Course Change Request

Check Appropriate Boxes: Undergraduate credit [x] Graduate credit [ ] Professional credit [ ]

1. School/Division: College of Health Sciences, Dental Education
2. Academic Subject Code: DAED
3. Current Course Number: PhD60764301
4. Current Credit Hours: 8
5. Current Title: Clinical Practice II
6. Effective Semester/Year for changes listed below: Fall 2010 [ ]
7. Instructor: Quinby Peek

Type of Change Requested (Check appropriate boxes and indicate changes)

☐ 8. Change course number to: ____________________________ (must be cleared with University Enrollment Services)

☐ 9. Current course title: ________________________________

Change to: ________________________________

Recommended abbreviation (optional) ____________________________

(Limited to 32 Characters including spaces)

☐ 10. Current credit hours fixed at: ___________________ or variable from: 2 to 5

Change to credit hours fixed at: 5 or variable from: ________________________________ to ________________

☐ 11. Current lecture contact hours fixed at: ___________________ or variable from: 2 to 5

Change to lecture contact hours fixed at: 2 or variable from: ________________________________ to ________________

☐ 12. Current non-lecture contact hours fixed at: ___________________ or variable from: 2 to 5

Change to non-lecture contact hours fixed at: 3 or variable from: ________________________________ to ________________

☐ 13. Is this course currently graded with S-F (only) grades? Yes ___ No [ ]

Change to S-F (only) grading? Yes ___ No [ ]

☐ 14. Does this course presently have variable title approval? Yes ___ No [ ]

Is variable title approval being requested? Yes ___ No [ ]

☐ 15. Is this course being discontinued? For all campuses ______ or for this campus only ______

☐ 16. Current course description ________________________________

Change course description to (not to exceed 50 words) ________________________________

17. Justification for change: ________________________________

(Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? [ ] Yes ___

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Judith M. Schaper
Department Chairman/Division Director

Date 5/13/2010

Approved by: Myriam Akamian

Date 5/2/2010

Dean of Graduate School (when required)

Date ____________________________

Chancellor/Vice-President

Date ____________________________

University Enrollment Services

Date ____________________________

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Indiana University South Bend

Proposed Curriculum Revision
Dental Hygiene Program
May 2010

The Faculty in the Dental Hygiene Program completed a review of the professional program courses. Based on this review, the following recommendation was made. This recommendation focuses on restructuring and strengthening a core clinical course and ensuring that the curriculum reflects the current practice of Dental Hygiene and meets accreditation requirements.

Because additional credit hours cannot be added to the professional program, the recommendation involves reducing credit hours in a non-core course(elective) and increasing credit hours in a core clinical course.

The change requested:

Increase the credit hours in the core course, H301 Clinical Practice II in the fall semester from 2 credit hours to 5 credit hours. The added credits for this change would come from eliminating one (1) Arts and Humanities Elective (3 credits) as a prerequisite program course.

Rationale:
This change would balance the clinical practice courses which are offered during the regular academic year to 5 credit hours each. For several years there has been a disparity in these course credits. DHYG-H301 and H302 as second year professional program courses have similar lecture and clinical hour requirements. Both courses are scheduled to meet for 1 1/2 hours of lecture and 8-12 hours of clinical practice weekly per accreditation requirements. Currently students are earning only 2 credits while the course lecture and clinical practice hours require much more time to complete course requirements.

Reducing the Arts and Humanities pre-requisite requirement to 3 credits versus 6 credits would align IU South Bend prerequisite Arts and Humanities requirements with other Dental Hygiene Programs statewide. Other programs require 3 credits as a prerequisite requirement. With the addition of the Bachelor Degree in Dental Hygiene there are elective requirements (9 credits) which provide students with ample opportunities to fulfill interests in this area.

I have attached the Dental Hygiene Program Plan of Study and the syllabus for DHYG-H 301 for understanding and consideration.
**Course Instructors:** Kristyn Quimby, RDH, BGS  
Sandra Peek, RDH, BS  

**Office:** Riverside Hall 145  
Riverside Hall 137  

**Office Phone:** (574)520-4405  
(574)520-4139  

**Email:** krirhawk@iusb.edu  
sepeek@iusb.edu  

**Office Hours:** (Peek) Tuesday 3:00 – 5:00; Wednesday 10:00 - Noon  
**Course Location:** Northside Hall 104  
**Meeting Time:** Tuesday’s 1:00 – 2:45  

**Clinic Instructors:** David Douglas, DDS; Deborah Mannia, DDS; Cindy Linborg, DDS; Susannah Kowalik, LDH; Brook Bodart, LDH; Melissa Spriggs, LDH; Michelle Surratt, LDH; Jennifer Klein, LDH; Sandra Peek, LDH; Jennifer Doolen, LDH; Kathy Gipson, LDH; Christine Zelmer, LDH; Carmen Dielman, LDH; Doreen Pienkowski, LDH; Jane Noel, LDH  

**Course Description:**  
This course is a lecture-theory–clinical course, which builds on fundamental knowledge, skills and values initiated in H218, H219, and H300 clinical practice courses. The goal is to develop clinical dental hygiene at a higher level of competency while introducing additional concepts of assessment, treatment planning, implementation and evaluation of dental hygiene care. Students must satisfactorily complete H301 Clinical Practice II-Fall to progress to H302 Clinical Practice III.  

**Course Objectives:**  
At the completion of this course, the student should be able to:  
1. Provide patients at the IUSB Dental Hygiene Clinic with comprehensive, individualized patient care at a 75% passing level.  
2. Utilize skills in time management and organization for efficient appointment planning, scheduling and documentation of care.  
3. Maintain professional rapport with patients, peers, faculty and other dental team members.  
4. Demonstrate the codes of professional behavior as outlined in the professional code and contract.  
5. Demonstrate the principles of instrumentation utilizing proper patient operator positioning with hand and ultrasonic instruments.  
7. Demonstrate proper infection control techniques as required by OSHA standards.  
8. Describe and demonstrate assessment skills important in total health assessment and in providing oral health services.  
9. Develop patient education knowledge and skills based on scientific evidence of patient’s lifestyle and risk factors.  
10. Assess vital signs and incorporate findings into treatment protocol.  
11. Develop and demonstrate an understanding of the extraoral and intraoral exam in gathering information impacting dental treatment.  
12. Demonstrate the use of the hard tissue exam in gathering data and prescribing treatment and patient self-care.  
13. Utilize indices to determine the needs and evaluation of dental hygiene treatment.  
14. Utilize the use of radiographs in the assessment and provision oral health care.  
15. Assess the patient’s state of disease and determine the need for care and or referral.  
16. Use data collection to recognize, formulate and prioritize dental conditions to develop a specific plan treatment.  
17. Develop treatment goals using collected data and assessments.  
18. Develop a schedule of treatment for restorative and periodontal needs.
19. Utilize various methods to evaluate clinical treatment and procedures.
20. Determine the long-term professional care for the patient to maintain oral health.
22. Involve and inform the patient each clinic client in all aspects of decision-making, treatment planning and implementation of care,
23. Recognize and assess the harmful effects of tobacco use on the oral health status of patients.
24. Demonstrate clinic policies and practices in the identification of patient tobacco use and methods for care and follow-up.
25. Demonstrate skills of the clinic assistant duties as outlined in the clinic manual.
26. Demonstrate professional writing skills in formulating a case study based on a clinical patient.
27. Demonstrate abilities of selecting a topic, doing research, organizing content information, and displaying and delivering clinical information in a table clinic.
28. Demonstrate behavior consistent with the code of professional conduct as outlined in the Clinic Manual.
29. Experience professional membership by attending one professional dental continuing education meeting.
30. Provide clinic patients with appropriate additional services to include: sealants, caries and tobacco risk assessments and interventive counseling.
31. Meet identified skill competency assessments at a satisfactory level to include: application of chemotherapeutics, oral physiotherapy aides and patient education, treatment planning, tobacco counseling, mock clinical board exam, explorer, ultrasonic scaling, area specific and universal curets.

Course Competencies

Students completing H301 Clinical Practice II will demonstrate developing competency levels in the following areas:

1.1 Apply the ADHA code of ethics in all professional endeavors.
1.2 Utilize quality assurance standards to ensure competent and professional patient care
1.3 Comply with state and federal laws, recommendations and regulations in the provision of dental hygiene care.
1.4 Apply ethical reasoning by taking appropriate action against an incompetent, unethical or impaired colleague.
1.5 Participate in professional organizations at local, state, and/or national level.
2.1 Perform self-assessment for life-long learning and professional growth.
2.2 Assume a role as clinician, educator, researcher, change agent, consumer advocate, or administrator as defined by ADHA.
3.1 Provide accurate, consistent, and complete documentation for assessment, diagnosis, planning, implementation and evaluation of dental hygiene services.
4.1 Obtain, review and update a complete medical and dental history, including an assessment of vital signs as indicated.
4.2 Identify medical conditions that require special precautions or consultation prior to or during dental hygiene treatment.
4.3 Perform a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient’s needs.
4.4 Analyze and interpret the assessment data to formulate a dental hygiene diagnosis.
5.1 Establish a planned sequence of educational, preventive, and therapeutic services collaboratively with the patient, based on the dental hygiene diagnosis.
5.2 Formulate goals and establish expected outcomes related to the dental hygiene diagnosis using a patient centered approach.
5.3 Obtain the patient’s informed consent based on a thorough case presentation.
5.4 Make referrals to other health care professionals as indicated by the patient care plan.
6.1 Provide dental hygiene care to eliminate and/or control local etiologic factors to prevent and control caries, periodontal disease and other oral conditions.
6.2 Utilize approved clinical techniques and behavioral management strategies to control pain and anxiety.
6.3 Manage medical emergencies in the provision of patient care.
6.4 Use approved infection control procedures.
7.1 Determine the outcomes of dental hygiene procedures using indices, examinations, and patient self-report.
7.2 Determine patient satisfaction with oral health care received.
7.3 Develop and maintain a supportive periodontal therapy program.
7.4 Provide subsequent treatment or referrals based on evaluation findings.
9.1 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care plans.
9.2 Encourage patients to assume responsibility for their health and promote adherence to self-care plans.
9.3 Utilize effective written, verbal and non-verbal communication skills.

Required Text:
St. Louis: Mosby, Inc. (Mosby's)
Philadelphia, Pennsylvania: Lippincott, Williams and Wilkins. (Wilkins)

Grading Scale:
A+ 100  B- 85-87  D  65-67
A  95-99  C+ 81-84  D-  61-64
A- 93-94  C  75-80  F  0-60
B+ 90-92  C- 71-74**
B  88-89  D+ 68-70

**anything below a 75% is not passing**

The Dental Education Program requires a grade of 75% or better to pass the course. This is a combined course. Both Clinic Lecture and Clinic must be passed individually at a 75% or better to pass the course and graduate.

Course Requirements and Evaluation Methods:
In addition to the H301 Clinical Practice Requirements, the following apply to the lecture portion of this course.

1. **Attendance:**
   - Students are expected to attend all clinics and lectures. In the event of illness, students are allowed one excused absence per semester from clinic lecture. For each additional missed lecture, the course grade will be lowered by two points. In order to accomplish the goals of this course, students must come to each class meeting on time. Tardiness is not acceptable. Students arriving late need to explain to the instructor the reason for tardiness. Tardiness of more than ten minutes may be counted as an absence at the instructor’s discretion.
   - In the event of an emergency or unexpected absence, leave a message on course instructor’s office phone 520- 4139, or email, sepeek@iusb.edu prior to the start of class.

2. **Homework and participation:** Students are expected to come to class prepared with any homework assignments complete and possess a willingness to share information in discussion (participation). Homework will be due at the start of class. If a student would like to use their copy for discussion a duplicate should be brought to class. NO LATE WORK WILL BE ACCEPTED. **ALL graded papers MUST be submitted electronically through Oncourse’s drop box.**

3. **Reading assignments from Dimensions of Dental Hygiene.** Go to www.dimensionsofdentalhygiene.com and “Issue Archive” tab. Locate the year and month of publication from the syllabus, and click on the hyperlink
of the month. This will take you to the actual journal where you can access the article through another hyperlink.

4. **Case Study Writing Assignment**: Starting in Week 3 information will be given about critically analyzing a patient case, using evidence based decision making and writing a case study analysis paper. This will also incorporate a journal article, writing a short bibliography, and using in text citations. A grading rubric will be used for this assignment. This must be submitted electronically, as well as, a final paper copy.

5. **November Indiana Dental Hygiene Association Annual Meeting: November 5th-7th**. The IDHA has a great meeting planned for senior hygiene students that will help you in preparing for boards and future practice. More info to come on this in the semester.

6. **Skill Competencies/Selected Procedures (P/F)**: Skill competency assessments and selected procedures must be completed before the end of the semester. One point will be deducted from the final numerical grade for each incomplete requirement and it will be added to the next semester’s requirement. It is the student’s responsibility to review the competency criteria and make arrangements to complete this during regularly scheduled clinics.

   - Application of Chemotherapeutics: Week #1 of the Fall Semester Clinic, didactic and clinical application of chemotherapeutics will be discussed and introduced as a clinical procedure. During the skill assessment clinics the first week of classes students will practice the skill on a manikin in clinic with site specific therapy and on a student partner with periodontal irrigation syringes. Students will perform one skill assessment on a student partner, and one on a patient. Students will select a patient who can benefit from subgingival irrigation (excessive bleeding, seen for multiple appointments without improvement in periodontal conditions, periodontal pocketing greater than 5mm) and demonstrate competency using the skill assessment evaluation form.

   - Treatment Planning Case Presentation/Informed Consent: Using the skill competency assessment form following clinic lecture instructions, students will select a patient to demonstrate competency in using assessment data to develop a dental hygiene care plan, provide a case presentation and obtain informed consent.

   - Tobacco Risk Assessment: Following lecture information and discussion, students will complete tobacco risk assessments on all patients who indicate that they use tobacco (see Dental History). Then students will select one to demonstrate skills in tobacco related disease counseling.

   - Mock Board Examination: H301 Mock Board focuses on identification of a board patient, selection of teeth/surfaces, and properly filling out the paperwork. Students will choose a patient that would potentially qualify as a patient for the Northeast Regional Board Examination. Using the printed requirements and forms available in clinic, the student will choose six to ten teeth with 14 surfaces of subgingival calculus, that can be treated following the Northeast Regional Board guidelines, fill out the proper paperwork and present this to faculty. This skill assessment is graded and a 75% must be attained on this in order to pass this competency. The paperwork and guidelines will be kept in a binder in clinic for reference. This must also be discussed in class prior to the first attempt.
- **Sealants**: 4 sealants on 1 clinic patient. Sealants done on a student will not count for credit.
- **Clinic Assistant Duties**: Using the skill competency assessment form, students will demonstrate competency in completing CA duties.
- **Screening Clinics**: Using the skill competency assessment form, students will screen new patients. Clinicians will be assigned several assessment clinics throughout the semester. These clinics are part of assigned clinic hours and attendance policies apply. Clinicians will work independently for screening patients and recording information. See Appendix A for further information regarding this assessment.
- **Indiana Health Centers (IHC)**: Students will be required to complete a dental assisting experience at IHC during their supplemental clinics there. These clinics are part of assigned clinic hours and attendance policies apply. See Appendix B for further information regarding this assessment.

7. **Professional Meeting Attendance**: Students will attend a professional dental meeting and provide written documentation of attendance signed by the course sponsor. A schedule of meetings of the South Bend Dental Hygiene Association will be posted in the student lounge. This requirement must be completed prior to the last day of class. Two points will be deducted from the final numerical for an incomplete requirement and it will be added to the next semester’s requirement. Other opportunities may present themselves throughout the semester and I will keep you posted.

Dates to consider:
- September 10th, time 6:30 p.m.: SADHA Pizza Party. IUSB SAC 225 (*this will not count for professional meeting attendance)
- October 7th, “The Three C’s of Wellness”, Reggio’s Restaurant, must RSVP to Denise Weslowski at 291-3970 by 9/28.
- Thursday-Saturday, November 5th-7th -Indiana State Dental Hygiene Meeting, Indianapolis

**Extra Credit**: Patient Education/Waiting Room Bulletin Board: Extra Credit will be given for anyone that signs up for a display on the Waiting Room Bulletin Board. I will award the participants 5 points added on to any exam grade.

**EVALUATION**

Patient experiences and appointment procedures: 50%
Clinic Lecture Grade: 50%

**Both components of evaluation (patient experiences and lecture) must be passed at a 75% competency level. Failure in either component will result in failure of the course.**

The Clinic Lecture grade (50%) will be determined based on the following requirements:
- Exams: 20%
- Homework/Participation: 15%
- Case Study Writing Assignment: 15%

* Overall Point Reduction – failure to fulfill the requirements in either of the following areas will result in the reduction of the final Clinic grade.
1. Attendance (Clinic and Clinic lecture)
2. Clinic Assistant responsibilities
3. Incomplete patient experience requirements/skill assessment procedures/selected procedures
4. Professional meeting attendance
DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml.

ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES STATEMENT: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA"). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

ACADEMIC HONESTY STATEMENT: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.
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<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday 8/31</td>
<td>CLINIC ORIENTATION - Warm up 1-5 p.m. and 4-8 p.m. OSHA/Haz Comm.</td>
<td><strong>Read:</strong></td>
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<td>Tuesday 9/1</td>
<td>Update, Application of Chemotherapeutics</td>
<td>• Review: Chapter 10 in Mosby's and Ch 2-4 in Wilkins for OSHA update</td>
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<td>Course Introduction: Syllabus/Clinical Requirements, IHC, Irrigation and the Application of Chemotherapeutics</td>
<td>• Read: pg 590 Sect. E- 595 up to Add’tl clinical interventions; pg. 679-680 (Mosby’s) and Chapter 27 (Wilkins)</td>
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<td>Wednesday 9/3-9/4</td>
<td>Orientation at IHC, digital BWX assessment and Clinic Clean Up</td>
<td><strong>Read Articles:</strong></td>
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<td><strong>Homework 1:</strong> Instrumentation review/pretest (Oncourse)</td>
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<td>2</td>
<td>9/7</td>
<td>No Clinic - Labor Day</td>
<td>Submit Homework 1 via Oncourse by 1pm today</td>
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<td>Tuesday 9/8</td>
<td>NERB requirements Ethical Dilemmas in Dentistry</td>
<td><strong>Review:</strong></td>
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<td>• Nerb guidelines- <a href="http://www.nerb.org">www.nerb.org</a></td>
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<td>3</td>
<td>Tuesday 9/15</td>
<td>Instrumentation and Ultrasonic Review Case Study Introduction Bibliography success</td>
<td><strong>Review:</strong></td>
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<td>Thursday 9/10</td>
<td>SADHA Pizza Party IUSB Student Activities Center 225 @6:30</td>
<td>• Ch 36 and 37 (Wilkins)</td>
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<td>• Ch 17 (Mosby’s)</td>
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<td><strong>Read articles:</strong></td>
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<td><strong>Homework 2:</strong> Ultrasonic, Instrumentation, NERB</td>
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<td>4</td>
<td>9/22</td>
<td>Exam #1(NERB, Chemotherapeutics, Instrumentation, Ultrasonics) Critical Thinking Exercise</td>
<td>Bring journal articles, books, reviews, etc to class so that you may start to critically look at these things and develop your thoughts. Submit Homework 2 via Oncourse by 1pm today</td>
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<td>5</td>
<td>9/29</td>
<td>Tobacco and Chemical Dependencies</td>
<td><strong>Read:</strong></td>
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<td>• Ch 31 (Wilkins)</td>
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<td><strong>Read Article:</strong></td>
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<td>Be prepared for today: Bring book to discuss Case Study &quot;C&quot;</td>
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<td><strong>Homework 3:</strong> Helping a Patient Quit Tobacco Use (Part A-Oncourse and B – handout in class)</td>
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<td>6</td>
<td>10/6</td>
<td>Tobacco Risk Assessment/Interventions</td>
<td><strong>Read:</strong></td>
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<td>• Pg. 689 tobacco use interventions- pg 693(Mosby’s)</td>
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| 7    | 10/13      | Caries Risk Interventions                       | **Read:**  
- Ch 24; pg 263-267; Ch 33(Wilkins)  
- Pg. 648-649 table; pg. 687-689; 695 on vitality testing; pg. 682-685 on fluorides (Mosby's)  
**Be prepared for today:** Be ready to discuss Case “E”  
**Homework 4:** Caries Risk Assessment (Part A-Oncourse and Part B- in class handout)  
Submit Homework 3via Oncourse by 1pm today |
| 8    | 10/20      | Exam #2 *(Caries Risk, Tobacco Risk)*            | No Reading Assignment  
Submit Homework 4via Oncourse by 1pm today |
| 9    | 10/27      | Evaluation of Assessment Data                    | **Read:**  
- Pg. 613-650 (Mosby's)  
- Pg. 96 section II types of exams; pg. 92-93 (Wilkins)  
**Read Article:**  
**Be prepared for today:** Bring book and ready to discuss Case Study “H”  
**Homework 5:** Planning for Dental Hygiene Care-Assessment |
| 10   | 11/3       | Developing a Diagnosis                           | **Read:**  
- Ch. 14 (Wilkins)  
- Pg. 650-651; pg. 394-396; 562-572 (Mosby's)  
Submit Homework 5via Oncourse by 1pm today |
|      | 11/6       |                                                   |                                                                                       |
| 11   | 11/10      | Treatment Planning                               | **Read:**  
- Ch. 21-22 (Wilkins)  
- Pg. 651-653; 586-590 (Mosby's) |
| 12   | 11/17      | Exam #3 *(Assessment Data, Developing a Diagnosis, Treatment Planning)* | **Homework 6:** Treatment Planning and Informed Consent |
|      | 11/17      | Peer Review of Case Study Paper                  |                                                                                       |
| 13   | 11/24      | Case Presentation and Informed Consent           | **Read:**  
- Pg. 375-377 (Wilkins)  
- Pg. 653-654; pg 920 from 3-pg. 922 to “N” (Mosby’s)  
**Read Articles:**  
Submit Homework 6via Oncourse by 1pm today |
| 14   | 12/1       | Patient Education                                | **Read:**  
- Ch. 23, 25-26 (Wilkins)  
- Ch. 16 (Mosby’s) |
| 15   | 12/8       | Cultural Barriers to Care, Review for Final Examination | **Read:**  
- Pg. 870-872 (Mosby’s)  
"Unequal Treatment: What healthcare providers need to know about racial and ethnic disparities in healthcare”  
**Case Study Final Draft Due** |
| 16   | 12/14 – 12/18 | Final Exam-to-be announced                      | Comprehensive |

* Attendance is required