

Course Information

Course Number: 4220
Course Title: Comprehensive Care
Section: 500
Time: Summer 2025- Monday, 11a-12pm
Fall- Monday 2:30p-3:30pm
Spring- Friday 11a-12pm
Location: 603
Credit Hours: 2

Instructor Details

Course Director: Leigh Ann Nurick, RDH, MA, MS
Office: 139C
Phone: office: 214-828-8922
*Prefer cell phone/ texts
E-Mail: leighnurick@tamu.edu
Office Hours: By appointment

Additional Participating Faculty

SUMMER

Maureen Brown, RDH,

Fall

RDH MS-HIEDJane
Cotter, RDH, MS
Eric Fox, RDH, MS
Leah Spittle RDH, MS
Chelsea Moorman, BSDH

Course Description

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

Course Prerequisites

None

Special Course Designation

DH

Course Learning Outcomes

1. Demonstrate the necessary skills to obtain intraoral clinical photographs.
2. Integrate and apply clinical photography skills in case documentation.
3. Explain the examination process in preparation for ADEX.

4. Understand the value of health maintenance and disease prevention as goals in nutrition.
5. Describe the role of nutrition and diet in oral health and disease.
6. Explain the impact of nutrition on oral disease management.
7. Recognize the need for dietary counseling as an integral component of comprehensive dental hygiene treatment.
8. Identify patients that would benefit from nutritional education that is appropriate by a dental hygienist.
9. Recognize the need to refer the dental hygiene patient to an MD or Registered Dietitian for more in-depth nutritional analysis and guidance when indicated by medical and/or oral conditions.

Program Learning Outcomes

Ethics

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

Professionalism

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

Professional Identity

- 3.3 Contribute to the knowledge base of dental hygiene.

Self-Care Instructions

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

Assessment

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

Planning

- 7.2 Acknowledge cultural differences in populations when planning treatment.

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

7.4 Acknowledge cultural differences in populations when planning treatment

Evaluation

9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.

9.2 Determine the patient's satisfaction with the dental hygiene care received and the oral health status achieved.

9.3 Compare actual outcomes to expected outcomes when expected outcomes are not achieved and modify therapy as necessary.

Textbook and/or Resource Materials

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

Edited by JAMA & Archives Journals

Published: 2007

ISBN: 978-0-19517-633-9

Handouts will be accessible each semester through online course portal.

Learning Management System for the course:

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

Students are encouraged to acquire the "required or recommended" course material from vendors that provide the best value and amenities for their needs.

Grading Policy

Dental Hygiene Students

LETTER GRADE	NUMERICAL GRADE RANGE	GRADE POINTS	DESCRIPTOR
A	90-100	4.0	Excellent
B	80-89	3.0	Good
C	75-79	2.0	Fair
D	70-74	1.0	Poor, may require remediation
F	Below 70	0.0	Failure
S		0.0	Satisfactory
U		0.0	Unsatisfactory
I			Incomplete (work or assignments)

Evaluation Criteria/Methods: Conscientious attention to deadlines, course-meeting times, completion of reading and/or written assignments, and active participation in all class activities can have a favorable impact on your learning, as well as that of your classmates. The final grade will be based on the following metrics:

<u>Assessment Category</u>	<u>Value</u>	<u>Format</u>
Exam 1-Clinical Descriptions	15%	Individual Grade-Fall
Exam 2 Nutrition	10%	Individual Grade-Fall
Nutrition Patient Counseling Educational Service Project	20%	Individual Grade-Fall
Video Module Review: DDHS 4715 Research Methods	P/F	Individual Grade-Fall
ADEX Guidelines Quiz	P/F	Individual Grade-Fall
Case Study Report	15%	Individual Grade-Spring
Case Study Presentation	20%	Individual Grade-Spring
ePortfolio and Self-Assessment Paper	20%	Individual Grade-Spring
TOTAL (3 Semesters):	100%	
<p>Note: Assessment specific guidelines and rubrics are available as appendices. *Students that make <75 on any assignments are required to meet with the course director to review individual performance and seek remediation, where necessary.</p>		

Course Outline

Course Topics, Calendar of Activities, Major Assignment Dates

*****Schedule is subject to change at any time during the semester*****

DATE	TOPICS	ASSIGNMENT	FACULTY
6/9	DDHS 4820 Clinic Photography		Vargas
6/16	Introduction to Comprehensive Care		Nurick
6/23	Gingival Description Review and Practice		Spittle/Moorman
6/30	Lesion Description Review and Practice		Cotter/Moorman
7/7		Exam 1-Clinical Descriptions	Nurick
7/14	CMC Rotation Introduction	Podcast #1: Research is Coming! Prof. Leigh Ann Nurick interviews TAMU College of Dentistry's renowned EIOE expert and research extraordinaire, Prof. Jane Cotter, RDH, MS sharing new discoveries pertaining to DDHS 4715 Research Methods. Certification of viewing due, 7/16, 2025, 11:59PM	CMC Staff- Grace

7/21	TSRH Rotation Introduction		TSRH Staff-Rowana
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Fall 2025:

- 8/18/2025:** The Role of Diet and Nutrition in Caries Risk Management
8/25/2025: The Role of Diet and Nutrition in Caries Risk
9/1/2025: **Labor Day- HOLIDAY**
9/8/2025: How-to Steps: Nutrition/Oral Disease Risk Education Service Preparation
9/15/2025: The Role of Diet, Nutrition and Alterations in the Oral Cavity
9/22/2025: Putting it All Together: Nutrition and Patient Care
9/29/2025 **Nutrition Exam**
10/11/2024: ADEX Criteria/Guidelines- Webinar
10/18/2024: ADEX Criteria/Guidelines Quiz
10/25/2024: Mock Board Orientation Part 1/Mock Board Logistics
11/1/2024: Mock Board Tour/Run through
11/8/2024: Guest Lecturer
11/15/2024: Mock Board Debrief/Lessons Learned
11/22/2024: Introduction and Tutorial for e-Portfolio
Case Study Patient must be identified and accepted
11/29/2024: HOLIDAY
12/6/2024: Self-Assessment Paper Guidelines
Case Study Oral Presentation Guidelines
12/13/2024: No class
Nutrition Patient Project Due at 11:59 PM

Case Study Report & Nutrition Patient:

Patient selection criteria will be reviewed along with writing component requirements.

Case Study Paper- The student will choose a patient with a unique healthcare disease/condition. Once the course director has approved the patient, the student will obtain the patient's permission to be their case study patient for the case study. The student will write a comprehensive report about the patient's condition, assessment and dental hygiene treatment. The paper will also include changes in dental hygiene treatment necessary due to the patient's condition and outcomes to dental hygiene care. (Addendum)

Case Study Presentation- The student will be assigned to present their case presentation in the Spring Semester. The presentation will include the oral presentation (5-7 minutes) and 2 minutes of questions from classmates in the audience. (Addendum)

Nutrition Patient Counseling Educational Service Project

Students will be assigned a patient of record and asked to review the assessment information including medical history, dental history, medications (prescribed/OTC), periodontal

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

ADEX Guidelines Quiz

A quiz over the ADEX exam documentation will be given to ensure the student has a solid understanding of the licensing exam preparations and requirements.

Examinations/ Quizzes: Examinations will be given in ExamSoft.

E-portfolio and Self- Assessment Paper A collection of articles (evidence) proving professional growth and development over the course of your dental hygiene education will be submitted (grade sheets, self-reflection papers, pieces of the research project, journaling pieces, etc.). Both successes/highlights and growth evidence should be included. (Addendum)

Self-Assessment Paper (in conjunction with the E-Portfolio)

The student will demonstrate how they meet entry-level competence in the dental hygiene profession by labeling growth with the TAMU Dental Hygiene Program Learning Outcomes (Addendum)

Introduction to Research Methods

A video module will be reviewed, and a certification of completion uploaded to Canvas.

Podcast:

Research is Coming!

Prof. Leigh Ann Nurick interviews renowned EIOE expert and research extraordinaire Prof. Jane Cotter, RDH, BSDH, MS, CTTS, FAADH. As TAMU's College of Dentistry dental hygiene research guru. She will share shocking new discoveries new discoveries that apply to Fall 2025 course, DDHS 4715 Research Methods. This is a required podcast. The student will upload documentation as proof of viewing.

Late Work Policy

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

Makeup assessments for excused absences must be administered either in advance of the scheduled exam or within 5 business days of the student's return from the absence.

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

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

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

Optional Course Information Items

Technology Support

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

Division of IT

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

COD Instructional Design Team

For assistance with Canvas or ExamSoft, please contact the College of Dentistry Instructional Design and Support Services team:

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

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

Room: 516 - Academic Affairs

Carmina Castro

ccastro@tamu.edu (214) 828-8316

Jeff Lowry

lowryj1@tamu.edu (214) 828-8243

Canvas support 24-hours

(877) 354-4821

Lecture Recordings and Mediasite Support

Lecture recordings are posted to the Mediasite course catalog typically no more than 24 hours after they have been received. Unless otherwise specified, all course recordings are available via the Mediasite channel link within the Canvas course.

For missing recordings, contact your instructor and the Instructional Design Team.

For problems with recording playback, Mediasite access, or performance, contact IT's Health Technology Care Team (979.436.0250).

University Policies

Attendance Policy

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

DH students, please refer to student rule 7 for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

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

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

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

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

Academic Integrity Statement and Policy

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

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

Texas A&M College of Dentistry

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

Americans with Disabilities Act (ADA) Policy

Texas A&M College of Dentistry

Texas A&M University is committed to providing equitable access to learning opportunities for all students. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible. If you experience barriers to your education due to a disability which may include, but not limited to: attentional, learning, mental health, sensory, physical, or chronic health conditions, visit Disability Resources for more information. <http://disability.tamu.edu>.

The primary contact for any new disability accommodation requests and for any accommodation questions/concerns:

Tracey Forman, Associate Director of Disability Resources
979.845.1637 | traceyf@disability.tamu.edu |

Staff and administration in Student Affairs, Student Development and Academic Affairs are available as needed to discuss any concerns and navigate the accommodations process with our students locally.

Title IX and Statement on Limits to Confidentiality

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

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

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

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

Texas A&M College of Dentistry

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

Statement on Mental Health and Wellness

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

Texas A&M College of Dentistry

Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or

at suicidepreventionlifeline.org. You can also contact Graduate Studies at 214-828-8182 or Student Affairs at 214-828-8210 for a referral to a local counselor. These counseling sessions are private and confidential, as are any referral requests. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Campus-Specific Policies

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

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

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

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

College and Department Policies

Weekly Lecture Objectives

Week 1- Clinical Photography

1. Understand the principles of clinical photography.
2. Apply theory to clinical practice and intraoral photography.
3. Recognize errors and retake pictures for best quality.

Week 2- Introduction to Comp Care

1. Understand expectations of summer course through syllabus review
2. Formulate questions to ensure accurate understanding of requirements.

Week 2- Gingival Description Review and Practice

1. Review description resources available for use in clinic.
2. Understand the descriptions acceptable for use.
3. Practice writing two gingival descriptions.

Week 3- Lesion Descriptions Review and Practice

1. Review description resources available for use in clinic.
2. Understand the descriptions acceptable for use.
3. Practice writing two lesion descriptions.

Week 4- Exam**Week 5- Introduction to Children's Medical Center (CMC) Rotation**

1. Meet the RDH from CMC.
2. Familiarize self to the rotation.
3. Understand the student's personal and professional responsibilities for this rotation.

Week 6- Introduction to Texas Scottish Rite Hospital (TSRH) Rotation.

1. Meet the RDH from TSRH.
2. Familiarize self to the rotation.
3. Understand the student's personal and professional responsibilities for this rotation.

Addendums will be included by the beginning of the Fall semester.