Course title and number: DDHS 4220 Comprehensive Care Seminar
Term: Summer 2021, Fall 2021, Spring 2022
Meeting times and location:
- Summer: Tuesdays, 8am-12pm
- Fall: Fridays, 11am-12pm
- Spring: Mondays 9am-10am
See semester course outlines for times and location

Course Description and Prerequisites
Course Description: Topics and activities designed to integrate dental hygiene care with total patient care; includes a case presentation.

Course Objectives and Learning Outcomes

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

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

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

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

**Professional Identity**
3.3 Contribute to the knowledge base of dental hygiene.

**Self-Care Instructions**
4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.
4.3 Encourage patients to assume responsibility for their health while respecting their goals, values, beliefs and preferences.

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

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

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

Name: Kayla Reed, RDH, MS-EDHP
Telephone number: 214-828-8342
Email address: Kaylamreed11@tamu.edu
Office hours: By appointment
Office location: College of Dentistry, 139C

Other Participating Faculty
Lisa Mallonee, BSDH, MPH, RD, LD (Summer and Fall)
Eric Fox, RDH, MS (Summer)
Mary T. Vu, RDH, MS (Summer)
Jane Cotter, RDH, MS, CTTS (Summer)
Leigh Ann Wyatt, BSDH, MA, MS (Summer)

Textbook and Resource Material

The Dental Hygienist’s Guide to Nutritional Care, Davis, JR, Stegemen, CA, St. Louis: Elsevier, 5th Ed, 2018
DOI: 10.1093/jama/9780190246556.001.0001

Handouts will be accessible each semester through online course portal or hard copies.

Learning Management System for the course:
Canvas- https://canvas.tamu.edu

Grading Policies

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography Final Exam</td>
<td>5%</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Nutrition Patient Guidelines Quiz</td>
<td>5%</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Nutrition Exam</td>
<td>15%</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Nutrition Patient Counseling &amp; Reflection Paper</td>
<td>20%</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>WREB Guidelines Exam</td>
<td>5%</td>
<td>Exam 3</td>
</tr>
<tr>
<td>Case Study Report</td>
<td>20%</td>
<td>Assignment 2</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10%</td>
<td>Assignment 3</td>
</tr>
<tr>
<td>ePortfolio and Self-Assessment Paper</td>
<td>20%</td>
<td>Assignment 4</td>
</tr>
<tr>
<td>Senior Exit Exam</td>
<td>Pass/Fail</td>
<td>Exam 4</td>
</tr>
</tbody>
</table>

Note: Criteria and rubrics for each course component will be distributed at the beginning of the applicable semester. The majority of the course grade focuses on writing, critical analysis, and public speaking skills. Students must pass the Senior Exit Exam AND the writing components to pass the course.
Assignments, Papers and Presentations: All assignments, papers and presentations are due on the date as stated in the Course Outline. Assignments, papers and presentations that are handed in late are subjected to a five (5) point deduction per calendar day until it has been completed or at the Course Director/Participating Faculty’s discretion. Written assignments will be graded according to specified content requirements as well as spelling, grammatical, and punctuation errors unless otherwise noted.

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

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

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

Professionalism, Late Submission, and Switching Exam Policy:

- **Professionalism:** If a student fails to demonstrate professional behavior during the course, a meeting with the course director may be required. Unprofessional behavior includes, but is not limited to, a breach in integrity, excessive tardiness and absenteeism, cheating, lying, and collusion, disrespect to peers, staff, faculty and insubordination. Unprofessional conduct may also be subject to the College of Dentistry Due Process Document.

- **Late Assignments:** Submission of assignments are due as stated by the Course Director. Assignments submitted after the due date will be considered late and students will be penalized five points per calendar day the assignment is submitted late (this includes weekends).

- **Switching Exams:** Due to the sensitive timing/scheduling of the course, exam dates cannot be switched. Please refer to the institutional ‘Class Voting Rules’ document for further details.

Summer semester:

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

**Photography Final Examination:** This exam will cover all lecture materials, Power Point presentation, and lesson objectives. This exam will test your knowledge and understanding of taking intraoral photographs as part of a case study and constitutes 5% of your course grade.

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

**Nutrition Seminar:** This lecture series will provide students with the knowledge, expectations, materials, and tools necessary to perform a dietary analysis and develop nutrition counseling educational services for their patients. Specific details regarding patient identification, analysis and counseling will be reviewed and students will participate in a Nutritional Patient Analysis Lab in the College Library Computer Lab.

**Nutrition Patient Guidelines Quiz:** This quiz will cover all lecture materials, Power Point presentations, and lesson objectives. This quiz constitutes 5% of your course grade.

**Nutrition Exam:** This exam will cover all lecture materials, Power Point presentations, and lesson objectives. This quiz constitutes 15% of your course grade.

**Case Study Report and Patient Selection:** Students will identify a patient a record at the College of Dentistry during clinic that meets the criteria needed for the case study report. After approval from the Course Director, the student will take intraoral photographs required for the Case Study Presentation in the Spring semester and complete the Case Study Report with a focus on the approved topic. See Appendix C Case Study Report Evaluation.

**Spring semester**

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

**ePortfolio and Self-Assessment Paper** – The portfolio and paper should reflect your personal growth and experiences during your education at the College of Dentistry. This constitutes 5% of your course grade. See Appendix G for specific criteria to complete each assignment. Both will be grading according to the rubric criteria stated in Appendix H.

**Senior Exit Exam** – This exam will evaluate radiographic interpretation and identification of health or oral disease. Students will be required to review intraoral photographs and compose gingival and lesion descriptions using appropriate terminology and spelling. The exam is PASS/FAIL and will be graded according to the rubric criteria stated in Appendix I.

<table>
<thead>
<tr>
<th>Grading Scale*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-100</td>
</tr>
<tr>
<td>B = 80-89</td>
</tr>
<tr>
<td>C = 75-79</td>
</tr>
<tr>
<td>D = 70-74</td>
</tr>
<tr>
<td>F = 69 and below</td>
</tr>
</tbody>
</table>

*Grades will not be curved or rounded.

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

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

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

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

For additional information on excused absences, see Texas A&M Student Rule 7.1.

**Unexcused Absences**

Tardiness and non-emergent appointments (illnesses not considered severe or contagious) scheduled during class time will be considered an unexcused absence. Quizzes and exams start at the beginning of class time. Students who arrive late will not receive extra time to take the quiz/exam. Since classroom learning applies directly to patient care, sleeping in class is considered an unexcused absence and is subject to the remediation policy.

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

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

**Make Up Work Policy for Absences**

The designation of excused or unexcused absence will be determined on an individual basis by the Program Director and Student Affairs.

For any absences (excused or unexcused), it will be the student’s responsibility to review the lecture recordings for the class(es) missed. Additionally, the student must complete a make-up assignment(s) within **10 calendar days (including weekends) after returning to school.** The make-up assignment will require the student to thoroughly answer the learning objectives for the class session(s) and define any listed terminology. The assignment must demonstrate the student has listened to the recording(s) and read the assigned reading. Make-up assignments must be: 1) typed, 2) contain the title of the missed class session(s) and 3) be sent via email within the 10-calendar-day deadline. **Failure to complete the make-up assignment(s) within this time frame will result in TWO points being deducted from student’s final grade.**

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

**To review the comprehensive Texas A&M University student attendance rule, please visit** Texas A&M Student Rule 7.1

**Other Pertinent Course Information**
Faculty Correspondence:
In general, emails will be returned during regular business hours. Please be aware that emails sent after 5:00pm may not be answered until 9:00am the following business day.

Course Lecture Materials and Reading Assignments:
At the beginning of the semester, the student will be given a packet that will contain the reading assignment and lecture objectives. It will also include a black and white copy of the PowerPoint for the students to take notes on during class. A color pdf. copy of the most recently revised PowerPoint can be found in the course document section on Canvas and will be uploaded after each class. Additionally, an outline for the most recently revised PowerPoint presentation will be uploaded in the course document section on Canvas prior to the lecture. Please note that the PowerPoint included in lectures will contain the most current information so the black and white copy will need to be updated by the student during note taking to reflect any changes. Students will need to make their own copy of the PowerPoint outline uploaded on Canvas if they choose this option to take notes.

Laboratory/Clinic Policies and Procedures:
Students must dress in appropriate professional clinical attire (scrubs), without jackets and jewelry.

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

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

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

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

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 Dr. Paul Dechow, Associate Dean for Academic Affairs, Room 514, or call 214-828-8208 for additional information. For additional information, visit TAMU Department of Disability Services.

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, 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, visit TAMU Aggie Honor System Office.

Mental Health & Wellness

Psychological Counseling

Up to three sessions of confidential, off-campus psychological counseling are available at no charge to all students (dental, dental hygiene and graduate) to provide adjustment counseling, brief psychotherapy and triage. Students must be referred for psychological services by the Office of Student Affairs.

All student contacts will be confidential as prescribed by state law. The Associate Dean for Student Affairs or the Director of Student Affairs may approve payment for a limited number of additional sessions if recommended by the consulting practitioner, the Student Promotions Committee or the Student Integrity Issues Committee.

If students present with difficulties requiring longer treatment, the Associate Dean for Student Affairs or the Director of Student Affairs will be notified by the consulting practitioner and the student may be referred outside this structure for consultation at his or her own expense.

Resources

<table>
<thead>
<tr>
<th>Office of Student Affairs</th>
<th>Associate Dean</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 503</td>
<td>Dr. Ernie Lacy</td>
<td>Ms. Kimberly Morgan-Thompson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>* Psychologist</th>
<th>* Psychiatrist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Carlos Davis</td>
<td>Dr. Howard Smith</td>
</tr>
<tr>
<td>214-824-4244</td>
<td>972-661-0605</td>
</tr>
</tbody>
</table>

* Referrals Required

Statement on Diversity

“Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values.”

Virtual Classroom Expectations and Etiquette

Some portions of this course may be given virtually. Class attendance is mandatory, and failure to attend the virtual sessions will be subject to the above absence policy. Students are required to enter the virtual classrooms with the audio muted. Video must be activated at the beginning of the class session and remain on until the session concludes. Unless the instructor provides other directions, questions should be posted through the virtual chat/discussion board.

During class, students are expected to be alert, engaged, and sitting upright in a well-lit environment that allows their faces to be clearly visible. Students should attempt to minimize extraneous interruptions from other household members, including pets. Do not attend class in anything you would not wear on campus. Questions or concerns about the use of virtual meeting technology and/or accessibility should be presented to the Course Director and Instructional Design within Office of Academic Affairs.
Unexpected technical issues can occur with electronic devices. Consideration will be given for unforeseen problems or IT infrastructure issues. The above guidelines are to ensure that the student has the best possible and least disruptive exam session as possible.

**Technology Support**

For technical difficulties and assistance with the virtual classroom technology (Zoom), Canvas, eCampus, and Examsoft, students should contact either Mr. Jeff Lowry (lowryj1@tamu.edu 214-828-8243) or Ms. Carmina Castro (ccastro@tamu.edu 214-828-8316). They are available Monday-Friday 8:00 am – 5:00 pm.
(Please initial each line)

___________ I have read and understand the course syllabus and my responsibilities to successfully complete 4220 Comprehensive Care Seminar.

___________ I have read and understand the institutional polices on academic honesty and will uphold the Aggie Honor Code.

___________ I have read and understand that the course director has the ability to adapt/modify the syllabus as needed. The course director will provide a written notice to all students if any changes should occur.