Course Change Request

New Course Proposal

Date Submitted: 01/16/19 11:15 am

Viewing: ANSC 642: Advanced Quantitative Genetics

Also listed as: GENE 642

Last edit: 03/19/19 1:53 pm
Changes proposed by: cbeamon92

Faculty Senate Number

Contact(s)

In Workflow
1. ANSC Department Head
2. BCBP Department Head
3. Curricular Services Review
4. AG Committee Preparer GR
5. AG Committee Chair GR
6. AG College Dean GR
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 10/17/18 7:57 am
   Wes Osburn (osburnw): Approved for ANSC Department Head
2. 10/19/18 3:22 pm
   Dorothy Shippen (dshippen): Approved for BCBP Department Head
3. 10/22/18 2:36 pm
   Terra Bissett (tbissett): Rollback to Initiator
4. 10/23/18 7:33 am
   Wes Osburn (osburnw): Rollback to Initiator
5. 01/16/19 12:06 pm
   Wes Osburn (osburnw): Approved for ANSC Department Head
6. 01/16/19 12:51 pm
   Mary Bryk (bryk): Rollback to ANSC Department Head for BCBP Department Head
7. 03/18/19 8:52 am
   Wes Osburn (osburnw): Approved for ANSC Department Head
8. 03/18/19 9:46 am
   Dorothy Shippen (dshippen): Approved for BCBP Department Head
### Course Information

**ANSC 642: Advanced Quantitative Genetics**

**Catalog course description**

Introduction to Bayesian methods of genetic analysis; understanding of distributions associated with genetic analyses; describe basic methodology and procedures for random sampling; set up and conduct basic linear regression analysis and mixed model prediction of genetic merit using Bayesian methodology.

**Prerequisites and Restrictions**

GENE 613 and STAT 651, graduate classification or approval of instructor.

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carissa Beamon</td>
<td><a href="mailto:cbeamon92@tamu.edu">cbeamon92@tamu.edu</a></td>
<td>979-845-7616</td>
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<table>
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<td>College/School</td>
<td>Agriculture &amp; Life Sciences</td>
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<td>Academic Level(alternate)</td>
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<tr>
<td>Effective term</td>
<td>Fall 2020</td>
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<td>Complete Course Title</td>
<td>Advanced Quantitative Genetics</td>
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<tr>
<td>Abbreviated Course Title</td>
<td>ADV QUANTITATIVE GENETICS</td>
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<th>Contact Hour(s)</th>
<th>Lecture:</th>
<th>Lab:</th>
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</table>

**Crosslistings**

Yes, Crosslisted With GENE 642

**Stacked**

No, Stacked with GENE 642
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 0109020000
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will this course be taught at another branch? No
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

**Required (select program)**

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tr>
<td>(PHD-ANSC) Doctor of Philosophy in Animal Science</td>
</tr>
<tr>
<td>(PHD-ANBR) Doctor of Philosophy in Animal Breeding</td>
</tr>
<tr>
<td>(PHD-PREP) Doctor of Philosophy in Physiology of Reproduction</td>
</tr>
<tr>
<td>(MS-ANBR) Master of Science in Animal Breeding</td>
</tr>
<tr>
<td>(MAG-ANSC) Master of Agriculture in Animal Science</td>
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<tr>
<td>(MS-ANSC) Master of Science in Animal Science</td>
</tr>
<tr>
<td>(MS-PREP) Master of Science in Physiology of Reproduction</td>
</tr>
<tr>
<td>(MS-GENE) Master of Science in Genetics</td>
</tr>
<tr>
<td>(PHD-GENE) Doctor of Philosophy in Genetics</td>
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</tbody>
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**Course Syllabus**

- Syllabus: Upload syllabus
  - Upload syllabus: ANSC 642 AdvQuantGenSyllabus.pdf

- Letters of support or other documentation: Yes
  - Upload files: Animal_Science_Dec12_2018_STAT LoS.pdf
Received and attached letter of support from GENE. Included as elective course for MSc and PhD in GENE.

**Reviewer Comments**

*Terra Bissett (t.bissett) (10/22/18 2:36 pm):* Minor edits made to abbreviate course title to better reflect title of course.

*Terra Bissett (t.bissett) (10/22/18 2:36 pm):* Rollback: Contacts hours and semester credit hours do not match; contact hours should not include decimals – please update.

*Wes Osburn (osburnw) (10/23/18 7:33 am):* Rollback: Need to verify prereqs.

*Mary Bryk (bryk) (01/16/19 12:51 pm):* Rollback: This new course is cross-listed with GENE 642. Has Dr. Threadgill, the Head of the IDP in Genetics, seen this course proposal? Should Genetics be listed as a program (MS and PhD) where this course might be an elective?

*Terra Bissett (t.bissett) (03/19/19 1:56 pm):* Updates received.

**Reported to state?**

Add CS
December 12, 2018

MEMORANDUM

To: Dr. G. Cliff Lamb  
   Department Head, Department of Animal Science

From: Jianhua Huang  
   Acting Department Head, Department of Statistics

Subject: Support of the creation of ANSC 642: Advanced Quantitative Genetics

The Department of Statistics has reviewed the proposal for ANSC 642. The Graduate Advisors and Department Heads of the respective departments have met and have come to an agreement with respect to this course. As such, the Department of Statistics is pleased to support the proposal for ANSC 642.

Sincerely,

Jianhua Huang  
Professor and Acting Department Head
Course title and number: Advanced Quantitative Genetics, ANSC/GENE 642
Term: Fall 2019
Meeting times and location: T-Th 8-9:15 am, 400 KLCT

Course Description and Prerequisites

Introduction to Bayesian methods of genetic analysis. Develop understanding of probability distributions associated with genetic analyses. Implementation of basic Bayesian procedures using R statistical software for various genetic analyses. Illustration of differences, advantages, and disadvantages of Bayesian analyses relative to classical statistical approaches.
Prerequisites include GENE 613 and STAT 651, graduate classification and/or approval of instructor.

Learning Outcomes or Course Objectives

1. Describe basic methodology and procedures for random sampling as a method of approximating distributions that represent prior, likelihood, and posterior probabilities in genetic analyses.
2. Set up, conduct basic linear regression analysis, and mixed model prediction of genetic merit using Bayesian methodology.
3. Identify the essential analysis elements, assess the strengths and weaknesses, and interpret published genetic research work that utilized Bayesian inference.

Instructor Information

Name: David Greg Riley
Telephone number: 845-2667
Email address: david-riley@tamu.edu
Office hours: Monday & Friday: 10:00 to noon and 1:00 – 4:00 p.m. These are not the only times available, but times other than these should be made by appointment.
Office location: 432E Kleberg

Textbook and/or Resource Material


Grading Policies

Exams (2) 70% of final grade
Homeworks (6) 30% of final grade

Homework assignments turned in one to six days late will receive an automatic 30% grade reduction; assignments turned in seven days late will automatically receive a grade of zero. Homework
Assignments are primarily computational in nature. All homework assignments are due by 5:00 PM on their respective dates.

The exams are given as open-note, take home exams. You will have 2 days to complete each exam. The exams have both computational and theory/discussion aspects. Exams are due by 5:00 PM on their respective dates.

**Grading Scale**

- A = 89.5 to 100
- B = 79.5 to 89.4
- C = 69.5 to 79.4
- D = 59.5 to 69.4
- F = 59.4 and below

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>R statistical software</td>
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<td></td>
<td>Loading data</td>
<td></td>
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<td></td>
<td>Basic operations</td>
<td></td>
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<td></td>
<td>Packages-downloading and use</td>
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<td></td>
<td>Sampling from distributions</td>
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<tr>
<td>2-3</td>
<td>Bayesian analyses</td>
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<tr>
<td></td>
<td>Elementary distribution theory and probability characterization</td>
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<td></td>
<td>Discrete events/categorical traits “Qualitatively-inherited characters”: one or a small group of responsible genes</td>
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<tr>
<td></td>
<td>Continuously distributed livestock traits “Quantitatively-inherited characters”: larger group (10-500) of responsible genes</td>
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<td></td>
<td>Probability distributions of common parameters used in livestock genetic evaluation: additive genetic variance, heritability in the narrow sense, additive genetic covariance/correlation</td>
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<td></td>
<td>Distributions of alleles, genotypes and other genetic parameters: binomial, multinomial, beta, Dirichlet, Poisson</td>
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<td></td>
<td>Joint distributions of SNP at adjacent loci</td>
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<tr>
<td>4-5</td>
<td>Bayes’ Theorem</td>
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<td></td>
<td>Bayesian vs. classical statistical inference</td>
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<td></td>
<td>Likelihood</td>
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<td></td>
<td>Characterization of prior beliefs about unknown parameters: Pedigree or genotype as prior information</td>
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<td></td>
<td>Characterization of posterior beliefs about unknown parameters</td>
<td></td>
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<td></td>
<td>Gene transmission example</td>
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<tr>
<td>6-8</td>
<td>Computational methodology</td>
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<td></td>
<td>Markov Chain Monte Carlo methods</td>
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<td>Gibbs sampling</td>
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<td></td>
<td>Chain diagnostics</td>
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<td>9-11</td>
<td>Inference and results interpretation in a Bayesian context</td>
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<td></td>
<td>Parameter estimation as distributions</td>
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<td></td>
<td>Bayesian confidence (credible) intervals</td>
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<tr>
<td></td>
<td>Highest posterior density regions</td>
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</table>
Bayes factors and hypothesis testing

Comparison to Classical Methodology

Modeling of Genetic Analyses
Linkage disequilibrium
Genome-wide association
Transcript (RNA) analyses
Multivariate Normal Model
Hierarchical Modeling
Linear Regression/Best Linear Unbiased Prediction of Invisible Genetic Merit

Other Pertinent Course Information

Throughout the course, R coding scripts and packages will be taught and incorporated in class examples or homework.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

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

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

Plagiarism: The handouts used in this course are copyrighted. By "handouts", I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc, of another person as your own work. This means you are committing plagiarism if you copy work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Definitions of academic misconduct are also available online at http://www.tamu.edu/aggiehonor.
BIOGRAPHICAL SUMMARY
David Greg Riley

Professional Experience:

Texas A&M University, 2009-present
Research Geneticist, USDA, ARS, Subtropical Agricultural Research Station, Brooksville, FL 2000-2009
United States Army, 1984-1985

Research Interests:

Applied breeding and genetics in beef cattle, primarily, but also sheep and hogs.
Association of phenotypes with markers in the genome.
Utilization of genomic information to predict breeding values for a variety of traits.
Gene pathways influencing phenotypes in livestock.
Investigation of reciprocal differences in Bos indicus-Bos taurus crosses for calf size and growth traits with particular interest on epigenetic influences.
Study of genotype-environment interactions on production efficiency and body composition in live animals and beef carcasses.
Heterosis expression in livestock.

Education:

Ph.D. Texas A&M University 2000 Genetics
M.S. 1997 Animal Breeding
B.S. 1984 Agricultural Economics
February 20, 2019

MEMORANDUM

To: Dr. G Cliff Lamb  
   Department Head, Department of Animal Sciences

From: David Threadgill  
   University Distinguished Professor  
   Tom and Jean McMullin Chair in Genetics  
   Chair, Interdisciplinary Program in Genetics  
   Director, Texas A&M Institute for Genome Sciences and Society  
   Director, Texas A&M Center for Environmental Health Research  
   Department of Molecular and Cellular Medicine, College of Medicine  
   Department of Biochemistry & Biophysics, College of Agriculture & Life Sciences

and

Mary Bryk  
   Associate Professor and Associate Head of Graduate Programs  
   Department of Biochemistry and Biophysics

Subject: Support of the creation of ANSC 642: Advanced Quantitative Genetics

The Chair of the Interdisciplinary Program in Genetics and the Associate Head of Graduate Programs in the Department of Biochemistry and Biophysics are pleased to support the proposal for ANSC 642.
Course Change Request

New Course Proposal

Date Submitted: 03/19/19 4:10 pm

Viewing: BICH 684: Professional Internship in Biochemistry

Last edit: 06/19/19 7:19 pm

Changes proposed by: bryk

Contact(s)
### BICH 684: Professional Internship in Biochemistry

**Course prefix**: BICH  
**Course number**: 684  
**Department**: Biochemistry & Biophysics  
**College/School**: Agriculture & Life Sciences  
**Academic Level**: Graduate  
**Effective term**: Fall 2020  
**Complete Course Title**: Professional Internship in Biochemistry  
**Abbreviated Course Title**: PROF INTERNSHIP BIOCHEMISTRY

**Catalog course description**: Independent study and supervised experiences related to a professional area or interest in the broad field of biochemistry. May be taken two times for credit.

**Prerequisites and Restrictions**: Graduate classification in biochemistry; approval of faculty advisor.

**Should catalog prerequisites / concurrent enrollment be enforced?**: No

**Crosslistings**: No  
**Crosslisted With**: No  
**Stacked**: No  
**Stacked with**: No

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<th>Lab:</th>
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**Repeatable for credit?**: Yes  
**Number of times repeated for credit**: 1  
**Maximum number of hours**: - OR -

**When will this course be repeated?**: Within a student's career

**CIP/Fund Code**: 2602020002  
**Default Grade Mode**: Satisfactory/Unsatisfactory (S)

**Method of instruction**: Practicum  
**Will this course be taught at another branch?**: No

**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance**

---

**Name**: Mary Bryk  
**E-mail**: bryk@tamu.edu  
**Phone**: 979-218-5989
In order to earn academic credit for BICH 684, the internship experiences must be sponsored by a company or a professional organization, and documented in a portfolio with a learning agreement, mid-term evaluation, written reflections on the internship and a final presentation to the student’s faculty advisor.

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

The hours for this course are as follows:

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? No

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)  

<table>
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<th>Program(s)</th>
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<tr>
<td>(MS-BICH) Master of Science in Biochemistry</td>
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<tr>
<td>(PHD-BICH) Doctor of Philosophy in Biochemistry</td>
</tr>
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</table>

**Course Syllabus**

**Syllabus:** Upload syllabus

Upload syllabus  

Final BICH 684 syllabus.pdf

Letters of support or other documentation  

No

Additional information

**Reviewer Comments**

Mary Bryk (bryk) (03/18/19 12:00 pm): I need to change form so it reflects that up to 6 credits may be taken. Currently, it indicates 1-4 credits. I need to change that.

Mary Bryk (bryk) (03/18/19 12:01 pm): Rollback: need to fix number of credit hours

Terra Bissett (t.bissett) (03/19/19 2:19 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.

Terra Bissett (t.bissett) (03/19/19 2:29 pm): Rollback: Course description shows "May be taken two times for credit," but repeatability section on form shows it can be repeated 2 times which means the course can be taken three times for credit - please update to correspond correctly; Syllabus: include complete course title; prerequisites on syllabus/form need to match.

Terra Bissett (t.bissett) (03/22/19 9:39 am): Updates received.
BICH 684

Professional Internship in Biochemistry (1-6 credits)

Associate Head Graduate Programs:
Dr. J. P. Pellois
Professor and Associate Head of Graduate Programs
Department of Biochemistry and Biophysics
Phone: 979-862-6501
Email: pellois@tamu.edu

Biochemistry Graduate Programs Office:
Rafael Almanzar, M.S.
Senior Academic Advisor for the Biochemistry Graduate Programs
Department of Biochemistry and Biophysics
103C Bio/Bio
Phone: 979-845-1779
Email: r.almanzar1@tamu.edu

Course Description

The BICH 684 Professional Internship will allow graduate students in the Biochemistry program to gain real-world experiences and skills that can be applied post-graduation in the career path the student pursues. “A directed internship in an organization to provide students with on-the-job training with professionals in settings appropriate to the students’ professional objectives” (TAMU Graduate Catalog).

Graduate students enrolled in BICH 684 will obtain academic credit (1-6 credits, 45 hours/credit) for internship experiences designed to provide meaningful hands-on activities and opportunities to develop skills that are relevant for careers in the biochemical industry or other professional career areas pursued by individuals who have a MS or PhD in Biochemistry.

In order to earn academic credit for BICH 684, the internship experiences must be sponsored by a company or a professional organization, and documented in a portfolio with a final presentation to the student’s faculty advisor, as described in this syllabus. Attending educational workshops and working in another lab on your graduate research project are not considered internships. This course is repeatable for credit, up to two internships maximum 6 credits total.

Prerequisites

Graduate classification in Biochemistry. Students must have the consent of their faculty advisor.

General Learning Outcomes include (but are not limited to):

- Develop research and/or professional skills that are transferrable to future careers
• Understand and gain exposure to various sectors of the biochemistry industry and/or life-sciences careers
• Identify future employment opportunities
• Demonstrate effective communication and leadership skills
• Formulate a plan of personal goals for continued professional growth

GRADING

Your grade (S/U) for BICH 684 will be awarded by your faculty advisor on the basis of satisfactory/unsatisfactory completion of the following: 1) internship portfolio as described in this syllabus; 2) positive internship site supervisor evaluations; and 3) a final slide presentation of your internship experience. These items will be the basis for your BICH 684 grade.

In order to insure confidentiality of data and business initiatives, your internship site supervisor will need to preview your slides and contact the Biochemistry Graduate Office to verify that they have reviewed the presentation and found no material of a confidential nature. We must have permission of your internship site supervisor before you can give your BICH 684 final presentation to your faculty advisor.

Because in most instances you will not complete all of the requirements until the semester following an internship, your faculty advisor may initially assign an incomplete (I) grade for BICH 684. Once you have made the final presentation to your faculty advisor (or you may opt to present to all members of your advisory committee), then your faculty advisor will submit a final grade of S or U grade for BICH 684. Your faculty advisor will complete the faculty advisor evaluation form (located at the back of this syllabus) after you give your final presentation. The completed evaluation form must be submitted to the Biochemistry Graduate Office. It will be saved with your portfolio.

Attendance and Make Up Policy:

The University policy on attendance/excused absences can be found at: http://student-rules.tamu.edu/rule07.

If you know about an absence in advance that will affect your attendance at your internship site, please contact your research advisor and your internship supervisor before scheduling the dates of your internship. If you have an unexpected absence during your internship that can be officially excused, then your research advisor will be expected to provide an extension on the due dates for items that are due after the absence.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability
Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Academic Integrity Statement and Policy**

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.
INTERNERSHIP PAPERWORK REQUIREMENTS
Before you will be allowed to register for BICH 684, you will need to complete two documents and return them to the Biochemistry graduate advisor via email attachment: 1) the BICH 684 Internship Description Form; and 2) the BICH 684 Learning Agreement.

The BICH 684 Internship Description Form contains basic information about the internship, such as job title and when and where the internship will take place, contact information for the student, internship site supervisor, and the company (or internship site). We ask that you scan your offer letter and attach it to the same email as your BICH 684 Internship Description Form when you send it to the Biochemistry Graduate Office.

The BICH 684 Learning Agreement is a little more complicated. This document provides a list of all the responsibilities of the various parties—the student, faculty advisor (your committee chair), internship site supervisor, and the Biochemistry Graduate Programs Office—during the internship experience. Furthermore, it provides the nature of the goals of the internship, what we call the “learning objectives.” These are written as broad objectives with specific activities or tasks that will accomplish the objective. How your internship site supervisor and faculty advisor will evaluate your goals, and deadlines for accomplishing the tasks, are written into the agreement. It is signed by all parties to the agreement and returned to the Biochemistry Graduate Programs Office. Like the BICH 684 Internship Description Form, it must be received by the graduate program office before you will be allowed to register for BICH 684.

Half-way through, and at the conclusions of the internship, your internship site supervisor will complete an evaluation of your performance. The intent of the evaluations is to provide the student with information that can be used to improve their work, and it also provides a basis for counseling and guidance of the student. Once you and your internship site supervisor have signed these evaluations, scan them and send as an email attachment to your faculty advisor and to the Biochemistry Graduate Programs Office. Lastly, complete the Student Evaluation of Internship Site. This feedback will ensure that only quality internship sites are offered to students.

International students have some additional paperwork. If the internship is in the summer, off-campus and paid, Curricular Practical Training (CPT) forms must be submitted to International Student Services (ISS) by F-1 students. J-1 (sponsored) students have similar requirements to get permission for off-campus employment. Instructions and forms are at http://iss.tamu.edu/Current-Students/F-1-Status/Curricular-Practical-Training. If an F-1 international student is completing an internship in the fall or spring, they must submit CPT forms and apply for a full-course waiver, either from the Registrar’s Office or ISS, since they will be dropping below the required 9 credit hours of enrollment. Please read the Compliance with Full Time Enrollment Rules section and obtain an F-1 Reduced Course Load form, if necessary.

WRITING YOUR LEARNING OBJECTIVES
Stating your learning objectives or goals for your internship experience formally is important because it requires you to examine what you know, what you hope to learn, and how the internship experience will contribute to your future career goals. It is a personal plan for you, but the process is no different than the planning that all successful companies and institutions employ. Thus, the process of delineating your learning objectives will give you valuable planning experience.
In developing your learning objectives, you need to think first in terms of broad goals—such as improving your communication skills or learning a new, advanced molecular technique—and then in specific ways that can accomplish that goal. As in all real world, practical planning, you also need to consider how you will know you have accomplished the goal. That is, you must be able to measure the outcome of the specific activity. This product or contribution to the employer is called a deliverable. When you need to accomplish a goal is an essential aspect of the planning process; thus, you must set deadlines.

Once you have accepted an internship and have an idea of your employer’s needs, you will need to formulate your learning objectives to be inserted in the BICH 684 Learning Agreement. These learning objectives should incorporate the employer’s needs and the personal growth objectives you have. Begin by sharing your ideas with your faculty advisor. Your faculty advisor should be able to evaluate whether your goals are feasible for the length of the internship, if they represent new or complementary activities for you, and whether you have written up the objectives properly. Some examples of properly written objectives are given below. Once you have discussed your objectives with your advisor, you need to run these by your internship site supervisor/mentor for their approval or further revision.

Some examples:

- **Learning objective:** Improve presentation skills  
  **Learning activity:** Give a 15-minute PowerPoint presentation on the limitations of various cloning techniques to co-workers  
  **Deliverable:** Co-workers complete a presentation skills evaluation form; a summary of feedback is included in the internship portfolio along with the slides  
  **Deadline:** End of semester

- **Learning objective:** Improve written communication  
  **Learning activity:** Create a 500-word article for the summer edition of the company newsletter  
  **Deliverable:** The newsletter article is included in the internship portfolio  
  **Deadline:** July 1, 2019

- **Learning objective:** Learn how to write a proposal to obtain funds to support a scientific conference  
  **Learning activity:** Work with company staff to produce a proposal for a scientific conference, detailing costs associated with rental of the meeting site, registration, meals, reservation of rooms, session topics, invited speakers and estimated target audience.  
  **Deliverable:** A detailed proposal for the funding of a scientific conference included in the internship portfolio  
  **Deadline:** End of internship

- **Learning objective:** Understand company organizational structure and function  
  **Learning activity:** Interview at least one person in each division regarding the purpose of the division and its relationship to other divisions  
  **Deliverable:** An explanation of functions and a diagram of company organization are included in the internship portfolio  
  **Deadline:** 2 weeks into internship

*The student's committee chair is the instructor of record for BICH 684, and they are involved in helping the student develop the learning objectives for the internship. The committee chair signs off on the learning agreement, and will assign the final grade for BICH684.*
PORTFOLIO GUIDELINES
The purpose of the internship portfolio assignment is to gather together in one place all of the accomplishments of your internship. The portfolio consists of reflection on the skills and competencies you have obtained through your internship.

The Portfolio must contain a cover sheet, a table of contents, your internship preparation documents, a section reflecting on the internship experience, evaluations from the internship site supervisor and your faculty advisor, and your final presentation slides. The portfolio should be double-spaced, in 10-12 font, and with numbered pages. Your portfolio will be available for review by future students and others interested in our program unless you indicate you do not wish to share the contents with others. Once you have completed all editing, send an electronic copy to your faculty advisor and the Biochemistry Graduate Programs Office.

Example: Table of Contents

Internship Preparation Documents
  Biosketch
  References
  BICH 684 Internship Description Form
  BICH 684 Learning Agreement

Reflection on Internship
  Introduction
  Company Description and Responsibilities
  Learning Objective 1
  Learning Objective 2
  Learning Objective 3
  Learning Objective 4

Critique and Recommendations
  Mid-term Evaluation by Internship Site Supervisor
  Final Evaluation by Internship Site Supervisor
  Evaluation Form by Faculty Advisor
  Student Evaluation of Site

Final Presentation Slides

Internship Preparation Documents
The following items should be included:
1. Biosketch—2-3 pages max; include educational background, honors or recognition achieved, work experience, special skills, membership in organizations, presentations, publications, and other relevant information.
2. References—provide a list of 3-4 people that would be willing to provide a reference for you. These should be people knowledgeable about you professionally and personally. Include all contact information. Examples would be your faculty advisor, committee members or other faculty/professionals who know you well.
3. BICH 684 Learning Agreement—this is the agreement that lists the learning objectives for your internship.

4. BICH 684 Internship Description Form—this form lists contact information for your Internship Site, your Internship Site Supervisor and the description of your internship.

Reflection on Internship

1. Your reflection should begin with an introduction that describes the company or institution where you worked, and what your responsibilities were during the internship.

2. Next, examine each of your learning objectives and the activities associated with each goal. Describe the methods or procedures you used and the success or outcomes that followed. Provide the results of your experiments, the protocols you devised, or written materials you produced. Discuss any limitations or failures to attain your goals. If applicable to your situation, you should analyze the research, management, accounting, finance, marketing, and other principles you used or observed in action at your internship site. Also, be sure to connect concepts learned in your graduate classes with your internship experience, and times when you used biochemical, analytical, communication skills and/or knowledge of bioethics. Lastly, critique your experience, consider additional learning that would be helpful, and give your recommendations for future students who might intern at this site.

3. The reflective nature of the portfolio means that you will be mostly describing activities, the outcome of those activities and what you personally learned. If you introduce background information or other materials, be careful to document your sources. If you represent ideas or words from another source as your own, you are committing plagiarism, a serious infraction of the Aggie Honor Code. Many faculty members use resources such as turnitin.com to check for plagiarism. If your faculty adviser detects plagiarism, depending on the situation, consequences can range from revision and re-submission of your BICH 684 internship portfolio to dismissal from the graduate program.

Internship Evaluations

The following items should be included:

1. Mid-term Evaluation by Internship Site Supervisor
2. Final Evaluation by Internship Site Supervisor
3. Evaluation Form by Faculty Advisor
4. Student Evaluation of Site

Final Presentation Slides
BICH 684 Internship Description Form

<table>
<thead>
<tr>
<th>Student</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
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<tr>
<td>UIN:</td>
<td></td>
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<tr>
<td>Internship semester:</td>
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<td>Mobile phone:</td>
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<tr>
<td>e-mail address:</td>
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<table>
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<tr>
<th>Company</th>
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<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
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<tr>
<td>Address 1:</td>
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<td></td>
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<tr>
<td>Address 2:</td>
<td></td>
<td></td>
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<tr>
<td>City, state, zip code:</td>
<td></td>
<td></td>
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<tr>
<td>Web address:</td>
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<tr>
<td>Telephone:</td>
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<tr>
<th>Supervisor</th>
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<tbody>
<tr>
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<td>e-mail:</td>
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<tr>
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<tbody>
<tr>
<td>Dates:</td>
<td></td>
<td></td>
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<tr>
<td>Position title:</td>
<td></td>
<td></td>
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<tr>
<td>Position description:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary:</td>
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</tbody>
</table>

Please complete the required information in the second column of the form. As you type in the table, it will enlarge the cell to fit the contents. Save your document and send as an e-mail attachment to the Biochemistry Graduate Programs Office. Also, attach a copy of your internship offer letter.
BICH684 Learning Agreement

This agreement between
(insert student and company names) and the Texas A&M University Biochemistry Graduate Program provides a list of responsibilities of the various parties involved and the specific learning objectives of the student during the internship experience.

RESPONSIBILITIES UNDER THIS AGREEMENT:

Faculty Advisor (Committee Chair):
• Help formulate the student’s learning objectives.
• Meet with the student to provide guidance and support prior to the internship.
• Assess the student’s learning based on agreed-upon learning objectives.
• Provide telephone and e-mail follow-up as needed throughout the internship to provide guidance and support.

Internship Site Supervisor:
• Help formulate the student’s learning objectives.
• Provide direction to help the student achieve the learning objectives.
• Complete a midterm and final evaluation of the student and return forms to the Biochemistry Graduate Program Office.
• Assume responsibility for the student’s supervision during the internship.
• Review student presentation for confidential material and send memo to the program.

Student:
• Register for BICH 684 after providing the Internship Description Form, offer letter, and signed Learning Agreement to the Biochemistry Graduate Program Office.
• Perform the tasks and responsibilities assigned by your internship site supervisor.
• Follow the rules and regulations of the business or agency.
• Consult with your faculty advisor regarding any changes or problems that arise during your internship experience.
• Complete the Student Evaluation of Site form and return to the program.

Biochemistry Graduate Programs Office:
• Help formulate the student’s learning objectives.
• Add section of BICH 684 for student once paperwork is received.
• Act as a liaison for the university, internship site, faculty advisor, and student.
• Assist faculty advisor, internship site supervisor, and student with any difficulties.

LEARNING OBJECTIVES: (Insert a list of the broad learning objectives you will achieve during your internship, including specific activities, due dates, and evaluation methods that will be used. Set realistic goals that can be documented.)
Your signature means you have read and agreed to the responsibilities listed for your role in this Learning Agreement.

Student Intern _________________________________________________ Date: __________________
Printed name

Site Supervisor _________________________________________________ Date: _________________
Printer name

Faculty Advisor/Chair ____________________________________________ Date: _________________
Printed name

Biochemistry Graduate Advisor ________________________________ Date: _________________
Printed name

After obtaining the Faculty Advisor and Site Supervisor signatures, the student should e-mail the BICH 684 Learning Agreement as a pdf attachment to the graduate advisor in the Biochemistry Graduate Programs Office to sign and distribute.
BICH 684 Professional Internship

Midterm Internship Site Supervisor Evaluation of Student Form

Student Name_________________________________________________________________________

This is a formative evaluation because it is intended to provide information that a student can use to improve his/her work. The internship supervisor should evaluate and discuss the results with the student midway and at the conclusion of the internship. The evaluation provides a basis for counseling and guidance of the student.


PART I: Please check one box for each question for a BICH 684 student according to his/her ability/performance to:

<table>
<thead>
<tr>
<th>Student Skills</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. applies knowledge of advanced biochemistry and biochemical research techniques</td>
<td>4</td>
</tr>
<tr>
<td>2. analyzes and interprets data</td>
<td>3</td>
</tr>
<tr>
<td>3. functions on multidisciplinary teams</td>
<td>2</td>
</tr>
<tr>
<td>4. identifies, formulates, and solves problems</td>
<td>1</td>
</tr>
<tr>
<td>5. demonstrates understanding of professional and ethical responsibility</td>
<td>NA</td>
</tr>
<tr>
<td>6. communicates effectively</td>
<td></td>
</tr>
<tr>
<td>7. demonstrates understanding of the mission of the internship site in scientific, economic and societal contexts</td>
<td></td>
</tr>
</tbody>
</table>
PART II: Please comment on the following:

1. Student’s greatest strengths

2. Areas that need improvement

Signatures and printed names:

Internship Site Supervisor:

___________________________________________________________________ Date ________________

Student Intern:

___________________________________________________________________ Date ________________
BICH 684 Professional Internship

Final Internship Site Supervisor Evaluation of Student Form

Student Name_________________________________________________________________________

This is a formative evaluation because it is intended to provide information that a student can use to improve his/her work. The internship supervisor should evaluate and discuss the results with the student midway and at the conclusion of the internship. The evaluation provides a basis for counseling and guidance of the student.


PART I: Please check one box for each question for a BICH 684 student according to his/her ability/performance to:

<table>
<thead>
<tr>
<th>Student Skills</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. applies knowledge of advanced biochemistry and biochemical research techniques</td>
<td></td>
</tr>
<tr>
<td>2. analyzes and interprets data</td>
<td></td>
</tr>
<tr>
<td>3. functions on multidisciplinary teams</td>
<td></td>
</tr>
<tr>
<td>4. identifies, formulates, and solves problems</td>
<td></td>
</tr>
<tr>
<td>5. demonstrates understanding of professional and ethical responsibility</td>
<td></td>
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<tr>
<td>6. communicates effectively</td>
<td></td>
</tr>
<tr>
<td>7. demonstrates understanding of the mission of the internship site in scientific, economic and societal contexts</td>
<td></td>
</tr>
</tbody>
</table>
PART II: Please comment on the following:

1. Student’s greatest strengths

2. Areas that need improvement

Signatures and printed names:

Internship Site Supervisor:

___________________________________________________________________Date______________

Student Intern:

____________________________________________________________________Date_____________
BICH 684 Professional Internship

Faculty Advisor Evaluation Form

Student Name (please print) ______________________________________________________________

Faculty Advisor Name (please print) ____________________________________________________


Please check one box for each question for new graduates according to their ability to:

<table>
<thead>
<tr>
<th>Student Skills</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. applies knowledge of advanced biochemistry and biochemical research techniques</td>
<td></td>
</tr>
<tr>
<td>2. demonstrates knowledge of and skills in leadership and ethical behavior</td>
<td></td>
</tr>
<tr>
<td>3. analyzes and interprets data</td>
<td></td>
</tr>
<tr>
<td>4. functions on multidisciplinary teams</td>
<td></td>
</tr>
<tr>
<td>5. identifies, formulates, and solves problems important for the internship site</td>
<td></td>
</tr>
<tr>
<td>5. demonstrates understanding of professional and ethical responsibility</td>
<td></td>
</tr>
<tr>
<td>6. communicates effectively</td>
<td></td>
</tr>
<tr>
<td>7. demonstrates understanding of the mission of the internship site in scientific, economic and societal contexts</td>
<td></td>
</tr>
</tbody>
</table>
Student Evaluation of Site

Please complete this form. We will use your feedback to ensure that only quality internship sites are offered to our students. Save the form and return as an email attachment to the Biochemistry Graduate Programs Office at the completion of your internship. Thank you for your response.

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>Faculty Advisor:</td>
</tr>
<tr>
<td>Internship site mentor:</td>
<td>Organization/Company:</td>
</tr>
</tbody>
</table>

Please use the following rating system to answer questions:

1=Agree, 2=Neutral, 3=Disagree, 4=Not Applicable

A. My internship enhanced my confidence in a non-academic setting.
   1 2 3 4

B. The goals and objectives of my internship were sufficiently defined.
   1 2 3 4

C. The tasks I performed during my internship closely related to the activities I planned to undertake.
   1 2 3 4

D. I was satisfied with the direction and motivation provided by my site mentor.
   1 2 3 4

E. I would recommend this site to future students.
   1 2 3 4

Any additional comments you would like to share?

Would you be willing to share the benefits of your internship experience with students currently attending Texas A&M University by participating in a panel presentation or other means of communication?

YES      NO
Course Change Request

New Course Proposal

Date Submitted: 12/03/18 4:43 pm

Viewing: **GENE 656 : Bioinformatics: Metagenomics Data Analysis**

Last edit: 03/28/19 1:36 pm

Changes proposed by: carolvargasb

Contact(s)

In Workflow
1. BCBP Reviewer GR
2. BCBP Department Head
3. Curricular Services Review
4. AG Committee Preparer GR
5. AG Committee Chair GR
6. AG College Dean GR
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 05/25/18 10:10 am
   Mary Bryk (bryk): Approved for BCBP Reviewer GR
2. 10/19/18 3:25 pm
   Dorothy Shippen (dshippen): Approved for BCBP Department Head
3. 10/23/18 5:27 pm
   Terra Bissett (t.bissett): Rollback to Initiator
4. 11/14/18 12:44 pm
   Mary Bryk (bryk): Approved for BCBP Reviewer GR
5. 11/14/18 1:41 pm
   David Peterson (dpeterson): Approved for BCBP Department Head
6. 11/14/18 2:54 pm
   Terra Bissett (t.bissett): Rollback to Initiator
7. 12/03/18 4:34 pm
   Mary Bryk (bryk): Rollback to Initiator
8. 03/13/19 12:13 pm
   Mary Bryk (bryk): Approved for BCBP Reviewer GR
9. 03/13/19 12:15 pm
   Mary Bryk (bryk): Approved for BCBP
Course prefix: GENE  
Course number: 656  
Department: Biochemistry & Biophysics  
College/School: Agriculture & Life Sciences  
Academic Level: Graduate  
Effective term: Fall 2020  
Complete Course Title: Bioinformatics: Metagenomics Data Analysis  
Abbreviated Course Title: BIOINFORM METAGENOMICS DATA ANL

Catalog course description: Data analysis for bacterial metagenomic analysis; step-by-step instruction for analysis of metagenomics data, starting with raw sequencing data and continuing through publication quality figures.

Prerequisites and Restrictions: GENE 603 or equivalent.

Should catalog prerequisites / concurrent enrollment be enforced?: No

Crosslistings: No  
Stacked: No

Semester: 1  
Contact Hour(s) (per week):  
Lecture: 1  
Lab: 0  
Other: 0  
Total: 1

Repeatable for credit?: No

CIP/Fund Code: 2608070002
Default Grade Mode: Letter Grade (G)
Method of instruction: Lecture

Will this course be taught at another branch?
No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes
Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.
The students will be able to work extended hours on the same topic with help of the instructor so that the same learning outcomes of the traditional format are met: By the end of this course, students will be able to:
1. Understand and explain the workflow of the QIIME pipeline
2. Preprocess data to avoid problems with downstream analyses
3. Perform standard statistical tests and plot results

Hours
Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.
Students will meet with the instructor three hours a week for five weeks to complete 15 hours of guided work

Will this course be taught as a distance education course?
Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PHD-GENE) Doctor of Philosophy in Genetics</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus
- GENE656_QIIME_syllabus_Online.pdf
- GENE656_QIIME_syllabus.pdf

Letters of support or other documentation
No

Additional information
The students will be able to work extended hours on the same topic with help of the instructor so that the same learning outcomes of the traditional format are met: By the end of this course, students will be able to:
1. Understand and explain the workflow of the QIIME pipeline
2. Preprocess data to avoid problems with downstream analyses
3. Perform standard statistical tests and plot results

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.
Students will meet with the instructor three hours a week for five weeks to complete 15 hours of guided work
Reviewer Comments

**Terra Bissett (t.bissett) (10/23/18 5:27 pm):** Rollback: Catalog prerequisites: “Genetics course and knowledge of command line” does not align with our catalog style guide as a prerequisite or restriction – this statement is a better fit in the syllabus. Should a prerequisite or restriction be included in catalog, “Graduate classification” or listing a specific genetics course would be better fit for catalog; Semester credit hours and contact hours do not match on form; Syllabus: update course number (shows GENE 689 under course description section); missing grading weights.

**Terra Bissett (t.bissett) (11/14/18 2:52 pm):** Minor edits made to catalog prerequisites to comply with catalog style guide.

**Terra Bissett (t.bissett) (11/14/18 2:54 pm):** Rollback: Semester credit hours and contact hours do not match. Lecture contact hours have a direct relation with Semester Credit Hours.

**Mary Bryk (bryk) (12/03/18 4:34 pm):** Rollback: Mark contact hours on syllabus for online version and indicate that this can be taken as a distance education course.

**Terra Bissett (t.bissett) (03/19/19 1:30 pm):** Updates received.
Course title and number: Bioinformatics: Metagenomics Data Analysis, GENE 656
Term: Fall 2019
Meeting times and location: 10:00 AM-1:00 PM (August 27 - September 24), TBA

Course Focus
This course provides a practical introduction to the analysis of Illumina 16S data on a high-performance computing cluster using the command-line version of the open-source QIIME pipeline. Raw sequencing data will be used for preprocessing data, identifying OTUs using different databases, calculating different measures of diversity, and plotting results; in addition, the last portion of each class will be used as a workshop to work with participants’ own data—for students without their own data, sample data will be provided so they can reinforce their mastery of the pipeline.

Course Description and Prerequisites
GENE 656 (1 Credit hour) Data analysis for bacterial metagenomic analysis. The course will provide a step-by-step instruction for analysis of metagenomics data, starting with raw sequencing data and continuing through publication quality figures. Students will also analyze their own data sets. This course requires a basic working knowledge of the command line.

Learning Outcomes
By the end of this course, students will be able to:
1. Understand and explain the workflow of the QIIME pipeline
2. Preprocess data to avoid problems with downstream analyses
3. Perform standard statistical tests and plot results

Instructor Information
Professor: Dr. David Threadgill, Dr. John Blazier, Kranti Konganti
Phone: 919-260-0221, 919-260-0221, 919-260-0221
Email: dwt@tamu.edu, jblazier@bio.tamu.edu, konganti@tamu.edu
Office hours: M 1:30-3:30 pm, M 1:30-3:30 pm, M 1:30-3:30 pm
Office location: REYN 428A

Textbook and/or Resource Material
Requires that students have obtained an account on the TIGSS computing cluster (instructions for obtaining an account provided before class). A laptop is required for this course. Class meets weekly for two hours of lecture, discussion, or group work. Weekly homework assignments are due on Friday afternoons by 5:00 pm. Before the first class, students will need to install a UNIX terminal—for Macintosh users, the terminal is pre-installed, but Windows 10 users will need to Google “windows 10 unix terminal” and follow the installation instructions; users of earlier versions of Windows will need to install Cygwin, a terminal emulator. Both of these are available as internet downloads. Alternatively, students are welcome to install Ubuntu Linux on their own computer, either by partitioning the hard drive or installing a virtual machine. In addition, students will need to install a text editor: Mac users should install TextWrangler and Windows users should install Notepad++.
Grading Policies

Course grade is based on the number of points accumulated from four weekly assignments, each worth 50 points. All written assignments must be submitted prior to 5:00 pm on the due date. No late work will be accepted EXCEPT in the case of a University-approved excuse.

Assignment 1 = 25%
Assignment 2 = 25%
Assignment 3 = 25%
Assignment 4 = 25%
Total weight = 100%

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>180 - 200</td>
<td>A</td>
</tr>
<tr>
<td>160 - 179</td>
<td>B</td>
</tr>
<tr>
<td>140 – 159</td>
<td>C</td>
</tr>
<tr>
<td>120 – 139</td>
<td>D</td>
</tr>
<tr>
<td>Below 120</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: A grade of “Incomplete” will only be used as delineated in Student Rule 10.5.

Attendance and Make-up Policies

Attendance is required unless there is a genuine emergency as described in Student Rule 7 (http://student-rules.tamu.edu/rule07). Missing class without a documented emergency will result in a zero score for the assignment. Attendance and make-up policy will follow Student Rule 7.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Getting acquainted with QIIME: this is not a single, multipurpose application like Microsoft Office, Adobe Photoshop, or even the R statistical package; rather, QIIME consists of about 150 individual Python scripts.</td>
</tr>
<tr>
<td></td>
<td>Getting acquainted with TIGSS: Using the first step in the QIIME pipeline, the merging of paired-end reads, as an example we will review job submission guidelines on the TIGSS cluster. We will discuss differences in how to submit the same job on the Ada cluster.</td>
</tr>
<tr>
<td>Homework #1 is due before the second class.</td>
<td></td>
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</tbody>
</table>

| Week 2: | Preprocessing of data: QIIME was intended to work with data that likely has a different format from the data you will get from your Illumina sequencing provider (also a different format from data you will download from the Short Read Archive). We will prepare for analysis data downloaded from the TAMU BaseSpace account as well as data downloaded from the SRA. |
|         | OTU picking: By the end of the second week we will have performed OTU picking for the two data sets using two different 16S databases, Green Genes and SILVA. |
| Homework #2 is due before the third class. |
Week 3: **Cleaning and summarizing OTU tables**: We will summarize the results of OTU picking and also remove low-confidence OTUs.

**Creating the mapping file**: There are pitfalls in making this simple file needed to perform all downstream analyses, but the way in which we preprocessed the data in Week 2 should help avoid these.

**Reviewing alpha and beta diversity and creating plots**

**Homework #3** is due before the final class.

Week 4: **Additional downstream analyses**: Summarizing taxonomic diversity by sample, treatment, etc. and creating Principal Coordinates Analysis (PCoA) plots.

**Special topics**: During Week 3 we will discuss additional analyses that participants wish to perform, and we will spend the last half of Week 4 covering how to run these analyses.

**Homework #4** is due the Friday following the final class.

Week 5: Additional topics in metagenomics and analysis of variable data types.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

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

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*
Course title and number: Bioinformatics: Metagenomics Data Analysis, GENE 656
Term: Fall 2018
Meeting times and location: Online only

Course Focus

This course provides a practical introduction to the analysis of Illumina 16S data on a high-performance computing cluster using the command-line version of the open-source QIIME pipeline. Raw sequencing data will be used for preprocessing data, identifying OTUs using different databases, calculating different measures of diversity, and plotting results; in addition, the last portion of each class will be used as a workshop to work with participants' own data—for students without their own data, sample data will be provided so they can reinforce their mastery of the pipeline.

Course Description and Prerequisites

GENE 656 (1 Credit hour) Data analysis for bacterial metagenomic analysis. The course will provide a step-by-step instruction for analysis of metagenomics data, starting with raw sequencing data and continuing through publication quality figures. Students will also analyze their own data sets. This course requires a basic working knowledge of the command line.

Learning Outcomes

By the end of this course, students will be able to:
1. Understand and explain the workflow of the QIIME pipeline
2. Preprocess data to avoid problems with downstream analyses
3. Perform standard statistical tests and plot results

Instructor Information

Professor: Dr. David Threadgill
Phone: 919-260-0221
Email: dwt@tamu.edu
Office hours: T 1:30-3:30 pm
Office location: REYN 428A

Professor: Dr. John Blazier
Phone: 919-260-0221
Email: jblazier@bio.tamu.edu
Office hours: T 1:30-3:30 pm

Professor: Kranti Konganti
Phone: 919-260-0221
Email: konganti@tamu.edu
Office hours: T 1:30-3:30 pm

Textbook and/or Resource Material

Requires that students have obtained an account on the TIGSS computing cluster (instructions for obtaining an account provided before class). A laptop is required for this course. Class meets online for lecture, discussion, or group work. Weekly homework assignments are due on Friday afternoons by 5:00 pm. Before the first class, students will need to install a UNIX terminal—for Macintosh users, the terminal is pre-installed, but Windows 10 users will need to Google “windows 10 unix terminal” and follow the installation instructions; users of earlier versions of Windows will need to install Cygwin, a terminal emulator. Both of these are available as internet downloads. Alternatively, students are welcome to install Ubuntu Linux on their own computer, either by partitioning the hard drive or installing a virtual machine. In addition, students will need to install a text editor: Mac users should install TextWrangler and Windows users should install Notepad++.
Grading Policies

Course grade is based on the number of points accumulated from four weekly assignments, each worth 50 points. All written assignments must be submitted prior to 5:00 pm on the due date. No late work will be accepted EXCEPT in the case of a University-approved excuse.

Assignment 1 = 25%
Assignment 2 = 25%
Assignment 3 = 25%
Assignment 4 = 25%
Total weight = 100%

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 - 200</td>
<td>A</td>
</tr>
<tr>
<td>160 - 179</td>
<td>B</td>
</tr>
<tr>
<td>140 – 159</td>
<td>C</td>
</tr>
<tr>
<td>120 – 139</td>
<td>D</td>
</tr>
<tr>
<td>Below 120</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: A grade of “Incomplete” will only be used as delineated in Student Rule 10.5.

Attendance and Make-up Policies

Attendance is required unless there is a genuine emergency as described in Student Rule 7 (http://student-rules.tamu.edu/rule07). Missing class without a documented emergency will result in a zero score for the assignment. Attendance and make-up policy will follow Student Rule 7.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Getting acquainted with QIIME: this is not a single, multipurpose application like Microsoft Office, Adobe Photoshop, or even the R statistical package; rather, QIIME consists of about 150 individual Python scripts.</td>
</tr>
<tr>
<td></td>
<td>Getting acquainted with TIGSS: Using the first step in the QIIME pipeline, the merging of paired-end reads, as an example we will review job submission guidelines on the TIGSS cluster. We will discuss differences in how to submit the same job on the Ada cluster.</td>
</tr>
<tr>
<td></td>
<td>Homework #1 is due before the second class.</td>
</tr>
<tr>
<td></td>
<td>Number of contact hours: 9</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Preprocessing of data: QIIME was intended to work with data that likely has a different format from the data you will get from your Illumina sequencing provider (also a different format from data you will download from the Short Read Archive). We will prepare for analysis data downloaded from the TAMU BaseSpace account as well as data downloaded from the SRA.</td>
</tr>
<tr>
<td></td>
<td>OTU picking: By the end of the second week we will have performed OTU picking for the two data sets using two different 16S databases, Green Genes and SILVA.</td>
</tr>
<tr>
<td></td>
<td>Homework #2 is due before the third class.</td>
</tr>
</tbody>
</table>
Number of contact hours: 9

Week 3: Cleaning and summarizing OTU tables: We will summarize the results of OTU picking and also remove low-confidence OTUs.

Creating the mapping file: There are pitfalls in making this simple file needed to perform all downstream analyses, but the way in which we preprocessed the data in Week 2 should help avoid these.

Reviewing alpha and beta diversity and creating plots

Homework #3 is due before the final class.

Number of contact hours: 9

Week 4: Additional downstream analyses: Summarizing taxonomic diversity by sample, treatment, etc. and creating Principal Coordinates Analysis (PCoA) plots.

Special topics: During Week 3 we will discuss additional analyses that participants wish to perform, and we will spend the last half of Week 4 covering how to run these analyses.

Homework #4 is due the Friday following the final class.

Number of contact hours: 9

Week 5: Additional topics in metagenomics and analysis of variable data types.

Number of contact hours: 9

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-163 7. For additional information visit http://disability.tamu.edu

Academic Integrity

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

New Course Proposal

Date Submitted: 06/17/19 11:58 am

Viewing: **NURS 670: Introduction to Psychopharmacology**

Last edit: 06/24/19 8:22 am

Changes proposed by: ildiko54

Programs referencing this course


Faculty Senate Number

Contact(s)

In Workflow

1. CLNU Department Chair
2. Curricular Services Review
3. NU Committee Chair
GR
4. NU Committee Chair Chair
5. NU College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 06/07/19 10:29 am
   Virginia Utterback
   (vutterba): Approved for CLNU Department Chair
2. 06/12/19 4:59 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 06/17/19 2:55 pm
   Stacey Mitchell
   (samitchell): Approved for CLNU Department Chair
4. 06/24/19 8:23 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 06/24/19 9:14 am
   Melinda Jensen
   (melindajensen): Approved for NU Committee Preparer
6. 06/24/19 10:24 am
   Virginia Utterback
   (vutterba): Approved for NU Committee Chair Chair
7. 06/25/19 8:51 am
   Debra Matthews
   (dmatthews): Approved for NU College Dean Chair
8. 07/03/19 9:38 am
   LaRhea Johnson
   (ljohnson): Approved for GC Preparer
# NURS 670: Introduction to Psychopharmacology

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melinda Jensen</td>
<td><a href="mailto:melindajensen@tamhsc.edu">melindajensen@tamhsc.edu</a></td>
<td>9794360109</td>
</tr>
</tbody>
</table>

## Course Information
- **Course Prefix:** NURS
- **Course Number:** 670
- **Department:** College of Nursing
- **College/School:** Nursing
- **Academic Level:** Graduate
- **Academic Level (alternate):** Undergraduate
- **Effective Term:** Fall 2020
- **Complete Course Title:** Introduction to Psychopharmacology
- **Abbreviated Course Title:** INTRO TO PSYCHOPHARMACOLOGY

## Catalog Course Description
Preparation for the advanced practice registered nurse to accurately describe, administer and counsel patients regarding appropriate and safe medication regimens used in psychiatric care; pharmacologic principles, pharmacologic actions and application of major drug classes used in psychopharmacology in relation to their role in the treatment of psychiatric disorders.

## Prerequisites and Restrictions
- Concurrent enrollment in NURS 671.

## Prerequisites and Concurrent Enrollment
- **Concurrent Enrollment:** No
- **Should catalog prerequisites / concurrent enrollment be enforced?** No

## Crosslistings
- **Crosslisted With:** No

## Stacked
- **Stacked with:** No

## Contact Hours
- **Semester:** 2
- **Credit Hour(s):** 2
- **Lecture:** 2
- **Lab:** 0
- **Other:** 0
- **Total:** 2

## Repeatable for Credit
- **Repeatable for credit?** No

## Three-peat
- **Three-peat?** No

## CIP/Fund Code
- **CIP/Fund Code:** 5138100020

## Default Grade Mode
- **Default Grade Mode:** Letter Grade (G)

## Alternate Grade Modes
- **Alternate Grade Modes:** Satisfactory/Unsatisfactory

## Method of Instruction
- **Method of instruction:** Lecture

## Will this course be taught at another branch?
- **Will this course be taught at another branch?** No

## Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
- **Will sections of this course be taught as non-traditional?** Yes

## Learning Outcomes

---

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.


In preparation for the care of the adult patient in the psychiatric-mental health setting, the student will:

1. Describe the mechanism of action, pharmacokinetics, pharmacodynamics, and common side effects for the major classes of psychopharmacological agents.
2. Explain the effect of pharmacologic agents that are classified as inducers and inhibitors in drug interactions.
3. Recognize signs, symptoms, and treatment for common drug side effects, major adverse drug reactions, and management of psychiatric emergencies.
4. Demonstrate an understanding of basic principles of genomics in the treatment of psychiatric problems.
5. Demonstrate the ability to write a prescriptions for agents used in the treatment of psychiatric disorders.
6. Self-evaluate understanding of psychopharmacology and identify areas for further study.

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course. To ensure equivalency of credit hours course faculty reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables to define academic engagement and expected preparation outside of class. This evidence was presented to the CON Graduate Curriculum Committee. Based on this evidence, the course faculty and curriculum committee concluded that the expected time commitment for NURS 670 is in alignment with the TAMU rule 11.03.99 M1 definition of credit hours and meets the equivalent credit hour requirement.

Will this course be taught as a distance education course? Yes
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CERT-PMHN) Psychiatric-Mental Health Nurse Practitioner - Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus NURS 670 Syllabus–Psychopharmacology.docx

Letters of support or other documentation No

Additional information

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
Reviewer Comments

Terra Bissett (t.bissett) (06/12/19 4:59 pm): Rollback: Rolling back for course number and syllabus updates.

Terra Bissett (t.bissett) (06/21/19 2:12 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.

Terra Bissett (t.bissett) (06/24/19 8:22 am): Updated course number within NTFA information.

Terra Bissett (t.bissett) (06/24/19 8:23 am): Updates received.

Reported to state? No

Key: 19113
Introduction to Psychopharmacology

Course Description and Prerequisites

This course is designed to prepare the advanced practice registered nurse to accurately describe, administer, and counsel patients regarding appropriate and safe medication regimens used in psychiatric care. Pharmacologic principles, pharmacologic actions, and application of major drug classes used in psychopharmacology will be discussed in relation to their role in the treatment of psychiatric disorders.

Credit hours: 2
Prerequisite: Core courses; Co-requisite: NURS 671

Student Learning Outcomes

In preparation for the care of the adult patient in the psychiatric-mental health setting, the student will:

1. Describe the mechanism of action, pharmacokinetics, pharmacodynamics, and common side effects for the major classes of psychopharmacological agents.
2. Explain the effect of pharmacologic agents that are classified as inducers and inhibitors in drug interactions.
3. Recognize signs, symptoms, and treatment for common drug side effects, major adverse drug reactions, and management of psychiatric emergencies.
4. Demonstrate an understanding of basic principles of genomics in the treatment of psychiatric problems.
5. Demonstrate the ability to write a prescriptions for agents used in the treatment of psychiatric disorders.
6. Self-evaluate understanding of psychopharmacology and identify areas for further study.


Instructor Information

Course Coordinator

TBD (Name, Phone, Email)
Office hours online and by appointment

Lecture Faculty

TBD (Name, Phone, Email)
Office hours online and by appointment

Textbook and/or Resource Material
**Required Learning Materials (subject to change)**

Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g online *Prescriber’s Guide*)


**Optional Learning Materials (subject to change)**


**Grading Policies**

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 670. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments (10)</td>
<td>40</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20</td>
</tr>
<tr>
<td>Prescription Assignments (10)</td>
<td>20</td>
</tr>
<tr>
<td>Self-Assessment Completion (P/F)</td>
<td>P/F</td>
</tr>
<tr>
<td>Total Course Grade</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A 90-100
- B 80-89
- C 70-79
- F Below 70

**Course Topics, Calendar of Activities, Major Assignment Dates**

Details regarding course schedule, topics, activities, assignments, and due dates are posted on eCampus in the Course Calendar. Faculty reserves the right to amend the course schedule as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of brain pathophysiology</td>
</tr>
<tr>
<td>Week 2</td>
<td>Psychopharmacology; inducers, inhibitors</td>
</tr>
<tr>
<td>Week 3</td>
<td>Antidepressants</td>
</tr>
<tr>
<td>Week 4</td>
<td>Anxiolytics</td>
</tr>
<tr>
<td>Week 5</td>
<td>Hypnotics and agents for treatment of insomnia</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>6</td>
<td>Mood stabilizers; Exam</td>
</tr>
<tr>
<td>7</td>
<td>Antipsychotics</td>
</tr>
<tr>
<td>8</td>
<td>Stimulant and non-stimulant agents used in the treatment of ADHD</td>
</tr>
<tr>
<td>9</td>
<td>Agents for cognitive disorders</td>
</tr>
<tr>
<td>10</td>
<td>Management of side effects, drug interactions</td>
</tr>
<tr>
<td>11</td>
<td>Adverse drug reactions; psychiatric emergencies</td>
</tr>
<tr>
<td>12</td>
<td>Genomics</td>
</tr>
<tr>
<td>13</td>
<td>Special topics</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
</tr>
<tr>
<td>15</td>
<td>Exam</td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

**Instructional Activities**
While the professor will provide guidance and consultation, the student is responsible for identification of own learning needs, being self-motivated to complete coursework, seeking consultation when needed, and demonstrating achievement of course objectives. The student is expected to meet university requirements for graduate level work. Weekly learning modules with reading assignments, online activities, and presentations/discussion posts that are integrated throughout are required.

**Group Discussion**
Class discussion/presentations will be presented in an online seminar format using Blackboard forums and posts. Presentation/Discussion prompts must be addressed in 250-300 words and students will be expected to offer peer contributions on two separate peer posts with each contribution offering 100-150 words of insight. Thoughtful reflection and comments are expected from each class assignment as indicated. Faculty will monitor the group discussion and respond as appropriate. No credit will be given for late posts or assignments.

**TurnItIn**
All course assignments will be submitted via TurnItIn unless otherwise specified.

**Grading Rubrics and Description of Course Assignments**
Grading rubrics along with a description of course assignments are posted in Blackboard.

**Optional Collaborate Sessions**
At the beginning of the semester, the instructor may schedule periodic collaborate sessions to review and enhance learning materials. These are optional learning activities and will be utilized at the instructor’s discretion.

**Professional Behavior in the Online Classroom**
The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff. Particular attention to professional communication is needed for online courses where voice tone and non-verbal communication cues used to interpret intent are not present.
As a consequence, it is essential that one be particularly mindful of how others will interpret what is communicated through written or digital media.

Diversity of ideas, experiences, and opinions is expected in the academic setting. In nursing and health care we anticipate analysis and discussion of complex issues with a range of opinions in any group. Therefore, the College of Nursing is committed to creating a learning environment where all students feel comfortable and supported in expressing their views. Further, in adherence with Aggie core values, individuals are responsible to be respectful in all communications. For online courses, this requires particular attention to written communication.

**Attendance Policy**
The University views class attendance as the responsibility of an individual student. Class attendance is expected because participation is an important contributor to student success in online courses. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Online class attendance is defined as engagement in activities that are “academically related.” Such activities include: attending synchronous class sessions, viewing tutorials or presentations, participating in course discussions by posting original thoughts and responding to the posts of peers, engaging in assigned group work, submitting an academic assignment, and completing exams or quizzes as scheduled.

Simply logging into e-College (Blackboard) does not constitute attendance or participation in the course. In addition, logistic discussions with faculty regarding plans about submitting assignments, requests for extensions on deadlines for assignments, notifications of illness, or inquiries about purchasing course materials, for example, do not count as participation.

**Make-up Assignments**
Make-up assignments such as quizzes are only given for exceptional circumstances. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Make-up activities will be offered at the discretion of the faculty and must be completed within one week of the missed event. The student must contact the instructor directly by email, telephone call, or in person to make arrangements to complete the missed exam. The make-up quiz/activity will be equivalent in content covered and level of difficulty; however, the instructor reserves the right to alter the format of make-up quiz/activity, i.e., to include short answers or essay questions. If a student should miss a scheduled make-up assignment the student will receive a zero for the test.

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Course Change Request

New Course Proposal

Date Submitted: 06/17/19 12:19 pm

Viewing: NURS 671: Pre-Clinical Essentials for the Psychiatric-Mental Health Nurse Practitioner

Last edit: 06/24/19 8:23 am

Changes proposed by: ildiko54

Programs referencing this course

CERT-PMHN: Psychiatric-Mental Health Nurse Practitioner - Certificate

Faculty Senate Number

Contact(s)
### Course Information:

- **Course Prefix:** NURS
- **Course Number:** 671
- **Department:** College of Nursing
- **College/School:** Nursing
- **Academic Level:** Graduate (Undergraduate alternate)
- **Effective Term:** Fall 2020
- **Complete Course Title:** Pre-Clinical Essentials for the Psychiatric-Mental Health Nurse Practitioner
- **Abbreviated Course Title:** PRE-CLINICAL ESSENTIALS PMHNP

### Catalog Course Description:
Preparation for the advanced practice registered nurse for clinical experience in the psychiatric-mental health practice setting, including skills in assessment, documentation, planning; concepts and theories related to the role of the psychiatric-mental health nurse practitioner and care of persons with psychiatric-mental health problems.

### Prerequisites and Restrictions:
Concurrent enrollment in NURS 670.

### Contact Hours:
- **Semester Credit Hour(s):** 2
- **Contact Hour(s) (per week):** Lecture: 2, Lab: 0, Other: 0, Total: 2

### Repeatable for Credit?
No

### Three-Peat?
No

### Crosslistings:
- No Crosslisted With
- No Stacked with

### Semester Credit Mode:
Letter Grade (G)

### Alternate Grade Modes:
Satisfactory/Unsatisfactory

### Method of Instruction:
Lecture

### Will this course be taught at another branch?
No

### Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

### Learning Outcomes

---

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Melinda Jensen</td>
<td><a href="mailto:melindajensen@tamhsc.edu">melindajensen@tamhsc.edu</a></td>
<td>9798450256</td>
</tr>
</tbody>
</table>

[https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...](https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...)

8/27/2019, 1:31 PM

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The student will:

1. Articulate the role of the psychiatric-mental health nurse practitioner and the relationship to populations, settings, and stakeholders.
2. Apply biopsychosocial concepts to an understanding of psychiatric and mental health problems.
3. Apply medicolegal and confidentiality considerations to the role of the psychiatric-mental health nurse practitioner.
4. Evaluate theories that form the basis for the practice of the psychiatric-mental health nurse practitioner.
5. Explain how the taxonomy of the current DSM relates to the neuropathology of mental illness.
7. Demonstrate basic assessment and documentation skills used in the care of the client with psychiatric and mental health problems.
8. Develop appropriate discharge or transition plans for the client with psychiatric and mental health problems.

Hours

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

To ensure equivalency of credit hours course faculty reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables to define academic engagement and expected preparation outside of class. This evidence was presented to the CON Graduate Curriculum Committee. Based on this evidence, the course faculty and curriculum committee concluded that the expected time commitment for NURS 671 is in alignment with the TAMU rule 11.03.99 M1 definition of credit hours and meets the equivalent credit hour requirement.

This will be a required course or an elective course for the following programs:

<table>
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</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 671 Syllabus--Pre-Clinical Essentials, revised.docx</td>
</tr>
</tbody>
</table>
Debra Matthews (dmatthews) (05/25/19 10:46 am): Need to add CERT-PNHN to the course required for cert section

Terra Bissett (t.bissett) (06/12/19 4:59 pm): Rollback: Rolling back for course number and syllabus updates.

Terra Bissett (t.bissett) (06/21/19 2:11 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.

Terra Bissett (t.bissett) (06/24/19 8:24 am): Updated course number within NTFA information.

Terra Bissett (t.bissett) (06/24/19 8:24 am): Updates received.

Reported to state? No
College of Nursing
Texas A&M Health Science Center

Pre-Clinical Essentials for the Psychiatric-Mental Health Nurse Practitioner Role

Course Description and Prerequisites

This course is designed to prepare the advanced practice registered nurse for clinical experience in the psychiatric-mental health practice setting, including skills in assessment, documentation, planning. The course will also include concepts and theories related to the role of the psychiatric-mental health nurse practitioner and the care of persons with psychiatric-mental health problems.

Credit hours: 2
Prerequisite: Core courses; Co-requisite: NURS 670

Student Learning Outcomes

In preparation for the care of the patient or client in the psychiatric-mental health setting, the student will:

1. Articulate the role of the psychiatric-mental health nurse practitioner and the relationship to populations, settings, and stakeholders.
2. Apply biopsychosocial concepts to an understanding of psychiatric and mental health problems.
3. Apply medicolegal and confidentiality considerations to the role of the psychiatric-mental health nurse practitioner.
4. Evaluate theories that form the basis for the practice of the psychiatric-mental health nurse practitioner.
5. Explain how the taxonomy of the current DSM relates to the neuropathology of mental illness.
7. Demonstrate basic assessment and documentation skills used in the care of the client with psychiatric and mental health problems.
8. Develop appropriate discharge or transition plans for the client with psychiatric and mental health problems.


Instructor Information

Course Coordinator

TBD (Name, Phone, Email)
Office hours online and by appointment

Lecture Faculty

TBD (Name, Phone, Email)
Office hours online and by appointment
Textbook and/or Resource Material

**Required Learning Materials (subject to change)**


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g online *Prescriber’s Guide*)


**Optional Learning Materials (subject to change)**


**Grading Policies**

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 671. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments (10)</td>
<td>30</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20</td>
</tr>
<tr>
<td>Paired Practice &amp; Demonstration</td>
<td>20</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL: 100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Grading Scale:
- **A**: 90-100
- **B**: 80-89
- **C**: 70-79
- **F**: Below 70

### Course Topics, Calendar of Activities, Major Assignment Dates

Details regarding course schedule, topics, activities, assignments, and due dates are posted on eCampus in the Course Calendar. Faculty reserves the right to amend the course schedule as needed.

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<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Program expectations; writing and scholarship</td>
</tr>
<tr>
<td>Week 2</td>
<td>Role of the psychiatric-mental health nurse practitioner, populations and settings; stakeholders</td>
</tr>
<tr>
<td>Week 3</td>
<td>Confidentiality and medicolegal considerations</td>
</tr>
<tr>
<td>Week 4</td>
<td>Biopsychosocial foundations for care of persons with psychiatric and mental health problems</td>
</tr>
<tr>
<td>Week 5</td>
<td>Identity and principles of culturally sensitive care</td>
</tr>
<tr>
<td>Week 6</td>
<td>Theoretical Foundations for care of persons with psychiatric and mental health problems</td>
</tr>
<tr>
<td>Week 7</td>
<td>Overview of the classification of psychiatric disorders (Current DSM)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam</td>
</tr>
<tr>
<td>Week 9</td>
<td>The mental status examination; neurological examination; psychiatric evaluation; follow-up; discharge and termination of care; paired practice</td>
</tr>
<tr>
<td>Week 10</td>
<td>Suicide assessment and prevention: screening tools; emergency procedures</td>
</tr>
<tr>
<td>Week 11</td>
<td>Forensics and human trafficking; safety assessment</td>
</tr>
<tr>
<td>Week 12</td>
<td>Special topics</td>
</tr>
<tr>
<td>Week 13</td>
<td>Paired Practice; Demonstration video</td>
</tr>
<tr>
<td>Week 14</td>
<td>Review</td>
</tr>
<tr>
<td>Week 15</td>
<td>Exam</td>
</tr>
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**Academic Integrity**
For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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

New Course Proposal

Date Submitted: 06/17/19 12:27 pm

Viewing: **NURS 672 : Family Psychiatric-Mental Health I: Adult/Acute**

Last edit: 06/24/19 8:24 am
Changes proposed by: ildiko54

Programs referencing this course

Faculty Senate Number

Contact(s)

CERT-PMHN: Psychiatric-Mental Health Nurse Practitioner - Certificate

In Workflow

1. CLNU Department Head GR
2. Curricular Services Review
3. NU Committee Preparer
4. NU Committee Chair GR
5. NU College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 06/07/19 10:29 am
   Virginia Utterback (vutterba): Approved for CLNU Department Head GR
2. 06/12/19 4:59 pm
   Terra Bissett (l.bissett): Rollback to Initiator
3. 06/17/19 2:58 pm
   Stacey Mitchell (smitchell): Approved for CLNU Department Head GR
4. 06/24/19 8:25 am
   Terra Bissett (l.bissett): Approved for Curricular Services Review
5. 06/24/19 9:14 am
   Melinda Jensen (melindajensen): Approved for NU Committee Preparer
6. 06/24/19 10:24 am
   Virginia Utterback (vutterba): Approved for NU Committee Chair GR
7. 06/25/19 8:51 am
   Debra Matthews (dmathewls): Approved for NU College Dean
8. 07/03/19 9:33 am
   LaRhisa Johnson (lrjohnson): Approved for GC Preparer

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melinda Jensen</td>
<td><a href="mailto:melindajensen@tamhsc.edu">melindajensen@tamhsc.edu</a></td>
<td>9794360256</td>
</tr>
</tbody>
</table>

**Course prefix**: NURS  
**Course number**: 672  
**Department**: College of Nursing  
**College/School**: Nursing  
**Academic Level**: Graduate  
**Academic Level (alternate)**: Undergraduate  
**Effective term**: Fall 2020  
**Complete Course Title**: Family Psychiatric-Mental Health I: Adult/Acute  
**Abbreviated Course Title**: PSYCH MENTAL HEALTH ADULT I

**Catalog course description**: Provide advanced knowledge of adult acute psychiatric and mental health problems with emphasis on epidemiology, pathology, assessment, diagnosis, therapeutic modalities, and evaluation related to health promotion and psychiatric and mental health problems of adults.

**Prerequisites and Restrictions**: NURS 670; NURS 671.

**Concurrent Enrollment**: No

**Should catalog prerequisites / concurrent enrollment be enforced?**: No

**Crosslistings**: No  
**Crosslisted With**: No

**Stacked**: No  
**Stacked with**: No

**Semester Credit Hour(s)**: 3  
**Contact Hour(s) (per week)**: 3  
**Lecture**: 3  
**Lab**: 0  
**Other**: 0  
**Total**: 3

**Repeatable for credit?**: No  
**Three-peat?**: No

**CIP/Fund Code**: 5138100020  
**Default Grade Mode**: Letter Grade (G)  
**Alternate Grade Modes**: Satisfactory/Unsatisfactory

**Method of instruction**: Lecture

**Will this course be taught at another branch?**: No  
**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)**: Yes

**Learning Outcomes**
The course is offered online with the following student outcomes:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan for the adult with psychiatric or mental health problems.
2. Develop strategies for comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
6. Explain the importance of considering input from the client/family or collateral sources in the development of approaches to support and optimize patient safety, cost-effectiveness, and health care outcomes.
7. Consider evidence-based practice findings and cost-effective interventions appropriate to the individual client.
8. Describe clinical prevention education to maintain the safety and health status of the individual client.
9. Communicate the assessment, diagnoses, plan of care, and treatment response orally and in writing.
10. Apply ethical principles, legal boundaries, skills, and standards of practice to the PMHNP role.
11. Describe the importance of establishing a client/provider therapeutic relationship built on trust, respect, empathy, a spirit of cooperation, and appropriate boundaries.
12. Recognize the impact of health care policies and systems on the client/family.

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.


Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

To ensure equivalency of credit hours faculty reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables to define academic engagement and expected preparation outside of class. This evidence was presented to the CON Graduate Curriculum Committee. Based on this evidence, the course faculty and curriculum committee concluded that the expected time commitment for NURS 672 is in alignment with the TAMU rule 11.03.99 M1 definition of credit hours and meets the equivalent credit hour requirement.

This will be a required course or an elective course for the following programs:

**Required (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
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<tbody>
<tr>
<td>(CERT-PMHN) Psychiatric-Mental Health Nurse Practitioner - Certificate</td>
</tr>
<tr>
<td>Syllabus:</td>
</tr>
<tr>
<td>----------</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
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<th>Reviewer Comments</th>
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<table>
<thead>
<tr>
<th>Reported to state?</th>
<th>No</th>
</tr>
</thead>
</table>

Key: 19115
Family Psychiatric-Mental Health I: Adult/Acute

Course Description and Prerequisites

This is the first of a 3-course sequence designed to provide advanced knowledge of adult acute psychiatric and mental health problems. Emphasis is placed on epidemiology, pathology, assessment, diagnosis, therapeutic modalities, and evaluation related to health promotion and psychiatric and mental health problems of adults.

Credit hours: 3
Prerequisites: Core courses; NURS 670; NURS 671

Student Learning Outcomes

In preparation for the care of the adult client with acute problems in the psychiatric-mental health setting, the student will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan for the adult with psychiatric or mental health problems.
2. Develop strategies for comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
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Instructor Information

Course Coordinator
Lecture Faculty

TBD (Name, Phone, Email)
Office hours online and by appointment

Textbook and/or Resource Material

**Required Learning Materials (subject to change)**


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g., online Prescriber’s Guide).


**Optional Learning Materials (subject to change)**


**Grading Policies**

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 672. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:
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<tr>
<td>Exam 2</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20</td>
</tr>
<tr>
<td>Case Study Paper</td>
<td>10</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL: 100%</td>
<td>100</td>
</tr>
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Grading Scale:

A  90-100
B  80-89
C  70-79
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</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Depressive disorders; principles of cognitive behavioral therapy</td>
</tr>
<tr>
<td>Week 2</td>
<td>Anxiety and related disorders; principles of brief therapy</td>
</tr>
<tr>
<td>Week 3</td>
<td>Bipolar and related disorders; principles of behavioral therapy</td>
</tr>
<tr>
<td>Week 4</td>
<td>Schizophrenia and psychotic disorders; recovery to practice model</td>
</tr>
<tr>
<td>Week 5</td>
<td>Obsessive-compulsive and related disorders: principles of behavioral therapy; Exam</td>
</tr>
<tr>
<td>Week 6</td>
<td>Seasonal affective disorder, sleep-wake disorders; light therapy; sleep optimization</td>
</tr>
<tr>
<td>Week 7</td>
<td>Trauma and stress-related disorders; principles of exposure therapy and eye movement reprocessing and desensitization (EMDR)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Somatic symptoms and related disorders; self-care in mental health problems</td>
</tr>
<tr>
<td>Week 9</td>
<td>Sexual dysfunctions; relationships and mental health problems; principles of couples therapy</td>
</tr>
<tr>
<td>Week 10</td>
<td>Substance-related and addictive disorders; dual diagnosis; motivational interviewing; Exam</td>
</tr>
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<td>Personality disorders; principles of dialectical behavioral therapy</td>
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Course Change Request

New Course Proposal

Date Submitted: 06/17/19 12:42 pm

Viewing: NURS 673: Family Psychiatric-Mental Health Clinical I

Last edit: 06/24/19 8:26 am

Changes proposed by: ildiko54

Programs referencing this course

CERT-PMHN: Psychiatric-Mental Health Nurse Practitioner - Certificate

Faculty Senate Number

Contact(s)

In Workflow
1. CLNU Department Head GR
2. Curricular Services Review
3. NU Committee Preparer
4. NU Committee Chair GR
5. NU College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
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11. President
12. Curricular Services
13. Banner

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7. 06/25/19 8:51 am Debra Matthews (dmmatthews): Approved for NU College Dean
8. 07/03/19 9:39 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
### Course Information

**Course prefix:** NURS  
**Course number:** 673

**Department:** College of Nursing  
**College/School:** Nursing  
**Academic Level:** Graduate  
**Effective term:** Fall 2020

**Complete Course Title:** Family Psychiatric-Mental Health Clinical I  
**Abbreviated Course Title:** PSYCH MENTAL HEALTH CLINICAL I

**Catalog course description:** Provides 135 hours of clinical experience with a preceptor, caring for the adult and acute client with psychiatric and mental health problems; may include other populations when available.

**Prerequisites and Restrictions:** NURS 670; NURS 671; concurrent enrollment in NURS 672.

**Semester Credit Hour(s):** 3  
**Contact Hour(s) (per week):** Lecture: 3, Lab: 0, Other: 3, Total: 3

**Repeatable for credit?** No  
**Three-peat?** No

**CIP/Fund Code:** 5138100020

**Default Grade Mode:** Letter Grade (G)  
**Alternate Grade Modes:** Satisfactory/Unsatisfactory

**Method of instruction:** Clinic  
**Will this course be taught at another branch?** No  
**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)** Yes

### Faculty Information

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melinda Jensen</td>
<td><a href="mailto:melindajensen@tamhsc.edu">melindajensen@tamhsc.edu</a></td>
<td>9794360256</td>
</tr>
</tbody>
</table>

### Learning Outcomes

- [Course Title](https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...2 of 4 8/27/2019, 1:37 PM)
Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.


This course is taught in a clinical setting. Learning outcomes will prepare students for care of the adult client with acute problems in the psychiatric-mental health setting including the following:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan.
2. Perform comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
6. Consider input from the client/family or collateral sources in the development of approaches to support and optimize patient safety, cost-effectiveness, and health care outcomes.
7. Consider evidence-based practice findings and cost-effective interventions appropriate to the individual client.
8. Describe clinical prevention education to maintain the safety and health status of the individual client.
9. Communicate the assessment, diagnoses, plan of care, and treatment response orally, in writing, and using the existing health technology systems.
10. Practice within the existing health care delivery system, ethical principles, legal boundaries, skills, and standards of practice for the PMHNP role.
11. Work to establish a client/provider therapeutic relationship built on trust, respect, empathy, a spirit of cooperation, and appropriate boundaries.
12. Recognize the impact of health care policies and systems on the client/family

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

To ensure equivalency of credit hours course faculty reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables to define academic engagement and expected preparation outside of class. This evidence was presented to the CON Graduate Curriculum Committee. Based on this evidence, the course faculty and curriculum committee concluded that the expected time commitment for NURS 673 is in alignment with the TAMU rule 11.03.99 M1 definition of credit hours and meets the equivalent credit hour requirement.

This course includes 135 clock hours of clinical practicum with a preceptor; details regarding clinical sites and population-specific requirements are outlined in the syllabus; details regarding program distribution across settings, populations, and clinical foci are outlined in the Student Handbook

Will this course be taught as a distance education course?  No

Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CERT-PMHN) Psychiatric-Mental Health Nurse Practitioner - Certificate</td>
</tr>
</tbody>
</table>

Required (select program)

Elective (select program)
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>NURS 673 Syllabus-PMHNP I Clinical_revised.docx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
</tbody>
</table>

**Terra Bissett (t.bissett) (06/11/19 8:10 am):** Rollback: Prerequisites must match form/syllabus. Syllabus currently includes “Pre/Co-requisite NURS 677,” but form includes “co-requisite NURS 677.” Which is correct? Please reference additional email.

**Terra Bissett (t.bissett) (06/21/19 2:39 pm):** Minor edits made to catalog prerequisites to comply with catalog style guide.

**Terra Bissett (t.bissett) (06/24/19 8:25 am):** Updated course number within NTFA information; updates received.

<table>
<thead>
<tr>
<th>Reported to state?</th>
<th>No</th>
</tr>
</thead>
</table>

Key: 19116
College of Nursing
Texas A&M Health Science Center

Family Psychiatric-Mental Health Clinical I

Course Description and Prerequisites

This is the first of a 3-course clinical sequence designed primarily to provide experience caring for the adult/acute client with psychiatric and mental health problems, but including other client populations, as available. This course includes 135 clock hours of clinical practicum with a preceptor; details regarding clinical sites and population-specific requirements are outlined in the syllabus; details regarding program distribution across settings, populations, and clinical foci are outlined in the Student Handbook.

Credit hours: 3
Prerequisites: Core courses; NURS 670; NURS 671; Co-requisite NURS 672

Student Learning Outcomes

In preparation for the care of the adult client with acute problems in the psychiatric-mental health setting, the student will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan.
2. Perform comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
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12. Recognize the impact of health care policies and systems on the client/family.


Instructor Information

Course Coordinator
Clinical Faculty

TBD (Name, Phone, Email)
Office hours online and by appointment

Textbook and/or Resource Material

Required Learning Materials (subject to change)


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g online *Prescriber’s Guide*)


Optional Learning Materials (subject to change)


Grading Policies

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 673. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soap Notes (3)</td>
<td>60</td>
</tr>
<tr>
<td>Process Recording</td>
<td>20</td>
</tr>
</tbody>
</table>
### Course Topics, Calendar of Activities, Major Assignment Dates

Details regarding course schedule, topics, activities, assignments, and due dates are posted on eCampus in the Course Calendar. Faculty reserve the right to amend the course schedule as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Clinical Orientation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 3</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 6</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 7</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 9</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 10</td>
<td>Clinical Practice; Process Recording Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Clinical Practice; Progress Toward Psychopharmacology Certification</td>
</tr>
<tr>
<td>Week 14</td>
<td>Clinical Practice; Clinical Evaluation Tools Due (Preceptor; Faculty); Typhon Log Due</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review and Self-Evaluation</td>
</tr>
</tbody>
</table>

### Requirements

In addition to achieving the required minimum average (80%) for assignments, a student must:
Complete required minimum clinical hours (135) within semester timeframe and submit documents verifying clinical hours by the assigned due date.
  o Complete orientation for each clinical setting (does not count toward required clinical hours).
  o Demonstrate progress toward total clinical hours required for program in setting, population, and clinical focus distribution.
  o Students may earn up to 8 hours of clinical credit for attending a professional conference that aligns with course topics and objectives. To receive credit, Course Coordinator must pre-approve conferences ensuring conference topics and objectives align with course objectives.

Complete clinical hours with a qualified and approved preceptor in a psychiatric-mental health care setting.
  o To the extent possible, the clinical experience should provide exposure to the psychiatric-mental health population of focus in the concurrent didactic course.
  o Flexibility will be permitted to include other populations and experiences, as they are available, but the student is responsible for any independent study necessary to render safe and effective care in the clinical setting.
  o Course Coordinator must approve clinical experiences with a different population focus.
  o See Clinical Handbook for additional details regarding preceptor qualifications and selection process.

Document all clinical experiences via Typhon. Submit summary of Typhon case logs and clinical hours by assigned due dates throughout the semester (see Course Schedule).

Complete a Self-Evaluation demonstrating thoughtful reflection on professional practice.

Receive a final passing evaluation from faculty and preceptor (noted by Clinical Evaluation Tool).

Failure to submit required clinical documents by the assigned due dates may impact progression in the course and program.

Other Pertinent Course Information

Instructional Activities
While the professor will provide guidance and consultation, the student is responsible for identification of own learning needs, being self-motivated to complete coursework, seeking consultation when needed, and demonstrating achievement of course objectives. The student is expected to meet university requirements for graduate level work. Weekly learning modules with reading assignments, online activities, and presentations/discussion posts that are integrated throughout are required.

Group Discussion
Class discussion/presentations will be presented in an online seminar format using Blackboard forums and posts. Presentation/Discussion prompts must be addressed in 250-300 words and students will be expected to offer peer contributions on two separate peer posts with each contribution offering 100-150 words of insight. Thoughtful reflection and comments are expected from each class assignment as indicated. Faculty will monitor the group discussion and respond as appropriate. No credit will be given for late posts or assignments.

TurnItIn
All course assignments will be submitted via TurnItIn unless otherwise specified.

Attendance Policy
Students are expected to attend all classes, scheduled clinical experiences and online clinical conferences. See Graduate Student Handbook for further details.

Grading Rubrics and Description of Course Assignments
Grading rubrics along with a description of course assignments are posted in Blackboard.

Optional Collaborate Sessions
At the beginning of the semester, the instructor may schedule periodic collaborate sessions to review and enhance learning materials. These are optional learning activities and will be utilized at the instructor’s discretion.
Professional Behavior in the Online Classroom
The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff. Particular attention to professional communication is needed for online courses where voice tone and non-verbal communication cues used to interpret intent are not present. As a consequence, it is essential that one be particularly mindful of how others will interpret what is communicated through written or digital media.

Diversity of ideas, experiences, and opinions is expected in the academic setting. In nursing and health care we anticipate analysis and discussion of complex issues with a range of opinions in any group. Therefore, the College of Nursing is committed to creating a learning environment where all students feel comfortable and supported in expressing their views. Further, in adherence with Aggie core values, individuals are responsible to be respectful in all communications. For online courses, this requires particular attention to written communication.

Attendance Policy
The University views class attendance as the responsibility of an individual student. Class attendance is expected because participation is an important contributor to student success in online courses. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Online class attendance is defined as engagement in activities that are “academically related.” Such activities include: attending synchronous class sessions, viewing tutorials or presentations, participating in course discussions by posting original thoughts and responding to the posts of peers, engaging in assigned group work, submitting an academic assignment, and completing exams or quizzes as scheduled.

Simply logging into e-College (Blackboard) does not constitute attendance or participation in the course. In addition, logistic discussions with faculty regarding plans about submitting assignments, requests for extensions on deadlines for assignments, notifications of illness, or inquiries about purchasing course materials, for example, do not count as participation.

Make-up Assignments
Make-up assignments such as quizzes are only given for exceptional circumstances. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Make-up activities will be offered at the discretion of the faculty and must be completed within one week of the missed event. The student must contact the instructor directly by email, telephone call, or in person to make arrangements to complete the missed exam. The make-up quiz/activity will be equivalent in content covered and level of difficulty; however, the instructor reserves the right to alter the format of make-up quiz/activity, i.e., to include short answers or essay questions. If a student should miss a scheduled make-up assignment the student will receive a zero for the test.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

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

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

New Course Proposal

Date Submitted: 06/17/19 12:51 pm

Viewing: NURS 674: Family Psychiatric-Mental Health II: Child-Adolescent

Last edit: 06/24/19 8:26 am
Changes proposed by: ildiko54

Programs referencing this course

CERT-PMHN: Psychiatric-Mental Health Nurse Practitioner - Certificate

Faculty Senate Number

Contact(s)

In Workflow
1. CLNU Department Head GR
2. Curricular Services Review
3. NU Committee Preparer
4. NU Committee Chair GR
5. NU College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 06/07/19 10:29 am Virginia Utterback (vutterba): Approved for CLNU Department Head GR
2. 06/12/19 4:59 pm Terra Bissett (t.bissett): Rollback to Initiator
3. 06/17/19 2:58 pm Stacey Mitchell (samitchell): Approved for CLNU Department Head GR
4. 06/24/19 8:27 am Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 06/24/19 9:14 am Melinda Jensen (melindajensen): Approved for NU Committee Preparer
6. 06/24/19 10:24 am Virginia Utterback (vutterba): Approved for NU Committee Chair GR
7. 06/25/19 8:51 am Debra Matthews (dmatthews): Approved for NU College Dean
8. 07/03/19 9:39 am LaRhesa Johnson (lrjohson): Approved for GC Preparer

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
# NURS 674: Family Psychiatric-Mental Health II: Child-Adolescent

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>Melinda Jensen</td>
<td><a href="mailto:melindajensen@tamhsc.edu">melindajensen@tamhsc.edu</a></td>
<td>9794360256</td>
</tr>
</tbody>
</table>

## Course Information
- **Course prefix**: NURS  
- **Course number**: 674  
- **Department**: College of Nursing  
- **College/School**: Nursing  
- **Academic Level**: Graduate  
- **Effective term**: Fall 2020

## Complete Course Title
Family Psychiatric-Mental Health II: Child-Adolescent

## Catalog Course Description
Provides advanced knowledge of child-adolescent psychiatric and mental health problems with emphasis on epidemiology, pathology, assessment, diagnosis, therapeutic modalities, and evaluation related to health promotion and psychiatric and mental health problems of children and adolescents.

## Prerequisites and Restrictions
NURS 670; NURS 671; NURS 672.

## Contact Hour(s) (per week):
- **Lecture**: 3  
- **Lab**: 0  
- **Other**: 0  
- **Total**: 3

## Repeatable for credit?
No

## Three-peat?
No

## Credit Hour(s)
3

## CIP/Fund Code
5138100020

## Default Grade Mode
Letter Grade (G)

## Alternate Grade Modes
Satisfactory/Unsatisfactory

## Method of instruction
Lecture

## Will this course be taught at another branch?
No

## Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

## Learning Outcomes

The student will:

1. Apply knowledge of psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan for the child or adolescent with psychiatric or mental health problems.
2. Develop strategies for comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
6. Explain the importance of considering input from the client/family or collateral sources in the development of approaches to support and optimize patient safety, cost-effectiveness, and health outcomes.
7. Consider evidence-based practice findings and cost-effective interventions appropriate to the individual client.
8. Describe clinical prevention education to maintain the safety and health status of the individual client.
9. Communicate the assessment, diagnoses, plan of care, and treatment response orally and in writing.
10. Apply ethical principles, legal boundaries, skills, and standards of practice to the PMHNP role.
11. Describe the importance of establishing a client/provider therapeutic relationship built on trust, respect, empathy, a spirit of cooperation, and appropriate boundaries.
12. Recognize the impact of health care policies and systems on the client/family.

Course Syllabus

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
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<tbody>
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To ensure equivalency of credit hours course faculty reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables to define academic engagement and expected preparation outside of class. This evidence was presented to the CON Graduate Curriculum Committee. Based on this evidence, the course faculty and curriculum committee concluded that the expected time commitment for NURS 674 is in alignment with the TAMU rule 11.03.99 M1 definition of credit hours and meets the equivalent credit hour requirement.
<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upload syllabus</strong></td>
<td>NURS 674 Syllabus - PMHNP II Child-Adolescent revised.docx</td>
</tr>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td>Terra Bissett (t.bissett) (06/12/19 4:59 pm): Rollback: Rolling back for course number and syllabus updates. Terra Bissett (t.bissett) (06/24/19 8:27 am): Updated course number within NTFA information; updates received.</td>
</tr>
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<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
College of Nursing
Texas A&M Health Science Center

Family Psychiatric-Mental Health II: Child-Adolescent

Course Description and Prerequisites

This is the second of a 3-course sequence designed to provide advanced knowledge of child-adolescent psychiatric and mental health problems. Emphasis is placed on epidemiology, pathology, assessment, diagnosis, therapeutic modalities, and evaluation related to health promotion and psychiatric and mental health problems of children and adolescents.

Credit hours: 3
Prerequisites: Core courses; NURS 670; NURS 671; NURS 672

Student Learning Outcomes

In preparation for the care of the child-adolescent client in the psychiatric-mental health setting, the student will:

1. Apply knowledge of psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan for the child or adolescent with psychiatric or mental health problems.
2. Develop strategies for comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
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12. Recognize the impact of health care policies and systems on the client/family.


Instructor Information

Course Coordinator
TBD (Name, Phone, Email)  
Office hours online and by appointment  

**Lecture Faculty**  
TBD (Name, Phone, Email)  
Office hours online and by appointment  

**Textbook and/or Resource Material**

**Required Learning Materials (subject to change)**


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g. online *Prescriber’s Guide*)


Text for Child-Adolescent Psychiatric-Mental Health Care: TBD

**Optional Learning Materials (subject to change)**


**Grading Policies**

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 675. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Weekly Assignments (10) | 20
---|---
Exam 1 | 20
Exam 2 | 20
Exam 3 | 20
Case Study Paper | 10
Case Study Presentation | 10
TOTAL: 100% | 100

Grading Scale:
A 90-100
B 80-89
C 70-79
F Below 70

Course Topics, Calendar of Activities, Major Assignment Dates

Details regarding course schedule, topics, activities, assignments, and due dates are posted on eCampus in the Course Calendar. Faculty reserves the right to amend the course schedule as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Developmental theories; attachment theory; trauma theory; principles of Bowen’s family systems therapy</td>
</tr>
<tr>
<td>Week 2</td>
<td>Autistic spectrum disorder, intellectual disabilities, learning disabilities, motor disorders, and other neurodevelopmental disorders; collaboration with school and disability services</td>
</tr>
<tr>
<td>Week 3</td>
<td>Attention-deficit hyperactivity disorder; principles of behavior therapies in ADHD.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Depressive disorders; disruptive mood dysregulation disorder; non-suicidal self-injury; suicide; principles of cognitive behavioral therapy in children and adolescents</td>
</tr>
<tr>
<td>Week 5</td>
<td>Bipolar disorders; psychotic disorders; families/caregivers and the community mental health system; Exam</td>
</tr>
<tr>
<td>Week 6</td>
<td>Anxiety disorders; obsessive-compulsive and related disorders; principles of play therapy; art therapy; trauma informed therapy; EMDR adaptations</td>
</tr>
<tr>
<td>Week 7</td>
<td>Attachment disorder; posttraumatic stress disorder; trauma and stressor-related disorders; legal reporting; preventing and managing secondary trauma in providers</td>
</tr>
<tr>
<td>Week 8</td>
<td>Gender dysphoria, LBGTQ+ issues, and sexual identity; medicolegal considerations for treating children and adolescents with mental health issues</td>
</tr>
<tr>
<td>Week 9</td>
<td>Feeding and eating disorders; elimination disorders; group therapy; residential treatment</td>
</tr>
<tr>
<td>Week 10</td>
<td>Substance use; addictive disorders; motivational interviewing; Exam</td>
</tr>
<tr>
<td>Week 11</td>
<td>Non-substance related compulsive or addictive behaviors (e.g. gambling, electronics/media, sex/pornography)</td>
</tr>
</tbody>
</table>
### Week 12
- Parenting, discipline, and family guidance; interprofessional collaboration; Case Study Paper Due

### Week 13
- Culturally competent care for children and adolescents

### Week 14
- Special topics; Review; Case Study Presentation

### Week 15
- Exam

---

**Other Pertinent Course Information**

**Instructional Activities**

While the professor will provide guidance and consultation, the student is responsible for identification of own learning needs, being self-motivated to complete coursework, seeking consultation when needed, and demonstrating achievement of course objectives. The student is expected to meet university requirements for graduate level work. Weekly learning modules with reading assignments, online activities, and presentations/discussion posts that are integrated throughout are required.

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

New Course Proposal

Date Submitted: 06/17/19 1:00 pm

Viewing: NURS 675: Family Psychiatric-Mental Health Clinical II

Last edit: 06/24/19 8:27 am

Changes proposed by: ildiko54

Programs referencing this course

- CERT-PMHN: Psychiatric Mental health Nurse Practitioner Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate Program
- CERT-PMHN: Psychiatric Mental Health Nurse Practitioner - Certificate

Faculty Senate Number

Contact(s)

In Workflow

1. CLNU Department Head GR
2. Curricular Services Review
3. NU Committee Preparer
4. NU Committee Chair GR
5. NU College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 06/07/19 10:29 am
   Virginia Utterback (vutterba): Approved for CLNU Department Head GR
2. 06/12/19 4:59 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 06/17/19 2:58 pm
   Stacey Mitchell (samitchell): Approved for CLNU Department Head GR
4. 06/24/19 8:27 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 06/24/19 9:15 am
   Melinda Jensen (melindajensen): Approved for NU Committee Preparer
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   LaRhea Johnson (lrjohnson): Approved for GC Preparer

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<tr>
<td>Melinda Jensen</td>
<td><a href="mailto:melindajensen@tamhsc.edu">melindajensen@tamhsc.edu</a></td>
<td>9794360256</td>
</tr>
</tbody>
</table>

**Course prefix**: NURS  
**Course number**: 675  
**Department**: College of Nursing  
**College/School**: Nursing  
**Academic Level**: Graduate  
**Academic Level (alternate)**: Undergraduate  
**Effective term**: Fall 2020  
**Complete Course Title**: Family Psychiatric-Mental Health Clinical II  
**Abbreviated Course Title**: PSYCH MENTAL HEALTH CLINIC II  

**Catalog course description**: Provides 135 hours of clinical experience with a preceptor, caring for the child-adolescent with psychiatric and mental health problems, including other populations as available.

**Prerequisites and Restrictions**: NURS 670; NURS 671; NURS 672; NURS 673; NURS 674, or concurrent enrollment recommended.

**Concurrent Enrollment**: No  
**Should catalog prerequisites / concurrent enrollment be enforced?**: No  
**Crosslistings**: No  
**Stacked**: No  

<table>
<thead>
<tr>
<th><strong>Semester</strong></th>
<th><strong>Credit Hour(s)</strong></th>
<th><strong>Contact Hour(s) (per week):</strong></th>
<th><strong>Lecture:</strong></th>
<th><strong>Lab:</strong></th>
<th><strong>Other:</strong></th>
<th><strong>Total</strong></th>
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<tbody>
<tr>
<td>3</td>
<td></td>
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<td>0</td>
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<td></td>
</tr>
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</table>

**Repeatable for credit?**: No  
**Three-peat?**: No  
**CIP/Fund Code**: 5138100020  
**Default Grade Mode**: Letter Grade (G)  
**Alternate Grade Modes**: Satisfactory/Unsatisfactory  
**Method of instruction**: Clinic  
**Will this course be taught at another branch?**: No  
**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)**: Yes  

**Learning Outcomes**
This course is taught in a clinical setting. Learning outcomes will prepare students for the care of child-adolescent client in the psychiatric-mental health setting. The student will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan.
2. Perform comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
6. Consider input from the client/family or collateral sources in the development of approaches to support and optimize patient safety, cost-effectiveness, and health care outcomes.
7. Consider evidence-based practice findings and cost-effective interventions appropriate to the individual client.
8. Describe clinical prevention education to maintain the safety and health status of the individual client.
9. Communicate the assessment, diagnoses, plan of care, and treatment response orally, in writing, and using the existing health technology systems.
10. Practice within the existing health care delivery system, ethical principles, legal boundaries, skills, and standards of practice for the PMHNP role.
11. Work to establish a client/provider therapeutic relationship built on trust, resect, empathy, a spirit of cooperation, and appropriate boundaries.
12. Recognize the impact of health care policies and systems on the client/family.

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Terms of Use

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

This course includes 135 clock hours of clinical practicum with a preceptor; details regarding clinical sites and population-specific requirements are outlined in the syllabus; details regarding program distribution across settings, populations, and clinical foci are outlined in the Student Handbook.

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

This will be a required course or an elective course for the following programs:

<table>
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<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(CERT-PMHN) Psychiatric-Mental Health Nurse Practitioner - Certificate</td>
</tr>
</tbody>
</table>

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

Required (select program)

Elective (select program)
**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of support or</td>
<td>No</td>
</tr>
<tr>
<td>other documentation</td>
<td></td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Terra Bissett (t.bissett) (06/12/19 4:59 pm): Rollback: Rolling back for course number and syllabus updates.</td>
</tr>
<tr>
<td></td>
<td>Terra Bissett (t.bissett) (06/21/19 4:51 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.</td>
</tr>
<tr>
<td></td>
<td>Terra Bissett (t.bissett) (06/24/19 8:27 am): Updated course number within NTFA information; updates received.</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>

Key: 19118
College of Nursing  
Texas A&M Health Science Center

Family Psychiatric-Mental Health Clinical II

Course Description and Prerequisites

This is the second of a 3-course clinical sequence designed primarily to provide experience caring for the child-adolescent with psychiatric and mental health problems, but including other client populations, as available. This course includes 135 clock hours of clinical practicum with a preceptor; details regarding clinical sites and population-specific requirements are outlined in the syllabus; details regarding program distribution across settings, populations, and clinical foci are outlined in the Student Handbook.

Credit hours: 3  
Prerequisites: Core courses; NURS 670; NURS 671; NURS 672; NURS 673; Preferred Pre/Co-requisite NURS 674

Student Learning Outcomes

In preparation for the care of the child-adolescent client in the psychiatric-mental health setting, the student will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan.
2. Perform comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
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12. Recognize the impact of health care policies and systems on the client/family.


Instructor Information
Course Coordinator
TBD (Name, Phone, Email)
Office hours online and by appointment

Clinical Faculty
TBD (Name, Phone, Email)
Office hours online and by appointment

Textbook and/or Resource Material

Required Learning Materials (subject to change)


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g online *Prescriber’s Guide*)


Child-Adolescent Text TBD

Optional Learning Materials (subject to change)


Grading Policies

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 675.

Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:
<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soap Notes (3)</td>
<td>60</td>
</tr>
<tr>
<td>Process Recording</td>
<td>20</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Typhon Clinical Log</td>
<td>P/F</td>
</tr>
<tr>
<td>Clinical Evaluation Tool (CET) by Preceptor</td>
<td>P/F</td>
</tr>
<tr>
<td>Clinical Evaluation Tool (CET) by Faculty</td>
<td>P/F</td>
</tr>
<tr>
<td>Verification of Clinical Hours Log (minimum 135 hours)</td>
<td>P/F</td>
</tr>
<tr>
<td>Progress Toward Psychopharmacology Certification</td>
<td>P/F</td>
</tr>
<tr>
<td>TOTAL: 100%</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scale:**
A  90-100  
B  80-89  
C  70-79  
F  Below 70

**Course Topics, Calendar of Activities, Major Assignment Dates**
Details regarding course schedule, topics, activities, assignments, and due dates are posted on eCampus in the Course Calendar. Faculty reserve the right to amend the course schedule as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Clinical Orientation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 3</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 6</td>
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</tr>
<tr>
<td>Week 7</td>
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</tr>
<tr>
<td>Week 8</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 9</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 10</td>
<td>Clinical Practice; Process Recording Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Clinical Practice; Progress Toward Psychopharmacology Certification</td>
</tr>
<tr>
<td>Week 14</td>
<td>Clinical Practice; Clinical Evaluation Tools Due (Preceptor; Faculty); Typhon Log Due</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review and Self-Evaluation</td>
</tr>
</tbody>
</table>
Requirements

In addition to achieving the required minimum average (80%) for assignments, a student must:

- Complete required minimum clinical hours (135) within semester timeframe and submit documents verifying clinical hours by the assigned due date.
  - Complete orientation for each clinical setting (does not count toward required clinical hours).
  - Demonstrate progress toward total clinical hours required for program in setting, population, and clinical focus distribution.
  - Students may earn up to 8 hours of clinical credit for attending a professional conference that aligns with course topics and objectives. To receive credit, Course Coordinator must pre-approve conferences ensuring conference topics and objectives align with course objectives.
- Complete clinical hours with a qualified and approved preceptor in a psychiatric-mental health care setting.
  - To the extent possible, the clinical experience should provide exposure to the psychiatric-mental health population of focus in the concurrent didactic course.
  - Flexibility will be permitted to include other populations and experiences, as they are available, but the student is responsible for any independent study necessary to render safe and effective care in the clinical setting.
  - Course Coordinator must approve clinical experiences with a different population focus.
  - See Clinical Handbook for additional details regarding preceptor qualifications and selection process.
- Document all clinical experiences via Typhon. Submit summary of Typhon case logs and clinical hours by assigned due dates throughout the semester (see Course Schedule).
- Complete a Self-Evaluation demonstrating thoughtful reflection on professional practice.
- Receive a final passing evaluation from faculty and preceptor (noted by Clinical Evaluation Tool).
- Failure to submit required clinical documents by the assigned due dates may impact progression in the course and program.

Other Pertinent Course Information

Instructional Activities
While the professor will provide guidance and consultation, the student is responsible for identification of own learning needs, being self-motivated to complete coursework, seeking consultation when needed, and demonstrating achievement of course objectives. The student is expected to meet university requirements for graduate level work. Weekly learning modules with reading assignments, online activities, and presentations/discussion posts that are integrated throughout are required.

Group Discussion
Class discussion/presentations will be presented in an online seminar format using Blackboard forums and posts. Presentation/Discussion prompts must be addressed in 250-300 words and students will be expected to offer peer contributions on two separate peer posts with each contribution offering 100-150 words of insight. Thoughtful reflection and comments are expected from each class assignment as indicated. Faculty will monitor the group discussion and respond as appropriate. No credit will be given for late posts or assignments.

TurnItIn
All course assignments will be submitted via TurnItIn unless otherwise specified.

Attendance Policy
Students are expected to attend all classes, scheduled clinical experiences and online clinical conferences. See Graduate Student Handbook for further details.

Grading Rubrics and Description of Course Assignments
Grading rubrics along with a description of course assignments are posted in Blackboard.
Optional Collaborate Sessions
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Faculty Senate Number

Contact(s)

Viewing: NURS 676: Family Psychiatric-Mental Health III: Older Adult and Chronic Mental Illness

Date Submitted: 06/17/19 1:07 pm

Last edit: 06/24/19 8:28 am

Changes proposed by: lildiko54

In Workflow
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NURS 676: Family Psychiatric-Mental Health III: Older Adult and Chronic Mental Illness

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**Course prefix:** NURS  
**Course number:** 676  
**Department:** College of Nursing  
**College/School:** Nursing  
**Academic Level:** Graduate  
**Effective term:** Fall 2020  
**Complete Course Title:** Family Psychiatric-Mental Health III: Older Adult and Chronic Mental Illness  
**Abbreviated Course Title:** PSYCH MENTAL HLTH OLDER AD III  
**Catalog course description:** Provides advanced knowledge of older adults with psychiatric and mental health problems and clients with chronic mental illness, with emphasis on epidemiology, pathology, assessment, diagnosis, therapeutic modalities, and evaluation related to health promotion and psychiatric and mental health problems of older adults and clients with chronic mental illness.  
**Prerequisites and Restrictions:** NURS 670; NURS 671; NURS 672.  
**Concurrent Enrollment:** No  
**Should catalog prerequisites / concurrent enrollment be enforced?** No  
**Crosslistings:** No  
**Stacked:** No  
**Semester Credit:** 3  
**Contact Hour(s) (per week):** Lecture: 3  
**Lab:** 0  
**Other:** 0  
**Total:** 3  
**Repeatable for credit?** No  
**Three-peat?** No  
**CIP/Fund Code:** 5138100020  
**Default Grade Mode:** Letter Grade (G)  
**Alternate Grade Modes:** Satisfactory/Unsatisfactory  
**Method of instruction:** Lecture  
**Will this course be taught at another branch?** No  
**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)** Yes  

**Learning Outcomes**

Students will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan for the older adult with psychiatric or mental health problems or the client with chronic mental illness.
2. Develop strategies for comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
6. Explain the importance of considering input from the client/family or collateral sources in the development of approaches to support and optimize patient safety, cost-effectiveness, and health care outcomes.
7. Consider evidence-based practice findings and cost-effective interventions appropriate to the individual client.
8. Describe clinical prevention education to maintain the safety and health status of the individual client.
9. Communicate the assessment, diagnoses, plan of care, and treatment response orally and in writing.
10. Apply ethical principles, legal boundaries, skills, and standards of practice to the PMHNP role.
11. Describe the importance of establishing a client/provider therapeutic relationship built on trust, resect, empathy, a spirit of cooperation, and appropriate boundaries.
12. Recognize the impact of health care policies and systems on the client/family.

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

NURS 676: Family Psychiatric-Mental Health III: Older Adult and Chronic Illness

Course Syllabus

This will be a required course or an elective course for the following programs:

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</table>
Syllabus: Upload syllabus

Upload syllabus: [NURS 676 Syllabus - PMHNP III Older Adult and Chronic revised.docx]

Letters of support or other documentation: No

Additional information:

Reviewer Comments:

Terra Bisset (t.bisset) (06/10/19 5:00 pm): Rollback: Please use a different course number. 681 is a standard course number reserved for Seminar courses. Course number under "Grading Policies" appears to not correspond with the course (currently shows NURS 675). Please reference additional email.

Terra Bisset (t.bisset) (06/24/19 8:28 am): Updated course number within NTFA information; updates received.

Reported to state?: No
College of Nursing  
Texas A&M Health Science Center

Family Psychiatric-Mental Health III: Older Adult and Chronic Mental Illness

Course Description and Prerequisites

This is the third of a 3-course sequence designed to provide advanced knowledge of older adults with psychiatric and mental health problems and clients with chronic mental illness. Emphasis is placed on epidemiology, pathology, assessment, diagnosis, therapeutic modalities, and evaluation related to health promotion and psychiatric and mental health problems of older adults and clients with chronic mental illness.

Credit hours: 3
Prerequisites: Core courses; NURS 670; NURS 671; NURS 672

Student Learning Outcomes

In preparation for the care of the older adult or client with chronic mental illness in the psychiatric-mental health setting, the student will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan for the older adult with psychiatric or mental health problems or the client with chronic mental illness.
2. Develop strategies for comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
6. Explain the importance of considering input from the client/family or collateral sources in the development of approaches to support and optimize patient safety, cost-effectiveness, and health care outcomes.
7. Consider evidence-based practice findings and cost-effective interventions appropriate to the individual client.
8. Describe clinical prevention education to maintain the safety and health status of the individual client.
9. Communicate the assessment, diagnoses, plan of care, and treatment response orally and in writing.
10. Apply ethical principles, legal boundaries, skills, and standards of practice to the PMHNP role.
11. Describe the importance of establishing a client/provider therapeutic relationship built on trust, respect, empathy, a spirit of cooperation, and appropriate boundaries.
12. Recognize the impact of health care policies and systems on the client/family.


Instructor Information
Course Coordinator

TBD (Name, Phone, Email)
Office hours online and by appointment

Lecture Faculty

TBD (Name, Phone, Email)
Office hours online and by appointment

Textbook and/or Resource Material

**Required Learning Materials (subject to change)**


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g online *Prescriber’s Guide*)


Text for Geriatric Psychiatric Mental-Health Care: TBD

**Optional Learning Materials (subject to change)**


**Grading Policies**

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 676. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.
The course grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments (10)</td>
<td>20</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20</td>
</tr>
<tr>
<td>Case Study Paper</td>
<td>10</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL: 100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**
A  90-100
B  80-89
C  70-79
F  Below 70

**Course Topics, Calendar of Activities, Major Assignment Dates**

Details regarding course schedule, topics, activities, assignments, and due dates are posted on eCampus in the Course Calendar. Faculty reserves the right to amend the course schedule as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Developmental theory, characteristics of aging, and culturally appropriate care in the older adult; Beers criteria</td>
</tr>
<tr>
<td>Week 2</td>
<td>Grief and loss, depression, and anxiety in the older adult</td>
</tr>
<tr>
<td>Week 3</td>
<td>Trauma and abuse in the older adult and chronically mentally ill</td>
</tr>
<tr>
<td>Week 4</td>
<td>Bipolar disorder and psychosis in the older adult and chronically mentally ill</td>
</tr>
<tr>
<td>Week 5</td>
<td>Dementia; delirium; cognitive decline; care of family; Exam</td>
</tr>
<tr>
<td>Week 6</td>
<td>Obsessive-compulsive, hoarding, and related disorders in the older adult</td>
</tr>
<tr>
<td>Week 7</td>
<td>Principles of group therapy; principles of milieu therapy</td>
</tr>
<tr>
<td>Week 8</td>
<td>Care of patients in the inpatient hospitalization setting</td>
</tr>
<tr>
<td>Week 9</td>
<td>Care of patients in the intensive outpatient and partial hospitalization settings</td>
</tr>
<tr>
<td>Week 10</td>
<td>Care of patients in the community mental health, support group, or residential settings; Exam</td>
</tr>
<tr>
<td>Week 11</td>
<td>Care of patients with psychiatric and mental health problems who are incarcerated</td>
</tr>
<tr>
<td>Week 12</td>
<td>Care of people with psychiatric and mental health problems in emergencies and disasters; Case Study Paper Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Brain stimulation including electroconvulsive therapy (ECT), transcranial magnetic stimulation (TMS), and related techniques</td>
</tr>
</tbody>
</table>
### Other Pertinent Course Information

#### Instructional Activities
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#### Group Discussion
Class discussion/presentations will be presented in an online seminar format using Blackboard forums and posts. Presentation/Discussion prompts must be addressed in 250-300 words and students will be expected to offer peer contributions on two separate peer posts with each contribution offering 100-150 words of insight. Thoughtful reflection and comments are expected from each class assignment as indicated. Faculty will monitor the group discussion and respond as appropriate. No credit will be given for late posts or assignments.

#### TurnItIn
All course assignments will be submitted via TurnItIn unless otherwise specified.

#### Attendance Policy
Students are expected to attend all classes, scheduled clinical experiences and online clinical conferences. See Graduate Student Handbook for further details.

#### Grading Rubrics and Description of Course Assignments
Grading rubrics along with a description of course assignments are posted in Blackboard.

#### Optional Collaborate Sessions
At the beginning of the semester, the instructor may schedule periodic collaborate sessions to review and enhance learning materials. These are optional learning activities and will be utilized at the instructor’s discretion.

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Simply logging into e-College (Blackboard) does not constitute attendance or participation in the course. In addition, logistic discussions with faculty regarding plans about submitting assignments, requests for extensions on deadlines for assignments, notifications of illness, or inquiries about purchasing course materials, for example, do not count as participation.

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Make-up assignments such as quizzes are only given for exceptional circumstances. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
NURS 677: Family Psychiatric-Mental Health Clinical III

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
# NURS 677: Family Psychiatric-Mental Health Clinical III

**Course Prefix:** NURS  
**Course Number:** 677  
**Department:** College of Nursing  
**College/School:** Nursing  
**Academic Level:** Graduate  
**Effective Term:** Fall 2020  
**Complete Course Title:** Family Psychiatric-Mental Health Clinical III  
**Abbreviated Course Title:** PSYCH MENTAL HEALTH CLINIC III

**Catalog Course Description:** Provides 135 hours of clinical experience with a preceptor, caring for the older adult and client with chronic psychiatric and mental health problems, including other populations as available.

**Prerequisites and Restrictions:** NURS 670; NURS 671; NURS 672; NURS 676, or concurrent enrollment.

**Concurrent Enrollment:** No  
**Should Catalog Prerequisites / Concurrent Enrollment Be Enforced?** No  
**Crosslistings:** No  
**Stacked:** No

**Semester Credit Hours:** 3  
**Contact Hour(s) (per week):**  
- Lecture: 0  
- Lab: 0  
- Other: 3  
**Total:** 3

**Repeatable for Credit?** No  
**Three-peat?** No  
**CIP/Fund Code:** 5138100020  
**Default Grade Mode:** Letter Grade (G)  
**Alternate Grade Modes:** Satisfactory/Unsatisfactory  
**Method of Instruction:** Clinic  
**Will This Course Be Taught at Another Branch?** No  
**Will Sections of This Course Be Taught As Non-Traditional? (i.e., Parts of Term, Distance Education)** Yes

**Name:** Melinda Jensen  
**E-mail:** melindajensen@tamhsc.edu  
**Phone:** 9798450256

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**Learning Outcomes**
This course is taught in a clinical setting. Learning outcomes will prepare students for the care of the older adult and client with chronic mental illness in the psychiatric-mental health setting. The student will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan.
2. Perform comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
4. Identify appropriate laboratory tests and diagnostic procedures based on assessment data.
5. Suggest components of a client-centered plan of care based on assessment findings, laboratory tests, diagnostic procedures, and evidence-based standards of care.
6. Consider input from the client/family or collateral sources in the development of approaches to support and optimize patient safety, cost-effectiveness, and health care outcomes.
7. Consider evidence-based practice findings and cost-effective interventions appropriate to the individual client.
8. Describe clinical prevention education to maintain the safety and health status of the individual client.
9. Communicate the assessment, diagnoses, plan of care, and treatment response orally, in writing, and using the existing health technology systems.
10. Practice within the existing health care delivery system, ethical principles, legal boundaries, skills, and standards of practice for the PMHNP role.
11. Work to establish a client/provider therapeutic relationship built on trust, respect, empathy, a spirit of cooperation, and appropriate boundaries.

To ensure equivalency of credit hours course faculty reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables to define academic engagement and expected preparation outside of class. This evidence was presented to the CON Graduate Curriculum Committee. Based on this evidence, the course faculty and curriculum committee concluded that the expected time commitment for NURS 677 is in alignment with the TAMU rule 11.03.99 M1 definition of credit hours and meets the equivalent credit hour requirement.

This course includes 135 clock hours of clinical practicum with a preceptor; details regarding clinical sites and population-specific requirements are outlined in the syllabus; details regarding program distribution across settings, populations, and clinical foci are outlined in the Student Handbook.
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>NURS 677 Syllabus - PMHNP III Clinical revised.docx</td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No |
| Additional information | Terra Bissett (t.bissett) (06/10/19 5:02 pm): Rollback: Course prerequisites will need to be updated to reflect new course number for the 681 course number update. Please update syllabus and form; reference additional email. |
| | Terra Bissett (t.bissett) (06/21/19 4:52 pm): Minor edits made to catalog prerequisites to comply with catalog style guide. |
| | Terra Bissett (t.bissett) (06/24/19 8:29 am): Updated course number within NTFA information; updates received. |

| Reported to state? | No |
College of Nursing
Texas A&M Health Science Center

Family Psychiatric-Mental Health Clinical III

Course Description and Prerequisites

This is the third of a 3-course clinical sequence designed primarily to provide experience caring for the older adult and client with chronic psychiatric and mental health problems, but including other client populations, as available. This course includes 135 clock hours of clinical practicum with a preceptor; details regarding clinical sites and population-specific requirements are outlined in the syllabus; details regarding program distribution across settings, populations, and clinical foci are outlined in the Student Handbook.

Credit hours: 3
Prerequisites: Core courses; NURS 670; NURS 671; NURS 672;Pre/Co-Requisite 676

Student Learning Outcomes

In preparation for the care of the older adult and client with chronic mental illness in the psychiatric-mental health setting, the student will:

1. Apply knowledge of acute psychiatric disorders to the evaluation, assessment, diagnosis, and development of an appropriate treatment plan.
2. Perform comprehensive and problem-focused psychiatric and mental health assessments distinguishing between normal, variations of normal, and abnormal findings.
3. Develop a list of differential diagnoses based on health history and assessment findings.
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12. Recognize the impact of health care policies and systems on the client/family.


Instructor Information

Course Coordinator
Clinical Faculty

TBD (Name, Phone, Email)
Office hours online and by appointment

Textbook and/or Resource Material

Required Learning Materials (subject to change)


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g. online *Prescriber’s Guide*)


Optional Adult Text TBD

Optional Learning Materials (subject to change)


Grading Policies

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 677. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Requirements</td>
<td></td>
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<tr>
<td>-----------------------</td>
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<tr>
<td><strong>Grading Scale:</strong></td>
<td></td>
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<tr>
<td>A 90-100</td>
<td></td>
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<tr>
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<td></td>
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<td></td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Week</strong></td>
<td><strong>Course Topics</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>Clinical Orientation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 3</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 6</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 7</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 9</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td>Week 10</td>
<td>Clinical Practice; Process Recording Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Clinical Practice; SOAP Note Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Clinical Practice; Progress Toward Psychopharmacology Certification</td>
</tr>
<tr>
<td>Week 14</td>
<td>Clinical Practice; Clinical Evaluation Tools Due (Preceptor; Faculty); Typhon Log Due</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review and Self-Evaluation</td>
</tr>
</tbody>
</table>
In addition to achieving the required minimum average (80%) for assignments, a student must:

- Complete required minimum clinical hours (135) within semester timeframe and submit documents verifying clinical hours by the assigned due date.
  - Complete orientation for each clinical setting (does not count toward required clinical hours).
  - Demonstrate progress toward total clinical hours required for program in setting, population, and clinical focus distribution.
  - Students may earn up to 8 hours of clinical credit for attending a professional conference that aligns with course topics and objectives. To receive credit, Course Coordinator must pre-approve conferences ensuring conference topics and objectives align with course objectives.
- Complete clinical hours with a qualified and approved preceptor in a psychiatric-mental health care setting.
  - To the extent possible, the clinical experience should provide exposure to the psychiatric-mental health population of focus in the concurrent didactic course.
  - Flexibility will be permitted to include other populations and experiences, as they are available, but the student is responsible for any independent study necessary to render safe and effective care in the clinical setting.
  - Course Coordinator must approve clinical experiences with a different population focus.
  - See Clinical Handbook for additional details regarding preceptor qualifications and selection process.
- Document all clinical experiences via Typhon. Submit summary of Typhon case logs and clinical hours by assigned due dates throughout the semester (see Course Schedule).
- Complete a Self-Evaluation demonstrating thoughtful reflection on professional practice.
- Receive a final passing evaluation from faculty and preceptor (noted by Clinical Evaluation Tool).
- Failure to submit required clinical documents by the assigned due dates may impact progression in the course and program.

Other Pertinent Course Information

Instructional Activities
While the professor will provide guidance and consultation, the student is responsible for identification of own learning needs, being self-motivated to complete coursework, seeking consultation when needed, and demonstrating achievement of course objectives. The student is expected to meet university requirements for graduate level work. Weekly learning modules with reading assignments, online activities, and presentations/discussion posts that are integrated throughout are required.

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Course Change Request

New Course Proposal

Date Submitted: 06/17/19 1:27 pm

Viewing: NURS 678 : Family Psychiatric-Mental Health Clinical Practicum

Last edit: 06/24/19 8:29 am
Changes proposed by: ildiko54

Contact(s)

Programs referencing this course
CERT-PMHN: Psychiatric Mental health Nurse Practitioner Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate Program
CERT-PMHN: Psychiatric Mental Health Nurse Practitioner - Certificate

Faculty Senate Number

Approval Path
1. 06/07/19 10:30 am
   Virginia Utterback (vutterba): Approved for CLNU Department Head GR
2. 06/10/19 5:02 pm
   Terra Bissett (l.bissett): Rollback to Initiator
3. 06/17/19 2:58 pm
   Stacey Mitchell (samitchell): Approved for CLNU Department Head GR
4. 06/24/19 8:29 am
   Terra Bissett (l.bissett): Approved for Curricular Services Review
5. 06/24/19 9:15 am
   Melinda Jensen (melindajensen): Approved for NU Committee Preparer
6. 06/24/19 10:24 am
   Virginia Utterback (vutterba): Approved for NU Committee Chair GR
7. 06/25/19 8:52 am
   Debra Matthews (dmathewss): Approved for NU College Dean
8. 07/03/19 9:39 am
   LaRhea Johnson (lrojohnson): Approved for GC Preparer

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
NURS 678: Family Psychiatric-Mental Health Clinical Practicum

Course prefix: NURS  
Course number: 678  
Department: College of Nursing  
College/School: Nursing  
Academic Level: Graduate (alternate)  
Effective term: Fall 2020  
Complete Course Title: Family Psychiatric-Mental Health Clinical Practicum  
Abbreviated Course Title: PSYCH MENTAL HEALTH PRACTICUM

Catalog course description: Provides 180 hours of clinical experience with a preceptor, integrating all previous course work and provides opportunity to continue to master the domains and competencies of the psychiatric-mental health nurse practitioner, specifically addressing issues for the professional practice needed for the graduate to enter the workforce as an advanced practice nurse.

Prerequisites and Restrictions: NURS 670; NURS 671; NURS 672; NURS 673; NURS 674; NURS 675; NURS 676; NURS 677.

Concurrent Enrollment: No  
Should catalog prerequisites / concurrent enrollment be enforced? No  
Crosslistings: No  
Stacked: No

Semester Credit Hour(s): 4  
Contact Hour(s) (per week): Lecture: 0 Lab: 0 Other: 4 Total 4  
Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code: 5138100020  
Default Grade Mode: Letter Grade (G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Practicum  
Will this course be taught at another branch? No  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Name: Melinda Jensen  
E-mail: melindajensen@tamhsc.edu  
Phone: 9794360256

This course is taught in a clinical setting. Learning outcomes will prepare students in the care of clients across the lifespan in a variety of psychiatric-mental health settings. Students will:

1. Integrate knowledge from nursing, science, and the humanities to design and implement advanced practice psychiatric-mental health nursing care for clients and families.
2. Exhibit leadership skills in order to effectively implement client safety and quality improvement initiatives within a healthcare delivery system.
3. Integrate theory, policy, evidence, clinical judgment, and inter-professional perspectives and client contributions to improve health care outcomes for population aggregates.
4. Provide leadership in the use of information systems technology and inter-professional collaboration to support and optimize client safety, cost-effectiveness, and health care outcomes.
5. Advocate for healthcare policies and regulatory processes that improve population health while balancing human, fiscal, and physical healthcare resources.
6. Develop, implement, and evaluate clinical prevention and population health activities within contemporary society.
7. Assume the role of an advanced practice nurse in an interprofessional team to promote the ethical delivery of safe, quality care to culturally diverse populations in a variety of primary care settings.
8. Guide the client/family in navigating the health care system.

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

To ensure equivalency of credit hours course faculty reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables to define academic engagement and expected preparation outside of class. This evidence was presented to the CON Graduate Curriculum Committee. Based on this evidence, the course faculty and curriculum committee concluded that the expected time commitment for NURS 678 is in alignment with the TAMU rule 11.03.99 M1 definition of credit hours and meets the equivalent credit hour requirement.

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CERT-PMHN) Psychiatric-Mental Health Nurse Practitioner - Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus: Upload syllabus</th>
<th>NURS 678 Syllabus--PMHNP Clinical Practicum.docx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of support or</td>
<td>No</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------</td>
</tr>
</tbody>
</table>

8/27/2019, 1:48 PM
Rollback: Course prerequisites will need to be updated to reflect new course number for the 681 course number update. Please update syllabus and form; reference additional email.

Terra Bissett (t.bissett) (06/24/19 8:29 am): Updated course number within NTFA information; updates received.

Reported to state? No
College of Nursing  
Texas A&M Health Science Center  

Family Psychiatric-Mental Health Clinical Practicum  

Course Description and Prerequisites

This clinical course represents the culmination and integration of all previous course work and provides opportunity for the student to continue to master the domains and competencies of the psychiatric-mental health nurse practitioner. Course content specifically addresses issues for the professional practice needed for the graduate to enter the workforce as an advanced practice nurse. This course includes 180 clock hours of practicum experience with a preceptor; details regarding clinical sites and population-specific requirements are outlined in the syllabus.

Credit hours: 4  
Prerequisites: Core courses; NURS 670; NURS 671; NURS 672; NURS 673; NURS 674; NURS 675; NURS 676; NURS 677

Student Learning Outcomes

In preparation for the care of clients across the lifespan in a variety of psychiatric-mental health settings, the student will:

1. Integrate knowledge from nursing, science, and the humanities to design and implement advanced practice psychiatric-mental health nursing care for clients and families.
2. Exhibit leadership skills in order to effectively implement client safety and quality improvement initiatives within a healthcare delivery system.
3. Integrate theory, policy, evidence, clinical judgment, and inter-professional perspectives and client contributions to improve health care outcomes for population aggregates.
4. Provide leadership in the use of information systems technology and inter-professional collaboration to support and optimize client safety, cost-effectiveness, and health care outcomes.
5. Advocate for healthcare policies and regulatory processes that improve population health while balancing human, fiscal, and physical healthcare resources.
6. Develop, implement, and evaluate clinical prevention and population health activities within contemporary society.
7. Assume the role of an advanced practice nurse in an interprofessional team to promote the ethical delivery of safe, quality care to culturally diverse populations in a variety of primary care settings.
8. Guide the client/family in navigating the health care system.


Instructor Information

Course Coordinator

TBD (Name, Phone, Email)  
Office hours online and by appointment
Clinical Faculty

TBD (Name, Phone, Email)
Office hours online and by appointment

Textbook and/or Resource Material

Required Learning Materials (subject to change)


Neuroscience Education Institute (NEI): Student Membership (approximately $129 per year), and some of Stahl’s resources may be included (e.g online Prescriber’s Guide)


Child-Adolescent Text TBD

Older Adult Text TBD

Optional Learning Materials (subject to change)


Grading Policies

Students must achieve a minimum course grade of 80% (B) to successfully complete NURS 678. Information regarding rounding policy of final grades is outlined in the Graduate Student Handbook.

The course grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Portfolio</td>
<td>40</td>
</tr>
<tr>
<td>Pre-predictor exam (or equivalent)</td>
<td>10</td>
</tr>
<tr>
<td>Predictor exam (or equivalent)</td>
<td>30</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Certification Preparation Activities</td>
<td>10</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>10</td>
</tr>
<tr>
<td>Summative OSCE</td>
<td>P/F</td>
</tr>
<tr>
<td>Completion of Psychopharmacology Certification</td>
<td>P/F</td>
</tr>
<tr>
<td>Typhon Clinical Log</td>
<td>P/F</td>
</tr>
<tr>
<td>Clinical Evaluation Tool (CET) by Preceptor</td>
<td>P/F</td>
</tr>
<tr>
<td>Verification of Clinical Hours Log (minimum 180 hours)</td>
<td>P/F</td>
</tr>
<tr>
<td>TOTAL: 100%</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale:

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **F** Below 70

**Course Topics, Calendar of Activities, Major Assignment Dates**

Details regarding course schedule, topics, activities, assignments, and due dates are posted on eCampus in the Course Calendar. Faculty reserve the right to amend the course schedule as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction; Clinical Orientation; Reflective Journal; Pre-Predictor Exam (or equivalent)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal</td>
</tr>
<tr>
<td>Week 3</td>
<td>Topics in PMHNP Practice; Clinical Practice; Typhon Log Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Certification Preparation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Certification Preparation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Certification Preparation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Topics in PMHNP Practice; Summative OSCE; Typhon Log Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Portfolio</td>
</tr>
<tr>
<td>Week 9</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Portfolio</td>
</tr>
<tr>
<td>Week 10</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Portfolio; Typhon Log Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Portfolio Assignment Due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal; Completion of Psychopharmacology Certification Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Topics in PMHNP Practice; Clinical Practice; Reflective Journal Due</td>
</tr>
<tr>
<td>Week 14</td>
<td>Clinical Practice; Clinical Evaluation Tool Due (Preceptor); Typhon Log Due</td>
</tr>
</tbody>
</table>
Requirements

In addition to achieving the required minimum average (80%) for assignments, a student must:

- Complete required minimum clinical hours (180) within semester timeframe and submit documents verifying clinical hours by the assigned due date.
  - Complete orientation for each clinical setting (does not count toward required clinical hours).
  - Demonstrate progress toward total clinical hours required for program in setting, population, and clinical focus distribution.
  - Students may earn up to 8 hours of clinical credit for attending a professional conference that aligns with course topics and objectives. To receive credit, Course Coordinator must pre-approve conferences ensuring conference topics and objectives align with course objectives.
- Complete clinical hours with a qualified and approved preceptor in a psychiatric-mental health care setting.
  - Course Coordinator must approve clinical experiences.
  - See Clinical Handbook for additional details regarding preceptor qualifications and selection process.
- Document all clinical experiences via Typhon. Submit summary of Typhon case logs and clinical hours by assigned due dates throughout the semester (see Course Schedule).
- Complete a Self-Evaluation demonstrating thoughtful reflection on professional practice.
- Receive a final passing evaluation from faculty and preceptor (noted by Clinical Evaluation Tool).
- Failure to submit required clinical documents by the assigned due dates may impact progression in the course and program.

Other Pertinent Course Information

Instructional Activities

While the professor will provide guidance and consultation, the student is responsible for identification of own learning needs, being self-motivated to complete coursework, seeking consultation when needed, and demonstrating achievement of course objectives. The student is expected to meet university requirements for graduate level work. Weekly learning modules with reading assignments, online activities, and presentations/discussion posts that are integrated throughout are required.

Group Discussion

Class discussion/presentations will be presented in an online seminar format using Blackboard forums and posts. Presentation/Discussion prompts must be addressed in 250-300 words and students will be expected to offer peer contributions on two separate peer posts with each contribution offering 100-150 words of insight. Thoughtful reflection and comments are expected from each class assignment as indicated. Faculty will monitor the group discussion and respond as appropriate. No credit will be given for late posts or assignments.

TurnItIn

All course assignments will be submitted via TurnItIn unless otherwise specified.

Attendance Policy

Students are expected to attend all classes, scheduled clinical experiences and online clinical conferences. See Graduate Student Handbook for further details.

Grading Rubrics and Description of Course Assignments

Grading rubrics along with a description of course assignments are posted in Blackboard.

Optional Collaborate Sessions
At the beginning of the semester, the instructor may schedule periodic collaborate sessions to review and enhance learning materials. These are optional learning activities and will be utilized at the instructor’s discretion.

Professional Behavior in the Online Classroom
The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff. Particular attention to professional communication is needed for online courses where voice tone and non-verbal communication cues used to interpret intent are not present. As a consequence, it is essential that one be particularly mindful of how others will interpret what is communicated through written or digital media.

Diversity of ideas, experiences, and opinions is expected in the academic setting. In nursing and health care we anticipate analysis and discussion of complex issues with a range of opinions in any group. Therefore, the College of Nursing is committed to creating a learning environment where all students feel comfortable and supported in expressing their views. Further, in adherence with Aggie core values, individuals are responsible to be respectful in all communications. For online courses, this requires particular attention to written communication.

Attendance Policy
The University views class attendance as the responsibility of an individual student. Class attendance is expected because participation is an important contributor to student success in online courses. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Online class attendance is defined as engagement in activities that are “academically related.” Such activities include: attending synchronous class sessions, viewing tutorials or presentations, participating in course discussions by posting original thoughts and responding to the posts of peers, engaging in assigned group work, submitting an academic assignment, and completing exams or quizzes as scheduled.

Simply logging into e-College (Blackboard) does not constitute attendance or participation in the course. In addition, logistic discussions with faculty regarding plans about submitting assignments, requests for extensions on deadlines for assignments, notifications of illness, or inquiries about purchasing course materials, for example, do not count as participation.

Make-up Assignments
Make-up assignments such as quizzes are only given for exceptional circumstances. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Make-up activities will be offered at the discretion of the faculty and must be completed within one week of the missed event. The student must contact the instructor directly by email, telephone call, or in person to make arrangements to complete the missed exam. The make-up quiz/activity will be equivalent in content covered and level of difficulty; however, the instructor reserves the right to alter the format of make-up quiz/activity, i.e., to include short answers or essay questions. If a student should miss a scheduled make-up assignment the student will receive a zero for the test.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

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

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

New Course Proposal

Date Submitted: 04/18/19 4:53 pm

Viewing: **POSC 637 : Application of Gene Expression Methods in Avian Science**

Last edit: 04/18/19 4:53 pm

Changes proposed by: mfarnell

Contact(s)

In Workflow
1. POSC Reviewer GR
2. POSC Department Head
3. Curricular Services Review
4. AG Committee Preparer GR
5. AG Committee Chair GR
6. AG College Dean GR
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 03/28/19 12:45 pm
   Morgan Farnell (mfarnell): Approved for POSC Reviewer GR
2. 03/28/19 2:21 pm
   Lori Bienski (lbienski): Approved for POSC Department Head
3. 04/01/19 9:51 am
   Terra Bissett (t.bissett): Rollback to Initiator
4. 04/02/19 1:28 pm
   Morgan Farnell (mfarnell): Approved for POSC Reviewer GR
5. 04/02/19 1:29 pm
   David Caldwell (caldwell): Approved for POSC Department Head
6. 04/02/19 3:13 pm
   Terra Bissett (t.bissett): Rollback to Initiator
7. 04/03/19 4:03 pm
   Morgan Farnell (mfarnell): Approved for POSC Reviewer GR
8. 04/03/19 4:04 pm
   Lori Bienski (lbienski): Approved for POSC Department Head
9. 04/04/19 8:21 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
Course prefix: POSC  
Course number: 637
Department: Poultry Science
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Effective term: Fall 2020

Complete Course Title: Application of Gene Expression Methods in Avian Science
Abbreviated Course: APPL GENE EXPRESSION AVIAN SCI

Name | E-mail | Phone
--- | --- | ---
Morgan Farnell | mfarnell@tamu.edu | 9798477363

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
Title

Catalog course description
An intensive overview of topics that are related to avian genetics, physiology, pathology and biochemistry with hands-on experiences in molecular approaches to understand avian biology; emphasizes the application of recent biochemical methods in basic and applied avian biology that are important for the poultry industry.

Prerequisites and Restrictions
Graduate classification in poultry science or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

Semester  Credit Hour(s)
3

Contact Hour(s) (per week):
Lecture: 2
Lab: 2
Other: 0

Total: 4

Repeatable for credit?
No

CIP/Fund Code
0109070005

Default Grade Mode
Letter Grade (G)

Method of instruction
Lecture and Laboratory

Will this course be taught at another branch?
No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No

Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PHD-POSC) Doctor of Philosophy in Poultry Science</td>
</tr>
<tr>
<td>(MS-POSC) Master of Science in Poultry Science</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus:
Upload syllabus
Reviewers Comments:

Terra Bissett (t.bissett) (04/01/19 9:49 am): Minor edits made to abbreviated course title to better reflect complete course title; minor edits made to catalog course description and prerequisites to comply with catalog style guide.

Terra Bissett (t.bissett) (04/01/19 9:51 am): Rollback: Semester credit hours and contact hours do not match – lab contact hours must be 2 or 3 to equate to 1 semester credit hour; please complete section on form to indicate if the course will be required or elective; Syllabus: update link to Aggie Honor Code.

Terra Bissett (t.bissett) (04/02/19 3:13 pm): Rollback: Please see previous comments. Semester credit hours and contact hours do not match. Syllabus: link to Aggie Honor code needs to be updated to (http://aggiehonor.tamu.edu).

Terra Bissett (t.bissett) (04/04/19 8:20 am): Updates received.

David W. Reed (dwreed) (04/18/19 3:26 pm): Roll back to the department to add letter of no objection from BioBio.

David W. Reed (dwreed) (04/18/19 3:32 pm): Rollback: Roll back to the department to add the letter of no objection from BioBio.

Lauren Johnson (lkjohnson) (04/18/19 4:48 pm): Rollback: Please add the letter of no objection from BioBio.
MEMORANDUM

DATE: April 18, 2019

TO: Dr. Yuhua Farnell

FROM: Dr. Mary Bryk

SUBJECT: Statement of Support for POSC 637 Application of Gene Expression Methods in Avian Science

This memorandum affirms that the Department of Biochemistry and Biophysics supports your new course request to offer a graduate level class (POSC 637) to provide instruction on gene expression in avian science with the major focus on analyzing gene expression in poultry species. It looks like a good course for graduate students in poultry science and other programs that study avian species.
Department of Poultry Science

POSC 637 - Application of Gene Expression Methods in Avian Science

Credits: 3 hours

Fall 2019

COURSE INFORMATION:

Title and Section: POSC 637  
Meeting Days and Time: Lecture: MW 9:10 – 10:00 AM  KLCT 400  
Lab: W 2:00 – 4:00 PM  KLCT 021

INSTRUCTOR INFORMATION:

Instructor: Dr. Yuhua Farnell  
Office: 352A Kleberg  
Phone: 979-847-7346  
E-mail: yfarnell@tamu.edu  
Office hours: By appointment (email to set up)

COURSE DESCRIPTION AND PREREQUISITES:

Application of Gene Expression Methods in Avian Science provides an intensive overview of topics that are related to avian genetics, physiology, pathology, biochemistry, with hands-on experiences in molecular approaches to understand avian biology, and emphasizes the application of recent biochemical methods in basic and applied avian biology that are important for the poultry industry.

Two modules in the area of avian science introduce students to advanced concepts in avian biology with a focus on understanding (i) how molecular techniques are developed to identify the gender and (ii) how selective breeding may impact the poultry industry. We will demonstrate the use molecular methods to understand mechanisms underlying broiler chicken wooden breast myopathy, which is a major challenge in the poultry industry. Through lectures and recitations related to each module, students will gain context for the experiments they are going to perform in our teaching laboratory. In addition to working in the laboratory, students will communicate their scientific findings in the form of a peer reviewed scientific paper.

PREREQUISITES: Graduate classification in POSC or instructor approval.

LEARNING OUTCOMES:

Module-specific skills

On successfully completing the modules students will be able to:

- Explain the importance of understanding molecular responses through the use of the broiler wooden breast model
• Execute investigations to analyze important genes in birds
• Identify critical questions from the literature
• Develop the ability to analyze genomic DNA in avian tissues
• Design experimental methods and know how to extract total RNA and design primer sets of target genes
• Perform real time PCR, and analyze data
• Quantify relative gene expression levels using $2^{-\Delta\Delta Ct}$ method
• Application of critical thinking skills to the presentation and interpretation of experimental data

Discipline-specific skills:

On successfully completing the modules students will be able to:

• Describe and evaluate approaches to our understanding of avian biology with regard to peer-reviewed articles
• Identify essential questions from a literature review and integrate research-informed examples from the literature into a research manuscript
• Utilize molecular techniques of analysis, hands-on investigation within the avian science

Communication skills:

On successfully completing the modules students will be able to:

• Collect and analyze data with some guidance
• Develop logical and reasoned arguments with reasonable conclusions
• Submit lab reports concisely summarizing daily activities
• Develop scientific writing skills with the aim of submitting lab work in the format of a research manuscript

REQUIRED MATERIALS:

• There is no required text for this course.
• Class and laboratory manuals will be provided and are required to be read. Course materials such as notes and slides will be maintained on the eCampus class site by the instructor.
• The use of a PC laptop equipped with Word and Excel (or their equivalents) while in the laboratory will be required. This will assist you in archiving and analyzing data as they are being acquired.
• All students need to bring a notebook to be used as a learning log:
  o to process what they have learned
  o to reflect on their learning
  o to see how they have grown over time

OUTLINE OF THE COURSE CONTENT:

Lectures are designed to introduce you to the basic theoretical and conceptual aspects behind the laboratory at hand (e.g., protein purification will be covered in a general format). Where possible, relevant comparisons or demonstrations will be made to the actual experiment to be conducted during the laboratory classes. Log into http://ecampus.tamu.edu using your net ID and password, and be sure to check this web site.
frequently to view the course updates, access course handouts, and check your grades.

POLICIES:

1. Attendance and Make-up Policies

   This policy is drafted in accordance with the Texas A&M University Student Rule 7.1. (http://student-rules.tamu.edu/rule07). Absences from exams and quizzes will be excused for reasons including the following:
   
   1. Participation in an activity appearing on the University authorized list.
   2. Death or major illness in a student's immediate family.
   3. Participation in legal or administrative procedures that require a student's presence.
   4. Illness of a dependent family member.
   5. Religious holy day.
   6. Confinement because of illness.
   7. Required participation in military duties.
   8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
   9. Mandatory participation as a student-athlete in NCAA-sanctioned competition
   10. In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.

   The student must notify the instructor of the excused absence, in person or by telephone, within 48 hours of the last date of absence. Makeup exams will be scheduled and must be completed within 30 days of the last date of absence. Unexcused absences on dates of quizzes or exams will result in grades of F (0 points) on that exam.

   In addition to these University mandated regulations; the following policies also apply to absenteeism in this course:

   1. A log of attendance will be kept by the instructor for all class and lab meetings.
   2. Students will acknowledge attendance by signing (not printing) a daily attendance log.
   3. Unexcused absences on days of exams and quizzes will result in final grades of zero (0) on missed exams or quizzes.

2. Lab Performance:

   Each student is required to participate in lab exercises. Students are responsible for their work areas and should return any material or equipment to its proper location. Remember, a clean lab area minimizes the health hazards that students might be exposed to. A student not actively involved in lab exercises must have a valid documented justification for not participating in class exercises. Use your lab time efficiently, especially as the skills learned will be evaluated during the practical exam. You must participate fully in all in-class work (in-class writing, group projects from the lab, and especially workshops for first draft reviews). Excessive lack of participation – whether from missing class, sleeping, doing homework for other classes, surfing the internet, texting, or simply not doing the work assigned – can cost up to one letter of your final grade in the course.
3. **Electronic devices:**

   Laptops, cell/smart phones, and other electronic devices may only be used in class to complete work for this course. As a courtesy to others, cell phones should be turned off while in class.

4. **eCampus:**

   Nearly all content for this course will be available to you through eCampus. It is your responsibility to maintain consistent access to eCampus and to retrieve assignment information on time.

5. **AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:**

   The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, White Creek Complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

6. **ACADEMIC INTEGRITY STATEMENT AND POLICY:**

   For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse: “An Aggie does not lie, cheat, or steal or tolerate those who do.” The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Following each quiz or examination in this course, you will attest to your adherence to this code by signing your name by the following statement:

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

   Student signature:  __________________________
   Date:  __________________________

   **Plagiarism and Copyrighted Materials**

   The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.
Anyone suspected of plagiarism will be given an oral exam on the material in question. Anyone committing plagiarism will receive a grade of "F" in this course. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Refer to the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

ASSIGNMENTS & GRADING:

The coursework is divided into five major categories and accompanying percentages:

Point Distribution:
- Quizzes and Homework: 10%
- Exam I (Mid-term): 15%
- Exam II (Final Exam): 25%
- Numerous in-class writing projects: 10%
- Writing assignment for module 1: 15%
- Writing assignment for module 2: 25%

NOTE: Final grades that calculate to 0.5 – 0.9 get rounded (e.g., a 79.5 becomes 80); grades that calculate to 0.0 – 0.4 DO NOT get rounded (e.g., a 79.4 is a 79).

Grades will be assigned based on overall performance:
- A ≥ 100 - 90%
- B ≥ 89 - 80%
- C ≥ 79 - 70%
- D ≥ 69 - 60%
- F ≤ 59%

Quizzes and Homework: Periodic quizzes/homework (announced or unannounced) will cover recent topics and assigned readings from the lecture and the laboratory.

Exams: Exams (including mid-term exam I and final exam) are worth 40% of final grades. An unexcused absence from an exam will result in a grade of zero, except in the case of a university excused absence. Exams will cover the materials presented in all preceding lectures and labs. The final exam is comprehensive. All students must take the final exam.

In-class writing projects: Most lab exercises must be completed during the lab period. Free-writing projects will be completed at the end of the period. These projects consist of brief writing or discussion-based assignments that correspond with current lab exercises. Also these in-class writing projects will help build towards the formal writing assignments. They are worth of 10% of final grades.

Two major writing assignments: All two assignments are written individually. The first writing assignment is worth 15%, while the second assignment is 25% of final grades.

The writing assignments should follow a "Journal Style" format. All writing assignments must be typed with 1-inch margins, double spacing (unless otherwise specified), and 12-point font type. Model samples and instructions will be provided via eCampus. Below are some basic guidelines for formatting a journal style
paper:
- Title Page: A concise descriptive title /Your Name /Group Identification and Lab Partners /Date Due/
  Date Turned In
- Abstract: An explanatory summary of what was done and what the “most pertinent” results were (less
  than 400 words)
- Introduction: A concise explanation of the purpose of the experiment and basic principles examined.
- Materials and Methods: Materials used and their source. How experiments were conducted.
- Results: Presentation of your results in an orderly fashion is CRITICAL.
  - You MUST submit a WRITTEN description of your data, reinforced with any appropriate
    Tables and/or Figures.
  - Graphs/Figures must be properly titled (at the bottom of the figure), labeled, and have a
    legend that clearly describes what was done.
  - Tables must be titled (at the top). Where you consider it necessary, include the formula used
    to derive a calculated value.
  - Table and Figure Legends may be single- spaced.
  - Clearly show how all derived values were calculated on a separate Calculation Sheet inserted
    into the Appendix.
  - Experimental UNKNOWNS should be clearly identified. You should be able to accurately
    determine the value of any Unknown and reflect your level of confidence through statistical
    analysis. For this reason, the accuracy you show in its evaluation may be weighted heavily in
    the report grade.
- Remember: Tables and Figures must be able to stand alone, as if separated from all other text. They
  must be sufficiently clear, well-labeled, and described by their legends to be understood by reviewers
  without reading the results section.
- Discussion: Appropriately present and discuss the meaning of the results obtained – interpret them in
  context of other reported results where possible.
- References: Do not reference the lab manual or include as a reference “personal communication with
  the instructor”.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Laboratory Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26</td>
<td>Course introduction</td>
<td>Safety /Use of spectrometry</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Calculation and dilution</td>
<td></td>
</tr>
<tr>
<td>Sept. 2</td>
<td><strong>Module 1: Sexing a chick by PCR method</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review structures of DNA, RNA and protein</td>
<td></td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Genomic DNA and End-point PCR</td>
<td></td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Bird gender difference in W chromosome</td>
<td></td>
</tr>
<tr>
<td>Sept. 11</td>
<td>How to design primer pairs</td>
<td></td>
</tr>
</tbody>
</table>
| Sept. 16  | How to prepare a stock solution and sub stocks of
<pre><code>       | lypophilized primer                                |                                                   |
</code></pre>
<p>| Sept. 18  | Application of agarose gel                          |                                                   |
| Sept. 23  | Review the format and data for module 1 (bring two |
| copies of draft paper)                             |                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 25</td>
<td>Analyze data and summarize them for paper 1</td>
<td>Gel electrophoresis</td>
</tr>
<tr>
<td>Sept. 30</td>
<td><strong>Module 2: What happened in a broiler with wooden breast? LDH in health and disease</strong></td>
<td><strong>Module 2: Lactate dehydrogenase mRNA expression in broilers with woody breast myopathy</strong> Total RNA extraction</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>RNA purification: methodologies</td>
<td></td>
</tr>
<tr>
<td>Oct. 7</td>
<td><strong>Exam I (Mid-term)</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 9</td>
<td>RNA purification: methodologies (cont.)</td>
<td>Analyze the quality of RNA by agarose gel electrophoresis</td>
</tr>
<tr>
<td>Oct. 14</td>
<td><strong>Writing assignment for module 1 due</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Tips for finding specific primers (computer lab)</td>
<td>Bioanalyzer</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Real time PCR primer design (computer lab)</td>
<td></td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Bioanalyzer Interpretation</td>
<td>RT for mRNA</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>RT for total RNA</td>
<td></td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Absolute and relative quantitative real-time PCR</td>
<td>Make working solution for primers &amp; set up the formula matrix for following lab</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Absolute and relative quantitative real-time PCR (cont.)</td>
<td></td>
</tr>
<tr>
<td>Nov. 6</td>
<td>How to choose internal reference genes</td>
<td>Efficiency test for mRNA</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Comparative delta CT method for qPCR</td>
<td></td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Demo: how to analyze the data (computer lab)</td>
<td>Real time PCR of mRNA</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Data analysis for real time PCR (your data in lab)</td>
<td></td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Summary of mRNA expression of targeted gene in our animal model (bring your computer)</td>
<td>Prepare your lab results in figures and tables</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>Working on paper 2</td>
<td></td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Review for Module 1 and 2</td>
<td>Working on paper 2</td>
</tr>
<tr>
<td>Dec. 02</td>
<td>Redefined day. No class.</td>
<td></td>
</tr>
<tr>
<td>Dec. 04</td>
<td><strong>Exam II (Final exam)</strong></td>
<td><strong>Writing assignment for module 2 due</strong></td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Dr. Yuhua Farnell

FROM: Dr. Mark J. Zoran

SUBJECT: Statement of Support for POSC 6XX Methods in Gene Expression in Avian Science

This memorandum affirms that the Department of Biology and the College of Science support your new course request to offer a graduate level class (POSC 6XX) in the methods of gene expression in avian science, focus on poultry species.

Best of luck with the curricular approval process in this regard.
Course Change Request

New Course Proposal

Date Submitted: 05/30/19 10:35 am

Viewing: TCMT 619: Personal Leadership Coaching

Last edit: 06/10/19 1:24 pm

Changes proposed by: leslie.ehlers

Faculty Senate Number

Contact(s)

In Workflow
1. ETID Department Head
2. Curricular Services Review
3. EN Committee Preparer GR
4. EN Committee Chair GR
5. EN College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 05/10/19 11:31 am
   V. Jorge Leon (jleon):
   Approved for ETID
   Department Head
2. 05/14/19 4:52 pm
   Terra Bissett (t.bissettt):
   Rollback to Initiator
3. 06/10/19 12:58 pm
   V. Jorge Leon (jleon):
   Approved for ETID
   Department Head
4. 06/10/19 1:46 pm
   Terra Bissett (t.bissettt):
   Approved for Curricular
   Services Review
5. 06/13/19 4:46 pm
   Jennifer Veracruz
   (jveracruz):
   Approved for EN
   Committee Preparer GR
6. 06/20/19 10:34 am
   Harry Hogan (h-hogan):
   Approved for EN
   Committee Chair GR
7. 06/20/19 10:36 am
   Harry Hogan (h-hogan):
   Approved for EN
   College Dean GR
8. 07/03/19 9:40 am
   LaRhesa Johnson
   (lrherson):
   Approved for GC Preparer
9. 07/29/19 9:57 am
   LaRhesa Johnson
   (lrherson):
   Approved for GC Chair
Course prefix TCMT  
Course number 619  
Department Eng Tech & Ind Distribution  
College/School College of Engineering  
Academic Level Graduate  
Effective term Fall 2020  
Complete Course Title Personal Leadership Coaching  
Abbreviated Course Title PERSONAL LEADERSHIP COACHING

Catalog course description
Engage in experiential learning, work one-on-one with a professional coach and develop a comprehensive leadership development plan based on the findings and insights from individual EQ-i 2.0 assessment report; series of interactive and reflective one-on-one sessions to understand personal emotional competencies and identify areas of improvement.

Prerequisites and Restrictions
TCMT 610.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

Semester 1  
Contact Hour(s) (per week): Lecture: 1 Lab: 0 Other: 0 Total 1

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 1515010006

Default Grade Mode Letter Grade (G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

This course will be offered in a non-traditional format; therefore, it will not have traditional face-to-face learning outcomes to compare to.

TCMT 619: Personal Leadership Coaching  
https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
**Hours**

Will this course be taught as a distance education course?
Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MET-TCMT) Master of Engineering Technical Management in Technical Management</td>
<td></td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: TCMT 619 - Personal Leadership Coaching.docx

Letters of support or other documentation
No

Additional information

Reviewer Comments

**Terra Bissett (t.bissett) (05/14/19 4:46 pm):** Minor edits made to catalog prerequisites to comply with catalog style guide.

**Terra Bissett (t.bissett) (05/14/19 4:52 pm):** Rollback: Please reference our website to update catalog course description to comply with the catalog style guide (http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions. Prerequisites on syllabus/form must match. Syllabus: missing attendance and make up policy with link to Student Rule 7; complete class schedule; missing grading weights as applicable to assignments, exams, etc.

**Terra Bissett (t.bissett) (06/10/19 1:46 pm):** Updates received.

Reported to state?
Add CS
TCMT 619: Personal Leadership Coaching  
Fall 2019  
The first-Year residency

**Instructor:** Dr. Ben Zoghi  
**Telephone:** (979) 676-3533  
**Email:** zoghi@tamu.edu  
**Location:** Fermier Hall, Room 012

**Instructor:** Chessa Eskandanian-Yee  
**Telephone:** (415) 509-4324  
**Email:** chessa@leadereq.ai  
**Location:** San Francisco, CA

**Instructor:** Bryan Anderson  
**Telephone:** (310) 679-8310  
**Email:** bryan@grabthewheelkids.com  
**Location:** Los Angeles, CA

---

**Course Description and Prerequisites**

This course provides you with a unique opportunity to engage in experiential learning, work one-on-one with a professional coach and develop a comprehensive leadership development plan based on the findings and insights from your EQ-i 2.0 assessment report. In a series of interactive and reflective one-on-one sessions you will deepen your understanding of your emotional competencies and identify areas of improvement. Prerequisites: TCMT 610: Engineering Personal Leadership

---

**Learning Outcomes or Course Objectives**

Upon completion of this course, you will be able to:

1. Assess your emotional intelligence for greater effectiveness personally/professionally  
2. Identify areas of strengths and area of further need for improvement  
3. Develop inspirational and meaningful personal leadership goal(s)  
4. Explore options on how to become a more effective and authentic leader  
5. Develop a pathway, and plan to achieve your goals and manage your emotions intelligently  
6. Develop a SMART Roadmap to accomplish your personal Leadership Development plan (PLDP)
**Personal Leadership Coaching:**

Coaching is a process in which you engage a professional coach for support in areas of vital importance to your work and/or life. In a safe, private and confidential space, your coach uses a guided process in combination with highly tuned listening, questioning and feedback skills to help you explore your challenges and opportunities. Your coach then assists you to clarify the specific actions, tools, techniques and perspectives that will move you to a state of higher well-being, performance and productivity.

Coaching is a process that will accelerate your personal development and the achievement of your specific goals and desires. Your coach is here to support you as you practice and learn new or more focused ways of thinking and behaving.

The approach that will best work for you will depend on your answer to this key question: "what do you truly want?" Our coaching sessions range from two single one hour phone (or Zoom) sessions plus regular eCampus journaling.

This course will further support you to:

- Enhance leadership and emotional intelligence skills, competencies and capabilities
- Better manage stress, anxiety and competing demands in work and life
- Communicate with and influence others more effectively even when they do not have formal authority
- Develop capacity to 'be' happier and more loving, peaceful and focused in any situation

**Reflection: Four directions for learning**

Look inward:
- Who do I want to be?
- What am I trying to accomplish?
- What principles and values matter most?

Look outward:
- What does it take to be successful?
- What matters to others?
- How do others see me?

Look back:
- What new things have I tried?
- What worked? What didn’t?
- What have I learned so far?

Look forward:
- What will I do differently?
- What do I need to do to keep learning
**Reflection Calendar:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily</strong></td>
<td>1 min</td>
<td>What new thing did I do today? What did I learn? What one thing will I do differently tomorrow?</td>
</tr>
<tr>
<td><strong>Weekly</strong></td>
<td>5 min</td>
<td>What progress did I make last week? What do I need to focus on next week?</td>
</tr>
<tr>
<td><strong>Monthly</strong></td>
<td>10 min</td>
<td>How am I doing on my learning objectives? What do I need to do to keep growing? How will I get meaningful feedback?</td>
</tr>
<tr>
<td><strong>Quarterly</strong></td>
<td>15 min</td>
<td>What do I need to do to manage my personal growth and professional development more effectively? What is most important for me to develop going forward?</td>
</tr>
</tbody>
</table>
| **Annually** | 1 hour | Every year:  
  - Am I living my life the way I want to? Am I on a path to become the person I truly want to be?  
  - Where do I stand relative to what truly matters to me?  
  - Where do I want to be a year from now and how do I get there?  
  - How do I make sure I’m not missing something important? |
| **Decadely** | A Day  | One day every 5-10 years:  
  - Who do I want to be? What values do I want to live by?  
  - How do I connect to my deepest mission and purpose?  
  - What do I need to do in the next 5 years to accomplish what matters most? |

**Textbook and/or Resource Material:**

Recommended Textbook and Resource Materials will be provided to you in a pdf format on eCampus.

- The Downsides of Being Very Emotionally Intelligent. (Tomas Chamorro-Premuzic and Adam Yearsley), Harvard Business Review. (January 12, 2017)
## Tentative Course Outline

<table>
<thead>
<tr>
<th>August 2019</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coaching:</strong> Between August 19th through August 31st. We will have a one-on-one phone (or Zoom) personal EQ Coaching.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2019</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submit:</strong> Journals (Weekly minimum, preference twice per week)</td>
<td>Sunday 11:59 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 2019</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submit:</strong> Journals (Weekly minimum, preference twice per week)</td>
<td>Sunday 11:59 pm</td>
</tr>
<tr>
<td><strong>Coaching:</strong> Between October 21st through November 1st. We will have a one-on-one phone (or Zoom) personal EQ Coaching.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 2019</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submit:</strong> Journals (Weekly minimum, preference twice per week)</td>
<td>Sunday 11:59 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2019</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submit:</strong> Final Personal Leadership Development Plan report.</td>
<td>12-1-19 11:59 pm</td>
</tr>
</tbody>
</table>

### Determination of Final Grade:

<table>
<thead>
<tr>
<th>Parts</th>
<th>Topics</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1:</td>
<td>Journals (12-24 Journals)</td>
<td>100 points</td>
</tr>
<tr>
<td>Part 2:</td>
<td>Two EQ Coaching Sessions</td>
<td>200 points</td>
</tr>
<tr>
<td>Part 3:</td>
<td>PLDP Final Report</td>
<td>700 points</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Percentage</td>
<td>Total Points</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>Above 900 points</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>800 – 899 points</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>700 – 799 points</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>600 – 699 points</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
<td>Below 599 points</td>
</tr>
</tbody>
</table>

In this course, you will receive individual coaching that culminates in a personal vision statement and development plan. In addition to weekly eCampus writing assignments, the quality and adequate completion of the personal leadership development plan will be the basis of your final grade.

**Course Topics, Calendar of Activities, Major Assignment Dates**

Individual coaching sessions will be scheduled during the first week of the class. You coach will contact you to schedule the sessions based on your availability.

**Coaching Skills from Center for Creative Leadership:**

Broadly speaking, the purpose of coaching is to increase effectiveness, broaden thinking, identify strengths and development needs and set and achieve challenging goals. Research from the Center for Creative Leadership has boiled down the skills managers need to coach others into five categories:

1) **Building the relationship.** It's easier to learn from someone you trust. Coaches must effectively establish boundaries and build trust by being clear about the learning and development objectives they set, showing good judgment, being patient and following through on any promises and agreements they make.

2) **Providing assessment.** Where are you now and where do you want to go? Helping others to gain self-awareness and insight is a key job for a coach. You provide timely feedback and help clarify the behaviors that an employee would like to change. Assessment often focuses on gaps or inconsistencies, on current performance vs. desired performance, words vs. actions and intention vs. impact.

3) **Challenging thinking and assumptions.** Thinking about thinking is an important part of the coaching process. Coaches ask open-ended questions, push for alternative solutions to problems and encourage reasonable risk-taking.

4) **Supporting and encouraging.** As partners in learning, coaches listen carefully, are open to the perspectives of others and allow employees to vent emotions without judgment. They encourage employees to make progress toward their goals, and they recognize their successes.
5) **Driving results.** What can you show for it? Effective coaching is about achieving goals. The coach helps the employee set meaningful ones and identify specific behaviors or steps for meeting them. The coach helps to clarify milestones or measures of success and holds the employee accountable for them.

The course will use the following coaching development pipeline created by David Peterson in 2006.

![Coaching Development Pipeline](image)

**Course Policies**

**Attendance Policy** - Attendance and course participation will be measured by participation in discussion forums, journals and one-on-one coaching sessions.

**Late Work Policy**

**LATE WORK IS NOT ACCEPTED.** This course relies on weekly Journaling, and two private one-on-one personal coaching. Therefore, it is essential that work be completed on schedule. At the beginning of every module, you should spend time planning. Read the learning modules very carefully.

If an unforeseen event(s) arises such as a university excused absence, you must follow the TAMU student rule regarding attendance to makeup these assignments. For more information on TAMU excused absences, please visit [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). If you do not have a university excused absence and miss an assignment, you may see a deduction of a point or two in your overall your grade. If this is a rare occurrence and your work for this class it otherwise excellent, it should make no difference in your final grade for the course. It is only when work is frequently late and/or quality of the work is consistently below standard that your final grade will suffer. In those rare circumstances where an emergency takes you away from the course for an extended period of time, contact your instructor right away to make arrangements.
**Incomplete Grade** - Grades of “INCOMPLETE” will be given only for certifiable medical reasons or in other extraordinary circumstances arranged in advance. If you are planning to be away from your usual location (travel, vacation, etc.) during this course, consider dropping the course or discuss your situation with me and we can see if you will be disadvantaged by your mobility or impacting others’ work.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

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

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

*The essence of coaching is a trustworthy partnership; a relationship of equals where the coach serves as a sounding board, ally, and support for the client to see more clearly. While some of the work of Coach is about strategy or systems, at the core, coaching is a relational process — which is why emotional intelligence is invaluable.*
**Rubric for Reflections**

The following rubric will be used for grading reflection assignments in this course. Each reflection will receive up to 100 points, based on this rubric.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>FAILS TO MEET EXPECTATIONS</th>
<th>NEEDS IMPROVEMENT</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANIZATION (60%)</strong></td>
<td>10</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Does this paper address the prompt or the topic?</td>
<td>The topic of the paper is not addressed at all; Fails to stick to the topic therefore fails to meet these criteria</td>
<td>Student does not clearly identify his/her reflections about the topic; may veer from topic</td>
<td>The entire paper’s content relates to the prompt or topic; the student explains his/her reflections about the topic but may take a rereading to understand</td>
<td>The student’s reflection about the topic is explained in clear language; immediately interesting and supported with detail</td>
</tr>
<tr>
<td>Paragraph Organization and Writing Style: Ideas are clearly connected and make sense.</td>
<td>Fails to meet this criteria by obvious disregard for the expectations stated in the criteria</td>
<td>Paragraphs are disorganized; ideas are not related to the main idea; ideas are not connected and have few or no supporting details; one-sentence paragraphs</td>
<td>Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense</td>
<td>Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and “flows” naturally in an organized pattern</td>
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<td>GRAMMAR (20%)</td>
<td>4</td>
<td>7</td>
<td>8</td>
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<td>GRAMMAR Basic writing expectations: mechanics, spelling, grammar, or punctuation errors</td>
<td>More than 8 grammatical, punctuation, or BWE errors</td>
<td>4-7 grammatical, punctuation, or BWE errors</td>
<td>Between 1-4 grammatical, punctuation, or BWE errors, but they are minor and do not detract from the paper</td>
<td>No errors whatsoever!</td>
</tr>
<tr>
<td>Correct choice of verb tenses, words, avoidance of wordy phrases, correct use of pronouns</td>
<td>Fails to meet this criteria by obvious disregard for the expectations stated in the criteria</td>
<td>Improper use of language or slang; wrong word choice; appears “padded”</td>
<td>Occasional wrong word choice; somewhat wordy but not enough to detract from the summary; May occasionally use the wrong tense.</td>
<td>No wrong word choice or slang; uses correct verb tense and pronouns. Well written and use of words convey meaning</td>
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<td>Follows APA professional writing style of using 12-point Times New Roman font, 1 inch margins all around</td>
<td>Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors</td>
<td>Meets this criteria with 2 errors</td>
<td>Meets this criteria with 1 error</td>
<td>Exceeds this by completely meeting all of these requirements with NO exception!</td>
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<tr>
<td>10%</td>
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<tr>
<td>Correct format of title page including running head, page numbers, correct page justification</td>
<td>Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors</td>
<td>Meets this criteria with 2 errors</td>
<td>Meets this criteria with 1 error</td>
<td>Perfect title page, running head, page numbers, and page justification!</td>
</tr>
</tbody>
</table>