygiene services that can be legally performed in the State of Texas.

8.7 Identify policies and procedures for increasing employee and patient safety in the dental environment.

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.

**Evaluation Criteria/Methods:**

All performance will be evaluated using the “Standards for Clinical Performance” found in the *Clinic Information Manual*.

Clinical Performance

- **10%** Health History
- **10%** Extra/Intra Oral Examination
- **9%** Dental Charting
- **9%** Periodontal Charting
- **10%** Treatment Planning
- **10%** Instrumentation
- **9%** Clinical Management
- **5%** Aseptic Technique
- **5%** Clinical Conduct
- **5%** Implementation of Educational Services
- **9%** Hard Deposit Removal
- **9%** Soft Deposit Removal
- **100%** TOTAL

Final grades are awarded as follows:

- 93-100 = A
- 90-92 = B+
- 84-89 = B
- 81-83 = C+
- 75-80 = C
- 70-74 = D
- 69 or below = F

Students must complete a minimum of 13 patients and obtain a 70% average to be passed to the next clinical course level.

The final clinic grade for the course will reflect a 2 point deduction for each incomplete adjunct clinical service requirement, incomplete competency examination and each incomplete patient requirement. All incomplete requirements must be completed during the following semester.

Any student completing extra patients or clinic requirements over the minimum requirements may carry the extra over to satisfy requirements for the next semester.
Course Requirements:

The following course requirements must be completed by 4:00 p.m. on Thursday, December 6, 2012:

1. Complete comprehensive dental hygiene services on at least thirteen (13) patients with a periodontal classification of I or II.
2. Complete comprehensive dental hygiene services on at least three (3) patients with a periodontal classification of III or IV.
3. Complete comprehensive dental hygiene services on at least three (3) patients with a C or D deposit rating.
4. Complete the nine (9) clinical competency examinations listed on the competency form.
5. Complete three (3) tray fluorides.
6. Complete amalgam polishing on three (3) teeth.
7. Complete desensitization on one (1) patient.
8. Complete one (1) rubber dam placement.
9. Complete two (2) sealants.
10. Complete one (1) IRM.
11. Complete two (2) alginate impressions (one maxillary, one mandibular).
12. Participate in the Mock Board Examination.
13. Exhibit professional maturity and an acceptable level of clinical judgment as determined by the clinical faculty. Unprofessional behavior will be documented in written form by the faculty member to the Clinic Coordinator. After the first occurrence, the student will meet with the Clinical Coordinator. At the second occurrence, the student’s final grade will be lowered by one grade. The student will fail the course on the third occurrence. All occurrences of unprofessionalism are cumulative for the entire time the student is enrolled in the program.

NOTE: Patients must be completed to count toward course requirements.

A completed patient will count toward the patient load requirement if 3 of the 4 quadrants are completed in the acceptable range for hard and soft deposit removal.

Half patient credit will count toward the patient load requirement if 2 of the 4 quadrants are completed in the acceptable range for hard and soft deposit removal.

Patients with a classification of Class III or IV may be divided to satisfy Class I and II requirements as follows:

Class IV = one Class III and one Class I
Class III = two Class I/II
**Mock Boards**

Students who present with a qualifying patient, but do not pass the Mock Board Examination will have their final grade lowered by 5 points.

Students who do not have an appropriate patient and are unable to take the exam will have their final grade lowered by 10 points.

**Attendance Policy:**

Attendance is required at all assigned clinical sessions. If the student does not have a patient for the session, they are to participate in a clinical activity approved by the clinical faculty. The clinic attendance sheet must be completed and signed by faculty or it will be counted as an unexcused absence.

Unexcused absences will result in a 2-point deduction from the final grade for each missed clinical session. Three unexcused absences from clinic or rotations will result in lowering of the final grade by one full grade for unprofessional behavior.

Additionally, students are to attend each rotation and extramural assignment indicated on the schedule and complete the task assigned. A student who is absent for any reason must schedule a make-up assignment through the Clinic Coordinator. This may result in a loss of scheduled clinic time during the next semester in order to make up the rotation.

**Absence Protocol:**

Professional responsibility is an important component of being a healthcare professional. In the case of an absence, you must call Pam Hines (214-828-8340) and Lisa Pradarits (214-828-8421) to leave a voicemail message. This must be done by 8:00 AM, earlier if possible, so that your patient/rotation can be notified.

**Tardy Protocol:**

On a rare occasion, you may be delayed for some unavoidable reason. In the case of a delay, you must call Pam Hines (214-828-8340) and Lisa Pradarits (214-828-8421) to leave a voicemail message. Failure to do this may be reflected in your clinical grade for that patient or rotation.

**Laboratory/Clinic Policies and Procedures:**

N/A

**Learning/Reference Materials:**

- *BCD Dental Hygiene Clinic Information Manual*
- *Clinical Practice of the Dental Hygienist*, Wilkins, EM. Lippincott Williams & Wilkins, 10th Ed, 2009.

**Remediation Policy:**

Remediation will take place in the following semester and will put the student one semester behind for graduation.

**Special Accommodation for Persons with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Date Completed</th>
<th>Patient Number</th>
<th>Faculty Stamp/Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ODU 11/12 Explorer</strong></td>
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<tr>
<td>Complete 2 quads of opposite cross arch</td>
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<td>LL</td>
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<td><strong>Gracey 15/16</strong></td>
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<tr>
<td>Complete 2 quads of opposite cross arch</td>
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<td><strong>Gracey 17/18</strong></td>
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<td>Complete 2 quads of opposite cross arch</td>
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<td></td>
<td>LR</td>
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<td></td>
</tr>
<tr>
<td><strong>H6/H7 Scaler</strong></td>
<td>Max</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mand</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Periodontal Probe</strong></td>
<td></td>
<td>1 quad</td>
<td></td>
</tr>
<tr>
<td><strong>Calculus Detection &amp; Recession</strong></td>
<td></td>
<td>Requires 2 signatures</td>
<td></td>
</tr>
<tr>
<td>1 quad C or D</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Cavitron</strong></td>
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<tr>
<td>Any 1 quad</td>
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<tr>
<td><strong>Blood Pressure</strong></td>
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<tr>
<td><strong>Instrument Sharpening</strong></td>
<td></td>
<td>Any Gracey – both ends</td>
<td>234S – both ends</td>
</tr>
<tr>
<td>(Date and stamp each box as completed)</td>
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<td></td>
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<tr>
<td></td>
<td>H6/H7 – one end</td>
<td>Universal curette – both ends</td>
<td></td>
</tr>
</tbody>
</table>
### Clinical Services Worksheet

**4140 Clinical Dental Hygiene III**  
Caruth School of Dental Hygiene  
(Revised 11/22/2011)

| Clinical Services Worksheet  
(Not competencies)          |       |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fluoride - Tray</td>
<td>3</td>
</tr>
<tr>
<td>Amalgam Polishing</td>
<td>3 teeth</td>
</tr>
<tr>
<td>Desensitization</td>
<td>1 patient</td>
</tr>
<tr>
<td>Rubber Dam</td>
<td>1</td>
</tr>
<tr>
<td>Sealants</td>
<td>2</td>
</tr>
<tr>
<td>IRM</td>
<td>1</td>
</tr>
<tr>
<td>Alginate Impressions (max/mand)</td>
<td>1 set</td>
</tr>
<tr>
<td>Arestin</td>
<td>Not required; however, Please note the number of teeth as we are trying to keep track of the experiences</td>
</tr>
</tbody>
</table>

### Patient Count

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I/II Patients</td>
<td>13</td>
</tr>
<tr>
<td>Class III or IV Patients</td>
<td>3</td>
</tr>
<tr>
<td>Class C/D Patients</td>
<td>3</td>
</tr>
</tbody>
</table>

*Extra clinical requirements will carry to the next semester*
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Dental Hygiene

2. Course prefix and number: DDHS 4240

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Clinical Dental Hygiene IV

5. Semester credit hours: 10 total

6. Frequency the class will be offered: 4820 -summer; 4140-fall; 4240 -spring

7. Number of sections per semester: One

8. Number of students per semester: 30

9. Historic annual enrollment for the last three years:
   2012-2013: 31
   2011-2012: 25
   2010-2011: 28

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    Students take separate courses in Pediatrics, Gerontology, Theory of Dental Hygiene I and II (medical conditions of patients they treat), Medical Emergencies, and Pharmacology to prepare them to see the various types of patients they treat on campus and off campus:
    Age groups - child, adolescent, adult and geriatric
    Medically compromised, Physically and Mentally Disabled
    Patients of different cultures, socioeconomic conditions
    Patients are seen on campus in our main clinic, Pediatrics and Special Care clinic, but also at Children’s Medical Center Hospital, Texas Scottish Rite Hospital, East Dallas Community Clinic, deHaro Saldivar community clinic, and at many area nursing homes through a mobile dentistry rotation.
    The 3 clinical courses all have the same course descriptions with 4140 and 4240 adding the hospital rotations.

Course Description:
   Comprehensive dental hygiene care through clinical application of procedures. Includes intramural dental hygiene and dental school rotations and extramural site assignments.

Course Objectives:
See “Standards for Clinical Performance” in the Clinic Information Manual.
These Standards are how students are graded on a daily basis and they include things like:

5. Treatment Planning
   .1 Educational
   a. Analyze and interpret objective and subjective data from the health history, dental history, baseline oral conditions, dental charting, periodontal assessment, plaque charting and self-care assessment to determine significant findings.
   b. Assess patient’s present knowledge, attitudes and behavior about prevention of oral disease through the dental history, interview, plaque chart and patient demonstration of techniques.
   c. Using the data from the ODRA form, use the appropriate language to explain to the patient the condition of the oral cavity, actual and potential problems identified, etiological and contributing factors, and recommend any alternative treatments available.
   d. With the patient as an active participant, determine oral health education priorities and establish goals to

See form instructions for submission/approval process.
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

meet the patient’s oral health needs including nutritional counseling.

10. Implementation of Educational Services
   A. Implement the Plan for Educational Services using appropriate interpersonal communication skills and educational services.
   B. Evaluate the effectiveness of planned educational interventions, and modify as necessary at subsequent appointments.
   C. Actively include the patient in the planning process of educational services.
   D. Provide educational services prior to implementation of patient care.
   E. Use proper tone of voice, patient positioning and language that is appropriate to the patient’s educational level.
   F. Utilize appropriate educational tools and resources.
   G. Record detailed educational services in Progress Notes. Include patient’s current plaque score, oral self-care practices and recommendations for improvement.

14. Professionalism
   The dental hygiene student must be able to discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.
   A. Practice with personal and professional integrity.
   B. Serve all patients and the community without discrimination.
   C. Appreciate the cultural differences of the population.
   D. Focus on the welfare and needs of the patient.
   E. Provide humane and compassionate care to all patients.
   F. Maintain honesty in relationships with patients and others.
   G. Ensure the privacy of the patient during dental hygiene treatment and counseling and the confidentiality of patient records.
   H. Comply with state and federal laws governing the practice of dentistry and dental hygiene.
   I. Work cooperatively and professionally with patients, students, faculty and staff.
   J. Accept instruction and evaluation in a professional manner.

11. Course Instructor
    [Signature]
    7-16-13
    Date

12. Department Head
    [Signature]
    7-16-13
    Date

13. College Dean/Designee
    [Signature]
    7-16-13
    Date

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
**Course Number and Name:**
4240 Clinical Dental Hygiene IV

**Course Type (circle one):** Lecture  Laboratory  (Clinical)  Seminar  Selective

**Course Director:**
Cherri Kading, RDH, MS
Office: Room 139C
Telephone: 214-828-8342
Email: ckading@bcd.tamhsc.edu

**Other Participating Faculty:**
Maureen Brown, RDH, BS
Patricia R. Campbell, RDH, MS
Eric Fox, RDH, MS
Alexandra Garcia, RDH, BS
Marylou Gutmann, RDH, MA
Kristi Henderson RDH, BS
Lisa Mallonee, RDH, MPH, RD, LD
Kathy Muzzin, RDH, MS
Keri Pearson, RDH, BS
Laura Utt, RDH, BS
Mary Vu, RDH, BS
Jenna Williams, RDH BS
Leigh Ann Wyatt, RDH, MACE

**Year/Semester Offered:**
Spring, 2013

**Course Description:**
Comprehensive dental hygiene care through clinical application of procedures. Includes intramural dental hygiene and dental school rotations and extramural site assignments.

**Course Objectives:**
See “Standards for Clinical Performance” in the *Clinic Information Manual*.

**Related Competencies:**
1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
1.2 Serve all patients and the community without discrimination.
1.3 Provide humane and compassionate care to all patients.
1.4 Maintain honesty in relationships with patients, colleagues and other professionals
1.5 Ensure the privacy of the patient during dental hygiene treatment and counseling
and the confidentiality of patient records.

1.6 Comply with state and federal laws governing the practice of dentistry and dental hygiene.

2.2 Critically analyze published reports of oral health research and apply this information to the practice of dental hygiene.

2.4 Communicate professional knowledge verbally and in writing to patients, colleagues and other professionals.

3.3 Assume the roles of the profession (clinician, educator, researcher, change agent, consumer advocate, administrator), as defined by the ADHA.

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 and promote adherence to self-care regimens.

5.5 Provide dental hygiene services in a variety of settings.

6.1 Obtain, review and update a complete medical, family, psychological, and dental history including an assessment of vital signs.

6.2 Manage the patient record as a legal document and maintain its accuracy and consistency.

6.3 Determine medical conditions that require special precautions or consideration prior to or during the dental hygiene treatment.

6.4 Identify the patient at risk for a medical emergency and be prepared to temporarily manage and maintain basic life support for any emergency that should occur during the appointment.

6.5 Perform an extraoral and intraoral examination and accurately record the findings.

6.6 Determine the need for referral to the appropriate health professional.

6.7 Accurately perform and record an examination of the teeth.

6.8 Identify the need for radiographs.

6.9 Radiographically distinguish normal from abnormal anatomical findings.

6.10 Evaluate the periodontium, and identify conditions that compromise periodontal health and function.

6.11 Identify patients at risk for nutritional deficiencies using assessment date.

6.12 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.

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.

7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.

7.4 Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.

8.1 Use accepted infection control procedures.

8.2 Provide an environment conducive to health by applying basic and advanced principles of dental hygiene instrumentation without causing trauma to hard or soft tissues.
8.5 Select and administer the appropriate preventive and/or antimicrobial (chemotherapeutic) agents and provide pre- and post-treatment instructions.

8.6 Provide adjunct dental hygiene services that can be legally performed in the State of Texas.

8.7 Identify policies and procedures for increasing employee and patient safety in the dental environment.

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.

**Evaluation Criteria/Methods:**

All performance will be evaluated using the “Standards for Clinical Performance” found in the *Clinic Information Manual.*

- **Clinical Performance**
  - 6% Health History
  - 8% Extra/Intra Oral Examination
  - 7% Dental Charting
  - 7% Periodontal Charting
  - 10% Treatment Planning
  - 10% Instrumentation
  - 10% Clinical Management
  - 5% Aseptic Technique
  - 5% Clinical Conduct
  - 5% Implementation of Educational Services
  - 5% Re-evaluation of DH Services
  - 11% Hard Deposit Removal
  - 11% Soft Deposit Removal
  - 100% TOTAL

Final grades are awarded as follows:

- 93-100 = A
- 90-92 = B+
- 84-89 = B
- 81-83 = C+
- 75-80 = C
- 70-74 = D
- 69 or below = F

**ALL CLINICAL REQUIREMENTS MUST BE COMPLETED TO RECEIVE A FINAL GRADE FOR THIS COURSE.**

Students must complete all patient requirements, competency examinations and clinical service requirements and obtain a 70% average.
Course Requirements:

The following course requirements must be completed by 4:00 p.m. on Tuesday, April 30, 2013:

1. Comprehensive dental hygiene services on at least twenty (20) patients with a periodontal classification of I or II.
2. Comprehensive dental hygiene services on at least two (2) patients with a periodontal classification of III or IV.
3. Comprehensive dental hygiene services on at least two (2) patients with a C or D deposit rating.
4. Seven (7) clinical competency examinations listed on the Competency Examination Requirement form.
5. Three (3) tray fluorides.
6. Amalgam polishing on three (3) teeth.
7. Desensitization on two (2) patients.
8. One (1) rubber dam placement.
9. Two (2) sealants.
10. One (1) IRM.
11. Two (2) alginate impressions (one maxillary, one mandibular).
12. Pour up two (2) alginate impressions (one maxillary, one mandibular) in stone; trim models; self-asses using Critique Sheets; discuss with any clinic faculty.
13. One (1) cleaning of a removable partial denture (RPD).
14. Participate in the Mock Board Examination.
15. Exhibit professional maturity and an acceptable level of clinical judgment as determined by the clinical faculty. Unprofessional behavior will be documented in written form by the faculty member to the Clinic Coordinator. After the first occurrence, the student will meet with the Clinical Coordinator. At the second occurrence, the student’s final grade will be lowered by one grade. The student will fail the course on the third occurrence. All occurrences of unprofessionalism are cumulative for the entire time the student is enrolled in the program.

NOTE: Patients must be completed to count toward course requirements.

A completed patient will count toward the patient load requirement if 3 of the 4 quadrants are completed in the acceptable range for hard and soft deposit removal.

Half patient credit will count toward the patient load requirement if 2 of the 4 quadrants are completed in the acceptable range for hard and soft deposit removal.

Patients with a classification of Class III or IV may be divided to satisfy Class I and II requirements as follows:

- Class IV = one (1) Class III and one Class I
- Class III = two (2) Class I/II
Mock Boards:

Students who present with a qualifying patient, but do not pass the Mock Board Examination will have their final grade lowered by 5 points.

Students who do not have an appropriate patient and are unable to take the exam will have their final grade lowered by 10 points.

Private Practice Simulation:

In an effort to prepare graduating students for private practice employment, an opportunity to participate in minimally graded clinical sessions will be given.

Students successfully completing all patient requirements, all clinical competency examinations, and the starred clinical service requirements may participate. Patients eligible for this experience are the student’s recall patients that are classified as a 1A, 1B, 2A or 2B. When possible, two patients should be scheduled during one clinic session. This will give the student experience with time management.

APPROPRIATE DOCUMENTATION MUST BE SUBMITTED TO THE CLINIC COORDINATOR PRIOR TO BEGINNING THIS EXPERIENCE!

Attendance Policy:

Students are required to have a patient for all assigned clinical sessions. If students do not have a patient for the clinic session due to a last minute cancellation by the patient or a patient no-show, they are to participate in a clinical activity approved by the clinical faculty. The clinic attendance sheet must be completed and signed by faculty or it will be counted as an unexcused absence. If a student does not have a patient due to a scheduling error by the student and it is determined that the error could have been avoided, an unexcused absence will be given. The student is still required to sign the clinic attendance sheet and participate in a clinical activity as described above.

Unexcused absences will result in a 2-point deduction from the final grade for each missed clinical session. Three unexcused absences from clinic or rotations will result in lowering of the final grade by one full grade for unprofessional behavior.

Additionally, students are to attend each rotation and extramural assignment indicated on the schedule and complete the task assigned. A student who is absent for any reason must attempt to schedule a make-up assignment through the Clinic Coordinator. If a make-up assignment is possible, this may result in a loss of scheduled clinic time during the semester in order to make up the rotation.

There are three (3) forms that are acceptable for attendance. These forms include:

1. Clinic grade sheet
2. Activity sign-up sheet (located at the main clinic podium during clinic sessions)
3. Rotation sheet

The activity sheet is only used if you are assigned to clinic and your patient no-shows or
cancels at the last minute. Pam will contact you by AXIUM email if the appropriate form has not been turned in. You will have seven (7) days to turn in the form she is asking for. If she needs to contact you more than twice, one (1) point may be deducted from your final grade. If you cannot produce the appropriate attendance form seven (7) days after the 2nd notice, that clinic session will be considered unexcused, resulting in a 2-point deduction from your final grade.

**Absence Protocol**

Professional responsibility is an important component of being a healthcare professional. In the case of an absence, you must call Pam Hines (214-828-8340) and Lisa Pradarits (214-828-8421) to leave a voicemail message. This must be done by 8:00 AM, earlier if possible, so that your patient/rotation can be notified.

**Tardy Protocol:**

Patients are expected to be seated at 9:00am and 1:00pm. On a RARE occasion, you may be delayed for some unavoidable reason. In the case of a delay, you must call Lisa Pradarits (214-828-8421) AND Pam Hines (214-828-8340) to leave a voicemail message. Failure to do this may be reflected in your clinical grade for that patient or rotation.

**Laboratory/Clinic Policies and Procedures:**

N/A

**Learning/Reference Materials:**

- *BCD Dental Hygiene Clinic Information Manual*
- *Clinical Practice of the Dental Hygienist*, Wilkins, EM. Lippincott Williams & Wilkins, 10th Ed, 2009.

**Remediation Policy:**

Failure to complete any one or more of the course requirements will result in a final grade of “F.” Remediation will take place in the following semester and will put the student one semester behind for graduation.
<table>
<thead>
<tr>
<th>Competency Examination</th>
<th>Date Completed</th>
<th>Patient Number</th>
<th>Faculty Stamp</th>
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</thead>
<tbody>
<tr>
<td>Re-eval on Class III or IV (4 quads)</td>
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<td>LL</td>
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<td>UL</td>
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<tr>
<td></td>
<td>LR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracey 15/16 Class III or IV</td>
<td>UR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to complete 2 quads of opposite cross arch ONLY</td>
<td>LL</td>
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<td>UL</td>
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<tr>
<td>Gracey 17/18 on Class III or IV</td>
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<tr>
<td>Need to complete 2 quads of opposite cross arch ONLY</td>
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<td>Fluoride – Tray *</td>
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<td>Amalgam Polishing *</td>
<td>3 teeth</td>
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<td>Desensitization *</td>
<td>2 patients</td>
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<td>Rubber Dam</td>
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<td>Sealants</td>
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<td>IRM</td>
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<td>Alginate Impressions (max/mand)</td>
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<td>RPD Cleaning *</td>
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<td>Arestin</td>
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<tr>
<td>Class III or IV Patients *</td>
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<tr>
<td>Class C/D Patients *</td>
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*Must complete prior to Private Practice Simulation
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Dental Hygiene

2. Course prefix and number: DDHS 4410

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Gerontology

5. Semester credit hours: 1

6. Frequency the class will be offered: Fall

7. Number of sections per semester: One

8. Number of students per semester: 30

9. Historic annual enrollment for the last three years: 2012-2013: 31
   2011-2012: 25
   2010-2011: 28

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    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 providing assistance to the elderly patient.
    Course Objectives:
    Upon completion of this course, the student will be able to:
    Evaluate theories of aging and examine their own beliefs and attitudes regarding older adults.
    Discuss the social, psychological and physiological factors that affect the lives of the aging population.
    Identify common diseases of the elderly, their manifestation and the impact of these diseases on oral healthcare.
    Discuss the effects of normal and pathological aging on oral health.
    Improve communication with elderly patients.
    Analyze cultural differences in the definition of aging, the experience of aging and the treatment of aging.
    Formulate a dental hygiene care plan for the elder adult.
    Discuss alternative practice delivery methods for the homebound and long-term care older adult.
    Identify resources and services that may be of assistance and support to the older adult.
    Some of the Related Competencies:
    1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
    2.1 Apply critical thinking skills and evidence based decision making to the practice of dental hygiene.
    2.3 Communicate effectively with diverse populations without discrimination.
    2.4 Employ the principles of scientific writing.
    4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.
    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

See form instructions for submission/approval process.
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

dental hygiene treatment.
6.5 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.
8.2 Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.

One of the projects in the class involves an elder interview.
Elder Interview - This project has been designed to allow you the opportunity to expand your knowledge and experience in dealing with the "well elderly" so that you will be better prepared to communicate and deliver dental hygiene care to the elderly. This constitutes 15% of your grade and you will be graded according to the criteria stated in Appendix B.

Objectives:
Completing this experience will enable the student to:
Demonstrate communication and interpersonal skills.
Recognize the value of attentive listening.
Discuss special considerations for communicating with the elderly.
Evaluate one's own communication patterns.

11. Course Instructor
   
   [Signature]  7-16-13

12. Department Head
   
   [Signature]  7-16-13

13. College Dean/Designee
   
   [Signature]  7-16-13

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas A&M Health Science Center
Baylor College of Dentistry

Course Number and Name: Gerontology 4410
Course Type (underline one): Lecture Laboratory Clinical Seminar Selective
Academic Year/Semester Offered: 2012 Fall
Course Director:
Patricia R. Campbell, RDH, MS
Office: 139B, Ph: 214-828-8342
Email: pcampbell@bcd.tamhsc.edu
Other Participating Faculty:
Lisa Mallonee, BSDH, MPH, RD, LD
Mike Reed, DDS, FAGD, FASGD, ABSCD
Kenneth A. Bolin, DDS, MPH

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 providing assistance to the elderly patient.

Course Objectives:
Upon completion of this course, the student will be able to:
1. Evaluate theories of aging and examine their own beliefs and attitudes regarding older adults.
2. Discuss the social, psychological and physiological factors that affect the lives of the aging population.
3. Identify common diseases of the elderly, their manifestation and the impact of these diseases on oral healthcare.
4. Discuss the effects of normal and pathological aging on oral health.
5. Improve communication with elderly patients.
6. Analyze cultural differences in the definition of aging, the experience of aging and the treatment of aging.
7. Formulate a dental hygiene care plan for the elder adult.
8. Discuss alternative practice delivery methods for the homebound and long-term care older adult.
9. Identify resources and services that may be of assistance and support to the older adult.

Related Competencies:
1.2 Serve all patients and the community without discrimination.
1.3 Provide humane and compassionate care to all patients.
2.2 Critically analyze published reports of oral health research and apply this information to the practice of dental hygiene
2.4 Communicate professional knowledge verbally and in writing to patients, colleagues and other professionals.
2.5 Employ the principles of scientific writing.
Assume the role of the profession (clinician, educator, researcher, change agent, consumer advocate, administrator), as defined by ADHA.
4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.

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.

6.3 Determine medical conditions that require special precautions or consideration prior to or during dental hygiene treatment.

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.

8.4 Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.

**Evaluation Criteria/Methods:**

**Assignments/Quizzes** - In order to be an active participant you must be punctual and prepared for class. Quizzes will not be announced ahead of time and are not posted on the schedule. They will be short answer and will be over the assigned reading material. They will be given at the beginning of the class and make-up quizzes will not be given.

- **Letter to Legislator** – As a dental hygienist you are encouraged to act as an advocate for the general public to improve their oral health. This letter is designed to have you act as an advocate for the elderly. This constitutes 15% of your grade and you will be graded according to the criteria stated in Appendix A. **DUE 11/12/2012, 4:00 PM**

- **Elder Interview** - This project has been designed to allow you the opportunity to expand your knowledge and experience in dealing with the “well elderly” so that you will be better prepared to communicate and deliver dental hygiene care to the elderly. This constitutes 15% of your grade and you will be graded according to the criteria stated in Appendix B. **DUE 11/26/2012.**

- **Grading**

<table>
<thead>
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<th>Category</th>
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<tbody>
<tr>
<td>Attendance/Quizzes</td>
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<tr>
<td>Exam #1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Letter to Legislator</td>
<td>15%</td>
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<tr>
<td>Elder Interview</td>
<td>15%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
Final grades are awarded as follows:
   93-100 = A
   90-92 = B+
   84-89 = B
   81-83 = C+
   75-80 = C
   70-74 = D
   69 or below = F

Attendance Policy:
Attendance is part of your grade and is mandatory. It will be the responsibility of the student to see the course director for any supplemental materials missed in the event of an absence. Four or more absences for any reason other than an approved leave of absence will result in failure of the course.

Class attendance and participation are a vital part of the learning process. You must attend the entire class session to be counted as present. If you are 10 or more minutes late for class, you will be counted as absent.

   1 absence = A for attendance (e.g., 95 points/100)
   2 absences = B for attendance (e.g., 85 points/100)
   3 absences = C for attendance (e.g., 75 points/100)
   4+ absences = Failure of the course

Laboratory/Clinic Policies and Procedures: N/A

Learning Materials:
1. Course Manual
2. Additional reading material may be distributed during class

Remediation Policy:
Remediation will be provided during the following semester.

Special Accommodation for Persons with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

Date prepared: by Patricia R. Campbell 6/15/2012
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
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<tbody>
<tr>
<td>8/13</td>
<td>Course overview/Why study aging?</td>
<td>Campbell</td>
</tr>
<tr>
<td>8/20</td>
<td>Myths, realities and theories of aging</td>
<td>Campbell</td>
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<td>8/27</td>
<td>Alternative delivery systems/nursing homes, homebound elders, hospice</td>
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<td>9/10</td>
<td>Age related physiologic changes to the body</td>
<td>Campbell</td>
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<tr>
<td>9/17</td>
<td>Age related cognitive changes to the body</td>
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<td>9/24</td>
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<td>10/01</td>
<td>Morbidity and oral health in elderly patients</td>
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<td>10/08</td>
<td>Psychopathologic changes of the aging</td>
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<tr>
<td>10/15</td>
<td>Medication and substance misuse</td>
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<td>10/22</td>
<td>Exam #2</td>
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<tr>
<td>10/29</td>
<td>Identification and implications of elder abuse</td>
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<tr>
<td>11/05</td>
<td>Nutritional needs of the elderly</td>
<td>Mallonee</td>
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<td>11/12</td>
<td>Independent study</td>
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<td>11/19</td>
<td>Fall Break – Happy Thanksgiving</td>
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<td>11/26</td>
<td>Aging successfully/course wrap-up</td>
<td>Campbell</td>
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<tr>
<td>12/03</td>
<td>Final Exam</td>
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### Lecture Objectives

#### Why Study Aging?

1. Define specific terms related to gerontology.

2. Discuss the demographics of the population over 65 years of age in the United States.

3. Differentiate between chronological aging and biological aging.

4. Identify the most common misconceptions about the elderly population.

5. Evaluate bias as it applies to the elderly.

#### Nursing homes/homebound elders/hospice

1. Identify challenges in caring for the long-term care patient.

2. Discuss barriers to improving the dental management of institutionalized geriatric patients.

3. Discuss ethical/legal consent concerns for long term care patients.
Myths, realities and stereotypes of aging

1. Identify the major factors that have contributed to population increases and changes in age distribution during the last century.

2. Evaluate popular myths of aging and how they may affect the health of the elderly.

3. Discuss strategies for promoting a healthy lifestyle for the aging population.

4. Critically evaluate the theories of senescence.

5. Discuss theories on aging.

Age related physiologic changes to the body

1. Identify major concerns of the elderly that may impact their well-being.

2. Describe age-related sensory changes.

3. Discuss the social consequences of physiologic changes such as visual and auditory.

4. Identify and discuss the implications of physiologic changes to the dental environment.

Age related cognitive changes to the body

1. Identify major concerns of the elderly that may impact their well-being.

2. Describe age-related cognitive changes.

3. Discuss the social consequences of cognitive.

4. Identify and discuss the implications of cognitive changes on the dental environment.

Morbidity and oral health in elderly patients

1. Identify age related oral changes commonly found in the older adult.

2. Explain potential alterations in the dental hygiene process of care that need to be considered when treating an older adult.

3. Describe current status of oral health among the elderly.

Psychopathologic changes of the aging

1. Examine older person’s responses to life events and stressors.

2. Identify cognitive changes of aging.

3. Identify major concerns of the elderly that may impact their well-being.

4. Identify and discuss the three most prevalent forms of late life psychopathology.
5. Discuss the stages of Alzheimer’s disease.
6. Distinguish signs of normal aging and dementia.

Medication and substance misuse

1. Identify patterns of substance misuse as one ages.
2. Discuss methods of proper medication management for the elderly.
3. Describe screening tools that may be used in the dental environment.
4. Identify barriers to identification of substance misuse problems of the elderly.
5. Recognize risk factors for alcohol and prescription drug misuse as it pertains to the elderly.
6. Discuss legal and ethical issues relevant to substance misuse and the geriatric population.

Identification and implications of elder abuse

1. Discuss the meaning of the various types of Elder Abuse/Neglect (EAN) listed below:
   Physical abuse/neglect
   Sexual abuse
   Elder neglect (physical mental health, medical, dental
   Emotional/psychological/verbal abuse/neglect
   Financial exploitation
   Self-neglect

2. Discuss the demographics of elder abuse/neglect in Texas and the U.S.

3. Describe the various signs and symptoms of elder abuse/neglect that are observable during the course of a dental visit.

4. Examine the dental hygienist’s role in:
   Assessment of suspected abuse or neglect
   Interviewing victims and providing support.
   Documentation and reporting of suspected abuse and neglect.
   Referral of victims for appropriate assistance

Nutritional needs of the elderly

1. Discuss the changes that occur most commonly among the aging population.
2. Describe nutritional disorders that may be commonly found in the elderly associated with diet and poor nutrition.
3. Discuss the dietary considerations for the aging adult
4. Discuss the dietary considerations for the aging adult with dentures.

5. Discuss barriers to maintaining good nutrition for the elderly.

**Aging successfully**

1. Discuss the myths and realities surrounding successful aging.

2. Define successful aging according to experts in gerontology as well as those considered “seniors”.

3. Discuss lessons from centenarians described in the reading.
APPENDIX A

Legislative Project

This project will provide you with an opportunity to communicate a geriatric healthcare issue to your state legislator in letter form. The tone of your letter should be professional, knowledgeable, and persuasive. Suggested topics will be provided during the course.

Project Directions

1. Carefully review all material related to a topic/issue to be sure you have your facts straight.
2. Determine if there are current bills related to this issue.
3. 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. If there are any questions, please see me.
4. Write a coherent, factual letter to your representative. If applicable, you may 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. Discuss briefly your position on the current bill or state why you believe a bill should be introduced.
5. 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.
6. 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 or endnotes.
7. Limit your letter to 1 page typed and using 10 -12 point fonts. You may attach a copy of your reference to the letter if applicable.
8. Turn in one hard copy of your letter along with the scoring rubric and email me a copy.

To Earn Full Credit

9. I will make suggested revisions/corrections to your letter. After you complete the revisions, return the original letter to me with the scoring rubric and a signed copy of your revised letter in a stamped, addressed, envelope that I will mail. Do not seal the envelope – I will do that.
10. Email me a copy of the final version.
11. Do not use Baylor stationary! As a state institution we cannot lobby for or against any position using supplies paid for with public funds.
Guidelines

Do . . .

- 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.
- Write as an individual constituent. Because legislators pay the most attention to personal letters from their constituents, it is important that your letter express your own views.
- Limit letter to one page. Conciseness and brevity have impact when writing a letter. Because, legislators are so busy, they do not have much time to read through a long, involved letter in order 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 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 take action 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 cosponsor 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.

Don't . . .

- Write letters that demand the legislator's cooperation.
- Write a chain letter or form letter.
- Threaten a legislator with defeat at the next election.
- Adopt a politically partisan tone in your letter.
- Use the legislator's first name in the salutation of your letter unless you know them personally.
Resources

http://www.senate.gov/
http://www.house.gov/
http://www.wheretodoresearch.com/
   (has links to many national newspapers and government agencies)
http://www.firstgov.gov/
   (you can register to vote through this site if you are not already registered)
http://www.congress.com/
http://www.aarp.org/legislative/
http://www.aarp.org (you can find almost anything you need re: geriatric issues through this site)
http://www.house.gov/house (use the search to find information relevant to your topic)
http://thomas.loc.gov  (type in a word/phrase and search to find current bills relevant to your topic)
http://www senate.state.tx.us/
Example of Sample Letter

*Taken from the internet...Be sure to follow the guidelines/requirements as I have outlined for this specific project as this letter may not meet all of your requirements.*

[Sample letter to Illinois Legislator] [Date]

The Honorable [First name] [Last name]  
Representative [or Senator]  
Illinois State Legislature  
[District Office Address]

Subject: Meigs Field

Dear Representative [Last name]:

[If true: I am one of your constituents, and] I am writing to you today to urge you to help preserve Meigs Field, Chicago’s downtown airport.

Meigs Field is a valuable economic resource for the City of Chicago, the State of Illinois and the nation. It provides air access to thousands of smaller, remote communities from one of the country’s largest cities, access that is not available via commercial flights at O’Hare or Midway. Meigs users report spending over $490 million annually in Chicago, and over 85% report going to Chicago on business or to attend conventions at McCormick Place.

Meigs acts as a reliever airport for O’Hare and particularly Midway Airport, offering an alternative for private and corporate aircraft that otherwise would take up slots needed for jetliners.

Perhaps most importantly, Meigs provides crucial air rescue and emergency transport and disaster relief services in times of emergency. Closing Meigs will cost real people their lives over time.

I urge you to do whatever is in your power to keep this important element of our regional transportation system from closing in February, 2002, and I pledge to do whatever I can to assist you in this goal.

Thank you.

Sincerely yours,

[Signature]

[Name]
[Address]
[Phone]
### Scoring Rubric for Legislative Letter (17 Points)

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<th>2 points</th>
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<tr>
<td>Formats letter accurately, utilizing criteria in Gero manual</td>
<td>Poorly formatted or major criteria not followed</td>
<td>Letter inadequately formatted in more than one area and/or no response requested</td>
<td>Letter well formatted and follows all criteria</td>
<td>N/A</td>
</tr>
<tr>
<td>Uses correct grammar, punctuation, spelling, and sentence structure</td>
<td>Poorly edited</td>
<td>Two or more editing errors with incorrect sentence structure</td>
<td>Spelling, punctuation and grammar is correct with one or two minor errors present</td>
<td>Well edited</td>
</tr>
<tr>
<td>Identifies appropriate legislator who represents your district with correct address and title</td>
<td>Legislator not identified or incorrect address and title utilized</td>
<td>The legislator you identified does not represent your district or is addressed to the incorrect branch of government</td>
<td>Appropriate legislator identified with correct address and title</td>
<td>N/A</td>
</tr>
<tr>
<td>Makes clear and persuasive argument, utilizing facts and figures or personal experience, to support your position regarding bill</td>
<td>N/A</td>
<td>Data to support your position is missing</td>
<td>Argument vague and unclear or is weak to support position</td>
<td>Clearly stated, persuasive argument presented to support your position</td>
</tr>
<tr>
<td>Clearly states the action you would like taken</td>
<td>Does not indicate the action you would like taken</td>
<td>Action you would like taken is ambiguous</td>
<td>Action you would like taken is clearly stated</td>
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### Revision (due one week after returned)

must return original copy and grade sheet along with revision

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<th>Revision</th>
<th>Letter was not returned with revisions by due date or original grade sheet and letter was not returned</th>
<th>All corrections not made</th>
<th>Letter is complete with revisions</th>
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The following project has been designed to allow you the opportunity to expand your knowledge and experience in dealing with the “well elderly” so that you will be better prepared to communicate and deliver dental hygiene care to the elderly. For those of you who have little experience in dealing with an older individual, this will help you identify and practice positive communication skills when dealing with this target population. Because of this, all interviews must be done in person. Telephone interviews will not be accepted.

This “well elder” experience will consist of some time, thought, and written documentation on your part. My hope is that this project will be a positive and rewarding experience.

Objectives

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 elderly.
4. Evaluate one’s own communication patterns.

General Guidelines

1. Choose a relatively healthy individual who is 70 years or older. This can be a family member, neighbor, friend, patient, assisted living resident, etc.
2. Set up a meeting and plan to spend at least 1 ½ hours. During this time, you will talk and listen to the elder person using the prepared questions only as a guideline.
3. The interview must be conducted in person. No telephone interviews will be accepted so please don’t ask.
4. This is not to be conducted during clinic sessions.
5. Summarize the visit by including the answer to the questions on the “Summary of Visit with Elder” form. Do not answer the questions individually. The paper is to be written in paragraph form.
6. Paper must be typed, double-spaced, using Times Roman 11 or 12 point font. The paper is to be a minimum of three full pages. Full credit will not be given if margins and spacing are excessive.
7. The “Summary of Visit With Elder” grade sheet must be completed and stapled to the back of your paper. If this is not done, the paper will be returned to you for completion and points will be deducted for each day of tardiness.
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.
- Use props whenever possible: Documents, letters and photo albums to stimulate memories.

Oral History Questioning Techniques

1. Ask evocative questions rather than those requiring only a yes or no answer.

2. There will be some information you will not get, some sensitive issue cannot be approached even when trust is developed. You may be the wrong age or sex. That’s okay though, just expect it.

3. Take a low key approach. This helps ease both you and the informant into the interview role.

4. Show interest through body language but don’t crowd your informant. Interject remarks, take part in the conversation but don’t take over. Learn to be a good listener.

5. Know what questions you want to ask, but don’t be afraid to let your informant go off on a tangent.
   - Getting back on track:
     “Before you told me about this or that we were talking about so and so. Can you tell me how so and so were affected when the color TV became available?”

6. If you need to write down questions, put them on note cards (one or two to each card).

7. Use props whenever possible.

8. Be sensitive to the needs of the informant. Older people may tire easily. Cut off interview at first sign of fatigue.

9. Consider Ethical Issues:
   - Be honest about your intents.
   - Respect privacy and confidences.
   - Respect sensitive issues.
   - Don’t make promises you can’t keep.
   - Safeguard the relationship with your informant.
   - Remember, secret recordings violate your informant’s right to know.
   - Let your informant see anything that will be published. Ask for permission to use tapes/photos to be displayed publicly.
Oral History Questions

The most useful questions will be those that you develop through your knowledge of yourself and your family. For your initial efforts you may find the following list of questions helpful.

1. Please state your full name and present address.
2. 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?
3. 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?
4. 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?
5. What church did you attend when you were growing up? What activities were associated with church going? How has the church affected your life and the life of your family?
6. What did you do for a living? (Or what type of work did you do as a homemaker?) Has this type of work changed?
7. What were your favorite childhood games? Have sports changed much during your lifetime? What other entertainment have you enjoyed?
8. What effect did (the Korean War, Vietnam War, the 60s, women’s lib, 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 “Words of Advice” would you like to pass on to future generations in your family?


Updated: 13 April, 2006 http://fcs.tamu.edu/families/aging/reminiscence/oral_history_techniques.php
31 May 31, 2012
Summary of Visit With Elder

Student Name: ___________________________ Date of visit: ______________

Elder’s Name: __________________________ Age: ______________

Address: ________________________________ Telephone #: ______________

Location of Visit: ________________________ Gender: ______________

Arrival Time: _______ Departure Time: _______ Total Time: _______

Relationship to Elder: ____________________

Directions: Paper must be a minimum of 3 full pages typed, double-spaced, using Times Roman 11 or 12 point font. Complete the information on this summary sheet and staple it to the back of your paper. See General Guidelines on p. 15.

Grading:

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<tr>
<th></th>
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<th>Total</th>
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<td>Content:</td>
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</table>

Final Grade

Include all of the following in your paper:

☐ Description of the interview (include impressions, general reactions, and feelings about your visit).

☐ Describe the most interesting information you discovered about your elder’s past?

☐ Examine how the interview changed and/or confirmed your perception of the elder healthy population?
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Dental Hygiene

2. Course prefix and number: DDHS 4530

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Public & Community Health

5. Semester credit hours: 3

6. Frequency the class will be offered: Fall but course continues into Spring

7. Number of sections per semester: One

8. Number of students per semester: 30

9. Historic annual enrollment for the last three years:
   - 2012-2013: 31
   - 2011-2012: 25
   - 2010-2011: 28

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    Course Description:
    This course examines dental public health and promotes a greater understanding of the important role of the dental hygienist within the community. Emphasis is placed on public health methodology, the dental care delivery system, health care financing, scientific evaluation, and various patient groups being served. Federal, state and local public health programs are discussed as well as current public health issues. The concepts of assessment, planning, implementation and the evaluation phases of the community-based programs are also taught. Cultural differences, socio-economic factors and barriers to health care are discussed in relation to developing preventive programs. The student is encouraged to promote oral health and prevent dental diseases in the community through organized community-based programs versus the traditional clinical approach. In the spring semester, the student will assess, plan and implement a dental program specific to the needs of a chosen public health setting.

    Course Objectives:
    Upon completion of this course, the student should be able to satisfactorily:
    Discuss the development of dental public health from its historical perspective to future trends and describe the role and responsibilities of a public health dental hygienist.
    Define the roles of the dental hygienist within a community setting.
    Describe the characteristics of oral health care delivery systems within the United States and their significance to planning future dental programs.
    Describe the major problems with the current mode of oral health care delivery.
    Recognize cultural, demographic and socioeconomic factors, which influence dental health need and demand.
    Modify communication techniques for diverse population groups in a variety of settings.
    Display understanding and sensitivity to the health care needs of the community.
    Gain a greater understanding of epidemiology and how it is implemented in oral health programming and dental research.
    Evaluate the usefulness and validity of oral health indices.
    Demonstrate knowledge and skills in dental health education and health promotion strategies as they relate to community-based needs.

See form instructions for submission/approval process.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

Participate in community activities as an oral health educator.
Participate actively in developing, planning, presenting and evaluation dental health education and prevention presentations for school children and adult community groups.
Use dental indices, pre/post tests, interviews or other data gathering methods to assess the oral health status and dental needs of a defined target population.
Use the steps and procedures involved in planning an effective community oral health program to develop a proposal based on the needs and resources of a defined population.
Assess, plan, implement and evaluate a dental health program, appropriate to the needs of a group in the community.

These are some of the many competencies this course covers:
5.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.
5.2 Assess, plan, implement and evaluate community based oral health programs.
5.3 Influence the public (consumer groups, businesses and government agencies to support health care issues).
5.4 Use screening, referral and education to bring consumers into the health care delivery system.
7.2 Acknowledge cultural differences in populations when planning treatment.
8.5 Provide dental hygiene care in a variety of settings.

Lisa Mallove  7-16-13
Course Instructor  Date

Ignice Bolden  7-16-13
Department Head  Date

2-16-13
College Dean/Designee  Date

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
BAYLOR COLLEGE OF DENTISTRY  
CARUTH SCHOOL OF DENTAL HYGIENE  
THE TEXAS A&M UNIVERSITY HEALTH SCIENCE CENTER

| Course Number and Name:       | 4530 Public & Community Health |
| Course Type (circle one):     | Lecture  Laboratory  Clinical  Seminar  Selective |
| Academic Year/Semester Offered: | 2012-2013  X  Fall  X  Spring Semester  ___ Summer Session |
| Course Director:              | Lisa F. Mallonee, BSDH, MPH, RD,LD |
|                              | Associate Professor |
|                              | Office: 139 F |
|                              | Office Hours: By appointment for mini test/exam review; drop ins welcome for all other needs |
|                              | Phone: 214-828-8914 |
|                              | Email: lharpermallonee@bcd.tamhsc.edu |
| Participating Faculty:        | 
| Athony Bolin DDS, MPH         | 
| Dan Jones, DDS, PhD/ Mal Noureldin, DDS | 
| Alton G. McWhorter, DDS       | 
| Guest Lecturer:               | 
| Faizan Kabani, RDH            | 

Course Description:
This course examines dental public health and promotes a greater understanding of the important role of the dental hygienist within the community. Emphasis is placed on public health methodology, the dental care delivery system, health care financing, scientific evaluation, and various patient groups being served. Federal, state and local public health programs are discussed as well as current public health issues. The concepts of assessment, planning, implementation and the evaluation phases of the community-based programs are also taught. Cultural differences, socio-economic factors and barriers to health care are discussed in relation to developing preventive programs. The student is encouraged to promote oral health and prevent dental diseases in the community through organized community-based programs versus the traditional clinical approach. In the spring semester, the student will assess, plan and implement a dental program specific to the needs of a chosen public health setting.

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

1. Discuss the development of dental public health from its historical perspective to future trends and describe the role and responsibilities of a public health dental hygienist.
2. Define the roles of the dental hygienist within a community setting.
3. Describe the characteristics of oral health care delivery systems within the United States and their significance to planning future dental programs.
4. Describe the major problems with the current mode of oral health care delivery.
5. Recognize cultural, demographic and socioeconomic factors, which influence dental health need and demand.
6. Modify communication techniques for diverse population groups in a variety of settings.
7. Display understanding and sensitivity to the health care needs of the community.
8. Gain a greater understanding of epidemiology and how it is implemented in oral health programming and dental research.
9. Evaluate the usefulness and validity of oral health indices.
10. Demonstrate knowledge and skills in dental health education and health promotion strategies as they relate to community-based needs.
11. Participate in community activities as an oral health educator.
12. Participate actively in developing, planning, presenting and evaluation dental health education and prevention presentations for school children and adult community groups.
13. Use dental indices, pre/post tests, interviews or other data gathering methods to assess the oral health status and dental needs of a defined target population.
14. Use the steps and procedures involved in planning an effective community oral health program to develop a proposal based on the needs and resources of a defined population.
15. Assess, plan, implement and evaluate a dental health program, appropriate to the needs of a group in the community.

**Specific lecture objectives for individual lectures are included in the course manual.

Related Competencies:
1.2 Serve all patients and community without discrimination.
1.3 Provide humane and compassionate care to all patients.
2.1 Solve problems and make decisions based on accepted scientific principles.
2.2 Critically analyze published reports of oral health research and apply this information to the practice of dental hygiene.
2.4 Communicate professional knowledge verbally and in writing to patients, colleagues and other professionals.
2.6 Commit to self-assessment and life-long learning in order to provide contemporary clinical care.
3.1 Advance the profession through leadership, service activities and affiliation with professional organizations.
3.3 Assume the roles of the profession (clinician, educator, researcher, change agent, consumer advocate, administrator), as defined by ADHA.
3.4 Promote the values of dentistry to the public and other organizations and professionals outside the field.
5.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.
5.2 Assess, plan, implement and evaluate community based oral health programs.
5.3 Influence the public (consumer groups, businesses and government agencies to support health care issues).
5.4 Use screening, referral and education to bring consumers into the health care delivery system.
5.5 Provide dental hygiene services in a variety of settings.
7.2 Acknowledge cultural differences in populations when planning treatment.
9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.

Evaluation Criteria/Methods:

Assignments and Projects – Assignments and projects are given to enhance your understanding of assigned reading material, and to better prepare you for group presentations, lecture and National Boards. Written assignments and group projects will be graded according to specified content requirements as well as spelling, grammatical, and punctuation errors unless otherwise noted.

**Assignments not received on the designated day will result in a loss of 5 points per day including weekends.

Please note that all submitted assignments are scanned for plagiarism using computer assisted software. Plagiarism is unacceptable and will result in a '0' on the assignment. It is also possible cause for dismissal from the program based on the TAMHSC-BCD Due Process Document regarding academic 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 www.articlechecker.com or www.plagiarismchecker.com can also be utilized.

**Fall semester:**

*Mini Tests* -- Student learning and comprehension will be measured with 4 mini-tests** equally weighted and averaged together for a single grade worth 10% of the course grade. Mini tests may be multiple choice, fill-in-the blank, matching, or short answer. Material from lecture, assignments and readings will be covered. **Make up mini tests will not be given.**

**If the course director feels there is lack of preparation prior to course instruction; it is up to the discretion of the course director to give unannounced quizzes to assess student learning.**

*Fluoride Debate and Position Paper* -- As a dental hygienist you are encouraged to influence the public (consumer groups, businesses and government agencies to support health care issues). The purpose of this assignment is to present opposing views on fluoridation in a group debate format. The group debate will be presented to a ‘town council’. This particular experience will allow the student to gain a greater understanding of how individuals can influence the public to support healthcare issues. Group assignments (pro or con) will be delegated in class. Each group will be responsible for researching scientific journal articles appropriate to the assigned group’s viewpoint. In addition to the debate, each group will provide a written paper supporting their assigned viewpoint. Correct formatting of the bibliography, spelling, punctuation and grammar are all components of your grade. This constitutes 10% of your grade and you will be graded according to the rubric criteria in Appendix A.

*Midterm Examination* -- The midterm will cover the lectures and reading assignments presented through October 1. Case based, fill-in-the-blank, multiple choice, matching, true/false, short answer and/or essay questions may be utilized. This constitutes 20% of your course grade.

*Final Examination* -- The final will cover the lectures and reading assignments presented October 29- November 26. This exam will test your knowledge and understanding of the essential components that are crucial to the development of dental health programs in the community. Case based, fill-in-the-blank, multiple choice, matching, true/false, short answer and/or essay questions may be utilized. This constitutes 15% of your course grade.

**Spring semester:**

*School visits* -- Students will participate in two pre-selected school site visits. School visits will be worth 5% of your course grade. Your participation at the school, proper attire and completion of a lesson plan following the specified format are the grading components. Refer to Appendix B for driving directions.

*Lesson plans* -- You will be required to write a lesson plan prior to each of your school site visits. A lesson plan for each school visit must be uniquely developed and should not be replicated. Lesson plans will be weighted at 5% of your course grade and you will be graded according to the criteria stated in Appendix C.

*Self-assessment paper* -- This is not designed as a formal writing exercise. Therefore, spelling, punctuation and grammar will not be components of the grade. The paper should reflect your personal growth and experiences in public health and its application in the community. Subjective information will be used to make course revisions for the following year. This constitutes 5% of your grade. See Appendix D for specific criteria.

*Community project* -- Students will work in groups of three*. The community project will be developed and implemented within a chosen public health setting. In addition, each student group will be required to present a 10 minute oral presentation of their project at the end of the spring semester. The community project is worth 25% of your course grade and you will be graded according to the criteria stated in Appendix E. *may be more or less depending on class enrollment*
Dental Health Community Service requirements -- These may be fulfilled during the fall OR spring semester. Dental Health Community Service is worth 5% of your course grade. You are required to participate in a minimum of 3 community service activities. All activities must be pre-approved by the course instructor. Participation outside of this requirement is encouraged. Students may earn extra points by participating in three additional community service activities (2 points per activity). A total of 6 points can be accrued and added to your lowest cumulative mini test or exam grade. To receive credit for all community service you must fill out an activity form. All community service must be completed by Monday April 29, 2013 to receive course credit. See Appendix F for copies of activity forms. **Please turn in any unused copies at the end of the spring semester.

It will be the student's responsibility to check Blackboard daily for announcements and posted grades. Questions regarding grades posted on Blackboard should be brought to the attention of the course director within two weeks after the grades are recorded.

PH/CH 4530 is a 3 credit hour course held during the fall and spring semester. A progress grade (indicated by P rather than numerical grade) will be given at the end of the fall semester based on satisfactory attendance at class meetings, grades on exams, mini tests and completion of required assignments. The final grade, which is awarded at the end of the spring semester, will be based on the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mini Tests</td>
<td>10%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Fluoride Reaction Paper</td>
<td>10%</td>
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<tr>
<td>Lesson Plans for School Visits (2)</td>
<td>5%</td>
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<tr>
<td>School Visits (2)</td>
<td>5%</td>
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<tr>
<td>Dental Health Community Service (3 required)</td>
<td>5%</td>
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<tr>
<td>Self Assessment Paper</td>
<td>5%</td>
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<tr>
<td>Community Project</td>
<td>25%</td>
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Final grades are awarded as follows:

- 93-100 = A
- 90-92 = B+
- 84-89 = B
- 81-83 = C+
- 75-80 = C
- 70-74 = D
- 69 or below = F
Attendance Policy:

Class attendance and participation are a vital part of the learning process. Attendance for this course is mandatory. You must attend the entire class session to be counted as present. A student will be counted as present when on time for the beginning of the session and remaining until the end of the session.

Absences must be reported to either Pam at 214-828-8340 or Ms. Mallonee at 214-828-8914 (harpermallonee@bcd.tamhsc.edu) and must be received prior to the beginning of class. If a student is absent from a class, it will be their responsibility to see the course director for information missed during his/her absence. Any absences due to illness will require a doctor’s note. For any unexcused absences or late arrivals (over 5 minutes), one point for each absence will be deducted from your final course grade. Excused absences will be determined by the course director on an individual basis.

It is expected that your full attention be directed towards the speaker and/or activities in class. Please be aware that an absence will be recorded if it is found that your class time is used for purposes other than public health. Cell phones, pagers, iPods and all other electronic devices must be turned off and placed out of reach during each class session. This course will have guest lecturers who are donating their time to speak to Baylor students. If a student has a critical family matter that warrants the need for ready access to your phone this should be discussed with Ms. Mallonee prior to the start of class. Otherwise, any student who demonstrates behavior that is disruptive during class (i.e. talking, laughing, text messaging, ringing cell phone, or studying materials from other courses), will be asked to leave room. Five points will be deducted from the final grade for every instance of disruptive behavior by the student.

Only select lectures for this course will be recorded on CAMTASIA. The student is responsible for all information covered in each class session, including the terminology and reading assignments associated with each lecture. The textbook is a necessary adjunct to the lecture material.

Laboratory/Clinic/Community Policies and Procedures:

Students must dress in appropriate professional attire (i.e. scrubs) when providing dental presentations, participating in health fairs or other forms of community service—there will be no grade given if appropriate attire is NOT worn. If appropriate attire is not worn at school site visits or community presentations the student will still be required to participate but a grade of “0” will be given and there will be no accommodations for make-up.

Learning Materials:

Textbooks Required:

- Additional reading assignments and handouts as assigned by course director or guest lecturers.

Supplemental Text:


All reading assignments should be completed prior to the class session to encourage greater understanding of the material discussed during lecture. The majority of the course content requires the student to consistently read and review to satisfactorily grasp concepts. Reading assignments will be included on quizzes and exams.
**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. The extent of the deficiency will determine if remediation or repeat of the course is indicated.

**Special Accommodation for Persons with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.
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<td>Public Health: An Overview</td>
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<td>Wk 2</td>
<td>Dental Public Health: Framework and Opportunities</td>
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<td>Mallonee</td>
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<td>Trends in Dental Public Health</td>
<td>Mason Chapter 2</td>
<td>Mallonee</td>
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<td>Dr. Alton McWhorter</td>
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<td>Dr. Dan Jones/</td>
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<td>Dr. Mal Noureldin</td>
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<td>Epidemiology of Oral Disease</td>
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<td>Wk 9</td>
<td>Epidemiology: Dental Indices</td>
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<td>Dr. Anthony Bolin</td>
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<td>Wk 11</td>
<td>Midterm</td>
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<td>22-Oct</td>
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<tr>
<td>Wk 12</td>
<td>Fluoride Debate</td>
<td>Mason Chapter 8 (pp. 118-123)</td>
<td>Mallonee</td>
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<tr>
<td>29-Oct</td>
<td></td>
<td>Nathe Chapter 2 (pp.23-27)</td>
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<tr>
<td>Wk 13</td>
<td>Financing Dental Care/Dental Delivery Systems</td>
<td>Mason Chapter 2 (pp. 19-21)</td>
<td>Faizan Kabani</td>
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<td>5-Nov</td>
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<td>Nathe Chapter 5</td>
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<td>Date</td>
<td>Session Topic</td>
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<tr>
<td>Wk 14</td>
<td>Assessing, Planning and Implementation of Community Dental Programs</td>
<td>Mason Chapter 5 (pp. 68-73; 76-80)</td>
<td>Mallonee</td>
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<td>Nathe Chapter 6</td>
<td>Mallonee</td>
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<td>12-Nov</td>
<td>Mini Test # 4</td>
<td>Mason Chapter 10</td>
<td>Mallonee</td>
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<td>Nathe Chapter 12</td>
<td>Mallonee</td>
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<tr>
<td>Wk 15</td>
<td>Fall Break/Thanksgiving Holiday</td>
<td>GOBBLE, GOBBLE</td>
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<td>19-Nov</td>
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<tr>
<td>Wk 16</td>
<td>Evaluation of Dental Programs</td>
<td>Mason Chapter 7</td>
<td>Mallonee</td>
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<td>26-Nov</td>
<td></td>
<td>Nathe Chapter 13</td>
<td>Mallonee</td>
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<td>*Sign up for Community Projects</td>
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<tr>
<td>Wk 17</td>
<td>Final Exam</td>
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<td>Mallonee</td>
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<td>3-Dec</td>
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<tr>
<td>Wk 18</td>
<td>No Class—Good Luck on Finals!</td>
<td>ENJOY THE HOLIDAY BREAK</td>
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<td>10-Dec</td>
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Date Prepared: July 19, 2012  
Revised: August 7, 2012
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<thead>
<tr>
<th>Date</th>
<th>Session Topic</th>
<th>Reading Assignment</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td>Community project overview</td>
<td>Mason Chapter 10</td>
<td>Mallonee</td>
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<tr>
<td>7-Jan</td>
<td>Developing a Lesson Plan &amp; Educational Materials</td>
<td>Nathe Chapter 9</td>
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<td></td>
<td>Small Group Learning: Writing a Lesson Plan</td>
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<tr>
<td>Wk 2</td>
<td><strong>Independent Study:</strong> Contact your agency to introduce yourself, your project and schedule a meeting</td>
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<td>14-Jan</td>
<td>Signed Comprehension of Requirements Form for Appendix E  DUE 9am</td>
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<tr>
<td>Wk 3</td>
<td>Martin Luther King Holiday</td>
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<td>21-Jan</td>
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<tr>
<td>Wk 4</td>
<td>Public Health/Community Review for National Boards</td>
<td>Mason Chapter 18</td>
<td>Mallonee</td>
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<tr>
<td>28-Jan</td>
<td>Lesson Plan for Galloway Elementary DUE 1pm</td>
<td>Nathe Chapter 22</td>
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<td></td>
<td>Submit all requests for toothbrushes, floss, puppets to Pam by Wednesday 1/30 at noon</td>
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<tr>
<td>Wk 5</td>
<td>Dental Health School Presentations: Galloway Elementary</td>
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<td>Mallonee</td>
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<tr>
<td>4-Feb</td>
<td>Community Project Sponsoring Agency Form DUE Noon</td>
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<tr>
<td>Wk 6**</td>
<td>Opportunities in Public Health Dentistry:</td>
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<tr>
<td>11-Feb</td>
<td>USPH, Indian Health Service</td>
<td>Melissa Reese CDA, BSDH</td>
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<td></td>
<td><strong>CLASS BEGINS</strong> USPH, Office of the Assistant Secretary for Health</td>
<td>Stacy Harper, RDH, MPH</td>
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<tr>
<td>AT NOON</td>
<td>USPH, Federal Bureau of Prisons</td>
<td>Kelly Danford, RDH, MPH</td>
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<td>Community Dental Care, Dental Health Programs Inc</td>
<td>Paul Hoffman, MSSW, MBA</td>
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<td></td>
<td>Community Project Proposal Form DUE 1pm</td>
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<td></td>
<td>Lesson Plan for Notre Dame DUE 1pm</td>
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<tr>
<td>Wk 7</td>
<td>Private Dental Practice Observation—All Day**</td>
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<tr>
<td>18-Feb</td>
<td>Submit all requests for toothbrushes, floss, puppets to Pam by Wednesday 2/20 at Noon</td>
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<tr>
<td>Wk 8</td>
<td>Dental Health School Presentations: Notre Dame</td>
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<td>Mallonee</td>
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<td>25-Feb</td>
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<tr>
<td>Wk 9</td>
<td><strong>NO CLASS —Independent Study</strong></td>
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<td>4-Mar</td>
<td>Community Project Contract DUE no later than 5 pm</td>
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<td>Wk 10</td>
<td><strong>Independent Study:</strong> Community Project Implementation</td>
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<td>11-Mar</td>
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<td>Wk 11</td>
<td>SPRING BREAK</td>
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<td>18-Mar</td>
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<tr>
<td>Wk 12</td>
<td><strong>NATIONAL BOARDS—GOOD LUCK!</strong></td>
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<td>25-Mar</td>
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<tr>
<td>Wk 13</td>
<td>NO CLASS, <em>Table Clinic Judging 1-5</em></td>
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<td>1-April</td>
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<td>Wk 14</td>
<td>Independent Study: Community Project Implementation</td>
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<td>8-April</td>
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<tr>
<td>Wk 15</td>
<td>Independent Study: Community Project Implementation</td>
<td><em>Self Analysis/Reflection Paper DUE 1pm</em></td>
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<td>15-April</td>
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<tr>
<td>Wk 16</td>
<td>Independent Study: Community Project Implementation</td>
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<tr>
<td>22-April</td>
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<tr>
<td>Wk 17</td>
<td>Community Project Oral Presentations</td>
<td><em>ALL Site Visit Forms DUE 1pm—NO EXCEPTIONS</em></td>
<td>Mallonee</td>
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<td>29-April</td>
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**Mrs. Campbell has requested this day for private practice observation.**
Quicklist:
Assignment DUE Dates

January
January 14 Signed Comprehension of Requirements form for Appendix E
January 28 Lesson Plan for Galloway Elementary (GE)
January 30 GE: All requests for toothbrushes, puppets, floss submitted to Pam

February
February 4 Galloway Elementary (GE) dental health presentations
Community Project Sponsoring Agency Site Form
February 11 Lesson Plan for Notre Dame Schools, Inc. (ND)
Community Project Proposal Form
February 20 ND: All requests for toothbrushes, puppets, floss submitted to Pam
February 25 Notre Dame Schools, Inc (ND) dental health presentations

March
March 4 Community Project Contract-original copy

April
April 15 Self Analysis Reflection Paper
April 29 Oral Presentations of Community Programs
ALL site visit forms due—no credit given for forms turned in after today
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Dental Hygiene

2. Course prefix and number: DDHS 4820

3. Texas Common Course Number:

4. Complete course title: Clinical Dental Hygiene II

5. Semester credit hours: 10 total

6. Frequency the class will be offered: 4820 - summer; 4140 - fall; 4240 - spring

7. Number of sections per semester: One

8. Number of students per semester: 30

9. Historic annual enrollment for the last three years:
   - 2012-2013: 31
   - 2011-2012: 25
   - 2010-2011: 28

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    Students take separate courses in Pediatrics, Gerontology, Theory of Dental Hygiene I and II (medical conditions of patients they treat), Medical Emergencies, and Pharmacology to prepare them to see the various types of patients they treat on campus and off campus:
    Age groups - child, adolescent, adult and geriatric
    Medically compromised, Physically and Mentally Disabled
    Patients of different cultures, socioeconomic conditions
    Patients are seen on campus in our main clinic, Pediatrics and Special Care clinic, but also at Children’s Medical Center Hospital, Texas Scottish Rite Hospital, East Dallas Community Clinic, deHaro Saldivar community clinic, and at many area nursing homes through a mobile dentistry rotation.
    The 3 clinical courses all have the same course descriptions with 4140 and 4240 adding the hospital rotations.
    Course Description:
    Comprehensive dental hygiene care through clinical application of procedures. Includes intramural dental hygiene and dental school rotations and extramural site assignments.
    Course Objectives:
    See “Standards for Clinical Performance” in the Clinic Information Manual.
    These Standards are how students are graded on a daily basis and they include things like:
    5. Treatment Planning
    5.1 Educational
    a. Analyze and interpret objective and subjective data from the health history, dental history, baseline oral conditions, dental charting, periodontal assessment, plaque charting and self-care assessment to determine significant findings.
    b. Assess patient’s present knowledge, attitudes and behavior about prevention of oral disease through the dental history, interview, plaque chart and patient demonstration of techniques.
    c. Using the data from the ODRA form, use the appropriate language to explain to the patient the condition of the oral cavity, actual and potential problems identified, etiological and contributing factors, and recommend any alternative treatments available.
    d. With the patient as an active participant, determine oral health education priorities and establish goals to

See form instructions for submission/approval process.
meet the patient’s oral health needs including nutritional counseling.

10. Implementation of Educational Services
A. Implement the Plan for Educational Services using appropriate interpersonal communication skills and educational services.
B. Evaluate the effectiveness of planned educational interventions, and modify as necessary at subsequent appointments.
C. Actively include the patient in the planning process of educational services.
D. Provide educational services prior to implementation of patient care.
E. Use proper tone of voice, patient positioning and language that is appropriate to the patient’s educational level.
F. Utilize appropriate educational tools and resources.
G. Record detailed educational services in Progress Notes. Include patient’s current plaque score, oral self-care practices and recommendations for improvement.

14. Professionalism
The dental hygiene student must be able to discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.
A. Practice with personal and professional integrity.
B. Serve all patients and the community without discrimination.
C. Appreciate the cultural differences of the population.
D. Focus on the welfare and needs of the patient.
E. Provide humane and compassionate care to all patients.
F. Maintain honesty in relationships with patients and others.
G. Ensure the privacy of the patient during dental hygiene treatment and counseling and the confidentiality of patient records.
H. Comply with state and federal laws governing the practice of dentistry and dental hygiene.
I. Work cooperatively and professionally with patients, students, faculty and staff.
J. Accept instruction and evaluation in a professional manner.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Course Syllabus

Course Number and Name: 4820 Clinical Dental Hygiene II

Course Type (underline one): Lecture  Laboratory  Clinical  Seminar  Selective

Academic Year/Semester Offered: 2013-2014  Fall  Spring Semester  X Summer Session

Course Director (include degrees): Cherri L. Kading, RDH, MS

Other Participating Faculty:
Maureen Brown, RDH, BS
Patricia R. Campbell, RDH, MS
Eric Fox, RDH, MS
Alexandra Garcia, RDH, BS
Marylou Gutmann, RDH, MA
Kristi Henderson RDH, BS
Lisa Mallonee, RDH, MPH, RD, LD
Kathy Muzzin, RDH, MS
Keri Pearson, RDH, BS
Laurie Utt, RDH, BS
Jenna Williams, RDH, BS
Mary Vu, RDH, BS
Leigh Ann Wyatt, RDH, MACE

Course Description: Comprehensive dental hygiene care through clinical application of procedures. Includes intramural dental hygiene and dental school rotations and extramural site assignments.

Course Objectives: See “Standards for Clinical Performance” in the Clinic Information Manual.

Related Competencies:
1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
1.2 Serve all patients and the community without discrimination.
1.3 Provide humane and compassionate care to all patients.
1.4 Maintain honesty in relationships with patients, colleagues and other professionals
1.5 Ensure the privacy of the patient during dental hygiene treatment and counseling and the confidentiality of patient records.
1.6 Comply with state and federal laws governing the practice of dentistry and dental hygiene.
2.2 Critically analyze published reports of oral health research and apply this information to the practice of dental hygiene.
2.4 Communicate professional knowledge verbally and in writing to patients, colleagues and other professionals.
3.3 Assume the roles of the profession (clinician, educator, researcher, change agent, consumer advocate, administrator), as defined by the ADHA.
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 and promote adherence to self-care regimens.
5.5 Provide dental hygiene services in a variety of settings.
6.1 Obtain, review and update a complete medical, family, psychological, and dental history including an assessment of vital signs.
6.2 Manage the patient record as a legal document and maintain its accuracy and consistency.
6.3 Determine medical conditions that require special precautions or consideration prior to or during the dental hygiene treatment.
6.4 Identify the patient at risk for a medical emergency and be prepared to temporarily manage and maintain basic life support for any emergency that should occur during as appointment.
6.5 Perform an extraoral and intraoral examination and accurately record the findings.
6.6 Determine the need for referral to the appropriate health professional.
6.7 Accurately perform and record an examination of the teeth
6.8 Identify the need for radiographs.
6.9 Radiographically distinguish normal from abnormal anatomical findings.
6.10 Evaluate the periodontium, and identify conditions that compromise periodontal health and function.
6.11 Identify patients at risk for nutritional deficiencies using assessment date.
6.12 Analyze and interpret the assessment date to formulate a dental hygiene diagnosis related to and congruent with the diagnosis of the dentist and other health professionals.
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.
7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.
7.4 Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.
8.1 Use accepted infection control procedures
8.2 Provide an environment conducive to health by applying basic and advanced principles of dental hygiene instrumentation without causing trauma to hard or soft tissues.
8.5 Select and administer the appropriate preventive and/or antimicrobial (chemotherapeutic) agents and provide pre- and post-treatment instructions.
8.6 Provide adjunct dental hygiene services that can be legally performed in the State of Texas.
8.7 Identify policies and procedures for increasing employee and patient safety in the dental environment.
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.

**Evaluation Criteria/Methods:**

All performance will be evaluated using the “Standards for Clinical Performance” found in the Clinic Information Manual.

Clinical Performance

11% Health History
11% Extra/Intra Oral Examination
7% Dental Charting
9% Periodontal Charting
7% Treatment Planning
10% Instrumentation
10% Clinical Management
5% Aseptic Technique*
10% Clinical Conduct
2% Implementation of Educational Services
9% Hard Deposit Removal
9% Soft Deposit Removal
100% TOTAL
Final grades are awarded as follows:
93-100 = A
90-92  = B+
84-89  = B
81-83  = C+
75-80  = C
70-74  = D
69 or below = F

*The following are the consequences for receiving a U in Aseptic Technique. The U’s are cumulative beginning with clinical course 3830:
- **First offense** – Discuss error with supervising clinic faculty at end of clinic session.
- **Second offense** – Same as first offense AND meet with clinic coordinator within 48 hours of receiving error.
- **Third offense** – Same as second offense. In addition, one (1) point will be deducted from final grade. Also, an infection control topic will be given and the student will be required to write a paper on the chosen topic.
- All occurrences of infection control are cumulative for the entire time the student is enrolled in the program; meaning each offense after the initial three will result in the need to write a paper and another point deducted from the student’s final grade.

Students must complete a minimum of 3 patients and obtain a 70% average to be passed to the next clinical course level.

The final clinic grade for the course will reflect a five (5) point deduction for each incomplete clinical service requirement, incomplete competency examination and each incomplete patient requirement. All incomplete requirements must be completed during the following semester.

Any student completing extra patients or clinic requirements over the minimum requirements may carry the extra over to satisfy requirements for the next semester.

The following course requirements must be completed by 5:00 p.m. on Thursday, July 11, 2013:
1. Complete comprehensive dental hygiene services on at least four (4) patients with a periodontal classification of I or II.
2. Participate with an instructor in comprehensive dental hygiene care of one periodontal case, completing the assigned quadrant.
3. Complete the 11 clinical competency examinations listed on the Competency form.
4. Complete amalgam polishing on one (1) tooth.
5. Complete two (2) tray fluorides.
6. Complete one (1) set (maxillary/mandibular) of alginate impressions on one patient.
7. Exhibit professional maturity and an acceptable level of clinical judgment as determined by the clinical faculty. Unprofessional behavior will be documented in written form by the faculty member to the Clinical Coordinator. After the first occurrence, the student will meet with the Clinical Coordinator. At the second occurrence, the student’s final grade will be lowered by one grade. The student will fail the course on the third occurrence. All occurrences of unprofessionalism are cumulative for the entire time the student is enrolled in the program.

NOTE: Patients must be completed to count toward course requirements.

A completed patient will count toward the patient load requirement if 3 of the 4 quadrants are completed in the acceptable range for hard and soft deposit removal.
Half patient credit will count toward the patient load requirement if 2 of the 4 quadrants are completed in the acceptable range for hard and soft deposit removal.

Patients with a classification of Class III or IV may be divided to satisfy Class I and II requirements as follows:

Class III = two Class I/II
Class IV = one Class III and one Class I

Patients with a D classification of calculus will be counted as one (1) C patient and one (1) class I/II patient.

Attendance Policy:
Attendance is required at all assigned clinical sessions as if in private practice. If the student does not have a patient for the session, they are to participate in a clinical activity approved by their supervising clinical faculty. These activities include but are not limited to:

- Practicing using prophy jet on a classmate
- Taking alginate impressions on a classmate for requirement
- Observing/assisting a dental student on the 3rd floor to become more familiar with dental procedures. (Supervising DH faculty must accompany student to the 3rd floor and speak to dental faculty)
- Sharpening instruments
- Looking for rubber dams and IRM's
- Summer only - Assisting DH students during their grad pedo rotation on the 2nd floor (check in with Ms. Garcia)
- Observing/assisting grad perio residents (check in with Ms. Jan Steele)
- Assisting Lisa with front desk duties

The clinic activity sheet (on the back of the clinic sign-up sheet) MUST be completed and signed by faculty or else the clinic session will be counted as an unexcused absence. All of the clinic session time MUST be accounted for.

There are three (3) forms that are acceptable for attendance. These forms include:

1. Clinic grade sheet
2. Activity sign-up sheet (located at the main clinic podium during clinic sessions)
3. Rotation sheet

The activity sheet is only used if the student is assigned to clinic and the patient no-shows or cancels at the last minute. Pam will contact the student by AXIUM email if the appropriate form has not been turned in. The student will have seven (7) days to turn in the form she is asking for. If the student needs to be contacted more than twice, one (1) point may be deducted from the final grade. If the student cannot produce the appropriate attendance form seven (7) days after the 2nd notice, that clinic session will be considered unexcused.

Additionally, students are to attend each rotation and extramural assignment indicated on the schedule and complete the task assigned. A student who is absent for any reason must schedule a make-up assignment through the Clinic Coordinator. This may result in a loss of scheduled clinic time during the next semester in order to make up the rotation.

Unexcused absences will result in a five (5) point deduction from the final grade for each missed clinical session. Two (2) unexcused absences from clinic or rotations may result in written documentation for
unprofessional behavior as well as applicable point deduction. Three (3) unexcused absences will include all of the above as well as possible failure of the course.

**Absence Protocol:**

Professional responsibility is an important component of being a healthcare professional. In the case of an absence, you must **CALL** Pam Hines (214-828-8340) **and** Lisa Pradarits (214-828-8421). If necessary, leave a voicemail but **DO NOT SEND AN EMAIL**. There is no guarantee that emails will be checked early enough to contact the patient. Calls must be made by 8:00 AM, earlier if possible, so that your patient/rotation can be notified.

**Tardy Protocol:**

On a rare occasion, you may be delayed for some unavoidable reason. In the case of a delay, you must **CALL** Pam Hines (214-828-8340) **and** Lisa Pradarits (214-828-8421). If necessary, leave a voicemail but **DO NOT SEND AN EMAIL**. Again, voicemails are generally checked before emails. Failure to do this may be reflected in your clinical grade for that patient or rotation.

**Laboratory/Clinic Policies and Procedures:** N/A

**Learning Materials:**

- *BCD Dental Hygiene Clinic Information Manual*

**Remediation Policy:**

Remediation will take place in the following semester and will put the student one semester behind for graduation.

**Special Accommodation for Persons with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

Date prepared: 5/2012; revised 5/2013
I HAVE READ AND UNDERSTAND ALL OF THE INFORMATION LISTED IN THE COURSE SYLLABUS FOR 4820 CLINICAL DENTAL HYGIENE II

DATE:________________________________________

NAME (printed legibly):___________________________________

SIGNATURE:____________________________________________

PLEASE RETURN TO MS. KADING BY TUESDAY, JUNE 4, 2013
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): ECONOMICS

2. Course prefix and number: ECON 318
3. Texas Common Course Number: N/A

4. Complete course title: Economics of Gender and Race
5. Semester credit hours: 3

6. Frequency the class will be offered: Once per semester

7. Number of sections per semester: 1

8. Number of students per semester: 20 avg.

9. Historic annual enrollment for the last three years:
   - 2012-2013: 34
   - 2011-2012: 44
   - 2010-2011: 42

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    This course applies basic economic models to gain an understanding of the differences in economic behavior and economic outcomes between men and women and across races. The gender gap in pay, the pay gap between whites and non-whites, the differential unemployment rates and participation rates across race and gender categories, the gap between female and male college enrollments, and various issues related to marriage will all be studied. Economic models serve to provide a consistent framework for analysis, and students are exposed to modern empirical studies of these behavioral and outcome differences. Through lectures and lively in-class discussions, students come away from this course with an ability to engage in critical thinking and constructive debate about gender and race based economic issues.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Date:
8/19/2013

Date:
8/19/2013

Date:
8/13/13

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas A&M University
College of Liberal Arts — Department of Economics
ECON/WGST 318 - 900 — The Economics of Gender and Race

Dr. Ureta
Office: 3607 Allen Bldg. (847.9449)
E-mail: Manuela.Ureta@tamu.edu

Syllabus

Class Web Site: http://economy.tamu.edu/ Call 845.8300 for help.

Office Hours: Tuesdays 2-3 pm, Wednesdays 1:15-2:15 pm, and by appointment. Send e-mail to the above address to schedule an appointment. The department of economics has a tutoring lab for undergraduate students staffed with students in the economics PhD program. The lab is free of charge and runs Monday through Thursday from 8:30 until 11:30 am, and from 1:30 until 4:30 pm in ALLN 3602 (third floor of the building where we meet for lectures). On Fridays the lab runs from 8:30 until 11:30 am.

Description: Theories and evidence on gender and race differences in labor market outcomes, labor supply and the role of family formation, the effect of human capital and discrimination on earnings, analysis of government policies, international comparisons. Prerequisites: ECON 202 and STAT 211 or 303 or equivalent.

Objectives: The primary focus of this course is on the economic behavior of women and men, on economic institutions, and on economic outcomes, with a particular emphasis on race differences. We will seek answers to questions such as: Why are men paid more than women, and whites paid more than non-whites? Why do women and men work in different occupations? What explains the rise in labor force participation of women in the post World War II era? What explains the decline in labor force participation of black men in recent decades? Why do men and women marry? Why are there more women than men enrolled in college? We will apply economic models of comparative advantage and specialization, supply and demand, consumer choice, human capital, and discrimination to explore the answers to these questions. Economic theory will frame our discussion. In addition, we will examine historical trends and empirical studies that try to answer these questions through the analysis of data.

A secondary goal is to improve your ability to express yourself effectively in writing. This is a writing intensive course and your grade will depend both on your mastery of the content of the course and on how well you present the knowledge and analysis you have acquired.

Required Text and Readings: The text book for this course is The Economics of Women, Men, and Work, by Francine D. Blau, Marianne A. Forber, and Anne E. Wrinkler. Any recent edition (4th, 5th or 6th) is acceptable. Supplemental readings from professional journals, newspapers, and online publications will also be assigned. All readings listed in this syllabus are available on the class website on blackboard.

Also required reading is Economical Writing, 2nd edition, by Deirdre McCloskey.

Any undergraduate labor economics textbook will be a very useful reference. Copies of several texts will be available on reserve at the FSEL library.

Students are encouraged to collect and bring into class, or email me, articles that are relevant to the issues covered in class. Good sources are The Wall Street Journal, The New York Times, The Economist and Business Week.

Requirements: Seven quizzes on lectures and readings will count 42% of the final grade. The lowest score on the quizzes will not count. Make-up quizzes will sometimes be oral examinations and will be held on the dates listed below. at 3:30 pm, in room ALLN 3602. To qualify for a make-up quiz you must meet all requirements spelled under Student Rules 7 Excuses and Absences, in particular rule 7.3 that deals with notification to the instructor. The main parts of rule 7 appear at the end of the syllabus for your convenience. I strongly suggest you read rule 7 right away. If you do not qualify for a make-up quiz your score on the missed quiz will be zero. If you miss a quiz and show up for class once the quiz is over I foresee a slim chance that I will accept your university approved excuse as valid.

The schedule for the quizzes and make-up quizzes is as follows:
<table>
<thead>
<tr>
<th>Quiz No.</th>
<th>Schedule of Quizzes</th>
<th>Schedule of Make-Up Quizes</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday, January 24</td>
<td></td>
<td>February 21</td>
</tr>
<tr>
<td>2</td>
<td>Thursday, February 7</td>
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<td>March 7</td>
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<tr>
<td>3</td>
<td>Thursday, February 21</td>
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<td>March 28</td>
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<td>4</td>
<td>Thursday, March 7</td>
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<td>April 11</td>
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<td>5</td>
<td>Thursday, March 28</td>
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<td>April 25</td>
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<tr>
<td>6</td>
<td>Thursday, April 11</td>
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<td>April 25</td>
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<tr>
<td>7</td>
<td>Thursday, April 25</td>
<td></td>
<td>April 26</td>
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</tbody>
</table>

Every week several students will each develop a PowerPoint presentation of a reading and deliver it in class. The quality of the PowerPoint presentation (slides and delivery) will be worth 15% of the final grade. If you are unable to present your slides on your assigned day you may present them a later day if (1) you emailed me the final version of your presentation prior to the time you were to have presented it, (2) you have a documented, university approved excuse, and (3) there is still time left on the class schedule (which is not guaranteed to happen). If there is no time left on the schedule but you did turn in your presentation on time I will grade your slides and you will receive a score of zero on 7.5% of the grade (half of 15%). If you fail to turn in your slides on time you will receive a score of zero on 15% of the final grade.

During and following the PowerPoint presentations we will have a class discussion of the material in the presentation. Your class participation in the discussions will count 3% of the final grade. Naturally, if you are often absent from class you will receive a very low score on class participation.

The remaining 40 percent of the final grade will be based on writing assignments. Two papers (1,060-1,100 words) will count 20 percent each. Details on the writing assignments will be distributed in a separate document, and are considered part of the syllabus; any requirements and deadlines set forth there have equal force to those in this syllabus. In accordance with Texas A&M policy, your written assignments must be original writing, you must receive feedback on your drafts, you must revise your drafts, and the combined word count must be at least 2,000 words.

**Failure to follow these three criteria will lead to an automatic failure in the class. Failure to turn in any of the draft or final version of the writing assignments will result in failure in the class. Failing the writing portion of the class will lead to an automatic failure in the class regardless of other performance.**

If you need assistance in developing your writing skills, you would be well advised to avail yourself of the services provided by the University Writing Center:

"The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person."

Class attendance is optional. However, I will take attendance.

**Format:** Formal lectures will alternate with students' presentations of assigned readings and discussion of the readings.

**ADA Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be provided reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life. Services for Students with Disabilities, in Jim Hogg or call 845-1637.
Academic Integrity Statements: AGGIE HONOR CODE

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not excuse any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

Pledge: On all course work, assignments or examinations required for this course, the following Honor Pledge shall be pre-printed and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Violations of the Aggie Honor Code: Students who violate the Aggie Honor Code in their work for this class will earn an F grade. I report all violations to the honor council.

Course Outline and Readings

<table>
<thead>
<tr>
<th>Week(s) of</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 15&lt;sup&gt;th&lt;/sup&gt; 24&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>SECTION 1: Review of the syllabus, review of basic economic concepts, introduction to regression analysis</strong>&lt;br&gt;Blau, Ferber, and Winkle (BFW), chapter 1 and appendix to chapter 7&lt;br&gt;<strong>Thursday, January 24&lt;sup&gt;th&lt;/sup&gt;: Quiz 1</strong></td>
</tr>
<tr>
<td>Feb. 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>SECTION 4: The economics of marriage: supply and demand and marriage markets, divorce, fertility</strong>&lt;br&gt;BFW, chapter 10</td>
</tr>
</tbody>
</table>
Feb. 19th - 28th

SECTION 5: Rise in married women's labor force participation: the basic labor supply model, trends in female and male labor supply and underlying factors, the "opt-out revolution"
BFW, chapter 4

Thursday, February 21st: Quiz 3

Mar. 5th - 20th

SECTION 6: The gender and race gaps in pay: trends in earnings and occupational segregation, the human capital model, regression analysis revisited
BFW, chapters 5 and 6

Thursday, March 7th: Quiz 4
Thursday, March 20th: Quiz 5

Apr. 2nd - 11th

SECTION 7: The gender and race gaps in pay: discrimination
BFW, chapter 7
SECTION 8: Recent developments in the labor market and their impact on the gender and race gaps
BFW, chapter 8 and 9

SECTION 9: Gender Issues in Developing Countries
BFW, chapter 12

Thursday, April 25th; Quiz 7

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1Muster)
7.1.1 Participation in an activity appearing on the university authorized activity list. (See List of Authorized and Sponsored Activities)
7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic Dean or designee.
7.1.3 Illness of a dependent family member.
7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.
7.1.5 Religious holy day. (See Appendix IV.)
7.1.6 Injury or illness that is too severe or contagious for the student to attend class.
7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on
Saturday), the student should obtain a medical confirmation note from his or her
medical provider. The Student Health Center or an off-campus medical professional
can provide a medical confirmation note only if medical professionals are involved in
the medical care of the student. The medical confirmation note must contain the date
and time of the illness and medical professional's confirmation of needed absence.
7.1.6.2 Injury or illness less than three days. Faculty members may require
confirmation of student injury or illness that is serious enough for a student to be
absent from class for a period less than three business days (to include classes on
Saturday). At the discretion of the faculty member and/or academic department
standard, as outlined in the course syllabus, illness confirmation may be obtained by
one or both of the following methods:
   a. Texas A&M University Explanatory Statement for Absence from Class form
   b. Confirmation of visit to a health care professional affirming date and time of visit.
7.1.6.3 An absence for a non acute medical service does not constitute an excused
absence.

7.1.7 Required participation in military duties.
7.1.8 Mandatory admission interviews for professional or graduate school which cannot be
rescheduled.

7.2 The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide
a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused.
7.3 Students may 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 Section 7.1, or other reason deemed appropriate by the student's
instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his
or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such
notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the
student must provide notification by the end of the second working day after the absence. This notification
should include an explanation of why notice could not be sent prior to the class. Accommodations sought for
absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later
than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is
satisfactory to the instructor, within one week of the last date of the absence.
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): ECONOMICS

2. Course prefix and number: ECON 452

3. Texas Common Course Number: N/A

4. Complete course title: International Trade Theory & Policy

5. Semester credit hours: 3

6. Frequency the class will be offered: Once per semester

7. Number of sections per semester: 1-2

8. Number of students per semester: 140 avg.

9. Historic annual enrollment for the last three years:
   - 2012-2013: 272
   - 2011-2012: 278
   - 2010-2011: 295

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    This course introduces students to microeconomic models of international trade and then shows how those models can be used to analyze current issues in international trade policy. International trade matters to the well-being of individuals, groups, and society as a whole. Events such as the passage of NAFTA, the Uruguay round of GATT, the Doha round of the WTO, immigration issues including proposed immigration reform in the USA, various proposed free trade agreements, intellectual property rights issues, and ongoing trade disputes between, e.g., the USA and China, all illustrate the importance of international trade policies for economies and societies. Approximately one-half of the course is devoted to developing proficiency in the theoretical models. The other half of the course is spent on applications. The applications are all current trade policy applications, and country studies include China, Japan, Brazil, France, and Russia.

11. Course Instructor
   Signature: [Signature] Date: 6/1/2013

12. Department Head
   Signature: [Signature] Date: 6/7/2013

13. College Dean/Designee
   Signature: [Signature] Date: 7/2/2013

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Economics 452 International Trade Theory & Policy Fall 2012

Introduction
International trade matters to the well-being of individuals, groups, and society as a whole. The impact of international trade has been illustrated in debates over such events as the passing of NAFTA, the Uruguay round of GATT, and the Doha round of WTO. The United States has experienced recent trade disputes such as with Japan over import access for auto parts, with China over intellectual property rights protection, with France over oilseeds, and with Brazil, Japan and Russia over dumping of steel. To make wise policy choices, politicians, journalists, and voters need to understand the causes of international trade and its impact on individuals and countries.

Objectives
This course should enhance each student's ability to make informed decisions involving international economic issues from the standpoint of rigorous microeconomic analysis. Lectures will emphasize the theory needed to hold well-informed discussions of international trade issues.

Content
This course will develop two main ideas: international trade stems from comparative advantage, and countries gain from trading with each other. While countries as a whole are better off under free trade than they would be in the absence of trade, some individuals are hurt by international trade. This course will identify who is hurt and possible policy responses designed to ease adjustment to increased openness. Tariffs or other trade restrictions may be implemented to protect these groups at the expense of the overall economic well-being of the country and the world. This course also will examine the potential consequences of immigration and multinational firms (foreign direct investment).

Prerequisites
The requirement for this course is a solid understanding of Microeconomic Theory (Economics 323) or Applied Microeconomic Theory (Economics 322). Students without this prerequisite, especially INTS majors, should see me to discuss their situation. You should know how to use the Internet to access the class web page and read documents using Adobe Reader.
Classes
Tuesdays and Thursdays 12:45-2:00pm in HECC 105. The first class is Tuesday, August 28 and the last class is Thursday, November 29. No class on Thursday, October 18, Thursday, November 22, or Tuesday, December 4.

Office Hours
Tuesdays and Thursdays 3:00-4:30pm in Allen 3062. For an appointment at other times, call 845-6507 or e-mail aglass@tamu.edu.

Books

Grades
Based on your performance in learning fundamental models and results in international trade and applying them to real world issues, as determined by your scores on the three exams (25% each for 75% total), three problem sets (15% total), and eleven quizzes on readings (10% total). Problem Set 1 on chapter 3 is due in class on Thursday, September 20; Problem Set 2 on chapter 5 Thursday, October 25; Problem Set 3 on chapter 9 Tuesday, November 20. Any curve will be granted in proportion to class participation (attendance and discussion).

Exams
Exam questions test your knowledge of concepts and ability to work through exercises using a mixture of multiple choice and problems requiring detailed solutions (including equations used). The multiple choice section tests the breadth of your knowledge, while the problem section tests its depth. Past exams are available on the class web page so you can acquaint yourself with the format of exams. The final exam is not cumulative. Note when the final exam is scheduled below. Bring a Scantron 882-E, #2 pencil, ruler, and basic (not graphing or programmable) calculator to the exams. No cell phones.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPERS</th>
<th>EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, September 27</td>
<td>2, 3</td>
<td>First Exam</td>
</tr>
<tr>
<td>Thursday, November 1</td>
<td>4, 5, 6</td>
<td>Second Exam</td>
</tr>
<tr>
<td>Thursday, November 29</td>
<td>8, 9</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
How to Succeed in this Course
Read this syllabus carefully – it contains important dates and guidelines for assignments. Before class, read the pages indicated in the text (and any additional readings) so that the lectures will be easier to understand. Attend class and pay attention! After class, read the material a second time to help it sink in. Work on the exercises in the lecture notes soon after we cover the corresponding examples in class. Ask questions if anything does not make sense. Work hard on the problem sets, which also will help prepare you for the exams. Keep up as we cover material in class. Get help if needed. Consider linking up with a classmate to study so that you can help each other out when confused. Do not leave studying to the last minute – pace yourself and leave time to get help if needed. Use some past exams to familiarize yourself with the format, but leave one or more as a practice test to assess any weaknesses in your knowledge that might remain and to make sure you can finish a practice exam in the time allotted. Reinforce those weak areas with more studying prior to the exams.

Attendance and Conduct
At this point in your studies, standards for good behavior should go without saying – but to be perfectly clear of my expectations, I make the following requests. As a courtesy to me and your fellow students, please be on time and do not depart early. Refrain from disruptive behavior (such as talking to each other or reading the newspaper) while I am lecturing. If you have a question during the lecture, ask me for clarification – other students might have the same question in mind. If for some exceptional reason you must come late or leave early on a particular day, please alert me in advance and sit close to the door so that you disrupt the rest of the class as little as possible.

Academic Integrity
Aggie Code of Honor: "An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information visit http://www.tamu.edu/aggiethonor

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Disability Services in B118 Cain Hall or call 845-1637. For additional information visit http://disability.tamu.edu.
<table>
<thead>
<tr>
<th>Tuesdays</th>
<th>Thursdays</th>
</tr>
</thead>
</table>
| August 28  
1 *Introduction*, pp. 1-6, 8               | August 30  
2 *World Trade*, pp. 10-22 & Reading 2a     |
| September 4  
pp. 10-22 continued & Reading 2b           | September 6  
3 *Ricardian Model*: Production  
Possibility Frontiers, pp. 24-29 |
| September 11 & 13 Relative Supply and Demand, pp. 29-33 & Reading 3a, 3b |                                                 |
| September 18 & 20 *Problem Set 1 due*  
Trade Possibilities Frontiers, pp. 34-40, 43-49 & Reading 3c | September 27 FIRST EXAM                       |
| September 25 Review                           |                                                 |
| October 2  
4 *Specific Factors Model* pp. 50-79       | October 4  
5 *Heckscher-Ohlin Model*: Production, pp. 64-67 in handout, pp. 80-86 |
| October 9  
Reading 5a                              | October 11 Pricing, pp. 67-71 in handout, pp. 86-98 & Reading 5b |
| October 16 Reading 5c                         |                                                 |
| October 23 Trade, pp. 98-106                  | October 25 *Problem Set 2 due*  
6 *Standard Trade Model*, pp. 111-124, 127-136 |
| October 30 Review                             | November 1 SECOND EXAM                        |
| November 6  
8 Firms in the *Global Economy*:  
Multinationals, pp. 176-178, 180-188         | November 8  
9 *Trade Policy*: Imports and Exports, pp. 192-195 & Reading 9a |
| November 13  
Reading 9b                              | November 15 Tariffs, pp. 195-205 & Reading 9c |
| November 20 *Problem Set 3 due*  
Quotas and Subsidies, pp. 205-214             |                                                 |
| November 27 Review                            | November 29 FINAL EXAM                        |
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ARCHITECTURE

2. Course prefix and number: ENDS 494

3. Texas Common Course Number: NA

4. Complete course title: Internship

5. Semester credit hours: 9

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Fall and Spring.

9. Number of class sections per semester: Fall: 1 Spring: 1

10. Number of students per semester: Fall and Spring: 2-5 (fluctuates with economy)

11. Historic annual enrollment for the last three years: Spring 2013: 2 Fall 2012: 4 Spring 2012: 5

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.


   Course Instructor

   Approvals: [Signature] 6/10/13

   Department Head

   [Signature] 6/11/13

   College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

See form instructions for submission/approval process.
Department of Architecture

ENDS 494. Internship (0-18). Credit 9

Request for International and Cultural Diversity (ICD) Designation

ENDS 494 provides students with practical experience as an intern in a professional office setting throughout the semester. When the internship is in an approved international setting it provides significant cultural immersion through practical, directed experience in contexts outside of the United States. The professional internship is reviewed for content by the College of Architecture internship coordinator prior to approval of student placement. Firms complete standard Texas A&M University agreements, insuring the quality of experience. The experience is monitored by the College of Architecture Internship Coordinator. The experience shall mirror the requirements of the Intern Development Program required for registration as an architect, or approved substitution.

Note: Course credit hours reflect changes for fall semester 2013

TAMU Undergraduate Catalog 135, 2012-2013
Courses taken abroad, which are conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. Note that currently credits earned through 285, 291, 485, 484 and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
ENDS 494 – Internship
Fall 2013
Credit 9 (0-18)
This course is off-campus

Instructor: Elton Abbott
Langford A 202H
Office Hours: TR 8:00-10:00
979.458.1137
eabbott@arkitex.com

Course Description:
The internship is intended to give students practical experience in design related disciplines. Students are encouraged to seek internships that complement their planned career path. The experience exposes students to the practice of design including office management, team oriented methods of production and communication with co-workers, clients and consultants.

Catalog Description: Practical experience in an office of design allied professionals; fifteen week internship with a minimum of 600 hours continuous employment; departmental pre-approval through the departmental internship coordinator required; post approval evaluation conducted following the internship. May not be repeated for credit.

Prerequisites:
Junior or senior classification; admission to upper level in environmental design; CARC 481; approval of the environmental design internship coordinator.

Objectives
1) Exposure to the architectural office work environment including office management
2) Familiarize students with team-oriented methods of production
3) Develop student skills in communications with co-workers, clients and consultants
4) Expose students to industry practices

Textbook and/or resource materials listing:
None required
On-line information and assistance with writing assignments can be found at the University Writing Center. http://writingcenter.tamu.edu/

Attendance Policy:
Attendance on the job is essential to complete the course successfully. Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an
opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

http://student-rules.tamu.edu/rule07

Calendar of activities and major assignments:
Weekly Reports
Students are required to maintain a journal outlining work experiences that have been performed relative to specific architectural projects. Weekly reports will be submitted by 5:00 pm Monday of the following week. The weekly reports will respond to weekly essay questions. The weekly reports will be typed in the format outlined in the handout emailed the first class day.

Monthly Progress Reports
Students are required to submit monthly progress reports. The reports will describe activities and experiences. Students should reflect on their actions and participation, offering a critical analysis of how improvements in operations or performance could be improved.

Grading Policy:
All assignments and the supervisor assessment will receive a letter grade. Final grades will be calculated based on the following.

Weekly assignments = 70%
Monthly assignment = 20%
Supervisor assessment = 10%

A = 100-90; B = 89-80; C= 79-70; D=69-60; F = 60-0

Americans with Disabilities Act (ADA Policy Statement):
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For additional information please visit: http://www.tamu.edu/aggiehonor
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ARCHITECTURE

2. Course prefix and number: ENDS 484

3. Texas Common Course Number: NA

4. Complete course title: Summer Internship

5. Semester credit hours: 3.0

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? Summer Terms.

9. Number of class sections per semester: Summer Terms (various locations)

10. Number of students per semester: Summer 1-5 (fluctuates with the economy)

11. Historic annual enrollment for the last three years: Summer 2012: 1 Summer 2011: 0 Summer 2010: 5

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature] 6.5.13
   
   Course Instructor

14. Department Head: [Signature] 6.10.13
   
   Date

15. College Dean/Designee: [Signature] 6.11.13
   
   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

See form instructions for submission/approval process.
Department of Architecture

ENDS 484. Summer Internship (3-0). Credit 3

Request for International and Cultural Diversity (ICD) Designation

ENDS 484 provides students with practical experience as an intern in an office of design allied professionals during the summer terms. When the internship is in an approved international setting it provides significant cultural immersion through practical, directed experience in contexts outside of the United States. The professional internship is reviewed for content by the College of Architecture internship coordinator prior to approval of student placement. Firms complete standard Texas A&M University agreements, insuring the quality of experience. The experience is monitored by the College of Architecture Internship Coordinator.

Note: Course credit hours reflect summer terms 2013

TAMU Undergraduate Catalog 135, 2012-2013

Courses taken abroad, which are conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. Note that currently credits earned through 285, 291, 485, 484 and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
ENDS 484 – Summer Internship
Summer 2013
Credit 3 (3-0)
This course is off-campus

Instructor: Elton Abbott
Langford A 202H
Office Hours: TR 8:00-10:00
979.458.1137
eabott@arkitex.com

Course Description:
The summer internship is intended to give students practical experience in design
related disciplines. Students are encouraged to seek internships that complement their
planned career path. The experience exposes students to the practice of design
including office management, team oriented methods of production and communication
with co-workers, clients and consultants.

Catalog Description: Practical experience in an office of design allied professionals; 12-
week internship with a minimum of 480 hours continuous employment; departmental
pre-approval through the departmental internship coordinator required; post evaluation
conducted following the internship. May not be repeated for credit.

Prerequisites:
Admission to upper level in environmental design; approval of environmental design
internship coordinator.

Objectives
1) Exposure to the architectural office work environment including office management
2) Familiarize students with team –oriented methods of production
3) Develop student skills in communications with co-workers, clients and consultants
4) Expose students to industry practices

Textbook and/or resource materials listing:
None required
On-line information and assistance with writing assignments can be found at the
University Writing Center. http://writingcenter.tamu.edu/

Attendance Policy:
Attendance on the job is essential to complete the course successfully. Project due
dates will be provided in the project statements. Students should contact the instructor if
work is turned in late due to an absence that is excused under the University’s
attendance policy. In such cases the instructor will either provide the student an
opportunity to make up any quiz, exam or other graded activities or provide a
satisfactory alternative to be completed within 30 calendar days from the last day of the
absence. There will be no opportunity for students to make up work missed because of
an unexcused absence.
http://student-rules.tamu.edu/rule07
Calendar of activities and major assignments:

Weekly Reports
Students are required to maintain a journal outlining work experiences that have been performed relative to specific architectural projects. Weekly reports will be submitted by 5:00 pm Monday of the following week. The weekly reports will respond to weekly essay questions. The weekly reports will be typed in the format outlined in the handout emailed the first class day.

Monthly Progress Reports
Students are required to submit monthly progress reports. The reports will describe activities and experiences. Students should reflect on their actions and participation, offering a critical analysis of how improvements in operations or performance could be improved.

Grading Policy:
All assignments and the supervisor assessment will receive a letter grade. Final grades will be calculated based on the following.

Weekly assignments = 60%
Monthly assignment = 30%
Supervisor assessment = 10%

A = 100-90; B = 89-80; C= 79-70; D=69-60; F = 60-0

Americans with Disabilities Act (ADA Policy Statement):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy:
AGGIE HONOR CODE
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
For additional information please visit: http://aggiehonor.tamu.edu
Texas A&M University

International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Maritime Administration

2. Course prefix and number: MARA 440  3. Texas Common Course Number: N/A

4. Complete course title: Global Economy and Enterprise Management

5. Semester credit hours: 3

6. Frequency the class will be offered: Every long semester and summer semester

7. Number of sections per semester: 2 on the long semester and 1 in summer semester

8. Number of students per semester: 55

9. Historic annual enrollment for the last three years:
   2012-2013: 107
   2011-2012: 104
   2010-2011: 67

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    This course is an introduction to the current (meeting the 30percent/50 year rule) global economic, political, social and ethical environments of international business. The determinants of trade and investment patterns are addressed with regard to cultural, social and political interventions across borders. How firms adjust their structures, strategies and operations to address these forces is explored.

    With regard to the THECB criteria of core objectives, MARA 440 addresses the objectives of improving students' personal responsibility and social responsibility. More specifically students will learning "to include the ability to connect choices, actions and consequences to ethical decision-making" and "to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities" through understanding effectively the workings of international business firms.

11. Course Instructor
    William B. Ole and [Signature] 7/15/13
    Date

12. Department Head
    [Signature] 7-15-13
    Date

13. College Dean/Designee
    [Signature] 7-15-13
    Date

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Course title and number: Global Economy and Enterprise Management MARA 440-900
Term: Fall, 2013
Meeting times and location: MWF 10:00 am to 10:50 am in CLB 112

Course Description and Prerequisites

The main purpose of this course is to introduce you to the economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government interventions in both trade and capital markets. We also discuss the structure, strategy and operations of the multinational firm. This course focuses on general management and integration of functional area skills needed to compete in a complex international business environment. Course material addresses strategic issues, operational practices, and governmental relations of multinational companies. Key topics include identifying, developing, and defending an international competitive advantage; evaluating the international environment; and organizing to become a successful global competitor.

Catalog Description: Introduction to economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government intervention in both trade and capital markets; also discussed are the structure, strategy and operations of the international firm. Prerequisites: ECON 203. Junior or senior classification.

Learning Outcomes or Course Objectives

COURSE OBJECTIVES
This is a survey course in international business. With the spread of globalization, managers must now attempt to uncover new markets, understand the forces of change affecting their businesses, develop appropriate responses, and manage global operations. This course will study the institutional, economic, political and environmental forces affecting international business, examine the risks and opportunities in transnational operations, and relate these forces and opportunities to a firm's strategy and competitive position and daily operations.

WRITING OBJECTIVES
Research and analysis in international business are collaborative efforts. Communication of complex theories and ideas to various academic and business stakeholders requires clear writing. It is important that the student master certain established language and writing conventions in this discipline. This course is intended to improve the student's writing skill within the Maritime Administration major and for future work in the Maritime Industry.

LEARNING OBJECTIVES:
1. Content Learning Objectives (Upon completion of the course, students will be able to ....):
Define globalization and the concept of reverse globalization

Identify the drivers of globalization.

Argue the pros and cons of globalization

Understand the benefits and detriments of the three economic systems

Determine how the different political systems interact with the three economic systems

Explain the different legal systems, their history and focus.

Explain how managers must deal with corruption in political systems.

Explain the special role of the IMO in the maritime industry

Apply the various determinants of economic development to economies in transition

Determine how culture impacts management decision making

Argue how education of the female population impacts economic development and business practices

Apply language and cultural difference to business etiquette

Understand how business ethics is impacted within various religious tenets

Recognize an ethical dilemma

Discuss the causes of unethical behavior by managers

Understand the basic trade theories: comparative advantage, Heckscher-Ohlin, Product life-cycle, Porter’s National Competitive Advantage

Identify the instruments of trade policy and the pros and cons of their use

Make an argument for and against free trade

Understand and identify the conditions of the various theories of Foreign Direct Investment (FDI):

  - Transaction Cost
  - OLI
  - Eclipter
  - Internalization
  - Strategic Behavior
  - Product life cycle

Argue the pros and cons of FDI to the host country and what government policies are
appropriate

Understand the evolution and current status of economic integration

Answer whether locational advantages are regional or country specific

Identify the determinants of foreign exchange, both fundamental and technical

Describe the primary and secondary market for foreign exchange

Explain the differences between translation, transaction, and economic exposure

Explain the history of the international monetary system.

Argue the pros and cons of both a fixed and floating exchange rates system.

Explain the role of the IMF and its recent policies in crisis countries

Explain the role of the World Bank in country development

Explain the growth and the meltdown of the global capital markets

Describe how the global capital markets work:
  - Global bond markets
  - Global equity markets
  - Global derivatives

Describe the benefits and costs of the eurocurrency markets

Explain how foreign exchange risks impact the cost of capital to a multinational firm

Understand the theory of the multinational firm

Determine the benefits and costs of the various strategies of multinational firms:
  - International strategy
  - Multidomestic strategy
  - Global strategy
  - Transnational strategy

Describe the various organizational structures for multinational firms and how the structure implements the various strategies
  - International Division
  - Worldwide Area Structure
  - Worldwide Product Divisional Structure
  - Global Matrix Structure

Explain the unique problems of Maritime International Industry structure

List the types of control systems
Explain how organizational change is accomplished in a global setting

Define the conditions for the various forms of entry into a foreign market:
   Export
   License
   Franchise
   Contract manufacturing
   Management contract
   Turn-key
   Joint venture
   Wholly-owned subsidiary

Recognize the which, when and how of market entry

Explain Agglomeration theory

Determine the pros and cons of being the first mover into a market.

Explain the strategies and information a manager may use to improve export performance

Identify the various export and import financing instruments:
   Letter of credit
   Draft
   Bill of lading

Argue the pros and cons of countertrade

Understand how managers determine where to manufacture: a discussion of outsourcing

Explain how to manage the global supply chain
   Inventory management
   Transportation and logistics
   Information management

Discuss the role of subsidiaries in knowledge management

Determine how to globalize markets and brands

Explain how to take the four P’s global

Understand how to avoid global marketing blunders

Explain when R & D should be outsourced to the host country

Understand the training and development need of expatriate managers

Describe global concerns for staffing policies
Explain how cultural differences impact performance appraisal and compensation

Determine how to deal with organized labor groups in various countries

Discuss the various performance appraisal systems and compensation systems across countries

Explain the various country differences in accounting standards

Determine the issues of non-comparability in consolidating financial statements of multinational firms’ subsidiaries

Understand the importance of global accounting control systems and their determination of management performance

Understand how managers identify and manage financial risk across countries

Determine the various sources of financing and the structure of financing in various countries

Apply an efficiency strategy to global money management

Identify various taxation strategies to reduce the firm’s worldwide effective tax rate

Explain various strategies to reduce exchange exposure

2.Broad Skills Learning Objectives  (Upon completion of the course, students will be able to.....):

Work productively in a group

Critically apply the concepts to real life case experiences through class discussions, research paper and tests

Learn to analyze and critically evaluate ideas, arguments and points of view

3.Writing Learning Objectives (Upon completion of the course, students will be able to....):

Demonstrate knowledge of the jargon of the discipline

Demonstrate an understanding of the writing conventions of the discipline

Write effective emails, short papers and collaborative research papers.

Demonstrate the ability to write an effective argument.

Limit grammar and mechanical writing errors to a minimum.

Instructor Information

Name  Joan P. Mileski, PhD (or William Alexander with the same contact
information)
Telephone number 409-740-4978
Email address mileskij@tamug.edu
Office hours MW 11:00am to 11:50 am. I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed.
Office location CLB 229

Textbook and/or Resource Material


Required: Articles as listed in the references at the end of the syllabus.

Required: Handouts as provided by instructor.

Grading Policies

ASSESSMENT OF LEARNING:
A. Course Requirements:

1. Class Preparation, Participation and Homework

Students can get the full benefit from the class through active participation in class discussions. There will be a strong emphasis on daily preparation and participation. You are required to be fully prepared to discuss assigned readings for each class as they apply to media articles. You will be evaluated on how well you respond orally. Further, students will be expected to turn in solutions to the various questions of the day, and you may be asked to participate in additional class activities.

Since the class participation is crucial for students’ learning, class attendance is mandatory for students’ success in this class. Students are evaluated for the participation according to the quality and persistence in their classroom discussion and their attendance. Absences will affect a student’s final grade.

Further, this course is a writing intensive course in your discipline. Every class period you may be asked to write a brief paper and/or another writing assignment. This work will be collected each day; NO LATE WRITING WILL BE ACCEPTED.

2. Examinations

There will be two examinations given during the course and a comprehensive final. They will consist of multiple choice questions and short answer to lengthy essays.

3. Team Papers
This project involves team research and writing. Each team will act jointly, researching and writing, its original research work. The ultimate goal of the research project is to prepare a research paper worthy of publication.

The subject of the project is an original research project on any international business subject. The team will develop the research question, design the project, and write the paper. Work should be divided equally among team members in research and write-up. Teams will be graded on analysis and presentation as a TEAM. Team size is limited to 4 members and can be no smaller than 3 members. Individual members will receive the same grade, unless gross lack of effort by some member(s) is obvious to the instructor. In this case, the grade of the member(s) demonstrating lack of effort, as well as the effectiveness of the team, will be discounted.

Drafts of the project will be due during the term. Feedback will be provided by the instructor on these drafts without grade. Suggestions should be incorporated into the final paper.

Each final paper must be submitted to www.turnitin.com. Specific instructions on submission will be provided by the instructor.

B. Grading Standards

40% Writing assignment
20% Two examinations
20% Final examination
5% Research presentation
15% Final paper

Each project and all class participation will be given one of the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>4 or 90-100%</td>
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<tr>
<td>B</td>
<td>3 or 80-89%</td>
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<tr>
<td>C</td>
<td>2 or 70-79%</td>
</tr>
<tr>
<td>D</td>
<td>1 or 60-69%</td>
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<td>F</td>
<td>0</td>
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Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of courses in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Introduction</td>
<td>None</td>
<td>Lecture</td>
</tr>
<tr>
<td>1/20</td>
<td>Discussion of writing</td>
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<td>Resources at TAMUG/TAMU</td>
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<td>Writing Center presentation</td>
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<tr>
<td>1/23</td>
<td>Globalization</td>
<td>Hill, Chap 1</td>
<td>Articles</td>
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<tr>
<td>1/25</td>
<td>Dr. Baca</td>
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<td></td>
<td>Library Resources</td>
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<tr>
<td></td>
<td>Discussion of Plagiarism/ Proper citing</td>
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<tr>
<td>1/27</td>
<td>Outlining</td>
<td></td>
<td>in-class writing:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Outline a chapter</td>
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<tr>
<td>1/30</td>
<td>Political Economy</td>
<td>Hill, Chap 2</td>
<td>Articles</td>
</tr>
<tr>
<td>2/1</td>
<td>Discussion of research project</td>
<td></td>
<td>Research questions</td>
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<td></td>
<td>Review of what makes a good outline</td>
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<tr>
<td>2/3</td>
<td>Culture</td>
<td>Hill, Chap 3</td>
<td>Articles</td>
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<tr>
<td></td>
<td>Berry et. al, 2010</td>
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<td>Leung, et. al, 2005</td>
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<td></td>
<td>Tang and Koveos, 2008</td>
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<td>Witt and Redding, 2009</td>
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<tr>
<td>2/6</td>
<td>Discussion of good analysis and logical Arguments</td>
<td>In-class writing: analysis of Ethnocentric managers</td>
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<tr>
<td>2/8</td>
<td>Ethics</td>
<td>Hill, Chap 4</td>
<td>Articles</td>
</tr>
<tr>
<td>2/10</td>
<td>Trade Theory</td>
<td>Hill, Chap 5</td>
<td>Articles</td>
</tr>
<tr>
<td>2/13</td>
<td>Discussion on how to critique a paper</td>
<td>Review of in-class assignment</td>
<td></td>
</tr>
<tr>
<td>2/15</td>
<td>Political Economy of Trade</td>
<td>Hill, Chap 6</td>
<td>Articles</td>
</tr>
</tbody>
</table>
2/20
Foreign Direct Investment
Discussion of writing an international business paper
Review of critique of Loree and Guisinger, 1995

2/22
Examination 1 due

2/24
Outline for Research paper due for critiquing – student in-class critique
(grading sheet provided)
In-class group research presentation

2/27
Regionalization
Hill, Chap 8
Articles

2/29
In-class writing: Think-pair-share on Regionalization
Discussion of Using Peer Groups to Respond to Writing

3/2
Foreign Exchange
Hill, Chap 9
Articles

3/5
Discussion of the writing process

3/7
International Monetary System
Hill, Chap 10
Articles

3/9
In-class writing: Write an email to the Group on the benefits of the Gold
standard. Corrections Based on student feedback.
Revisions to instructor.

3/12 to 3/16
Spring Break

3/19
Global Capital Markets
"The Meltdown"
Hill, Chap. 11
Whitley, 2009
Articles

3/21
Discussion of Models of good writing
Group Research Work

3/23
Piracy Strategies
Articles

3/26
Strategy
Hill, Chap 12
Articles

3/28
Review of email assignment
Porter, 1990
In-class writing:
Short paper on Porter’s Strategy
effectiveness in Relation to purpose, style
And audience
3/30 Examination 2 due

4/2
First draft of paper due through methodology section for critiquing by group

4/4
Structure
Hill, Chap 13
Zho and Adams, 2008
Articles
Verbeke and Kenworthy, 2008
Review of critique by group of first draft.

4/6
Reading day – no class

4/9
Modes of Entry
Hill, Chap 14
Zhao, et. al, 2004
Articles
Review of instructor’s feedback on first drafts.

4/11
Exporting
Hill, Chap 15
Article
In-class writing:
Submit Porter paper to Turnitin.com.

4/13
Manufacturing/logistics
Hill, Chap 16
Results of Turnitin.com and discussion
Articles

4/16
Marketing and R & D
Hill, Chap 17
Articles

4/18
Accounting and Finance
Hill, Chap 19, 20
Articles
Eden, et al, 2005
Broderick, et. al, 2007

4/20
Human Resources
Hill, Chap 18
Shin, et. al, 2007
Wei and Lau, 2008
Articles

4/23
Discussion of Punctuation, grammar, style and Usage
Short writing quiz
GMAT style

4/25
First draft of completed paper due

4/28
Return of draft comments/ work on final paper

5/1
Final Research Paper due
Review of final examination

5/7
Final examination due
Other Pertinent Course Information

TEACHING STRATEGIES:

This is an activities-driven/seminar/case study class. This means students must be prepared to discuss the material upon arrival in class and apply it to the case. My philosophy for the learning environment is the role of the professor as director of learning among equals. The relationship is a partnership where each, professor and student, are fully prepared for and enthusiastically embrace, each and every learning experience. I believe that insight (truth) can be an exciting experience for faculty and students alike. I try to instill in students that they must be their own lifetime teachers continuously gathering and discarding the appropriate skill sets for life long learning, success, and service to society.

Expectations
a. Instructor
   1. Meet with students with appointments to review questions.
   2. Review and grade and projects and examinations returning detailed comments.
   3. Will direct class discussions and activities

b. Students
   1. Read book assignments in a timely fashion.
   2. Write critically analyzed exams using concepts and terms learned.
   3. Show understanding of the international economics through class case participation.
   4. Will study 4 hours for every hour in class.
   5. Will present effectively orally work completed within a group.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/services/dssprocedures.htm.

Academic Integrity
For additional information please visit: http://www.tamu.edu/aggiehonor

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

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assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System.

For additional information please visit: http://www.tamug.edu/honorsystem/

Use of turnitin software
Turnitin is an anti-plagiarism software that scans written assignments for plagiarism with web sources, other student papers and assignments from A & M and all over the nation, and a variety of other written works. The software gives the instructor a percentage similarity between the student’s assignment and other written works. Please be assured that as long as you cite your work appropriately and give credit to your sources, that similarity alone is not enough for your work to be considered copied. Please review the Aggie Honor Code for more details on how these issues will be handled, should a cheating incident be found. You will submit the research project, to Turnitin at www.Turnitin.com. The class ID and password will be provided by the instructor.

How to Utilize Turnitin as a student:

From the main site, select “enter.”
Next, select “create a new user profile.” Create your profile. You do not need to create a new user profile if you have used turnitin before.
Next, select “user login”
Join new class using the above listed ID and password.
Select our class from the “your classes” page (see the tabs above your name if you are not already at this page).
There are seven pages for each class. The “assignments” page lists assignments. The “turnitin” page is what you will use to submit an assignment.

To submit an assignment, make sure you complete the following four steps:
1. Type in an assignment title
2. Select the appropriate assignment from the drop-down box.
3. Type in the path for your assignment (which you can do easily by browsing for it) OR cut and paste (but you cannot do both for a single assignment).
Submit by selecting the “submit” icon at the bottom of this page.

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. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA, 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.

Use of Cell Phone, Blackberries, Laptops, etc. The student will receive a grade of “F” for the day should the student use through ringing, talking, text messaging etc. inappropriately an electronic device in class.

Statement on Absences
Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45)
http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf

Class Atmosphere
Any true discussion involves personal exposure and risk. Your ideas may not agree with others. However, respect is required from you and thus will be given to you. Rudeness in any fashion will not be tolerated and will result in expulsion from that class meeting.

Negotiation
Any and all of the above except academic integrity is negotiable as a class with the instructor.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Instructor’s Signature __________________________ Date ______________

MARA 440 References


Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Marine Engineering Technology

2. Course prefix and number: MARE400/MARR400

3. Texas Common Course Number: 

4. Complete course title: Advanced Operations

5. Semester credit hours: 4 or 6

6. Frequency the class will be offered: Summer each year

7. Number of sections per semester: 2 to 6 depending on cruise options

8. Number of students per semester: All senior license option engineer students

9. Historic annual enrollment for the last three years:
   2012-2013: 2
   2011-2012: 5
   2010-2011: 11

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    These courses address the responsibility of mariners to understand and practice culturally appropriate maritime and business practices through a global experience with diverse ports of call. Because students must participate in three cruises, the route varies each summer to expose students to different ports and port facilities, commercial and cultural environments, and political and economic systems.
    All of the course content is contemporary as it is based on current practices and relevant cultural practices through a real-time global experience.
    Note: because of the technical requirements of these courses, the syllabus is very long. It is available to the students on elearning. Several pages are attached as reference. In 2013, the TAMUG students sailed with New York Maritime. In 2014, they will sail with California Martime. Expected ports include Busan, Korea; Japan; and the Philippines.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Date

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
SYLLABUS
MARE 400 – ADVANCED OPERATIONS
SUMMER 2014
Credit Hours 4

This course is a sixty day cruise conducted aboard the Texas A&M school ship General Rudder or the California Maritime school ship the Golden Bear and is an introduction to the shipboard responsibilities of the engine department licensed ratings. The student participates in practical training, watch standing and ship maintenance procedures under the supervision of licensed marine engineering officers. This course supports the marine license program requirements to meet the Standards for Training, Certification and Watch keeping (STCW).

Objectives: At the end of this training cruise, student will be able to:
- Operate and maintain the propulsion plant
- Diagnose and resolve a diesel propulsion plant (General Rudder or Golden Bear)
- Trace all auxiliary equipment and systems
- Provide the hotel services required to accommodate the onboard personnel for extended periods of time
(See STCW requirement for full list of course objectives)

Prerequisites: Enrolled in the Marine Engineering License Option Program and completed all maintenance required in ZOPT 300.

Text: None required

Instructors: Henry W. Frederickson (Buddy)
Chief Engineer of Steam, Motor and Gas Turbine Vessel Horsepower Unlimited
fredric@tanrug.edu

Charles Cesari
Chief Engineer of Steam, Motor and Gas Turbine Vessel Horsepower Unlimited
cesaric@tamug.edu

Larry Splawn, First Engineer Steam and Motor Vessels Horsepower Unlimited
splawnl@tmaug.edu

Grading:
Maintenance 33-1/3%
Watch Standing 33-1/3%
Practical Training 33-1/3%

Grading Scale*:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59- below

*Note that this course requires a minimum grade of C (70%) or better to earn the USCG/STCW license endorsement or sea time credit accrual. Cadets will be required to repeat the course until they earn a grade of C (70%) or better.
Topics covered in this course:

1. Watch Standing – Supervisory capacity of freshman cadets acting as Third Engineer
   Each student during cruise is required to stand all 4 hour watches which are from midnight to four in the morning, four in the morning to eight in the morning and from eight in the morning to noon.
   Properly relieve the watch and turn over the watch
   Properly monitor and log all pressures and temperatures on all operating machinery
   Trace out all systems related to the main engine and auxiliary support systems.
   Starting and stopping various engine components as necessary for proper operation.

2. Maintenance - Supervisory capacity of freshman cadets acting as Third Engineer
   Assist in performing maintenance required form NS5 planned maintenance program.
   Assist in any unscheduled maintenance required to keep the main engine and auxiliary machinery in proper operating condition.
   Assist in maintaining the hotel services such as galley equipment, domestic refrigeration and air conditioning, heating and ventilation systems.
   Clean, paint engine spaces as required by First Engineer.
   Lock out/Tag out procedures
   Confined space entry procedure
   Assist Electricians to perform necessary maintenance on motors, controllers and various electrical components aboard the vessel.

3. Practical Training- Attend class room studies and complete related assessments with 70 or above grade.
   Supervisory capacity of freshman cadets acting as Third Engineer studies the following:
   Main engine construction and operation
   Auxiliary generator construction and operation
   MSD Marine Sanitation Device construction and operation
   Lube oil purification, theory of construction and operation of purifiers
   Pumps, piping and fittings
   Oil and Water separators, construction and operation and rules and regulations pertaining to its operation.
   Air compressors, construction and operation
   Domestic refrigeration, construction and operation
   Air conditioning heating and ventilation, construction and operation
   Bilge and ballast systems
   Lube oil systems
   Fuel oil systems
   Fuel oil transfer system
   Shipboard automation
   Auxiliary boiler construction and operation
   Deck machinery including life boat winches, cranes, fore and aft deck winches

Statement of Academic Dishonesty:

For many years, Aggies have followed a Code of Honor. "An Aggie does not lie, cheat, or steal or tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. It is the responsibility of
the student to familiarize themselves with the standards, definitions, and procedures concerning academic dishonesty. Academic dishonesty infractions will result in failure of this course as a minimum sanction. More information on the Honor Code Rules and Procedures can be found at: http://www.tamug.edu/HonorSystem.

**Statement of American Disabilities Act:**

The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/services/dssprocedures.htm.

**Absences:**

Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic%20Rules/Rule%2007.pdf). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**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. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification 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.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Marine Engineering Technology

2. Course prefix and number: MARE400/MARR400

3. Texas Common Course Number: 

4. Complete course title: Advanced Operations

5. Semester credit hours: 4 or 6

6. Frequency the class will be offered: Summer each year

7. Number of sections per semester: 2 to 6 depending on cruise options

8. Number of students per semester: All senior license option engineer students

9. Historic annual enrollment for the last three years:
   - 2012-2013: 2
   - 2011-2012: 5
   - 2010-2011: 11

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    These courses address the responsibility of mariners to understand and practice culturally appropriate maritime and business practices through a global experience with diverse ports of call. Because students must participate in three cruises, the route varies each summer to expose students to different ports and port facilities, commercial and cultural environments, and political and economic systems.

    All of the course content is contemporary as it is based on current practices and relevant cultural practices through a real-time global experience.

    Note: because of the technical requirements of these courses, the syllabus is very long. It is available to the students on elearning. Several pages are attached as reference. In 2013, the TAMUG students sailed with New York Maritime. In 2014, they will sail with California Maritime. Expected ports include Busan, Korea; Japan; and the Philippines.

   

11. Course Instructor
   
   
   
   Date 10/16/2013

12. Department Head

   Date 10/16/2013

13. College Dean/Designee

   Date 10-16-2013

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
This course is a sixty day cruise conducted aboard the Texas A&M school ship General Rudder or the California Maritime school ship the Golden Bear and is an introduction to the shipboard responsibilities of the engine department licensed ratings. The student participates in practical training, watch standing and ship maintenance procedures under the supervision of licensed marine engineering officers. This course supports the marine license program requirements to meet the Standards for Training, Certification and Watch keeping (STCW).

Objectives: At the end of this training cruise, student will be able to:
- Operate and maintain the propulsion plant
- Diagnose and resolve a diesel propulsion plant (General Rudder or Golden Bear)
- Trace all auxiliary equipment and systems
- Provide the hotel services required to accommodate the onboard personnel for extended periods of time
(See STCW requirement for full list of course objectives)

Prerequisites: Enrolled in the Marine Engineering License Option Program and completed all maintenance required in ZOPT 300.

Text: None required

Instructors: Henry W. Frederickson (Buddy)
Chief Engineer of Steam, Motor and Gas Turbine Vessel Horsepower Unlimited
fredrich@tamug.edu

Charles Cesari
Chief Engineer of Steam, Motor and Gas Turbine Vessel Horsepower Unlimited
cesaric@tamug.edu

Larry Splawn, First Engineer Steam and Motor Vessels Horsepower Unlimited
splawnl@tmaug.edu

Grading:
Maintenance 33-1/3%
Watch Standing 33-1/3%
Practical Training 33-1/3%

Grading Scale*:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59- below

*Note that this course requires a minimum grade of C (70%) or better to earn the USCG/STCW license endorsement or sea time credit accrual. Cadets will be required to repeat the course until they earn a grade of C (70%) or better.
Topics covered in this course:

1. Watch Standing – Supervisory capacity of freshman cadets acting as Third Engineer
   Each student during cruise is required to stand all 4 hour watches which are from midnight to four
   in the morning, four in the morning to eight in the morning and from eight in the morning to
   noon.
   Properly relieve the watch and turn over the watch
   Properly monitor and log all pressures and temperatures on all operating machinery
   Trace out all systems related to the main engine and auxiliary support systems.
   Starting and stopping various engine components as necessary for proper operation

2. Maintenance- Supervisory capacity of freshman cadets acting as Third Engineer
   Assist in performing maintenance required form NS5 planned maintenance program.
   Assist in any unscheduled maintenance required to keep the main engine and auxiliary machinery
   in proper operating condition.
   Assist in maintaining the hotel services such as galley equipment, domestic refrigeration and air
   conditioning, heating and ventilation systems.
   Clean, paint engine spaces as required by First Engineer.
   Lock out/Tag out procedures
   Confined space entry procedure
   Assist Electricians to perform necessary maintenance on motors, controllers and various electrical
   components aboard the vessel.

3. Practical Training- Attend class room studies and complete related assessments with 70 or above grade.
   Supervisory capacity of freshman cadets acting as Third Engineer studies the following:
   - Main engine construction and operation
   - Auxiliary generator construction and operation
   - MSD Marine sanitation device construction and operation
   - Lube oil purification, theory of construction and operation of purifiers
   - Pumps, piping and fittings
   - Oil and Water separators, construction and operation and rules and regulations pertaining to its
     operation.
   - Air compressors, construction and operation
   - Domestic refrigeration, construction and operation
   - Air conditioning heating and ventilation, construction and operation
   - Bilge and ballast systems
   - Lube oil systems
   - Fuel oil systems
   - Fuel oil transfer system
   - Shipboard automation
   - Auxiliary boiler construction and operation
   - Deck machinery including life boat winches, cranes, fore and aft deck winches

Statement of Academic Dishonesty:

For many years, Aggies have followed a Code of Honor. "An Aggie does not lie, cheat, or steal or
tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain
scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The
Aggie Code of Honor and the Scholastic dishonesty sections in the TAMUG University Rules handbook
will be the standard upon which scholastic integrity is maintained in this course. It is the responsibility of
the student to familiarize themselves with the standards, definitions, and procedures concerning academic dishonesty. Academic dishonesty infractions will result in failure of this course as a minimum sanction. More information on the Honor Code Rules and Procedures can be found at: http://www.tamu.edu/HonorSystem.

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**Absences:**

Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

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

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Items that can never be identified as public information are a student’s social security number or institutional identification 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.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Marine Transportation

2. Course prefix and number: MART 400/NAUT 400

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: ADV COMM NAV & SEAMANSHIP

5. Semester credit hours: 4 or 6

6. Frequency the class will be offered: Summer each year

7. Number of sections per semester: 2 to 6 (depending on cruise options)

8. Number of students per semester: All senior license option - deck students

9. Historic annual enrollment for the last three years:
   - 2012-2013: 53
   - 2011-2012: 37/9
   - 2010-2011: 39

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    These courses address the responsibility of mariners to understand and practice culturally appropriate maritime and business practices through a global experience with diverse ports of call. Because students must participate in three cruises, the route varies each summer to expose students to different ports and port facilities, commercial and cultural environments, and political and economic systems.

    All of the course content is contemporary as it is based on current practices and relevant cultural practices through a real-time global experience.

    Note: because of the technical requirements of these courses, the syllabus is very long. It is available to the students on elearning. Several pages are attached as reference. In 2013, the TAMUG students sailed with New York Maritime. In 2014, they will sail with California Maritime. Expected ports include Busan, Korea; Japan; and the Philippines.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas Maritime Academy

MART 400 Senior Cruise 2012 – 4 Hour Credit

Text &
Reference:

2012 Deck Cadet Training Manual- electronic copy
Bowditch- electronic copy
Navigation Rules of the Road- electronic copy
2012 Nautical Almanac
1981 Nautical Almanac- electronic copy
HO 229 15-30- electronic copy
HO 102 International Code of Signals- electronic copy
HO 249 Volume 1
VPOS sheets/Radar plotting sheets
12221, 12354, & 13205 Training Charts

Instructors:

Various Officers – Practical
Rules of the Road – Capt Smith
Mate Roth - Celestial Project
Mate Willoughby - First Aid Provider
Mate Roth – Communication

Goal: To provide the senior deck cadet with the skills and knowledge required to operate and maintain a vessel and to effectively exercise the duties and responsibilities of a third mate on board a U.S. flag merchant ship.

Prerequisites: MART 200, 300, 302, 304, 321, & 406

Grading:

Watchstanding 45%
Celestial/Terrestrial 15%
Practical 15%
Rules of the Road 10%
Maintenance 5%
Communication 5%
FAP 5%

NOTE: Each section above (except Communications must be 80% or better) must be completed with a score of 70% or better to receive a passing grade for cruise. Each section must be completed fully before end of cruise to receive passing grade for cruise.

To pass the course you must complete the minimum number of star days (70% or better in Celestial), pass the Flashing Light Examination with 80% or better at a rate of four words per minute, and earn 70% or better in all other sections.

Remarks: The Watch grade is based on their observation of cadet's performance while on watch performing assigned tasks, and cadet's demonstration of knowledge in seamanship, rules, navigation, and mate duties and responsibility.
Third Class Summer Sea Term

Goal:

The goal of SST I is to introduce the deck cadet to ship and vessel operations and to give the cadet an appreciation for the duties and responsibilities of a deck officer. By the end of their time onboard the cadet will have met all the knowledge based and practical requirements for Ratings Forming Part of A Navigation Watch and the body of knowledge and practical training required for Able Seaman- Deck as required by the STCW.

MT 510- SST I. Learning Objectives:

Below are general learning objectives for SST I, specific learning objectives for each class subject can be found in the class syllabi.

At the end of their sea term deck cadets will:

1- Be familiar with the operation of the Empire State and how commercial vessels, large and small, are manned.

2- Have developed an understanding of the international nature of the maritime industry and how its many aspects work together to move the world’s cargo.

3- Be familiar with maintenance and repair routines necessary to keep a vessel operating and safe.

4- Have an understanding of the international regulatory environment

5- Become proficient in terrestrial navigation techniques and introduced to electronic navigation and collision avoidance tools

6- Develop the work ethic necessary to future leadership

7- Understand the importance and characteristics of a good watchstanders

8- In conjunction with Naut 102, meet requirements of STCW Table A-II/5, Specification of Minimum Standards of Competence of Ratings as Able Seafarer-Deck
First Class Summer Sea Term

**Goal:**

By the end of SST III the deck cadet will have the necessary background and experience to stand a safe and efficient deck watch. The cadet will have a thorough understanding of vessel operations and the responsibilities of a Third Mate

**MT 530- SST III Learning Objectives:**

Below are general learning objectives for SST II, specific learning objectives for each class subject can be found in the class syllabi.

At the end of their sea term deck cadets will:

1. Be able to operate and interpret all bridge equipment for the safe transit of the vessel
2. Understand the duties and responsibilities of a third mate
3. Understand the maintenance and repair routines necessary to keep a vessel operating and safe.
4. Understanding of the regulatory environment the industry works in increased knowledge of compliance
5. Become proficient in navigation techniques and develop and implement a voyage plan
6. Understand the importance and characteristics of good watchstanders and watchstanding principles
Training Ship Golden Bear

The Training Ship Golden Bear (TSGB) serves as the primary training platform on which cadets apply technological skills introduced in the classroom and leadership skills acquired from their work assignments and responsibilities with the Corps of Cadets. Each summer, cadets in their first and third years depart with licensed faculty officers for two months during the Annual Training Cruise. During these periods at sea, intellectual learning, applied technology, and leadership development blend daily as cadets apply what they have learned in the classroom, in the lab, in the Corps, and on the waterfront.

Those working toward a license can feel the responsibility of command, demonstrate their effectiveness as leaders, and refine their technical skills and leadership styles. All students, whether in the license programs or not, can interact with other cultures and learn about the peoples who are their hosts. They can also experience connections to the larger world and develop an understanding of how their selected vocations will function in the context of an international setting. In this way the cruises enhance the global awareness of students as they apply the intellectual and practical training they have received during the school year.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Marine Transportation

2. Course prefix and number: MART 400/NAUT 400

3. Texas Common Course Number: 

4. Complete course title: ADV COMM NAV & SEAMANSHIP

5. Semester credit hours: 4 or 6

6. Frequency the class will be offered: Summer each year

7. Number of sections per semester: 2 to 6 (depending on cruise options)

8. Number of students per semester: All senior license option - deck students

9. Historic annual enrollment for the last three years:
   - 2012-2013: 53
   - 2011-2012: 37/9
   - 2010-2011: 39

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    These courses address the responsibility of mariners to understand and practice culturally appropriate maritime and business practices through a global experience with diverse ports of call. Because students must participate in three cruises, the route varies each summer to expose students to different ports and port facilities, commercial and cultural environments, and political and economic systems.

    All of the course content is contemporary as it is based on current practices and relevant cultural practices through a real-time global experience.

    Note: because of the technical requirements of these courses, the syllabus is very long. It is available to the students on elearning. Several pages are attached as reference. In 2013, the TAMUG students sailed with New York Maritime. In 2014, they will sail with California Maritime. Expected ports include Busan, Korea; Japan; and the Philippines.

11. Course Instructor

   [Signature]
   [10/14/13]

12. Department Head

   [Signature]
   [10/14/13]

13. College Dean/Designee

   [Signature]
   [10-15-13]

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas Maritime Academy

MART 400 Senior Cruise 2012 – 4 Hour Credit

Text & Reference:
- 2012 Deck Cadet Training Manual - electronic copy
- Bowditch - electronic copy
- Navigation Rules of the Road - electronic copy
- 2012 Nautical Almanac
- 1981 Nautical Almanac - electronic copy
- HO 229 15-30 - electronic copy
- HO 102 International Code of Signals - electronic copy
- HO 249 Volume 1
- VPOS sheets/Radar plotting sheets
- 12221, 12354, & 13205 Training Charts

Instructors:
- Various Officers – Practical
- Rules of the Road – Capt Smith
- Mate Roth - Celestial Project
- Mate Willoughby - First Aid Provider
- Mate Roth – Communication

Goal: To provide the senior deck cadet with the skills and knowledge required to operate and maintain a vessel and to effectively exercise the duties and responsibilities of a third mate on board a U.S. flag merchant ship.

Prerequisites: MART 200, 300, 302, 304, 321, & 406

Grading:
- Watchstanding 45%
- Celestial/Terrestrial 15%
- Practical 15%
- Rules of the Road 10%
- Maintenance 5%
- Communication 5%
- FAP 5%

NOTE: Each section above (except Communications must be 80% or better) must be completed with a score of 70% or better to receive a passing grade for cruise. Each section must be completed fully before end of cruise to receive passing grade for cruise.

To pass the course you must complete the minimum number of star days (70% or better in Celestial), pass the Flashing Light Examination with 80% or better at a rate of four words per minute, and earn 70% or better in all other sections.

Remarks: The Watch grade is based on their observation of cadet’s performance while on watch performing assigned tasks, and cadet’s demonstration of knowledge in seamanship, rules, navigation, and mate duties and responsibility.
Third Class Summer Sea Term

Goal:

The goal of SST I is to introduce the deck cadet to ship and vessel operations and to give the cadet an appreciation for the duties and responsibilities of a deck officer. By the end of their time onboard the cadet will have met all the knowledge based and practical requirements for Ratings Forming Part of A Navigation Watch and the body of knowledge and practical training required for Able Seaman- Deck as required by the STCW.

MT 510- SST I, Learning Objectives:

Below are general learning objectives for SST I, specific learning objectives for each class subject can be found in the class syllabi.

At the end of their sea term deck cadets will:

1- Be familiar with the operation of the Empire State and how commercial vessels, large and small, are manned.

✓ 2- Have developed an understanding of the international nature of the maritime industry and how its many aspects work together to move the world’s cargo.

3- Be familiar with maintenance and repair routines necessary to keep a vessel operating and safe.

✓ 4- Have an understanding of the international regulatory environment

5- Become proficient in terrestrial navigation techniques and introduced to electronic navigation and collision avoidance tools

6- Develop the work ethic necessary to future leadership

7- Understand the importance and characteristics of a good watchstanders

8- In conjunction with Naut 102, meet requirements of STCW Table A-Il/5, Specification of Minimum Standards of Competence of Ratings as Able Seafarer-Deck
First Class Summer Sea Term

Goal:
By the end of SST III the deck cadet will have the necessary background and experience to stand a safe and efficient deck watch. The cadet will have a thorough understanding of vessel operations and the responsibilities of a Third Mate

MT 530- SST III Learning Objectives:
Below are general learning objectives for SST II, specific learning objectives for each class subject can be found in the class syllabi.

At the end of their sea term deck cadets will:

1- Be able to operate and interpret all bridge equipment for the safe transit of the vessel
2- Understand the duties and responsibilities of a third mate
3- Understand the maintenance and repair routines necessary to keep a vessel operating and safe.
4- Understanding of the regulatory environment the industry works in increased knowledge of compliance
5- Become proficient in navigation techniques and develop and implement a voyage plan
6- Understand the importance and characteristics of good watchstanders and watchstanding principles
AboutAdmissionsAcademicsCampus LifeExtension

Training Ship Golden Bear

The Training Ship Golden Bear (TSGB) serves as the primary training platform on which cadets apply technological skills introduced in the classroom and leadership skills acquired from their work assignments and responsibilities with the Corps of Cadets. Each summer, cadets in their first and third years depart with licensed faculty officers for two months during the Annual Training Cruise. During these periods at sea, intellectual learning, applied technology, and leadership development blend daily as cadets apply what they have learned in the classroom, in the lab, in the Corps, and on the waterfront.

Those working toward a license can feel the responsibility of command, demonstrate their effectiveness as leaders, and refine their technical skills and leadership styles. All students, whether in the license programs or not, can interact with other cultures and learn about the peoples who are their hosts. They can also experience connections to the larger world and develop an understanding of how their selected vocations will function in the context of an international setting. In this way the cruises enhance the global awareness of students as they apply the intellectual and practical training they have received during the school year.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): TMHSC College of Nursing

2. Course prefix and number: NURS 421

3. Texas Common Course Number: n/a

4. Complete course title: Care of Community Health Clients

5. Semester credit hours: 5

6. Frequency the class will be offered: Fall and Spring

7. Number of sections per semester: 2

8. Number of students per semester: 50

9. Historic annual enrollment for the last three years:
   2012-2013: 72
   2011-2012: 63
   2010-2011: 51

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    Due to globalization and increasingly diverse populations in the community, the need for culturally competent nurses is imperative. In order to better prepare future Aggie nurses, NURS 421 will include the following:

    Global health lecture and class activity (activity includes discussing the Millenium Development Goals)
    Cultural diversity lecture
    Culturally competent health care assignment and presentation (10% of grade) - see rubric
    Community assessment project - includes cultural component

    More than a third of the materials are current (within the past 50 years) and the content is relevant to nursing today.

11. Course Instructor

   Colleen Neal MS, RN

   6/24/13

   Date

12. Department Head

   Susan Yarbrough

   7/5/13

   Date

13. College Dean/Designee

   Date

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas A&M Health Science Center
College of Nursing

NURS 421 CARE OF COMMUNITY HEALTH CLIENTS
NURS 421
Fall 2013
Class: Monday’s @ 10:30 to 12:30, Location TBA
Clinical: Wednesday’s @ 0800 to 1700

Course Description and Prerequisites

NURS 421 CARE OF COMMUNITY HEALTH CLIENTS/ Credits 5. The nursing process is utilized in the study of community/public health nursing practice and common health problems encountered in community settings. Health promotion, maintenance, counseling, and coordination of care are utilized in providing care to individuals, families, aggregates and populations in community settings. Principles and skills of public health nursing practice are used to assess a community’s health and diagnose community health needs.

Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Unit Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze principles and theories from the sciences, humanities, nursing and public health as they relate to the needs of population-focused care.</td>
<td>Develop a community-oriented nursing care plan using a selected model – Community As Partner (project).</td>
</tr>
<tr>
<td></td>
<td>Differentiate between community-based nursing and community-oriented nursing (Ch1).</td>
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<tr>
<td></td>
<td>Discuss historical events that have influenced how current health care is delivered in the community (Ch2).</td>
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<td></td>
<td>Describe the current public health system in the United States (Ch3).</td>
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<tr>
<td>2. Analyze information and communication technologies in health promotion, health maintenance and prevention of illness with clients in the community.</td>
<td>Community Project</td>
</tr>
<tr>
<td></td>
<td>Discuss the role of the nurse in promoting the health of individuals and families when there are environmental issues confronting the community (Ch6).</td>
</tr>
<tr>
<td></td>
<td>Differentiate between primary, secondary, and tertiary levels of prevention (Ch11).</td>
</tr>
<tr>
<td>3. Utilize evidence-based practices to guide health teaching, health counseling, screening, referral and follow-up to improve patient outcomes.</td>
<td>Discuss the ways in which people learn and possible barriers to learning — health literacy (Ch11). Describe effective principles and methods of instruction (Ch11).</td>
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<tr>
<td>4. Use critical thinking and information literacy to address nursing practice in the community.</td>
<td>Community Project Discuss the current effect and threats of infectious diseases on society (Ch26). Utilize the epidemiologic triangle to assist in understanding health and illness and to plan nursing interventions (Ch26). Identify the United Nation’s Millennium Development goals and compare these to the global health care objectives from Healthy People 2020 (selected readings/websites).</td>
</tr>
<tr>
<td>5. Utilize evidence, clinical judgment, inter-professional perspectives and patient preferences when applying the nursing process to the multiple functional problems of clients in the community.</td>
<td>Compare the nursing process to community-oriented nursing practice (Ch12) Analyze the role of the nurse as an advocate for providing culturally competent nursing care (Ch5 and cultural assignment). Discuss the ways in which people learn and possible barriers to learning (Ch11). Identify factors that affect group functioning (Ch11). Community Project</td>
</tr>
<tr>
<td>6. Discuss the role of professional organizations in the development of standards</td>
<td>Describe the core functions of public health and the services generally provided by practitioners of public health (Ch1).</td>
</tr>
<tr>
<td>Objective</td>
<td>Description</td>
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<tr>
<td>of care when providing care to clients in the community.</td>
<td>Explore and discuss American Nurses Association and Texas Nurses Association (websites). Describe the nursing roles in various settings: school nurse, home health, hospice, public health, and occupational health (Ch 28, 30, 31, 32 – Professional Panel).</td>
</tr>
<tr>
<td>7. Relate findings of current research to provide client-centered nursing care in the community.</td>
<td>Community Project Discuss the illnesses most likely to be associated with the intentional release of a biological agent (Ch26)</td>
</tr>
<tr>
<td>8. Discuss ethical issues related to nursing practice in the community.</td>
<td>Analyze the role of the nurse as an advocate for providing culturally competent nursing care (Ch5). Identify public health issues impacting vulnerable populations in a variety of settings (Ch’s 21-25). Describe strategies that nurses can use to improve the health status and eliminate health disparities of vulnerable populations (Ch21). Develop and implement a plan to communicate with policymakers on a chosen public health issue in order to advocate for a vulnerable population (Ch7 and assignment). Explain the core competencies related to genomics.</td>
</tr>
<tr>
<td>9. Relate the knowledge and methods of a variety of disciplines to make informed decisions when providing community and population-focused care.</td>
<td>Communicate and collaborate with multiple disciplines to make informed decisions when providing community and population-focused care. This course objective is met throughout the community assessment project.</td>
</tr>
<tr>
<td>10. Relate genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness for clients in the community.</td>
<td>Explain the importance of family nursing in the community setting (Ch18). Analyze the major risks to family health (Ch19). Explain the core competencies related to genomics that nurses should integrate into their practice (supplemental article).</td>
</tr>
</tbody>
</table>

*The objectives for this course are based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), [www.aacn.nche.edu/Education/bacessn.htm](http://www.aacn.nche.edu/Education/bacessn.htm).*
Instructor Information

Colleen Ogle, MS, RN, Course Coordinator
Assistant Professor
Email: ogle@tamhsce.edu
Office: HPEB 3027
Office phone: 979-446-0147
Cell phone: to be announced in class
Office hours: TBA

Sonia Turnbow, MSN, WHNP, RN-C, Clinical Coordinator - Bryan
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Cell phone: to be announced in class
Address: 8447 State Hwy 47
Health Professions Education Bldg. (HPEB)
Bryan, TX 77807-3260
Office hours: TBA

Mary Kathryn Sanders, MSN, RN -- Clinical Coordinator – Round Rock
Adjunct Assistant Professor
Round Rock Campus
Office: N405P
Cell phone: to be announced in class
Office hours: TBA

Textbook and/or Resource Material


Recommended Resources:


Grading Policies

**REQUIREMENTS TO PASS NURS 421:**
1. Maintain an average of 75% or greater.
2. Perform all Critical Elements indicated by an asterisk on the Clinical Performance Evaluation form.
3. Complete clinical/theory assignments.
4. Participate in class and in clinical activities, which include post-conferences.

**In order to pass the course, the student must make an exam average of 70% or greater.**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Assessment Project</td>
<td>25%</td>
</tr>
<tr>
<td>(A rubric will be used to grade the project.)</td>
<td></td>
</tr>
<tr>
<td>Assignment – Cultural</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes – 3 total/average</td>
<td>05%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Exam 3 = HESI Final</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**THEORY COMPONENT:**

Tests: Tests will be presented during class time. Students who miss an exam must give prior notice (email or written) and have a valid excuse acceptable to the professor. Students will collaborate with the professor on how to make up an exam.

**Please note:** Questions may be weighted differently at the discretion of the professor. Students will be given a period of 3 working days to ask/challenge test questions. After that time, the test is considered closed for questioning and test grades will be final.

Required Assignments: Each group will be assigned a culture to research (to be announced) and develop a PowerPoint presentation to share with the class (see calendar). See Appendix K/grading rubric.

**CLINICAL COMPONENT:**
The Community Assessment Project/Poster completed in clinical is 25% of the course grade. A grading rubric will be included in the syllabus appendix, or provided as a handout. The Community Assessment Project includes a community intervention and a group poster presentation.

**CLINICAL DRESS CODE:**
Clinical dress code in the community will require wearing the polo shirts chosen by your class. The slacks, skirt, hair, etc. should follow the requirements in the Student Handbook. Scrubs can be worn in some community settings, such as, home health visit, primary care settings, and public health settings. Verify this with your clinical instructor.
CLINICAL HOURS:
A total of 90 clinical hours are required to meet NURS 421 course requirements (Community project = 64 hours, outside clinical = 26 hours = 90 hours total). Details of assignments will be discussed in class and posted on the class/clinical schedule. Many assignments require teamwork and students will utilize good team and time management skills. If a student misses a specific assignment he/she needs to discuss how to make up the assignment with the course/clinical professor.

ATTENDANCE POLICY
Class participation and attendance are expected of each student. Please be aware that much of the learning in this course is interactive – being present for class discussions and activities are necessary for success in this course. If absence is anticipated, such as due to illness or personal emergency, the student should notify the assigned faculty member or course coordinator prior to the start of the class/lab to be missed. The professor will determine the possibility and nature of make-up activities.

ASSIGNMENT SUBMISSION DATES:
1. Assignments/time logs for NURS 421 will be due each Saturday at 11:59 p.m.
2. Exceptions will be communicated by the professor.

COMMUNICATION:
Professor communication to students
Frequently your professor has to communicate important information to you between classes and clinical experiences. Some information will be sent by e-mail and other methods as designated by your professor. Please check the Blackboard calendar frequently for announcements. Each student is responsible to check for updated information. Your professor DOES NOT use Facebook or Twitter.

Student communication to professor
Your course professor can be contacted by e-mail or phone call. The professor will not be obligated to check email and phone messages after 9 p.m. or before 8 a.m. The professor’s cell phone number will be given in class. Communicate with your clinical professor to know her/his preference of communication.

EXAMS
Exams will be administered via the computer or scantron.

Clinical Expectations:
Clinical Evaluation Tool:
1. The clinical evaluation tool is included in the appendices of the course syllabus.
2. Each student will describe activities which meet objectives on the Clinical Performance Evaluation form.
3. Objectives with asterisks must be met with a description of the activity.
4. The completed Clinical Performance Evaluation will be reviewed with the professor and
becomes a part of the student permanent file.

**Course Documents to Review:**
1. Syllabus for NURS 421
2. Syllabus appendices
3. Universal syllabus for program policies related across CON courses included in the Student Handbook.
4. Class Schedule
5. Clinical Schedule
6. Clinical Performance Evaluation Tool
7. Student handbook.

**EVALUATION OF THE COURSE, CLINICAL SITES, AND FACULTY.**
Student completion of evaluations of the course, clinical sites, and faculty is the student’s right and responsibility. The process of evaluation is a student’s opportunity for input into the curriculum and assessment of the faculty’s effectiveness and student learning needs. Evaluations are completed at the end of the semester and are anonymous. The professor cannot access students’ evaluations. The goal of the evaluations is to receive feedback about the course and faculty to consider future changes needed.

**Course Topics, Major Assignment Dates**

**Content Objectives for NURS421, Care of Community Health Clients**

**Week 1: (Ch 1, 12)**
Differentiate between community-based nursing and community-oriented nursing.
Describe the core functions of public health and the services generally provided by practitioners of public health.
Compare the nursing process to community-oriented nursing practice.

**Week 2: (Community as Partner – selected readings)**
Develop a community-oriented nursing care plan using a selected model (Community As Partner):
Critically analyze community assessment data, formulate community nursing diagnosis, use principles of change theory to direct the planning process, implement interventions in partnership with the community, document and record evaluation results and future revisions.

**Week 3: (Ch 2, 3)**
Discuss historical events that have influenced how current health care is delivered in the community.
Describe the current public health system in the United States.
Week 4: (Ch 5, 6)
Analyze the role of the nurse as an advocate for providing culturally competent nursing care.
Discuss the role of the nurse in promoting the health of individuals and families when there are environmental issues confronting the community.

Week 5: (Ch 11)
Discuss the ways in which people learn and possible barriers to learning.
Describe effective principles and methods of instruction.
Identify factors that affect group functioning.
Differentiate between primary, secondary, and tertiary levels of prevention.

Week 6: (Article -- Genetic counseling, core competencies)
Explain the core competencies related to genomics that nurses should integrate into their practice.

Week 7: (Ch 26)
Discuss the current effect and threats of infectious diseases on society.
Utilize the epidemiologic triangle to assist in understanding health and illness and to plan nursing interventions.
Discuss the illnesses most likely to be associated with the intentional release of a biological agent.

Week 8: (Ch 18, 19)
Explain the importance of family nursing in the community setting.
Determine changes in family function and structure.
Analyze the major risks to family health.

Week 9: (Ch 21, 22)
Identify community health issues impacting vulnerable populations in a variety of settings.
Describe strategies that nurses can use to improve the health status and eliminate health disparities of vulnerable populations.
Explain the nursing role for serving persons in rural and urban areas, including migrant farmworkers.

Week 10: (Ch 23)
Analyze the effects of poverty and homelessness on the health and well-being of individuals, families, and communities.
Explain the extent of the problem of patients who have mental illness in the US.
Identify trends in adolescent pregnancy,
Explain nursing interventions for poor and homeless people, pregnant teens, and individuals who are mentally ill.

Week 11: (Ch 25, Ch 7)
Discuss the scope of the problem of violence in American communities.
Develop and implement a plan to communicate with policymakers on a chosen public health issue in order to advocate for a vulnerable population.

Week 12: (Ch 9, 15)
Describe the essential elements of epidemiology and an epidemiologic approach and how
nurses use epidemiology in community health practice.
Explain the basic epidemiologic concepts of population at risk, natural history of disease, levels
of prevention, epidemiology triangle, and the web of causation.
Describe the role of the nurse in surveillance and outbreak investigation.

Week 13: (Selective readings on global health - TBA)
Identify the United Nation’s Millennium Development goals and compare these to the global
health care objectives from Healthy People 2020.
Compare/contrast developed and lesser developed counties and associated health problems.

Week 14: (Ch 28, 30, 31, 32 – also, see websites for Texas Board of Nursing and American
Nurses Association)
Describe the nursing roles in various settings (school nurse, home health, hospice, occupational
health, forensic nursing, and the parish nurse).

Week 15: (Cultural presentations during class)
Examine professional nursing organization websites (Texas Board of Nursing, American
Nurses Association)

Week 16: (HESI during class)

Other Pertinent Course Information

Statement on how this course meets the criteria for International and cultural diversity:

Due to globalization and increasingly diverse populations in the community, the need for
culturally competent nurses is imperative. In order to better prepare future Aggie nurses, NURS
421 will include the following:

- Global health lecture and class activity (activity includes discussing the Millenium
  Development Goals)
- Cultural diversity lecture
- Culturally competent health care assignment and presentation (10% of grade) - see
  rubric
- Community assessment project - includes cultural component

More than a third of the materials are current (within the past 50 years) and the content is
relevant to nursing today.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that
provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or
call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): College of Nursing

2. Course prefix and number: NURS 424  
   3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Professional Issues  
   5. Semester credit hours: 2 hours

6. Frequency the class will be offered: Fall and Spring

7. Number of sections per semester: 1

8. Number of students per semester: 30 to 52

9. Historic annual enrollment for the last three years:
   - 2012-2013: 74 Students enrolled
   - 2011-2012: 71 Students enrolled
   - 2010-2011: 71 Students enrolled

10. Statement on how this course meets the criteria for International and Cultural Diversity:

   Due to globalization and increasingly diverse populations in the healthcare environment, the need for culturally competent nurses is imperative. In order to better prepare future Aggie nurses, NURS 424 will include the following:

   - Lectures will include Cultural diversity content as it relates to ethical and professional issues in nursing.
   - Small group discussions will contain culturally diverse ethical case studies.
   - Presentations will include culturally diverse content related to professional nursing issues.
   - Individual written portion of presentation to include cultural diversity as it relates to a professional nursing issue.

   More than a third of the materials are current (within the past 50 years) and the content is relevant to nursing today.

11. Course Instructor  
    Kauri R. Landgraf, PhD, RN  
    Date: 6/28/13

12. Department Head  
    Susan Yatsuzuka  
    Date: 7/5/13

13. College Dean/Designee  
    Date: 7/8/13

See form instructions for submission/approval process.
Texas A&M Health Science Center
College of Nursing

**NURS 424 PROFESSIONAL ISSUES**
NURS 424 (2 sch)
Fall 2013
Class: Tuesday 1 – 3:00 pm, Location TBA

**Course Description and Prerequisites**

NURS 424 PROFESSIONAL ISSUES/ Credits 2. The purpose of the course is to introduce health professions students to professional and ethical/legal issues in every day practice; develop self-awareness skills about their own values, and those of others, and provide them with tools to engage in self-reflective practice leading to enhancement of patient-centered care and collaborative team work.

**Course Objectives**

At the end of this course, the student should be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>TAMHSC CON Expected Student Outcomes</th>
<th>Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs</th>
<th>AACN: The essentials for Baccalaureate Education in Professional Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the impact of ethical issues on the health care delivery.</td>
<td>ESO 10 - Demonstrate ethical accountability and legal responsibility for professional practice.</td>
<td>II.B. Implement the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
<td>B I: Engage in ethical reas and actions to provide leadership in promoting advocacy, collaboration, a social justice as a socially responsible citizen.</td>
</tr>
<tr>
<td>Apply the major principles of healthcare ethics to clinical cases.</td>
<td>ESO 1 - Integrate concepts, models, and theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for</td>
<td>I.A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
<td>B I: Integrate theories and concepts from liberal educ into nursing practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B I: Synthesize theories ar concepts from liberal educ to build an understanding human experience.</td>
</tr>
<tr>
<td>Integrate knowledge of the professional practice acts and the code of ethics for each profession.</td>
<td>ESO 11 - Integrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice in professional nursing practice.</td>
<td>III.A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>E I: Integrate the knowledge and methods of a variety of disciplines to inform decision making.</td>
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<tr>
<td>Apply concepts of professional practice acts to individual professional roles.</td>
<td>ESO 5 - Apply current standards of professional nursing practice in providing care to individual, families, groups, communities and populations.</td>
<td>II.A. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.</td>
<td>E VIII: Demonstrate the professional standards of moral ethical, and legal conduct. Assume accountability for personal and professional behaviors.</td>
</tr>
<tr>
<td>Examine interprofessional approaches to health care and work in interprofessional groups to address ethical issues in health care.</td>
<td>ESO 8 - Collaborate with other interprofessional health care team members to provide health promotion and disease and injury prevention across the lifespan for individuals, families, groups, communities and populations.</td>
<td>IV.D. Communicate and manage information using technology to support decision making to improve patient care and delivery systems.</td>
<td>E VI: Use inter-and intraprofessional communication and collaborative skills to deliver evidence-based, patient-centered care. E VIII: Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas. E VI: Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.</td>
</tr>
<tr>
<td>Apply cultural competence to ethical interaction with all individuals.</td>
<td>ESO 4 - Utilize the nursing process in the holistic care of diverse individuals, families, groups, communities and populations in various healthcare settings.</td>
<td>II.B. Determine the physical and mental health status, needs, and preferences of culturally ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study.</td>
<td>E VIII: Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations. E VII: Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions</td>
</tr>
<tr>
<td>Conduct introspection and reflection on one's own personal values.</td>
<td>ESO 11 - Integrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice in professional nursing practice.</td>
<td>I.D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
<td>EC9.18 Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care.</td>
</tr>
</tbody>
</table>

*The objectives for this course are based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), [www.aacn.nche.edu/Education/bacessn.htm](http://www.aacn.nche.edu/Education/bacessn.htm).

**Instructor Information**

Karen Landry, PhD, RN  
Email: landry@tamhsc.edu  
Office: #3032  
Office phone: 979-436-0137  
Address: 8447 State Hwy 47  
Bryan, TX 77807-1359

Office hours: Wednesday, 2 pm – 4 pm and also by appointment

**Small Group Facilitators**

TBA
LEARNING MATERIALS

Required Learning Materials: Additional readings will be assigned via email and/or placed in your mailboxes.


Recommended Learning Materials: The following books are recommended, and are on reserve in the LRU and the MSL:


Other Pertinent Course Information

Statement on how this course meets the criteria for **International and cultural diversity:**
Due to globalization and increasingly diverse populations in the healthcare environment, the need for culturally competent nurses is imperative. In order to better prepare future Aggie nurses, NURS 424 will include the following:

- Lectures will include Cultural diversity content as it relates to ethical and professional issues in nursing.
- Small group discussions will contain culturally diverse ethical case studies.
- Presentations will include culturally diverse content related to professional nursing issues.
More than a third of the materials are current (within the past 50 years) and the content is relevant to nursing today.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

"*An Aggie does not lie, cheat, or steal, or tolerate those who do. *"
**COURSE SCHEDULE:**

1pm-1:50pm Lecture – Room LL 11A&B
2pm-2:50pm Small Group Discussion (Except 1/15 & 3/19 [will be on Backboard only]) – Please see Small Group Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Content/Objective(s)</th>
</tr>
</thead>
</table>
| August 27    | 1    | • Introduction to the Course                            | Dr. Landry     | **Goal:** To introduce students to Arts and Humanities within the healthcare profession and the context of the human experience.  
**Objectives:**  
1. Discuss healing arts as a “noble profession.”  
2. Identify characteristics of humanities within healthcare.  
3. Discuss nurses’ role in humanities within healthcare. |
| September 3  | 2    | • Principles of Ethics in Healthcare                     | Dr. Landry     | **Goal:** To understand the six major principles of ethics in healthcare and how they apply in clinical practice.  
**Objectives:**  
1. Describe a brief definition of healthcare ethics.  
2. Distinguish between mores and morals.  
3. Distinguish between teleological and deontological ethics.  
4. Identify the six fundamental principles of ethics in healthcare |
| September 10 | 3    | • Research Ethics – Historical Perspective               | Dr. Jane Bolin | **Goal:** Explore the ethical principles involved in medical research with the benefit of a not so ethical historical perspective and an eye to the future.  
**Objectives:**  
1. Describe notable historical events and clinical trials leading to the development of our current standards and codes of conduct for medical research.  
2. Describe the ethical principles of medical research as noted in the Belmont Report.  
3. Discuss potential ethical dilemmas associated with advancing research technologies. |
<p>|              | 4    | • Honesty and Truth-Telling in Healthcare                | Dr. Barbara Gastel | <strong>Goal:</strong> To acknowledge and understand the roles of truth-telling and trust in healthcare. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Instructor</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| September  | 17  | 5 Confidentiality in Healthcare | Dr. Mary Elizabeth Herring | **Objectives:**  
1. Discuss truth telling.  
2. Discuss the impact of truth telling on the entire healthcare team. |
| September  | 24  | 6 Ethical Decision Making in Healthcare: The Four Box Model | Dr. Don Self        | **Goal:** To adequately convey the extraordinary importance of confidentiality in healthcare.  
**Objectives:**  
1. Identify the basis of the principle of confidentiality.  
2. List the three generally accepted exceptions to confidentiality.  
3. Discuss conditions appropriate for a breach in confidentiality.  
4. Distinguish between teleological and deontological approaches to confidentiality. |
| October 1  |     | 7 The Concepts of Health and Disease | Dr. Don Self        | **Goal:** To elaborate a practical method of ethical decision making in healthcare.  
**Objectives:**  
1. Describe a clear description of the four components of this model.  
2. Discuss briefly on other methods of ethical decision making in healthcare.  
3. Discuss why the Four Box Model is superior to other methods of ethical decision making in healthcare. |
| October 8  |     | 8 Professionalism: Conflicts of Interest and Abuse of Power | Dr. Bob Stanberry   | **Goal:** To broaden student understanding of the concepts of health, disease and medicine.  
**Objectives:**  
1. Compare definitions of health.  
2. Differentiate acute vs. chronic disease.  
3. Discuss the differing philosophies of medicine. |
|            |     |                               |                     | **Goal:** To understand the influence of medical ethics on being a healthcare provider and the concept of professionalism in healthcare.  
**Objectives:**  
1. Discuss the main ethical issues involved in the practice of healthcare.  
2. Identify the major Principles of Ethics in Healthcare. |

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Activity</th>
<th>Instructor</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15</td>
<td>9</td>
<td>- End-of-Life Issues (Blackboard)</td>
<td>Dr. Carol Taylor</td>
<td>Goal: To understand the importance of the physical and emotional role of healthcare at the end of life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussion Board</td>
<td></td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Discuss the various stages and transitions in the active dying of patients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Identify the steps appropriate to assist the family of a dying patient.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Discuss dying as a completion of a natural process rather than a failure.</td>
</tr>
<tr>
<td>October 22</td>
<td>10</td>
<td>- Ethical Issues in Informed Consent</td>
<td>Dr. Mary Elizabeth</td>
<td>Goal: To understand the importance and complexities of informed consent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Small Group Discussions</td>
<td>Herring</td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Define informed consent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Identify the elements of informed consent.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>3. Discuss the functions or justifications for informed consent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Describe the difficulties with informed consent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Discuss the exceptions to informed consent.</td>
</tr>
<tr>
<td>October 29</td>
<td>11</td>
<td>- Work on group Presentations (Send written draft of writing to the TAMU writing lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>12</td>
<td>- Written draft to peer for feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Work on group Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 12</td>
<td>13</td>
<td>- Final written portion of paper due to faculty members</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Work on group Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Number</td>
<td>Events</td>
<td></td>
<td></td>
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<tr>
<td>--------------</td>
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<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 19</td>
<td></td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 26</td>
<td>14</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 3</td>
<td>15</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please take the time to complete the course survey. Your contribution is valued and important!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TAMHSC POLICIES AND PROCEDURES

Unsafe/unprofessional Behavior Report Form
Please see Appendix F

APPENDICES
Appendix A  Small Group Grading Scale
Appendix B  Nursing Essentials, Code of Ethics
Appendix C  Group Presentation
Appendix D  Peer Evaluation

Small Group Assignments
TBA
Appendix A: Small Group Discussion Grading Scale

Date: ____________  Group: _______  Room: ____________
Group Leader (s):  Participation: 20 pt. maximum/session

<table>
<thead>
<tr>
<th>Area to be evaluated</th>
<th>0</th>
<th>3</th>
<th>5</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active membership in small groups</td>
<td>Does not pay attention in small groups</td>
<td>Listens but does not offer any input</td>
<td>Offers input and participates fully</td>
<td></td>
</tr>
<tr>
<td>Professional Behavior in class</td>
<td>Is not respectful of faculty and classmates, i.e. spends time on computer not related to class assignments, Leaves class after class has started</td>
<td>Notifies faculty ahead of time if delayed for class</td>
<td>Respects faculty and classmates by not disrupting class in any way and is Always on time for class</td>
<td></td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Often interrupts; at times converses with others when another team member is speaking</td>
<td>Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; sustains eye contact</td>
<td>Rarely interrupts; frequently solicits others' contributions; sustains eye contact</td>
<td></td>
</tr>
<tr>
<td>Contribution</td>
<td>Does not contribute very often; quality of contribution is inconsistent.</td>
<td>Usually contributes; quality of contributions is solid.</td>
<td>Always contributes; quality of contributions is exceptional</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

TOTAL

Please note that students will be graded individually within each small group.

<table>
<thead>
<tr>
<th>Name</th>
<th>Active Membership (0-5 Points)</th>
<th>Professional Behavior (0-5 Points)</th>
<th>Listening Skills (0-5 Points)</th>
<th>Contribution (0-5 Points)</th>
<th>Total (20 Points max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

Objectives
Senior Professional Nursing Issues Project
Nurs 424

Senior Professional Nursing Issues Project Presentations
Senior project presentations will be presented on dates assigned in the class. Presentation groups will consist of 3-4 students as assigned by the course faculty. Presentations will be presented in a professional manner that demonstrates an in-depth knowledge of the subject matter, critical thinking about application of the subject matter to the practice setting, and evidence of individual contributions to the team product. Team cohesiveness and fluidity of the presentation should also be demonstrated. Group time and presentations will be after the small group sessions. Objectives for the presentations are listed below and are meant to guide each group as they investigate the subject matter. Groups should develop objectives to guide their presentations. The grading rubric is included. Timeframe for each presentation is 20 minutes. Each student will give a 5 minute presentation from within each group. Each group will be expected to successfully complete a presentation and will be expected to turn in, to the faculty member, a copy of the presentation with a complete reference list. Each student will turn in their written section of the presentation which will be at least 1250 words (five pages). The reference list must be in APA format. Please note that peer evaluations (within group), as well as, audience evaluation are included in the grading.

Presentation Objectives:
1. Define the Topic
2. Analyze and evaluate the need for discussing the Topic
3. Evaluate the main tenants of the Topic
4. Evaluate any policies that may exist (or the team would like to suggest) to address the Topic
5. Application of the subject matter to the practice setting
6. Discuss the cultural diversity related to your nursing topic

Topics to Select:
Texas Peer Assistance Program for Nursing
Safe Harbor
Nursing Peer Review
Nurse Staffing Effectiveness
Informed Consent
Bullying in Nursing, oppression and horizontal violence
Facebook and Nurses
Defending Myself against Violence at Work
Violence: Not in My Job Description
Mandatory Overtime
Holiday Rotations
Mandated Uniforms/Dress code
Nursing Unions or Should nurses go on strike?
Whistle-blowing
Continuing Education requirements
Should Magnet Status be Mandatory?
Any other professional issues in nursing (upon approval from the faculty for this course)
Fatigue
# APPENDIX C

**EVALUATION RUBRIC FOR SMALL GROUP PRESENTATION (50 points)**

**GROUP MEMBERS:**

<table>
<thead>
<tr>
<th>PRESENTATION TOPIC</th>
<th>DATE:</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives and class assignment</strong></td>
<td>NO=0 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Methods (ex. Pre/post test)</strong></td>
<td>NO=0 pts</td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>NO=0 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>1 pt</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Poor</td>
<td>Excellent</td>
</tr>
<tr>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Poor</td>
<td>Student presents information in logical sequence which audience can follow.</td>
</tr>
<tr>
<td>Fair</td>
<td>Good</td>
<td>Student presents information in logical sequence which audience can follow.</td>
</tr>
<tr>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Fair</td>
<td>Student presents information in logical sequence which audience can follow.</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge (Included Cultural Diversity)</strong></td>
<td>Poor</td>
<td>Excellent</td>
</tr>
<tr>
<td>Student does not have grasp of information;</td>
<td>Poor</td>
<td>Student demonstrates full knowledge by fully elaborating on content delivered.</td>
</tr>
<tr>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Student is uncomfortable with information and is often unsure of him/herself.</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics and Content</strong></td>
<td>Poor</td>
<td>Excellent</td>
</tr>
<tr>
<td>Presentation has four or more content errors.</td>
<td>Poor</td>
<td>Presentation has no errors.</td>
</tr>
<tr>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Presentation has three content errors.</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Poor</td>
<td>Excellent</td>
</tr>
<tr>
<td>Student reads all of report with no eye contact.</td>
<td>Poor</td>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
</tr>
<tr>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Poor</td>
<td>Excellent</td>
</tr>
<tr>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Poor</td>
<td>Student uses a clear voice and correct, use of terms so that all audience members can hear presentation.</td>
</tr>
<tr>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Student's voice is low. Student incorrectly uses terms. Audience members have difficulty hearing presentation.</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Equal Speaking Parts</strong></td>
<td>Poor</td>
<td>Excellent</td>
</tr>
<tr>
<td>One member dominated the presentation.</td>
<td>Poor</td>
<td>Each member of the group had equal speaking parts and contributed equally to the presentation.</td>
</tr>
<tr>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>One member did the majority of the speaking. The other members of the group did very little speaking.</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Manner, Language and Dress</strong></td>
<td>Poor</td>
<td>Excellent</td>
</tr>
<tr>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Dressed inappropriately and or chewing gum</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Innocuous matters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total points**

- **Points Earned:** 50
APPENDIX D

PEER EVALUATION

DIRECTIONS: Each group member must complete this form and submit with your small group presentation.

YOUR NAME: ___________________________ DATE: ___________________________

Please rate each of your group peers on a scale from 0 to 100. The following are examples of descriptors for the grading criteria. Members should receive a 100 only if they performed extraordinarily in the group, and were exemplary. Be as objective as possible in assigning scores to your peers (i.e. don’t just give everyone a 100). Provide written evidence for why you rated each peer the way you did. Your peer evaluation scores will be taken into account when the Instructor grades your group participation.

Example descriptors of grading criteria:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description of Individual's Activity within the Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>This group member was exemplary. He/she participated fully, attended all meetings, and completed work on time. He/she was a motivator/leader/organizer, and helped the group to accomplish its goals effectively. He/she always produced exceptional work. Overall, we would not have done nearly as well as a group without this member's participation.</td>
</tr>
<tr>
<td>90-94</td>
<td>This group member performed above average, adding a great deal to the group work. He/she was active and vocal during meetings, sharing ideas and providing creative contributions. He/she always did work on time and work was always of high quality.</td>
</tr>
<tr>
<td>80-89</td>
<td>This group member attended and participated in meetings. He/she waited for others to take the lead, but actively added ideas to the group's work. He/she did what was asked of him/her, contributed good quality work, was on time with assignments, and was responsible as a group member.</td>
</tr>
<tr>
<td>75-79</td>
<td>This group member participated when encouraged to do so. He/she missed some meetings, but generally did what was asked of him/her and was usually on time with assignments. He/she did not contribute creatively to the group work and was average to slightly below average in the quality of work he/she did.</td>
</tr>
<tr>
<td>70-74</td>
<td>This group member participated, but in a very minimal way. He/she missed meetings, did not do work on schedule and/or did work of poor quality, and generally seemed to be not interested in the group activity. The group probably would have done better without this member's contributions.</td>
</tr>
<tr>
<td>&lt;70</td>
<td>This group member made the work difficult, often missed meetings, did not do work he/she was assigned, and generally created situations that blocked the work of the group.</td>
</tr>
</tbody>
</table>

GROUP MEMBERS’ NAMES (IN ALPHABETICAL ORDER)                  SCORE OUT OF 100
LAST NAME | FIRST NAME  | SCORE | RATIONALE FOR SCORE |
-----------|------------|-------|---------------------|
|           |            |       |                     |
|           |            |       |                     |
|           |            |       |                     |

Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): TAMHSC-College of Nursing

2. Course prefix and number: NURS 464

3. Texas Common Course Number: N/A

4. Complete course title: Health Promotion Across the Lifespan for the RN

5. Semester credit hours: 3

6. Frequency the class will be offered: Once a year

7. Number of sections per semester: 2

8. Number of students per semester: 20-25

9. Historic annual enrollment for the last three years:
   2012-2013: 21
   2011-2012: 10
   2010-2011: 8

10. Statement on how this course meets the criteria for International and Cultural Diversity:

    This course emphasizes the role of the nurse in health promotion of individuals and families in multiple settings across diverse populations. Students learn to assess clients' including cultural factors that impact health promotion. Health education and strategies are tailored to meet clients' needs which include relevant cultural factors.

    More than a third of the materials are current and the content is relevant to the provision of nursing care in today's diverse society.

11. Course Instructor

    Mary Katherine Sanders

    Date: 7-5-13

12. Department Head

    Susan Yarbrough

    Date: 7-5-13

13. College Dean/Designee

    [Signature]

    Date: 7-5-13

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas A&M Health Science Center
College of Nursing

NURS 464 Health Promotion Across the Lifespan for the RN
NURS 464
Fall 2013
Class: Online
Practicum: TBA – individual student

Course Description and Prerequisites

NURS 464 Health Promotion Across the Lifespan for the RN-Credits 3. This course emphasizes the role of the nurse in health promotion across multiple settings with diverse populations. The student will apply principles of teaching/learning, care coordination, and genetics/genomics to improve the health of individuals and families. Practicum experiences are individualized.

Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Unit Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 or the family unit.</td>
<td>Health Promotion Practicum</td>
</tr>
<tr>
<td>Engage in interprofessional collaboration to effectively coordinate the care of individuals and family units with complex health needs in a variety of settings.</td>
<td>Care Coordination/Case Management</td>
</tr>
<tr>
<td>Apply evidence-based professional nursing practice interventions to empower individuals and families to manage and coordinate self-care.</td>
<td>Care Coordination/Case Management</td>
</tr>
</tbody>
</table>
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/or families that highlight health promotion activities.

*The objectives for this course are based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), www.aacn.nche.edu/Education/bacesn.htm.

**Instructor Information**

Katie Sanders, MSN, RN,
Office: N405P Round Rock Campus
Phone: 512.341-4945
Email: msanders@tamhsc.edu
**Office Hours:** TBA; Other hours by appointment

**Textbook and/or Resource Material**


**Recommended Resources:**

APA Formatting

http://owl.english.purdue.edu/
http://apastyle.org
http://lib.trinity.edu/lib2/cite.php?styles=2&types=13
Grading Policies

REQUIREMENTS TO PASS NURS 466:
1. Maintain an average of 70% or greater.
2. Successfully complete practicum/theory assignments.
3. Participate in online learning activities.
   **In order to pass the course, the student must make an exam average of 70% or greater.**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Online Summative Quiz/Test</td>
<td>15</td>
</tr>
<tr>
<td>Online Assignments (written and discussion board* includes cultural assessment and influences)</td>
<td>30</td>
</tr>
<tr>
<td>Case Management/Care Coordination Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Health Promotion Teaching Project</td>
<td>30</td>
</tr>
<tr>
<td>Practicum (P/F)</td>
<td>NC</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**THEORY COMPONENT:**
Course content is presented in weekly lessons. Course content is presented in online learning modules. The faculty role includes facilitating the student’s learning and serving as a resource person as the student engages in active learning. While the faculty will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation when needed, and demonstration of successfully meeting course objectives.
Each lesson will open on Wednesday 0001 CST and must be completed by Tuesday at midnight CST.
Quizzes: Quizzes will be presented in an online format. Please see assignments and discussion board information below.

Required Assignments: There are multiple assignments/discussions throughout the course (see course calendar) to include a cultural influences on health promotion discussion/assignment to research (to be announced) and develop a presentation to share with the class (see calendar). See grading rubric.

**PRACTICUM COMPONENT :**
The Health Promotion Project completed in the practicum is _30_% of the course grade. A grading rubric will be included in the syllabus appendix, or provided as a handout. The Health Promotion Teaching Project utilizes the nursing process: assessment through evaluation includes the client’s cultural context. Students choose a clinical site with the approval of their instructor designed to facilitate meeting their practicum objectives. Students are to speak with their clinical faculty member to request clinical sites with which the CON does not already have signed clinical facility agreements. All clinical practice must be performed in accordance with the Texas Nurse Practice Act.
PRACTICUM DRESS CODE:

For more information on policies, please consult the TAMHSC College of Nursing Student Handbook. Students will adhere to specific agency dress requirements.

PRACTICUM HOURS:
A total of 15 practicum hours are required to meet NURS 464 course requirements and completion of a Health Promotion Teaching project. Details of assignments will be discussed in throughout the course and posted on the course schedule. Assignments require teamwork and students will utilize good team and time management skills. If a student misses a specific assignment he/she needs to discuss how to make up the assignment with the course/clinical professor.

ATTENDANCE POLICY:
Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed. Course syllabus was been developed in detail to provide direction for successful completion of the course. Students are expected to follow specific directions given in course assignments. Attendance online for assignments, discussions, and quizzes/exams are discussed below.

ASSIGNMENT SUBMISSION DATES:
Assignments/Practicum Journals for NURS 464 Assignment:
1. All assignments are due on Tuesday midnight CST and are deposited to the assignments link in Blackboard.
2. When submitting an assignment in Blackboard, please use the following format save the document: Course_number_first name_last name_assignment name
3. Late assignments will be reduced by 10% per day unless otherwise determined by the course faculty.

DISCUSSION BOARD:
1. All initial discussion postings are due by Sunday and response posting to peers by Tuesday midnight CST.
2. Due to the nature of discussion postings, late response discussion postings (posted after Tuesday midnight CST) will not be graded.
3. Discussion board grade will be reduced by 10% for late initial postings. Nothing is accepted for grading after Tuesday midnight CST.
4. Online Etiquette: The objective in an online discussion is to be collaborative, not combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

Discussion board (DB) responses as one measure of participation in the course count significantly towards your final course grade. So, use of these guidelines in combination with the grading rubric below should enable your success. Here are the guidelines used throughout the course.
1. Always read the assigned works, view, read and/or complete learning assignments for the week before writing your DB response. Your response should indicate that you have read, understand and are able to apply the week’s content, so omitting this step is a crucial mistake.

2. Your initial post in response to the question should be between 150 – 250 words and will include citations according to the grading criteria. Note that you can omit citations, but doing so will be reflected in your grade.

1. You should develop your response to the discussion question before reading the responses of other students, to avoid having your thinking influenced by others.

2. You should contribute to the ongoing discussion by replying to the posts of other students. These should be about 1 paragraph minimum of 100 words. Again, refer to the grading criteria for requirements.

3. Here are some suggestions for replying to others. You should always be respectful of others, but scholarly disagreements are fine. So, provide an alternative perspective with a discussion of your point of view. Share own experiences but use empirical resources in the analysis for a better grade. Students will use professional language and may not use vulgarity, swearing, or cursing. You may ask questions to further discussion, post additional resources such as articles, websites video clips, etc.

4. For peer response postings, students will read a sampling of your colleagues’ postings and respond to number of postings required for the discussion during the week in one or more ways:
   a) Suggest why you might see things differently. (cite/reference)
   b) Ask a probing or clarifying question.
   c) Share an insight form having read the colleague’s posting.
   d) Offer and support with evidence from the literature an informed opinion.(cite/reference)
   e) Validate an idea with your own experience.
   f) Make a suggestion supported with evidence from the literature. (cite/reference)
   g) Expand on the colleague’s posting
   h) Ask for evidence that supports the posting.

5. Please refer to the Discussion Board Grading Criteria. The faculty will assign the specific score based on this criteria listed.

6. Exceptions will be communicated by the professor.

COMMUNICATION:

Professor communication to students
Frequently your professor has to communicate important information to you between classes and clinical experiences. Some information will be sent by e-mail and other methods as designated by your professor. Please check the Blackboard calendar frequently for announcements. Each student is responsible to check for updated information. Your professor DOES NOT use Facebook, Texting, or Twitter to communicate with students.

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Your course professor can be contacted by e-mail or phone call (office or cell). The professor will respond within 24-48 hours. Communicate with your clinical professor to know her/his preference of communication.
EXAMS and QUIZZES
Exams/Quizzes will be administered via the computer online.
1. Quizzes must be completed within the week (7- days) of the lesson.
2. You will have one attempt/quiz with each timed quiz.
3. All assigned quiz attempts for the lessons are due by Tuesday midnight CST. Late quizzes are not accepted.
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For more information on policies, please consult the TAMHSC College of Nursing Student Handbook.

Course Documents to Review:
1. Syllabus for NURS 464
2. RN-BSN Universal syllabus for program policies related across CON courses included in the Student Handbook.
3. Course Schedule
4. Student handbook.

EVALUATION OF THE COURSE, CLINICAL SITES, AND FACULTY.
Student completion of evaluations of the course and faculty is the student’s right and responsibility. The process of evaluation is a student’s opportunity for input into the curriculum and assessment of the faculty’s effectiveness and student learning needs. Evaluations are completed at the end of the semester and are anonymous. The professor cannot access students’ evaluations. The goal of the evaluations is to receive feedback about the course and faculty to consider future changes needed.

Course Schedule (Topics, Major Assignment Dates)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CLASS CONTENT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro/Evidence-based</td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Cultural/Spiritual/Religious Influences on Health Promotion</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Health Promotion Theories/health Education</td>
<td>Quiz Assignment Practicum hours begin</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Health literacy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Care Coordination/Case Management in health promotion; Interprofessional practice</td>
<td>Quiz Discussion or Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Conducting a health promotion assessment &amp; genogram</td>
<td>Quiz Discussion and or Assignment</td>
</tr>
<tr>
<td></td>
<td>Students may schedule Care Coordination/Case Management Practicum experience</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Health promotion planning Life span Development &amp; Family Influences &amp; Genetics</td>
<td>Discussion Quiz Students should begin Health Promotion Assessment</td>
</tr>
<tr>
<td>6</td>
<td>Health promotion planning</td>
<td>Assignment</td>
</tr>
<tr>
<td>7</td>
<td>EBP Health Promotion Interventions</td>
<td>Quiz Discussion or Assignment</td>
</tr>
<tr>
<td>8</td>
<td>Implementing Health Promotion Interventions</td>
<td>Quiz Assignment</td>
</tr>
<tr>
<td>9</td>
<td>Prenatal, Infant, Toddler</td>
<td>Quiz Discussion or Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Preschool, School, age, Adolescent</td>
<td>Discussion or Assignment Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Young &amp; middle adult</td>
<td>Course Objective 3 &amp; 5 Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Evaluating Effectiveness of Health Promotion Teaching/Interventions</td>
<td>Discussion or assignment</td>
</tr>
<tr>
<td>13</td>
<td>Evaluating Effectiveness of Health Promotion Teaching/Interventions</td>
<td>Course Objectives 3 &amp; 4 Discussion</td>
</tr>
<tr>
<td>14</td>
<td>Health Promotion Project</td>
<td>Objectives 1-5 Health Promotion Project Due Discussion</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

Statement on how this course meets the criteria for **International and cultural diversity:**

Due to globalization and increasingly diverse populations in the community, the need for culturally competent nurses is imperative. In order to better prepare future Aggie nurses, NURS 464 will include the following:

- Cultural and spiritual influences on health and health promotion of individual and families presentation and learning activity (discussion and or assignment)
- Cultural diversity in health care and provider cultural competency presentation and student-centered learning activity(ies)
- Health promotion teaching project - includes cultural component

More than a third of the materials are current and the content is relevant to nursing today.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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

<table>
<thead>
<tr>
<th>15</th>
<th>Summative Quiz/Exam Course Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/13</td>
<td>Cumulative Quiz (weeks 1-13) Course Evaluation due Case Management Practicum Assignment Due Practicum Hours Log Due</td>
</tr>
</tbody>
</table>
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by {department name}: TAMHSC College of Nursing

2. Course prefix and number: NURS 466
3. Texas Common Course Number: N/A

4. Complete course title: Community Health for the RN
5. Semester credit hours: 5

6. Frequency the class will be offered: Once a year

7. Number of sections per semester: 2

8. Number of students per semester: 20-25

9. Historic annual enrollment for the last three years:
   - 2012-2013: 21
   - 2011-2012: 10
   - 2010-2011: 8

10. Statement on how this course meets the criteria for International and Cultural Diversity:

    This community health nursing course has cultural and international diversity threaded throughout the course. Culture is explored within and beyond US borders. Students learn how to perform and apply findings from a community assessment, that includes cultural perspectives, to provide nursing care to individuals/families/populations and or groups in the community. Students tailor nursing Interventions that are culturally appropriate for the population.

    More than a third of the materials are current and the content is relevant to the provision of nursing care in today's diverse society.

11. Course Instructor
    Cindy Hudson
    7-5-13
    Date

12. Department Head
    Susan Yarbrough
    7-5-13
    Date

13. College Dean/Designee
    Susan R. Williams
    7/8/13
    Date

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas A&M Health Science Center
College of Nursing

NURS 466 Community Health for the RN
NURS 466
Spring 2014
Class: Online
Practicum: TBA – individual student

Course Description and Prerequisites

NURS 466 Community Health for the RN Credits 5. In this course, students are introduced to community/public health care of culturally diverse populations. The role of the professional nurse as part of an interprofessional team in health promotion, disease prevention, and management of chronic health problems in community settings is explored. Students apply critical reasoning and information technology skills to develop and implement evidence-based projects that positively impact the quality of life of community clients. Practicum experiences are individualized.

Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Unit Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze principles and theories from the sciences, humanities, nursing and public health as they relate to the needs of population-focused care.</td>
<td>Develop a community-oriented nursing care plan (Community project).</td>
</tr>
<tr>
<td></td>
<td>Differentiate between community-based nursing and community-oriented nursing.</td>
</tr>
<tr>
<td></td>
<td>Discuss historical events that have influenced how current health care is delivered in the community.</td>
</tr>
<tr>
<td></td>
<td>Describe the current public health system in the United States.</td>
</tr>
<tr>
<td>2. Analyze information and communication technologies in health promotion, health maintenance and prevention of illness with clients in the community.</td>
<td>Community Project</td>
</tr>
<tr>
<td></td>
<td>Discuss the role of the nurse in promoting the health of community as a client when there are environmental issues.</td>
</tr>
<tr>
<td></td>
<td>Differentiate between primary, secondary, and tertiary levels of prevention.</td>
</tr>
</tbody>
</table>
| 3. Utilize evidence-based practices to guide health teaching, health counseling, screening, referral and follow-up to improve patient outcomes. | Discuss the ways in which people learn and possible barriers to learning – health literacy.  
Describe effective principles and methods of instruction.  
Community Project |
|---|---|
| 4. Use critical thinking and information literacy to address nursing practice in the community. | Community Project  
Discuss the current effect and threats of infectious diseases on society and at-risk populations.  
Utilize various epidemiologic models to assist in understanding health and illness and to plan nursing interventions.  
Identify the United Nation's Millennium Development goals and compare these to the global health care objectives from Healthy People 2020 (selected readings/websites). |
| 5. Utilize evidence, clinical judgment, inter-professional perspectives and patient preferences when applying the nursing process to the multiple functional problems of clients in the community. | Compare the nursing process to community-oriented nursing practice.  
Analyze the role of the nurse as an advocate for providing culturally competent nursing care.  
Discuss the ways in which people learn and possible barriers to learning.  
Identify factors that affect group functioning.  
Community Project |
| 6. Discuss the role of professional organizations in the development of standards of care when providing care to clients in the community. | Describe the core functions of public health and the services generally provided by practitioners of public health.  
Explore and discuss Association of Public Health Nurses, American Public Health Association and public health nursing certification (websites). |
<table>
<thead>
<tr>
<th>7. Relate findings of current research to provide client-centered nursing care in the community.</th>
<th>Community Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the illnesses most likely to be associated with the intentional release of a biological agent.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Discuss ethical issues related to nursing practice in the community.</th>
<th>Analyze the role of the nurse as an advocate for providing culturally competent nursing care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify public health issues impacting vulnerable populations in a variety of settings.</td>
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</tr>
<tr>
<td>Describe strategies that nurses can use to improve the health status and eliminate health disparities of vulnerable populations.</td>
<td></td>
</tr>
<tr>
<td>Develop and implement a plan to communicate with policymakers on a chosen public health issue in order to advocate for a vulnerable population.</td>
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</tr>
<tr>
<td>Explain the core competencies related to genomics.</td>
<td></td>
</tr>
</tbody>
</table>

| 9. Relate the knowledge and methods of a variety of disciplines to make informed decisions when providing community and population-focused care. | Apply interprofessional communicate and collaborate with to make informed decisions when providing community and population-focused care. This course objective is met throughout the community assessment project. |

*The objectives for this course are based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), www.aacn.nche.edu/Education/bacessn.htm.

**Instructor Information**

Cindy Hudson, DNSc, RN, PHCNS-BC, CNE  
Office: N403C – Round Rock Campus  
Phone: 512.341.4972 (office)  
256.361.5014 (cell phone)  
Email: chudson@tamhs.edu  
**Office Hours:** TBA; Other hours by appointment
Textbook and/or Resource Material


**Recommended Resources:**

APA Formatting
http://owl.english.purdue.edu/
http://apastyle.org

**Suggested Community/Population-Focused Care Journals**

American Journal of Health Behavior
American Journal of Health Promotion
American Journal of Public Health
Annual Review of Public Health
Caring
Family and Community Health
Geriatric Nursing
Gerontologist
Health Education Journal
Health Education Quarterly
Home Health Nurse
Journal of Community Health
Journal of Health Nursing
Journal of Environmental Health
Journal of Health Education
Journal of Health Politics, Policy, and Law
Journal of Psychosocial Nursing and Mental Health Services
Journal of School Health
Journal of School Nursing
Morbidity and Mortality Weekly Reports (MMWR)
Journal of the Prevention of Chronic Diseases (available online via CDC)
Journal of Public Health Nursing
Public Health Reports

**Grading Policies**

**REQUIREMENTS TO PASS NURS 421:**
1. Maintain an average of 75% or greater.
2. Complete clinical/theory assignments.
3. Participate in class and in clinical activities, which include post-conferences.

**In order to pass the course, the student must make an exam average of 70% or greater.**
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography*</td>
<td>15%</td>
</tr>
<tr>
<td>Community Assessment Project*</td>
<td></td>
</tr>
<tr>
<td>Part I (15%)</td>
<td>30%</td>
</tr>
<tr>
<td>Part II (15%)</td>
<td></td>
</tr>
<tr>
<td>Discussion Board * includes at least one on culture</td>
<td>15%</td>
</tr>
<tr>
<td>Online Assignments *includes at least one incorporates culture</td>
<td>15%</td>
</tr>
<tr>
<td>Online Quizzes --</td>
<td>05%</td>
</tr>
<tr>
<td>Online summative quiz</td>
<td>15%</td>
</tr>
<tr>
<td>Practicum Reflection Journal</td>
<td>05%</td>
</tr>
</tbody>
</table>

Total: 100%

**THEORY COMPONENT:**
Course content is presented in weekly lessons. Each lesson will open on Wednesday 0001 CST and must be completed by Tuesday at midnight CST. Quizzes: Quizzes will be presented in an online format. Please see assignments and discussion board information below.

**Required Assignments:** There are multiple assignments/discussions throughout the course (see course calendar) to include a global/culture discussion/assignment to research (to be announced) and develop a presentation to share with the class (see calendar). See grading rubric.

**PRACTICUM COMPONENT:**
The Community Assessment Project completed in the practicum is 30% of the course grade. A grading rubric will be included in the syllabus appendix, or provided as a handout. The Community Assessment Project includes a community intervention and a presentation.

**PRACTICUM DRESS CODE:**
Practicum dress code in the community will require wearing the polo shirts chosen by your class. The slacks, skirt, hair, etc. should follow the requirements in the Student Handbook. Scrubs can be worn in some community settings, such as, home health visit, primary care settings, and public health settings. Verify this with your clinical instructor.

**Students can expect to be placed in a variety of facilities during their enrollment in the program. Students choose clinical sites with the approval of their instructor in a variety of settings designed to facilitate meeting their clinical objectives. Students are to speak with their clinical faculty member to request clinical sites with which the CON does not already have signed clinical facility agreements. All clinical practice must be performed in accordance with the Texas Nurse Practice Act. Students must maintain professional behavior, conduct, and adhere to the CON dress code. For more information on policies, please consult the TAMHSC College of Nursing Student Handbook.**
PRACTICUM HOURS:
A total of 45 practicum hours are required to meet NURS 466 course requirements and completion of an identified Community project. Details of assignments will be discussed throughout the course and posted on the course schedule. Assignments require teamwork and students will utilize good team and time management skills. If a student misses a specific assignment he/she needs to discuss how to make up the assignment with the course/clinical professor.

ATTENDANCE POLICY

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed. Course syllabus was been developed in detail to provide direction for successful completion of the course. Students are expected to follow specific directions given in course assignments. Attendance online for assignments, discussions, and quizzes/exams are discussed below.

ASSIGNMENT SUBMISSION DATES:
Assignments/time logs for NURS 466 Assignment:
1. All assignments are due on Tuesday midnight CST and are deposited to the assignments link in Blackboard.
2. When submitting an assignment in Blackboard, please use the following format save the document: Course_number_first name_last name_assignment name
3. Late assignments will be reduced by 10% per day unless otherwise determined by the course faculty.

DISCUSSION BOARD:
1. All initial discussion postings are due by Sunday and response posting to peers by Tuesday midnight CST.
2. Due to the nature of discussion postings, late response discussion postings (posted after Tuesday midnight CST) will not be graded.
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4. Online Etiquette: The objective in an online discussion is to be collaborative, not combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

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1. Quizzes must be completed within the week (7- days) of the lesson.
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3. All assigned quiz attempts for the lessons are due by Tuesday midnight CST. Late
quizzes are not accepted.

4. The Mid-Term will be open in Week 9 and Final Summative Exam will open in Week 15 and remain available for 5 days; students will have one attempt with a specified time limit.

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<thead>
<tr>
<th>WEEK</th>
<th>CLASS CONTENT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | Population-focused practice | Course Objective 1  
Core functions of public health  
Essential Services in Public Health  
Discussion |
| 2    | Community assessment : Using the Nursing Process  
Public Health Science: Epidemiology | Course Objective 1, 2  
Quiz  
Assignment  
Practicum hours begin |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Objectives</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Vulnerable Populations</td>
<td>2 &amp; 4</td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Health Disparities</td>
<td></td>
<td>Discussion or Assignment</td>
</tr>
<tr>
<td></td>
<td>Ethics in Public Health Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cultural Diversity in the Community</td>
<td>4</td>
<td>Assigned reading on culture: (Neis &amp; McEwen, 2011)</td>
</tr>
<tr>
<td></td>
<td>Global (International) Health</td>
<td></td>
<td>Discussion and or Assignment</td>
</tr>
<tr>
<td>5</td>
<td>Environmental Health</td>
<td>4</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Community Walkability survey</td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>6</td>
<td>Evidence-Based Public Health Practice</td>
<td>1, 2, 3 &amp; 4</td>
<td>Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Part 1 Presentations: Community Assessment and Analysis Due</td>
<td>1</td>
<td>Community Project Part 1-Community Assessment and Analysis: Windshield &amp; Other Survey Data Results &amp; Findings Due</td>
</tr>
<tr>
<td>8</td>
<td>Planning and Implementing the Project</td>
<td>1, 4, &amp; 5</td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Infectious Diseases &amp; Communicable Disease Risks</td>
<td>1 &amp; 3</td>
<td>Module 8 Assignment due Online Mid-term exam (weeks 1-6)</td>
</tr>
<tr>
<td>10</td>
<td>Chronic Disease Prevention/Management</td>
<td>1, 2 &amp; 5</td>
<td>Annotated bibliography due Discussion Quiz</td>
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<td></td>
<td>Disaster Preparedness</td>
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<tr>
<td>11</td>
<td>Rural and Urban Environments</td>
<td>3 &amp; 5</td>
<td>Discussion Quiz</td>
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<td>Migrant health</td>
<td></td>
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<tr>
<td>12</td>
<td>Public health policy</td>
<td>1, 2, 3, &amp; 4</td>
<td>Readings To be assigned Discussion or assignment</td>
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<td></td>
<td>Health care economics</td>
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- **Spring Break**
Other Pertinent Course Information

Statement on how this course meets the criteria for **International and cultural diversity**:

Due to globalization and increasingly diverse populations in the community, the need for culturally competent nurses is imperative. In order to better prepare future Aggie nurses, NURS 466 will include the following:

- Global health presentation and learning activity (discussion and or assignment, that includes discussing the Millennium Development Goals)
- Cultural diversity & cultural competent health care presentation and student-centered learning activity
- Community assessment project - includes cultural component

More than a third of the materials are current and the content is relevant to nursing today.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

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