

## Course Information

Course Number: DH 4530  
Course Title: Public and Community Health  
Time: Fall: Mondays, 1-2:30: Spring: Monday or Friday, 4 hrs as needed  
Location: Fall: Room 6; Spring: 310  
Credit Hours: 3 credit hours

## Instructor Details

Course Director: Ariana Mendoza, BSDH, MPH, RDH  
Office: 139-G  
Phone: 214-828-8224  
E-Mail: [amendozah@tamu.edu](mailto:amendozah@tamu.edu)  
Office Hours: **Fall/Spring:** Mondays 1-5pm or By Appointment

## Additional Participating Faculty- Fall

Anneta Bitouni, DDS  
Kerin Burdette, DDS  
Amal NourEL-din, DDS  
Alton G. McWhorter, DDS, MS

## Course Description

This course examines dental public health and promotes a greater understanding of the important role of the dental hygienist within the community. The student is exposed to opportunities to promote oral health and prevent dental diseases in the community through organized community-based programs versus the traditional clinical approach.

## Course Prerequisites:

None

## Special Course Designation:

None

## Course Learning Outcomes\*

***\*In addition to these general course objectives and learning outcomes, lectures will have a specific set of objectives provided at the beginning of each week's section of study.***

## 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/posttests, 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.

**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***

- 3.1 Prepare for career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.
- 3.2 Advance and promote the values of the profession through leadership, service activities and affiliation with professional organizations.

***Self-Care Instructions***

- 4.1 Promote positive values of overall health and wellness to the public and organizations within and outside of dentistry.
- 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.

***Community Involvement***

- 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.

***Planning***

- 7.2 Acknowledge cultural differences in populations when planning treatment.

***Implementation***

- 8.5 Provide dental hygiene services in a variety of settings.

***Evaluation***

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

**Textbook and/or Resource Materials****REQUIRED RESOURCES:**

Community Oral Health Practice for the Dental Hygienist, 5e  
Edited by Christine Beatty  
Published: 2022  
St. Louis: Elsevier  
ISBN: 978-0-323-68341-8

Dental Public Health Contemporary Practice for the Dental Hygienist, 4e

Author: Christine Nathe

Published: 2016; 2023 Update

Pearson

ISBN: 978-0134257129

**RECOMMENDED RESOURCES:**

Boyd LD, Mallonee LF, Wyche CJ. *Wilkins' Clinical Practice of the Dental Hygienist*. 13<sup>th</sup> ed. Burlington, MA: Jones & Bartlett Learning, 2021

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

Edited by JAMA & Archives Journals

Published: 2007

ISBN: 978-81620972816

***\*\*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. Assigned readings can be found listed along with the topic objectives for each class session. Reading assignments will be included on quizzes and exams.***

### Grading Policy

Evaluation Criteria/Methods: DDHS 4530 is a 3-credit hour course held during both 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. 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:

Assessment	Value	Format
Quizzes	10%	Individual Grade
Midterm Exam	20%	Individual Grade
Final Exam	15%	Individual Grade
Fluoride Debate	10%	Group Grade
Lesson Plan Development/Implementation	10%	Group Grade
Community Program Development	25%	Group Grade
Self-Assessment Paper	5%	Individual Grade
Community Service Outreach	5%	Individual Grade

Note: Assessment guidelines and rubrics are available as appendices; \*Students that make <75 on any examinations should meet with the Course Director to review individual performance and seek remediation, where necessary. **\*\*\*All assignments are required to be completed to receive credit for the course. Nothing listed above is optional.\*\*\***

**EXTRA CREDIT OPTION END OF COURSE:**

One (1) extra credit point can be earned and applied to the final course grade by showing proof of completion of the “End of Course Evaluation Survey”. Students will be given classroom time to complete their anonymous End of Course Evaluation Survey and will be rewarded with one (1) extra credit point if they show proof of submission by 11:59 p.m.

**Monday, April 15, 2024.** An emailed screenshot will suffice. Please email to [amendozah@tamu.edu](mailto:amendozah@tamu.edu).

**Assignments and Projects:** Assignments and projects are given to enhance your understanding of assigned course reading material, and to better prepare you for lecture, group presentations, 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.

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 (5) 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.

**Fall semester: Prof. Brown and Mendoza**

**Quizzes:** Student learning and comprehension will be measured with **3 quizzes\*\*** *equally weighted and averaged together for a single grade worth 10% of the course grade*. Quizzes may be multiple choice, fill-in-the blank, true/false, matching, or short answer formulated from lecture material, Power Point presentations, lesson objectives, and assigned readings. Quizzes will be accessible on Canvas and require students to bring their own device to class.

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

**Midterm Examination:** The midterm will cover all lecture material, Power Point presentations, lesson objectives, and assigned readings through September 25. This exam will test your knowledge and understanding of the history, framework, workforce trends and access to care issues in dental public health. Constitutes **20% of your course grade**.

**Final Examination** -- The final will cover all *lecture material, Power Point presentations, lesson objectives, and assigned readings* October 9- Nov 27. 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**.

- ✓ Students may review quizzes or exams with the course director by appointment only. **NOTE: No appointments to review quizzes will be scheduled the week prior to an exam.**
- ✓ Any concerns regarding specific exam questions should be submitted to the course director by email immediately (within 24 hours) following the quiz or exam. The email must include the quiz or exam question/content, the rationale, and reference supporting the rationale (Power Point notes, assigned reading, formative, etc.)

**Fluoride Debate** As a dental hygienist, you will 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 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. Each group will be responsible for researching scientific journal articles appropriate to the assigned group's viewpoint. In addition to the debate, each group must submit a referenced paper that provides evidenced based support of their assigned viewpoint. Correct formatting of citations included on the reference page using the *AMA* citation format, 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. A debate rubric, a position paper rubric and a peer evaluation rubric will be used to determine the assignment grade.

<b>Spring semester-Prof. Brown and Mendoza</b>
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**Lesson Plan Development/Implementation** -- You will be required to develop a lesson plan for a particular age group specific to their cognitive level of understanding and implement it. The lesson plan and implementation will be weighted at **10% of your course grade** and you will be graded according to the

rubric criteria stated in [Appendix B](#). Your participation at the school, proper professional clinical attire and completion of a lesson plan following the specified format are the grading components.

**Community Program Planning (CPP)** -- Students will work in groups of 4-5. Each student group will plan and develop a dental health community program plan to implement within a public health setting assigned by the course director. Students will execute 'ADPIE' to teach an educational oral health presentation. The CPP assignment is worth **25% of your course grade** and will be graded according to the criteria and individual rubrics included 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 course grade**. See [Appendix D](#) for specific criteria that should be included. This is due by April 15, 2024, on Canvas, by 11:59 p.m.

**Dental Health and Community Service Outreach**-- These may be fulfilled during the summer, fall OR spring semester of the senior year. Dental Health and Community Service is worth **5%** of your course grade. You are required to participate in a minimum of 3 community service activities that are oral health related. All activities *must be pre-approved* by the course instructor or opportunities provided by Angela Wilson that are oral health related. Participation outside of the (3) required community service activities 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 midterm or final exam grade. To receive credit for all community service *you must fill out an activity form with requested documentation*. **All community service outreach activities must be completed and documented by 1pm on Monday April 15, 2024**, to receive course credit but are encouraged to turn them in as soon as possible. There will be no exceptions for late forms submitted; the same 5-point penalty for each day late that applies to assignments and projects is applicable to fulfillment of community service requirements and submission of the site forms. See Canvas for copies of community service activity forms.

#### Grading Scale\*

A = 90-100  
 B = 80-89  
 C = 75-79  
 D = 70-74  
 F = 69 and below

**\*Grades will not be curved or rounded.**

## 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.

In the fall semester, classes are scheduled Monday afternoons 1-2:30. In the spring semester, allotted class time for in-person topic discussion and release time to assess, plan, implement and evaluate your community project is 1-5pm. The majority of the spring semester involves experiential learning applying concepts learned during the fall semester in the development of community programming. Texas A&M University views class attendance as an individual student responsibility. In the Caruth School of Dental Hygiene, regular and punctual attendance is **mandatory** for scheduled or rescheduled classes, clinics and related activities/events. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent.

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

### ***Excused Absences***

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

**Religious holy day:** A student whose absence is excused under or the observance of religious holy day will be allowed to take an examination or complete an assignment from which the student is excused within 3 days after the absence. **If the student fails to schedule and complete the exam or assignment within three days, a grade of zero will be given.** For additional information on excused absences, see [Texas A&M Student Rule 7.1](#).

### ***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, phone calls, Canvas messages, and Teams chat messages (correspondence) will be returned by Prof. Mendoza during regular business hours. The best way to reach Prof. Mendoza is through teams. Please be aware that correspondence sent after 5:00 pm may not be answered until 8:00 am the next day.

#### **Course Lecture Materials:**

No printed materials will be provided for this course. Students will need to make their own copy of PowerPoint or other course materials if a hard copy is preferred.

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

Students must dress in appropriate professional clinical attire (scrubs), without jackets and jewelry when providing virtual or live dental presentations, participating in health fairs or other forms of community service, unless told otherwise by course director or organization.

Please be aware a grade of "0" will be given and there will be no accommodations for make-up if appropriate attire is not worn at scheduled school presentations, health fairs, community presentations or other forms of community service where you are representing Texas A&M College of Dentistry.

#### **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.

### University Writing Center (UWC)

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

### 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 School 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](http://aggiehonor.tamu.edu). You can also contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, or your Program Director, for guidance.

### Americans with Disabilities Act (ADA) Policy

#### Texas A&M School of Dentistry

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Office for Academic Affairs in the Administration Building Room 514 or at (214)-828-8978 or [ajwilson@tamu.edu](mailto:ajwilson@tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

### Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual

harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

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

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

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

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

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

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

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

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

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

## Campus-Specific Policies

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

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may

do so by going to [howdy.tamu.edu](http://howdy.tamu.edu) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

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

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

### Virtual Classroom Expectations and Etiquette

If a class session is held virtually, the following expectations and etiquette will apply. 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. 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.

### Electronic Examination Protocol

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

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

All exams for this course will be proctored by the course director in the classroom setting unless notified otherwise. In the event of unforeseen circumstances, it may be necessary to take examinations remotely. If so, proctoring will occur via **ExamSoft remote proctoring tools, ExamID and ExamMonitor**. The use of these proctoring tools requires that the student have a laptop or desktop with a working webcam and microphone. It is the responsibility of each student to ensure that they have a working computer that complies with these requirements. **\*\*The Apple iPad is NOT compatible with**

**ExamMonitor. Students who do not have an appropriate laptop or desktop will need to be placed with the accommodations group to be proctored by a live person. It is the students' responsibility to facilitate inclusion with the accommodations group.**

ExamMonitor records the student's screen and the student's facial movements via the webcam. ExamMonitor will **flag** all activity, other than the student looking directly at the computer screen, as potential academic dishonesty. The student's entire face must be visible to the webcam. All sounds, such as talking or paper rustling, will be flagged as potential academic dishonesty.

Students must take every precaution to ensure that they will have a secure and quiet environment for the entirety of the scheduled exam session. This includes that no person or pet intrudes on the exam session. Students must put away all items, including phones, notebooks, paper, textbooks, or any other potentially distracting item. **No scratch paper is allowed during the exam unless specified by course director.**

All proctoring reports will be reviewed for flagged incidents of academic dishonesty. The judgement of flagged incidents of potential academic dishonesty will be at the discretion of the course director. If an incident is determined to be an act of academic dishonesty; the student will then be subject to disciplinary action in line with the policies of Texas A&M University Health and the College of Dentistry.

If a student unintentionally triggers what they feel will be a flagged incident, then **it is their responsibility to immediately communicate the incident to the course director once the exam session has concluded.** The act of reporting the incident to faculty does not guarantee that the incident is not deemed to be an act of academic dishonesty. All flagged incidents will be reviewed.

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.

## Technology Support

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

### Division of IT

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

Division of IT Central Help Desk Website: <a href="https://it.tamu.edu/help/">https://it.tamu.edu/help/</a> Phone: 1-979-845-8300 Email: <a href="mailto:helpdesk@tamu.edu">helpdesk@tamu.edu</a>	SOD Local Division of IT Office Room: 519 Phone: 214-828-8248
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For electronic exam support or problems concerning other academic technology, such as the LMS (Canvas), ExamSoft, or Exemplify, students should contact the Instructional Design team.

Room: 516 through Academic Affairs

Carmina Castro

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

(214-828-8316)

Jeff Lowry

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

(214-828-8243)



<b>Color Code</b>	
<b>Yellow</b>	Need to be in class
<b>Blue</b>	Reading assignments
<b>Orange</b>	Community Program Planning
<b>Purple</b>	Lesson Plan Notre Dame
<b>Green</b>	Volunteer Opportunities
<b>Red</b>	Other stuff that are due

4530 Public and Community Health Spring COURSE OUTLINE				
WEEK	DATE	MAJOR CONTENT	READING/ ASSIGNMENT	INSTRUCTOR
1	January 8 <sup>th</sup>	8:30-9:00  Syllabus Overview/Lesson Plan 9:00 a.m.-12:00 p.m.	Prof. Brown/Prof. Nurick National Board Review  <b>Appendix B: Lesson Plan Notre Dame</b> <b>Appendix C: Community Program Planning</b>  <b>Nathe Chapter 9</b>  <b>CPP- Contact your agency to introduce yourself, schedule a date, and complete assessment for community program planning.</b>  <b>Sign-up to volunteer with Mark Twain Elementary on Google Drive</b>	Prof. Mendoza
2	January 15 <sup>th</sup>	Martin Luther King, Jr. Day, Holiday	NO CLASS	
3	January 22 <sup>th</sup>	Independent Study		
	January 26 <sup>th</sup>		<b>Volunteers needed for Oral Health Education in the Classroom Day with Mark Twain Elementary</b>	Paula Harris
4	January 29 <sup>th</sup>	Independent Study	<b>CPP- Assessment completed and Implementation Date due by 11:59 p.m. on 01/29/24 on Google Drive</b>	
	February 2 <sup>nd</sup>	TDHA/SADHA Meeting 2024		
5	February 5 <sup>th</sup>	Comp Care 9:00-11:50 p.m. Room #310  Speaker Panels: Opportunities in PH Dentistry 1-4 p.m.	Prof. Reed  <b>Anthony Baker-</b> Bureau of Prisons <b>Mathew Atherton-</b> Assistant Health Service Admin <b>Jen Polivka-</b> Clinica Family Health  Rochelle Hampton	
6	February 12 <sup>th</sup>	Comp Care *Make-Up day if needed*  Independent Study	<b>LP-Lesson Plan for Notre Dame DUE by 11:59 p.m. 2/11/2024 on Google Drive</b>	

			<a href="#">LP-Submit all requests for tb, floss, and puppets to Pam by 12:00 p.m. on 02/12/24 for Notre Dame</a>	
7	February 19 <sup>th</sup>	Independent Study	<p>CPP- Brief review of literature due by 11:59 p.m. on 02/19/2023 on <i>Google Drive</i>.</p> <p>CPP- Contract proposal, completed and signed, due by 11:59 p.m. on 02/19/2024 on <i>Google Drive</i>.</p>	Prof. Mendoza OFF
	February 23 <sup>rd</sup>	Independent Study	Volunteers needed for Fluoride Varnish Day with DDHA & Mark Twain Elementary	Paula Harris  Prof. Mendoza OFF
8	February 26 <sup>th</sup>	Notre Dame	<p>LP-Oral Health Education Presentations at 1:30-2:00 p.m.</p> <p>LP-Peer Evals for Notre Dame due- CANVAS</p> <p>CPP-Final teaching aids and evaluation methods due by 11:59 p.m. on 02/26/2024</p>	Kelly Kile
9	March 4 <sup>th</sup>	Independent Study		
10	March 11 <sup>th</sup> - 15 <sup>th</sup>	SPRING BREAK	NO CLASS	
11	March 18 <sup>th</sup>	Independent Study		
	March 22 <sup>nd</sup>	ADEX	NO CLASS- Good luck!!	
12	March 25 <sup>th</sup>	ADEX	NO CLASS- Good luck!!	
13	April 1 <sup>st</sup>	Independent Study		
14	April 8 <sup>th</sup>	Independent Study		
15	April 15 <sup>th</sup>	Independent Study	<p>CPP-Implementation video uploaded due by 11:59 p.m. 04/15/2023 on <i>Canvas</i></p> <p>CPP-Peer Evaluations due by 11:59 p.m. 04/15/2023 on <i>Canvas</i></p> <p>CPP-Summative evaluation form due by 11:59 p.m. 04/15/2023 on <i>Google Drive</i></p> <p>Community Outreach Forms completed and submitted by 11:59 p.m. on 04/15/2024.</p> <p>Self-Assessment due on Canvas by 11:59 p.m. on 04/15/2024</p> <p>End of Course Evaluation Survey due on Canvas by 11:59 p.m. on 04/15/2024 Email- <a href="mailto:amendozah@tamu.edu">amendozah@tamu.edu</a></p>	

Schedule and due dates are subject to change at the instructor's discretion.