New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Computer science and engineering (CSCE 601)
3. Course prefix, number and complete title of course: Software reverse engineering CSCE 651
4. Catalog course description (not to exceed 50 words): Introduction to the compilation mechanism to generate executable files and raw binary codes from source codes; the executable file formats for an operating system to run the binary code; disassembly algorithms and control graph analysis; static and dynamic analyses; case studies on code obfuscation, codebreaking, malware analysis.

5. Prerequisite(s): CSCE 313, or instructor's permission

Cross-listed with: Stacked with: CSCE 451 - Software reverse engineering

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  □ No If yes, from ______ to ______
7. Is this a repeatable course? □ Yes  □ No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded: □ Grade □ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

M.S. in Computer Science, Master of Computer Science, Ph.D. in Computer Science, M.S. in Computer Engineering, Master of Engineering, Ph.D. in Computer Engineering

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    CSCE  651  SOFTWARE REVERSE ENGINEERING

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<table>
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</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
<td>SCU</td>
<td>E/F</td>
<td>Admin Unit</td>
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<td>0721</td>
<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by: 117010006

John Keyser
Department Head or Program Chair (Type Name & Sign) Date 1/28/16

Chair, College Review Committee Date 1/28/16

Dean of College Date 03/08/16

Chief, OE or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
SYLLABUS
Department of Computer Science and Engineering
CSCE 451/651, Software Reverse Engineering (REEN)
Spring 206
Lectures: MW 1:50PM-2:40PM, HRBB 302
Labs: 3:00PM-3:50PM RDMC 111C
3 credit hours, elective
Updated Dec. 16, 2015

INSTRUCTOR
Jyh-Charn (Steve) Liu
HRBB 502B
Office Hours: by appointments
Tel: 845-8739, Email: liu@cs.tamu.edu

TEACHING ASSISTANT
Mr. Ryan Vrecenar
Email: ryanvrecenar@email.tamu.edu

LEARNING OBJECTIVES: Develop independent and team based skills for static and dynamic analysis of binary codes for Intel and ARM architectures.

OUTCOMES:
At the end of the class, students should be proficient in the following aspects.
(1) Identify copyrights and other related laws governing software rights and their reverse engineering activities.
(2) Identify and utilize the knowledge on the compilation process to interpret best matched high level language programs for machine code pieces.
(3) Extract the needed binary code structure information from the portable executable file formats to construct executable binary code images on a target machine.
(4) Formulation and optimization of reversing strategies (such as brute force based, or math logic based) to perform static analysis of binary codes. Hypnotize the necessity of further dynamic analysis of binary codes to verify the behavior of binary codes under analysis.
(5) Design and implementation of anti-analysis techniques to protect binary codes.

COURSE PREREQUISITES AND WORKLOAD:
- Minimal requirement: CSCE 313, or instructor's approval. Students must be proficient in programming and in computer architecture.
- JR/SR classification, but exception can be made per instructor’s approval.
- This class is expected to have extensive hands-on work. Students are advised to weigh their overall workload in taking this course.

Bring your own device (BYOD): Students should bring their own devices in order to work collaboratively with classmates during class/lab hours.

TECHNICAL THEMES
Architecture & Assembly language
- Basics of low level software and their relationship with hardware resources. (Instruction set architectures, privileges, interrupt, address space)

Design
- Programming in Assembly, exploits (virus, drivers)

Binary Analysis
- From HLL statements to binary idioms.
- Executable header, symbols,
- Disassembly tool IDA Pro, and debuggers
- Anti-analysis techniques: Virtual ISA, Address space layout randomization (ASLR), code packing
GRADING POLICY:
The cumulative numerical grades from graded assignments are normalized to 100 points and curved. A: 90-100, B: 75-89, C: 60-74, D: 50-59.

Grade penalty for missing assignments:
Automatic final grade of D for missing 3 assignments. Automatic final grade of C for missing 2 assignments.

Submitted Assignments: 100 points. Note: All projects will be archived for future classes as teaching and learning references.

Assignments (Documents are an integrated part of submissions.)
- Programming/analysis assignments (35 points): 5
- Midterm competition (programming or written test) (25 points): 1
- Open term project (35 points): 1
- Litigation case study & reporting (5 points): 1

A NOTE ABOUT HACKING
Software reverse engineering (RE) is about reversing of binary codes to their high level computing logic. It is an enabling tool for a broad range of applications, including hacking. Hacking is loosely defined as the process of exploiting vulnerability of software systems by defeating protective measures of sensitive code/data in order to achieve certain goals, such as unlicensed use of software, exploitation of computing resources, and unauthorized access to privileged data. Learning hacking practices is essential to improve software systems protection, but misusing the skills in the real world may lead to serious legal consequences. Given the evolving nature of litigation, in this class students will learn about some real world legal cases of high profile litigations tied to RE, and certain risk aversive practices that have been advocated by different professional groups.

TEXTBOOKS
- None required
- Reference books (not exclusive)
  - Assembly language for Intel based computers, by Irvine
  - ARM Assembly Language: Fundamentals and Techniques, by William Hohl
  - Reverse Engineering for Beginners, by Dennis Yuichev
  - The IDA Pro Book, by Chris Eagle
  - Reverse Engineering, secret of reverse engineering, by Eldad Eilam
  - Practical Malware analysis, by M. Sikorski and A. Honig
  - Open literature, vendors technical information (Intel, ARM, Microsoft, GCC, Linux)

LECTURE, DISCUSSION
This class follows a staged learning and self-development process as follows:

(1) Introduction of basic core body of knowledge, and examples,
(2) Practice and assignments related to the topic under discussion,
(3) Instructor and student initiated basic topics for students to discover and report the findings to the class, and
(4) Student initiated open project topics, and/or open challenge competitions.

Reports and presentations (audio and slides) presented in class will be archived for future classes.

ATTENDANCE POLICY:
- Except for University excused absence, students are responsible for any missed materials. Attendance policies are defined by student rule 7; see http://student-rules.tamu.edu/rule07.
- Missing assignments or tests
For excused absences: an opportunity will be provided to make up any graded work.

For unexcused absences: a grade of zero will be assigned to the missed work/test. At discretion of the instructor, a missed test is subject to a 25% penalty even if retaking of the test is granted.

- To request approval of an absence, send me an e-mail explaining the reason for the absence. If advance notification is not possible (e.g. unexpected illness) send the e-mail within 48 hours to justify the absence. For illness, a note from a doctor or clinic is required.

Special rules for team projects

- Every student is required to contribute technical and documentation work.
- When there is a project partnership dispute, it is critical to report the issue quickly to the instructor or TA. Failing to do so forfeit your right in fencing of the grading of failed projects or assignments.

COMMUNICATIONS: Emails will be used extensively. All emails related to this class should be sent to liu@cse.tamu.edu. The ecampus portal will contain the majority of the material.

SCHOLASTIC DISHONESTY will not be tolerated. Plagiarism is the presentation of the work of someone else without giving him or her due credit. Any such incidents will be dealt with in accordance with the procedures outlined in the University Student Rules. Some specific rules:

1. In most cases, you are encouraged to discuss assignments, but the final product submitted for grade must be the individual work of the person turning it in.
2. If code from two or more students is essentially identical, and it is determined to the satisfaction of the instructor that the code is the product of a group effort, the assignment may be rejected with no credit for any of the students involved.
3. Always be prepared to answer the questions: “What is your contribution?” “Where did you get this design?” “What is your responsibility and contribution in the team?”
4. Using third party codes and tools to solve challenging computing problems is critical to most software reverse engineering, and therefore is allowed. When doing so, it is a must to have full disclosure prior reporting results. Claiming credit without such disclosure will be considered cheating.

"An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

STUDENTS WITH DISABILITIES:
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.

COPYRIGHT NOTICE: The handouts used in this course are copyrighted and cannot be copied without permission. By “handouts,” this means all materials generated for this class, which includes but is not limited to, syllabi, quizzes, exams, lab and homework problems, lab handbook, lab manuals, in-class materials, review sheets, and Web site materials. You must obtain the instructor’s explicit permission to video/record the class contents.
Weekly activity plan

Week 1: Introduction to software reverse engineering
Week 2: Assembly instructions and binary
  Assignment 1
Weeks 3-4: High level language statements and their assembly language representations
  Assignment 2
Week 5: Code breaker case study
  Assignment 3
Week 6: Discussion on code breaking techniques and challenges
  Assignment 4
Weeks 7: Stack overflow and code vulnerability examples
Week 8: PIN, python and IDAPro
  Assignment 5
Week 9: spring break
Week 10: Executable formats
  Term project
Week 11: Packers and unpackers
Week 12: Disassembly algorithms
Week 13-14: presentations & final project review

Note: The activity plan is subject to change, and all changes will be communicated to students in classroom and posted on class portal.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - [ ] Undergraduate
   - [x] Graduate
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   - College of Nursing

3. Course prefix, number and complete title of course:
   - FORS 601: Foundations of Forensic Healthcare

4. Catalog course description (not to exceed 50 words):
   - Foundations of Forensic Healthcare (2-0). Credit 2. Legal, ethical, clinical, and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and non-intentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview. Prerequisite: Graduate classification.

5. Prerequisite(s):
   - None
   - Cross-listed with: N/A
   - Stacked with: N/A

6. Is this a variable credit course?
   - [ ] Yes
   - [x] No
   - If yes, from _____ to _____

7. Is this a repeatable course?
   - [ ] Yes
   - [x] No
   - If yes, this course may be taken _____ times.

8. Will this course be repeated within the same semester?
   - [ ] Yes
   - [x] No

9. Will this course be submitted to the Core Curriculum Council?
   - [ ] Yes
   - [x] No

10. How will this course be graded?
    - [x] Grade
    - [ ] S/U
    - [ ] P/F (CLMD)

11. This course will be:
    - a. required for students enrolled in the following degree programs(s) (e.g., B.A. in History)
      - N/A
    - b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)
      - N/A

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix  Course #  Title (excluding punctuation)
    - FORS 601  FOUNDATIONS OF FORENSIC HEALTH

    | Lect. | Lab | Other | SCH | CP and Fund Code | Admin. Unit | Acad. Year | EHR Code |
    |-------|-----|-------|-----|-----------------|-------------|------------|----------|
    | 2.00  | 0.00| 0.00  | 0.00| $11-9899        | CON         | 16         | 3 6 3 2   |

Approval recommended by:

[Signature]

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCE Date

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
* Submit original form and attach a course syllabus. *

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course: FORS 601: Foundations of Forensic Healthcare

4. Catalog course description (not to exceed 50 words): Foundations of Forensic Healthcare (2-0). Credit 2. Legal, ethical, clinical, and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and non-intentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview.

5. Prerequisite(s): Graduate classification
   Cross-listed with: N/A □ Stacked with: N/A
   Cross-listed courses require the signatures of both department heads.

6. Is this a variable credit course? □ Yes □ No
   If yes, from ________ to ________

7. Is this a repeatable course? □ Yes □ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? □ Yes □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: FORS Course #: 601 Title (excluding punctuation): FOUNDATIONS OF FORENSIC HEALTH

   Lect. | Lab | Other | SCH | CP and Fund Code | Admin. Unit | Acad. Year | HCL Code
   2.00 | 0.00 | 0.00 | 0.00 | 51.3899 | CON | 16 - 17 | 0 0 0 3 6 3 2

   Approval recommended by:
   □ Level 6

   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   □ Associate Director, Curricular Services

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 601 Foundations of Forensic Healthcare

Term
Meeting times and location Online

Course Description and Prerequisites

Foundations of Forensic Healthcare (2-0). Credit 2. Legal, ethical, clinical, and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and non-intentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview. Prerequisite: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.

2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.

3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.

4. Document techniques to collect and preserve evidence with integrity, competence, and respect.

5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.

6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.

7. Advocate for the needs and interests of victims of violence to improve access to services.

8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline the processes of scientific and medico-legal approaches in working with victims of accidents, injury, abuse, neglect and death.</td>
<td>1, 2, 5</td>
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<tr>
<td>2. Examine various types of violence, abuse, neglect, victimization, and exploitation occurring across the lifespan and the related injuries.</td>
<td>1, 2</td>
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<tr>
<td>3. Summarize approaches used to facilitate the transition of a victim to a survivor and prevention of future victimization.</td>
<td>4, 5, 8</td>
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<tr>
<td>4. Examine ethical and cultural considerations when working with victims of violence.</td>
<td>6, 7</td>
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<tr>
<td>5. Discuss the interdisciplinary collaboration between healthcare, social, political and judicial systems involved in serving the needs of individuals, families and communities as they respond to accident, injury, violence, trauma, crime or other victimization.</td>
<td>1, 3</td>
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<tr>
<td>6. Correlate the impact of prevention strategies to the incidence of victimization.</td>
<td>8</td>
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</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
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<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
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<tr>
<td>Assignments</td>
<td>25</td>
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<tr>
<td>Journal Article Summaries</td>
<td>20</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
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<tr>
<td>Mid-term Reflective Summary</td>
<td>10</td>
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<tr>
<td>Final Project</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues’ Initial Posts) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late Secondary Posts (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late Initial Posts.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and
any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   *Always be respectful of others, but scholarly disagreements are fine.
   *Provide an alternative perspective with a discussion of your point of view.
   *Share own experiences but use empirical resources in the analysis.
   *Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   *Suggest why you might see things differently. (cite/reference)
   *Ask a probing or clarifying question.
   *Share an insight form having read the colleague’s posting.
   *Offer and support evidence from the literature an informed opinion. (cite/reference)
   *Validate an idea with your own experience.
   *Make a suggestion supported with evidence from the literature. (cite/reference)
   *Expand on the colleague’s posting.
   *Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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."
<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Justice and Science; Forensic Medical Terminology</td>
<td>Chapters: 1, 2, 21 Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Forensic Healthcare in Acute Care Settings</td>
<td>Learning resources located in module</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Overview of the Judicial System; Role of Advocacy</td>
<td>Learning resources located in module</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Overview of Interpersonal Violence</td>
<td>Learning resources located in module</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Mechanisms of Intentional and Non-intentional Injury and Death</td>
<td>Learning resources located in module</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6 &amp; 7</td>
<td>Forensic Death Investigation</td>
<td>Chapters: 5, 6, 7, 16 Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Week: 8</td>
<td>Crime Scene Investigation</td>
<td>Chapters: 3, 4 Assignment</td>
</tr>
<tr>
<td>8</td>
<td>Week: 9</td>
<td>Introduction to Written and Photographic Documentation</td>
<td>Learning resources located in module</td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Investigative Forensic Anthropology/Entomology</td>
<td>Chapters: 6, 7 Quiz</td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Investigative Forensic Biology</td>
<td>Chapters: 8, 9 Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Investigative Forensic Chemistry</td>
<td>Chapters: 10, 11, 12 Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Behavioral Forensic Science</td>
<td>Chapter: 20</td>
</tr>
<tr>
<td>13</td>
<td>Week: 14</td>
<td>Collaborative Response to Sexual Assault</td>
<td>Learning resources located in module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Course Project Presentations</td>
<td>PowerPoint or Prezi Presentation posted to Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course/Faculty Evaluations</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ☐ Undergraduate  ☒ Graduate  ☐ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  College of Nursing
3. Course prefix, number and complete title of course:  FORS 602: Victimology: Clinical Implications and Applications
4. Catalog course description (not to exceed 50 words): Victimology: Clinical Implications and Applications (3-0). Credit 3. Comprehensive examination of human responses to victimization resulting in physical and psychological trauma; interpersonal violence as a public health issue; overview of intentional injury, neglect, abuse, and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including secondary effects of victimization; theoretical and evidence-based approaches to assessment; documentation of victims and perpetrators of violence. Prerequisite: Graduate Classification

5. Prerequisite(s):  None
Cross-listed with:  N/A  Stacked with:  N/A

6. Is this a variable credit course?  ☐ Yes  ☒ No  If yes, from ______ to _______
7. Is this a repeatable course?  ☐ Yes  ☒ No  If yes, this course may be taken ______ times.
Will this course be repeated within the same semester?  ☑ Yes  ☐ No
8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☒ No
9. How will this course be graded?  ☐ Grade  ☐ S/U  ☐ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
13. Prefix  Course #  Title (excluding punctuation)
    FORS  602  VICTIMOLOGY: CLINICAL IMPLICAT

<table>
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<th>Lab</th>
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<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>LTC Code</th>
<th>Level</th>
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Approval recommended by:

Debra Matthews  2-15-16
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date

Dean of College  Date

Chair, OC or UCC  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. Course request type: 
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DFM)

2. Request submitted by (Department or Program Name): 
   College of Nursing

3. Course prefix, number and complete title of course: 
   FORS 602: Victimology: Clinical Implications and Applications

4. Catalog course description (not to exceed 50 words): 
   Victimology: Clinical Implications and Applications (3-0). Credit 3. Comprehensive examination of human responses to victimization resulting in physical and psychological trauma; interpersonal violence as a public health issue; overview of intentional injury, neglect, abuse, and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of victim, transitions patterns from role of victim to survivor including secondary effects of victimization; theoretical and evidence-based approaches to assessment; documentation of victims and perpetrators of violence.

5. Prerequisite(s): 
   Graduate classification
   Cross-listed with: N/A
   Stacked with: N/A

6. Is this a variable credit course? 
   - Yes
   - No
   If yes, from ________ to ________

7. Is this a repeatable course? 
   - Yes
   - No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? 
   - Yes
   - No

8. Will this course be submitted to the Core Curriculum Council? 
   - Yes
   - No

9. How will this course be graded? 
   - Grade
   - S/U
   - P/F (CLMD)

10. This course will be: 
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
       N/A
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
   ---- | ------- | ---------------------------------
   FORS | 602 | VICTIMOLOGY: CLINICAL IMPLICAT

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HCI Code
   ---- | ---- | ----- | ---- | ------------------ | ------------ | ---------- | -------
   3.00 | 0.00 | 0.00 | 0.00 | 51.3899            | CON          | 16         | 17       | 0 0 3 6 3 2

   Approval recommended by:
   [Signature]

   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date

   Department Head or Program Chair (Type Name & Sign) Date
   (If cross-listed course)
   Dean of College Date

   Submitted to Coordinating Board by:
   [Signature]

   Chair, GC or UCC Date

   Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number  FORS 602 Victimology: Clinical Implications & Applications

Term
Meeting times and location  Online

Course Description and Prerequisites

Victimology: Clinical Implications & Applications (1-0). Credits 1. Comprehensive examination of human responses to victimization resulting in physical and psychological trauma; interpersonal violence as a public health issue; overview of intentional injury, neglect, abuse, and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including secondary effects of victimization; theoretical and evidence-based approaches to assessment; documentation of victims and perpetrators of violence. Prerequisite: FORS 601 and graduate classification.

Graduate Certificate in Forensic Health Care Outcomes*

Upon earning a Graduate Certificate in Forensic Health Care, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critique theories related to victimization and those who perpetrate violence through the life span.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Relate the issues and consequences of violence to the societal cost of victimization across the life span.</td>
<td>2, 3, 6, 8</td>
</tr>
<tr>
<td>3. Synthesize the human response to physical, sexual, psychological, emotional, social, and financial effects of victimization.</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>4. Summarize interventions which aid in transitioning a victim of violence to survivor status while preventing re-victimization.</td>
<td>1, 2</td>
</tr>
<tr>
<td>5. Outline a provider’s response to a victim of physical, sexual, psychological, and emotional violence.</td>
<td>1, 5</td>
</tr>
<tr>
<td>6. Utilize evidenced-based assessment and documentation approaches to victims of violence resulting in physical and psychological trauma.</td>
<td>2, 4, 5</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Nancy R. Downing, PhD, RN, SANE-A  
Telephone number: 979-436-0157  
Email address: downing@tamhsc.edu  
Office hours:  

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities  
Reading Assignments  

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40</td>
</tr>
</tbody>
</table>
Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

**Faculty Expectations, Course Assumptions & Attendance Requirements**

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

**Due Dates/Times:**

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

**Individual Assignments:**

1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

**Discussion Boards:**
Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop *Initial Posts* and *Secondary Posts*. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module **PRIOR** to developing Initial or Secondary Posts. All *Initial Posts* **MUST** be evidence-based, properly cited, and provide direct responses to prompts within the module. *Initial Posts* should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the *Secondary Posting* phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.
2. Length of *Initial Posts* should be maintained between 150 – 250 words and **MUST** include citations according to the grading rubric. *Secondary Posts* should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ *Initial Posts* to the Discussion Board and respond to the number of postings required as stated in the instructions.
3. Suggestions for replying to colleagues in during the *Secondary Posting* phase of the DB include:
   *Always be respectful of others, but scholarly disagreements are fine.
   *Provide an alternative perspective with a discussion of your point of view.
   *Share own experiences but use empirical resources in the analysis.
   *Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   *Suggest why you might see things differently. (cite/reference)
*Ask a probing or clarifying question.
*Share an insight form having read the colleague’s posting.
*Offer and support with evidence from the literature an informed opinion. (cite/reference)
*Validate an idea with your own experience.
*Make a suggestion supported with evidence from the literature. (cite/reference)
*Expand on the colleague’s posting.
*Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

**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***

*“As Aggie does not lie, cheat, or steal, or tolerate those who do.”*
# Course Calendar
**FORS 602: Victimology: Clinical Implications & Applications**

## Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Victimology&lt;br&gt;The Language of Victimology</td>
<td>Diagle &amp; Mufic Chapter 1</td>
<td>Video Presentation</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Theories of Victimization</td>
<td>Diagle &amp; Mufic Chapter 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>The Costs of Victimization</td>
<td>Diagle &amp; Mufic Chapter 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Weeks: 4</td>
<td>Perpetrators &amp; Predators</td>
<td>Assigned Readings</td>
<td>Video Presentation</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Homicide</td>
<td>Diagle &amp; Mufic Chapter 7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Sexual Assault</td>
<td>Diagle &amp; Mufic Chapter 8</td>
<td></td>
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<tr>
<td>7</td>
<td>Week: 7</td>
<td>Intimate Partner Violence</td>
<td>Diagle &amp; Mufic Chapter 9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Child Maltreatment</td>
<td>Diagle &amp; Mufic Chapter 10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Elder Maltreatment</td>
<td>Diagle &amp; Mufic Chapter 10</td>
<td>Discussion</td>
</tr>
<tr>
<td>10</td>
<td>Weeks: 10, 11</td>
<td>Special Populations and Issues: Persons with Disabilities&lt;br&gt;Human Trafficking&lt;br&gt;Hate Crimes&lt;br&gt;Terrorism&lt;br&gt;Stalking</td>
<td>Diagle &amp; Mufic Chapters 11 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Responding to Victims</td>
<td>Assigned Readings</td>
<td>Video Presentation</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>From Victim to Survivor to Thriver</td>
<td>Assigned Readings</td>
<td>Discussion</td>
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<tr>
<td></td>
<td>Week: 14</td>
<td>Work on Final Paper</td>
<td>Work on Final Paper</td>
<td></td>
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<tr>
<td></td>
<td>Week: 15</td>
<td>Finals Week&lt;br&gt;Course/Faculty Evaluations</td>
<td>Final Exam</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type:
   - [ ] Undergraduate
   - [x] Graduate
   - [ ] First Professional (DDS, MD, JD, PharmD, DPA)

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course:
   - FORS 603: Justice Today, Prevention Tomorrow

4. Catalog course description (not to exceed 50 words): Justice Today, Prevention Tomorrow (3-0). Credit 3. In-depth analysis of the role of the trauma specialist within the criminal and civil court system; critical collaboration between representatives of the healthcare system, investigative systems and the legal system in seeking justice for victims of violence; investigative processes involving trauma, injury and death; methods of evidence collection and preservation in the trauma/emergency department and other settings; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs. Prerequisite: NURS 601 and NURS 602.

5. Prerequisite(s): None
   - Cross-listed with: N/A
   - Stacked with: N/A

6. Is this a variable credit course? [ ] Yes
   - If yes, from ______ to ______
   - [x] No

7. Is this a repeatable course? [ ] Yes
   - If yes, this course may be taken ______ times.
   - [x] No

8. Will this course be repeated within the same semester? [ ] Yes
   - [x] No

9. Will this course be submitted to the Core Curriculum Council?
   - [ ] Yes
   - [x] No

10. How will this course be graded?
    - [x] Grade
    - [ ] S/U
    - [ ] P/F (CLMD)

11. This course will be:
    - a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
       - N/A
    - b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       - N/A

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix
    - FORS

   Course #
    - 603

   Title (excluding punctuation)
    - JUSTICE TODAY, PREVENTION TOMORROW

   Lecture Lab Other SCH CPI and Fund Code
   - 3.00 0.00 0.00 0.00 6138940120

   Admin Unit
   - CON

   Acad. Year 16 - 17 0 0 3 6 3 2

   Approval recommended by:
    - Debra Matthews 2-15-16
    - Chair, College Review Committee

   Date
    - Kevin P. McDonald

   Date

   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course)
    - [ ] Date

   Department Head or Program Chair (Type Name & Sign)
   (Type Name & Sign)
   Date
    - [ ] Date

   Date

   Dean of College
    - [ ] Date

   Date

   Chair, GC or UCC
    - [ ] Date

   Date

   Submitted to Coordinating Board by:
    - [ ] Date

   Associate Director, Curricular Services
    - [ ] Date

   Effective Date
    - [ ] Date

Questions regarding this form should be directed to Sandrin Williams at 845-8201 or sandrin.williams@tamu.edu
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  College of Nursing

3. Course prefix, number and complete title of course:  FORS 603: Justice Today, Prevention Tomorrow

4. Catalog course description (not to exceed 50 words):  Justice Today, Prevention Tomorrow (3-0). Credit 3. In-depth analysis of the role of the trauma specialist within the criminal and civil court system; critical collaboration between representatives of the healthcare system, investigative systems and the legal system in seeking justice for victims of violence; investigative processes involving trauma, injury and death; methods of evidence collection and preservation in the trauma/emergency department and other settings; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs.

5. Prerequisite(s):  Graduate classification; FORS 601 and FORS 602

Cross-listed with:  N/A

Stacked with:  N/A

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  □ No  If yes, from _____ to _____

7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _____ times.

Will this course be repeated within the same semester?  □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No

9. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)  N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #:  Title (excluding punctuation)  
   FORS  603  JUSTICE TODAY, PREVENTION TOMO

<table>
<thead>
<tr>
<th>LeCt</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>HIP and Fund Code</th>
<th>Admin. Unit</th>
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<td>17</td>
</tr>
</tbody>
</table>

Approval recommended by:  

Department Head or Program Chair (Type Name & Sign)  Date  
Chair, College Review Committee  Date

Department Head or Program Chair (Type Name & Sign) (if cross-listed course)  Date  
Dean of College  Date

Submitted to Coordinating Board by:  
Associate Director, Curricular Services  Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.  
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 603 Justice Today, Prevention Tomorrow

Term XXXXX
Meeting times and location Online

Course Description and Prerequisites

Justice Today, Prevention Tomorrow (3-0). Credit 3. In-depth analysis of the role of the trauma specialist within the criminal and civil court system; critical collaboration between representatives of the healthcare system, investigative systems and the legal system in seeking justice for victims of violence; investigative processes involving trauma, injury and death; methods of evidence collection and preservation in the trauma/emergency department and other settings; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs. Prerequisite: Graduate classification; FORS 601 and FORS 602.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf
The Commission on Accreditation for Law Enforcement Agencies, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the role of the criminal and civil courts systems in seeking justice for victims of violence.</td>
<td>3, 5</td>
</tr>
<tr>
<td>2. Delineate medico-legal investigative processes associated with crimes resulting in victimization.</td>
<td>1, 3</td>
</tr>
<tr>
<td>3. Specify methods and techniques of evidence collection and preservation for clothing, body fluids, hair, photography.</td>
<td>4, 5</td>
</tr>
<tr>
<td>4. Portray the attributes of expert witness testimony in a mock trial.</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>5. Apply the social-ecological model of primary prevention of violence at the individual, relationship, community, and societal levels.</td>
<td>5, 8</td>
</tr>
<tr>
<td>6. Explore factors placing people at risk for violence and factors protecting them from violence.</td>
<td>6, 7, 8</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours: By appointment

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Journal Article Summaries (3)</td>
<td>25</td>
</tr>
<tr>
<td>Mid-Term Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>15</td>
</tr>
</tbody>
</table>
Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

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Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

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Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts.
All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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
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<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction/ Course Overview</td>
<td>Selected Reading: James, Nordby, Bell Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Overview of Criminal Justice Systems</td>
<td>Mitchell &amp; Anglin Chapter 28 Discussion Board – Initial Post</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Overview of Civil Justice Systems</td>
<td>Mitchell &amp; Anglin Chapter 28 Discussion Board – Response Post</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Testifying as a Fact or Expert Witness/Tips on Testifying</td>
<td>Selected Readings Discussion Board</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Overview of Investigative Services and Systems</td>
<td>Selected Readings Journal Article Summary</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Practice Breakdown vs. Abuse or Neglect</td>
<td>Selected Readings Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Principles of Evidence Collection and Preservation for All</td>
<td>Selected Readings Mid-term Reflection</td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Public Health Perspectives of Interpersonal Violence</td>
<td>Selected Readings Quiz</td>
</tr>
<tr>
<td>10</td>
<td>Week: 10</td>
<td>Placing the Victim/Client/Patient within a Social Ecological Model</td>
<td>Selected Readings Journal Article Summary</td>
</tr>
<tr>
<td>11</td>
<td>Week: 11</td>
<td>Assessing for Dangerousness Across the Lifespan</td>
<td>Mitchell &amp; Anglia Chapter 23 Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Linking the ACE Study to a System Approach to Prevention</td>
<td>Selected Readings Discussion Board – Initial Post</td>
</tr>
<tr>
<td>15</td>
<td>Week: 15</td>
<td>Final Project Course/Faculty Evaluations</td>
<td>Final Project</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: 
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course: FORS 604: Advanced Trauma Assessments and Injury Pathology

4. Catalog course description (not to exceed 50 words): Advanced Trauma Assessments and Injury Pathology (3-1). Credit 3. In-depth review of injury pathology, advanced trauma assessments, and diagnosis of physical and psychological injuries across the lifespan; biomechanical and forensics of sharp, blunt, thermal, penetrating, and mixed injuries; methods to differentiate between intentional versus unintentional injuries; diseases and physical findings mimicking abuse; physiology of wound healing; biomechanics and pathophysiology of bruising; bruise resolution and similarities and differences with/from ecchymoses; pressure ulcer formation, healing, and treatment; cutaneous injury prevention. Prerequisite: FORS 601, FORS 602, and FORS 603.

5. Prerequisite(s): None
   Cross-listed with: N/A
   Stacked with: N/A

6. Is this a variable credit course? Yes
   No
   If yes, from ______ to ______

7. Is this a repeatable course? Yes
   No
   If yes, this course may be taken ______ times.

8. Will this course be repeated within the same semester? Yes
   No

9. Will this course be submitted to the Core Curriculum Council? Yes
   No

10. How will this course be graded? Grade
    S/U
    P/F (CLMD)

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       N/A
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       N/A

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix: FORS
    Course #: 604
    Title (excluding punctuation): ADVANCED TRAUMA ASSESSMENTS AND INJURY PATHOLOGY

<table>
<thead>
<tr>
<th>Lec</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Debra Matthews 2-15-16
Department Head or Program Chair (Type Name & Sign) Date

Kari J. Johnson 2-16-16
Chair, College Review Committee Date

Debra Matthews 2/16/16
Dean of College Date

Chair, GC or JCC 03/01/16
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

Form Instructions

1. Course request type:
   □ Undergraduate  ❑ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   College of Nursing

3. Course prefix, number and complete title of course:
   FORS 604: Advanced Trauma Assessments and Injury Pathology

4. Catalog course description (not to exceed 50 words):
   Advanced Trauma Assessments and Injury Pathology (3-1). Credit 3. In-depth review
   of injury pathology, advanced trauma assessments, and diagnosis of physical and psychological injuries across the lifespan; biomechanical and
   forensics of sharp, blunt, thermal, penetrating, and mixed injuries; methods to differentiate between intentional versus unintentional injuries;
   diseases and physical findings mimicking abuse; physiology of wound healing; biomechanics and pathophysiology of bruising; bruise
   resolution and similarities and differences with/from ecchymoses; pressure ulcer formation, healing, and treatment; cutaneous injury
   prevention.

5. Prerequisite(s):
   Graduate classification; FORS 601, FORS 602, FORS 603

   Cross-listed with:  N/A
   Stacked with:  N/A
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   □ Yes  ❑ No
   If yes, from ________ to ________

7. Is this a repeatable course?
   □ Yes  ❑ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?
   □ Yes  ❑ No

8. Will this course be submitted to the Core Curriculum Council?
   □ Yes  ❑ No
   □ P/F (CLMD)

9. How will this course be graded?
   ❑ Grade  □ S/U

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       N/A
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       N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach
    approval letters.

12. ❑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-
    controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    FORS  604  ADVANCED TRAUMA ASSESSMENTS AN

    Lect  Lab  Other  SCH  CP and Fund Code  Admin. Unit  Acad. Year  HIC Code
    3.00  1.00  0.00  0.00  51.3899  CON  16  -  17  0  0  3  6  3  2

    Approval recommended by:

    Department Head or Program Chair (Type Name & Sign)  Date
    Chair, College Review Committee  Date

    Department Head or Program Chair (Type Name & Sign)  Date
    Dean of College  Date

    Submitted to Coordinating Board by:
    Associate Director, Curricular Services  Date
    Chair, GC or UCC  Date

    Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 604 Advanced Trauma Assessments and Injury Pathology

Term

Meeting times and location Online

Course Description and Prerequisites

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Graduate Certificate in Forensic Health Care Outcomes*

Upon earning a Graduate Certificate in Forensic Health Care, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing

National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf

The Commission on Accreditation for Law Enforcement Agencies, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf

Learning Outcomes or Course Objectives
By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the biomechanics of sharp, blunt, thermal, penetrating and mixed injuries based on current research and evidenced-based practice.</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Describe the physiology of wound healing and list factors contributing to and compounding bruising and bruise healing</td>
<td>1, 2</td>
</tr>
<tr>
<td>Review diseases and physical findings that mimic abuse/neglect and differentiate accidental from intentional injury.</td>
<td>1, 2, 3, 7</td>
</tr>
<tr>
<td>Cite current research and best practices in injury pathology, physiology, and treatment around asphyxiation, strangulation and trauma to the brain and skull.</td>
<td>1, 2</td>
</tr>
<tr>
<td>Review two redacted actual case histories and develop written forensic reports.</td>
<td>5, 6, 7, 8</td>
</tr>
<tr>
<td>Critique the written forensic reports of others enrolled in the class</td>
<td>7, 8</td>
</tr>
</tbody>
</table>

**Instructor Information**

Name: Daniel J. Sheridan, PhD, RN FNE-A, FAAN
Telephone number: 979 - 436 – 0177
Email address: dsheridan@tamhs.edu
Office hours: By appointment.

**Textbook and/or Resource Material**

REQUIRED LEARNING MATERIALS:


**Grading Policies**

**Ungraded Activities**

**Graded Activities (percentage of course grade)**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Forensic Report #1</td>
<td>15</td>
</tr>
<tr>
<td>Forensic Report #2</td>
<td>15</td>
</tr>
<tr>
<td>Peer Critique of Forensic Report</td>
<td>10</td>
</tr>
<tr>
<td>Final Reflective Summary</td>
<td>5</td>
</tr>
</tbody>
</table>

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# Course Calendar

**FORS 604 – Advanced Trauma Assessments and Injury Pathology**

*Semester/Year*

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Forensic documentation</td>
<td>Online Sources Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Blunt force trauma I</td>
<td>Chapter 29 Mitchell &amp; Anglin Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Blunt force trauma II</td>
<td>Chapters 4, 5 DiMaio &amp; DiMaio Quiz</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Wounds caused by pointed/sharp edges weapons</td>
<td>Chapter 7 DiMaio &amp; DiMaio Research Journal Article</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Asphyxiation Strangulation</td>
<td>Chapter 8 DiMaio &amp; DiMaio Chapter 16 Mitchell &amp; Anglin Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>Week 7</td>
<td>Skull &amp; brain trauma</td>
<td>Chapter 6 DiMaio &amp; DiMaio Chapter 14 Mitchell &amp; Anglin Quiz</td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Physical/psychological trauma of children</td>
<td>Chapter 12 DiMaio &amp; DiMaio Chapter 33 Mitchell &amp; Anglin Discussion Board</td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Sexual assault of children</td>
<td>Chapter 18 DiMaio &amp; DiMaio Chapter 19 Mitchell &amp; Anglin Assignment</td>
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<tr>
<td>10</td>
<td>Week: 10</td>
<td>Sexual assault of adults</td>
<td>Chapter 18 DiMaio &amp; DiMaio Chapter 19 Mitchell &amp; Anglin Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Week: 11</td>
<td>Elder/vulnerable person abuse/neglect</td>
<td>Chapter 21 DiMaio &amp; DiMaio Chapter 35 Mitchell &amp; Anglin Assignment</td>
</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Redacted case review and Forensic Report 1</td>
<td>Case Study Materials Forensic Report #1</td>
</tr>
<tr>
<td>13</td>
<td>Week: 13</td>
<td>Redacted case review and Forensic Report 2</td>
<td>Case study materials Forensic Report #2</td>
</tr>
<tr>
<td>14</td>
<td>Week: 14</td>
<td>Peer critique of selected classmates write up</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Reflective Summary Course/Faculty Evaluations</td>
<td>Final Reflective Summary</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  □ Undergraduate  ☒ Graduate  □ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  College of Nursing
3. Course prefix, number and complete title of course:  FORS 610: Forensic Sexual Assault Examiner Course
4. Catalog course description (not to exceed 50 words):  Forensic Sexual Assault Examiner Course (3-0). 3 credit. Roles and responsibilities: legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organs; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures. Prerequisite: Graduate classification.

5. Prerequisite(s):  None
Cross-listed with:  N/A  Stacked with:  N/A

6. Is this a variable credit course?  □ Yes  ☒ No  If yes, from _____ to _____
7. Is this a repeatable course?  □ Yes  ☒ No  If yes, this course may be taken _____ times.
8. Will this course be repeated within the same semester?  □ Yes  ☒ No
9. Will this course be submitted to the Core Curriculum Council?  □ Yes  ☒ No
10. How will this course be graded:  ☒ Grade  □ S/U  □ P/F (CLMD)
11. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A
12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
13. Prefix  Course #  Title (excluding punctuation)
    FORS  610  FORENSIC SEXUAL ASSAULT EXAMINER

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad. Year</th>
<th>ECE Code</th>
<th>Approval recommended by</th>
</tr>
</thead>
<tbody>
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<td>0.00</td>
<td>5189001020</td>
<td>CON</td>
<td>16</td>
<td>17</td>
<td>Level 6</td>
</tr>
</tbody>
</table>

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
* Submit original form and attach a course syllabus. *

1. Course request type:  ☒ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  College of Nursing

3. Course prefix, number and complete title of course:  FORS 610: Forensic Sexual Assault Examiner Course

4. Catalog course description (not to exceed 50 words):  Forensic Sexual Assault Examiner Course (3.0). 3 credit. Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organ; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures. Prerequisite: Graduate classification.

5. Prerequisite(s):  None

6. Is this a variable credit course?  ☐ Yes  ☒ No

7. Is this a repeatable course?  ☐ Yes  ☒ No

8. Will this course be repeated within the same semester?  ☐ Yes  ☒ No

9. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☒ No

10. How will this course be graded?  ☒ Grade  ☐ S/U  ☐ P/F (CLMD)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Pretty Course #:  FORS 610

<table>
<thead>
<tr>
<th>Title (excluding punctuation)</th>
<th>FORNS SEXUAL ASSAULT EXAMIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date

Department Head or Program Chair (Type Name & Sign)  Date

Dean of College  Date

(if cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number  FORS 610 Forensic Sexual Assault Examiner
Term
Meeting times and location  Online

Course Description and Prerequisites
Forensic Sexual Assault Examiner (3-0). Credits 3. Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organ; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures. Prerequisites: NURS 601 or current enrollment in NURS 601.

Graduate Certificate in Forensic Health Care Outcomes*

Upon earning a Graduate Certificate in Forensic Health Care, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the roles and responsibilities of the SANE in respect to the provision of services.</td>
<td>1, 5</td>
</tr>
<tr>
<td>2. Appraise approaches used to obtain comprehensive histories of reported sexual assaults.</td>
<td>1</td>
</tr>
<tr>
<td>3. Analyze the components of comprehensive head-to-toe physical assessments to identify body surface injury for the victim and perpetrator.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>4. Analyze the components of a genital examination assessing for genital injury.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>5. Delineate standard practices for the collection, preservation, storage and chain of custody of evidence.</td>
<td>2, 3</td>
</tr>
<tr>
<td>6. Explain the use of photography and written documentation in supporting a sexual assault examination and prosecution.</td>
<td>3, 4</td>
</tr>
<tr>
<td>7. Describe the role and responsibilities as expert witness in legal proceedings.</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Nancy R. Downing, PhD, RN, SANE-A
Telephone number: 979-436-0157
Email address: downing@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)
<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Reports</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Project</td>
<td>40</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Policy

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.
2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.
3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
* Always be respectful of others, but scholarly disagreements are fine.
* Provide an alternative perspective with a discussion of your point of view.
* Share your experiences but use empirical resources in the analysis.
* Ask questions to further the discussion, post additional resources such as articles, websites, video clips, etc.
* Suggest why you might see things differently. (cite/reference)
* Ask a probing or clarifying question.
* Share an insight form having read the colleague’s posting.
* Offer and support with evidence from the literature an informed opinion. (cite/reference)
* Validate an idea with your own experience.
* Make a suggestion supported with evidence from the literature. (cite/reference)
* Expand on the colleague’s posting.
* Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Other pertinent course information:

This course satisfies required didactic component of sexual assault nurse examiner training; students will need to complete clinical training in their own communities to practice as sexual assault nurse examiners.

Professionals with other roles related to responding to sexual assault will complete modules specific to their discipline: advocacy, law enforcement, prosecution.

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, in Cain Hall, Room B118, or call 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 Calendar

**FORS 610 – Forensic Sexual Assault Examiner Course**

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>A Trauma-Informed Approach</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>2</td>
<td>Weeks: 2&amp;3</td>
<td>Building a Sexual Assault Response Team (SART)</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>3</td>
<td>Weeks: 4&amp;5</td>
<td>Overview of Procedures for Responding to Sexual Assault</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>4</td>
<td>Weeks: 6&amp;7</td>
<td>Sexual Assault Evidentiary Exam Procedures (or module associated with other professional discipline)</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>5</td>
<td>Week: 8</td>
<td>SART Member Case Examples</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>6</td>
<td>Week: 9</td>
<td>SART Meetings</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>7</td>
<td>Week: 10</td>
<td>Underserved Populations</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>8</td>
<td>Week: 11</td>
<td>Technology to Assist Evidence Collection</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Evidence-Based Practice in Responding to Sexual Assault</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Planning to Practice in Your Community</td>
<td>Online Discussion</td>
</tr>
<tr>
<td></td>
<td>Week: 14</td>
<td>Work on Final Projects</td>
<td>Work on Final Project</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Project Due</td>
</tr>
</tbody>
</table>
Form Instructions

1. Course request type:  
   - [ ] Undergraduate  
   - [x] Graduate  
   - [ ] First Professional (DDS, MD, JD, PharmD, DVA)

2. Request submitted by (Department or Program Name):  
   College of Nursing

3. Course prefix, number and complete title of course:  
   FORS 611: Application of Clinical Pharmacology to Victims of Violence

4. Catalog course description (not to exceed 50 words):  
   Application of Clinical Pharmacology to Victims of Violence (1-0). Credit 1. Drug-facilitated sexual assault; pharmacological treatment of STDs and pregnancy prophylaxis; pharmacological treatment for individuals with existing drug addiction; patient safety and compliance; methods to assess for current drug abuse; types of date-rape drugs and their actions. Prerequisites: Graduate classification.

5. Prerequisite(s):  
   - None

6. Cross-listed with:  
   - N/A

7. Stacked with:  
   - N/A

8. If this is a variable credit course?  
   - [ ] Yes  
   - [x] No

9. If yes, from _____ to _____

10. If this is a repeatable course?  
    - [ ] Yes  
    - [x] No

11. If yes, this course may be taken _____ times.

12. Will this course be repeated within the same semester?  
    - [ ] Yes  
    - [x] No

13. Will this course be submitted to the Core Curriculum Council?  
    - [ ] Yes  
    - [x] No

14. How will this course be graded?  
    - [x] Grade  
    - [ ] S/U  
    - [ ] P/F (CLMD)

15. This course will be:  
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)  
   - N/A

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
   - N/A

16. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

17. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

18. Prefix  
   - FORS

19. Course #  
   - 611

20. Title (excluding punctuation)  
   - APPLICATION OF CLINICAL PHARMA

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<th>Lab.</th>
<th>Other</th>
<th>S/CH</th>
<th>CP and 641 Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>CON</td>
<td>16</td>
<td>- 17</td>
</tr>
</tbody>
</table>

Approval recommended by:  

[Signature]  
[Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

Form Instructions

1. Course request type:
   - □ Undergraduate
   - □ Graduate
   - □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   College of Nursing

3. Course prefix, number and complete title of course:
   FORS 611: Application of Clinical Pharmacology to Victims of Violence

4. Catalog course description (not to exceed 50 words):
   Application of Clinical Pharmacology to Victims of Violence (1-0). Credit 1. Drug-facilitated sexual assault; pharmacological treatment of STDs and pregnancy prophylaxis; pharmacological treatment for individuals with existing drug addiction; patient safety and compliance; methods to assess for current drug abuse; types of date-rape drugs and their actions.

5. Prerequisite(s):
   Graduate classification

   Cross-listed with: N/A
   Stacked with: N/A

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   - □ Yes
   - □ No
   If yes, from _______ to _______

7. Is this a repeatable course?
   - □ Yes
   - □ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester?
   - □ Yes
   - □ No

8. Will this course be submitted to the Core Curriculum Council?
   - □ Yes
   - □ No

9. How will this course be graded?
   - □ Grade
   - □ S/U
   - □ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
       N/A
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

   FORS 611 APPLICATION OF CLINICAL PHARMA

   Lect. Lab Other SCH CIP and Fund Code Admin Unit Acad. Year HCE Code
   1.00 0.00 0.00 0.00 51.3899 CON 16 - 17 0 0 3 6 3 2

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   Dean of College Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date
   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 611 Application of Clinical Pharmacology to Victims of Violence

Term XXXX
Meeting times and location Online

Application of Clinical Pharmacology to Victims of Violence (1-0). Credit 1. Drug-facilitated sexual assault; pharmacological treatment of STDs and pregnancy prophylaxis; pharmacological treatment for individuals with existing drug addiction; patient safety and compliance; methods to assess for current drug abuse; types of date-rape drugs and their actions. Prerequisites: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.

2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.

3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.

4. Document techniques to collect and preserve evidence with integrity, competence, and respect.

5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.

6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.

7. Advocate for the needs and interests of victims of violence to improve access to services.

8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing

National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf

The Commission on Accreditation for Law Enforcement Agencies, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Delineate characteristics and motivations of drug-facilitated sexual assault including typical date-rape drugs used to render a victim powerless.</td>
<td>1, 7</td>
</tr>
<tr>
<td>2. Explain the actions, side effects, interactions, adverse effects (alone and when mixed with street drugs) for the following chemical agents: (1) γ-Hydroxybutyric acid (GHB), (2) flunitrazepam (Rohypnol), (3) benzodiazepines, (4) ketamine, (5) ethanol, and (6) MDMA (Ecstasy) and modalities to test for the presence of these drugs in the human body.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>3. Evaluate recommended pharmacological treatment for STDs and pregnancy prophylaxis through the actions, side effects, interactions, adverse effects (alone and when mixed with other drugs).</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamhs.edu
Office hours: Arranged at student request

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

*Ungraded Activities*
Reading Assignments

*Graded Activities (percentage of course grade)*

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>35</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>25</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
</tbody>
</table>
Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues' Initial Posts) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late Secondary Posts (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late Initial Posts.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information
previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion.(cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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

FORS 611 – Application of Clinical Pharmacology to Victims of Violence

Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Clinical Pharmacology</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Pharmacodynamics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Pharmacokinetics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Motivations Behind Drug-Facilitated Assault</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Focused Study: GHB, Rohypnol, Benzodiazepines</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Focused Study: Ketamine, Ethanol, Ecstasy</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Pharmacological Treatment and Existing Drug Addiction</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Prepare for Mid-term Exam</td>
<td>Reading Assignment</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Methods to Assess for Current Drug Abuse</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>10</td>
<td>Week: 10</td>
<td>Indications and Drugs Used for Pregnancy Prophylaxis Post Sexual Assault</td>
<td>Reading Assignment</td>
<td>Quiz</td>
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<td>11</td>
<td>Week: 11</td>
<td>Pathophysiology of Selected STDs</td>
<td>Reading Assignment</td>
<td>Quiz</td>
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<tr>
<td>12</td>
<td>Week: 12</td>
<td>Overview of STD Identification and Treatment</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>13</td>
<td>Week: 13</td>
<td>Specific Drugs Used to Treat STDs</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>14</td>
<td>Week: 14</td>
<td>Drug-to-drug Interactions</td>
<td>Reading Assignment</td>
<td>Quiz</td>
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<td></td>
<td>Week: 15</td>
<td>Final Course Exam</td>
<td>Reading Assignment</td>
<td>Final Course Exam</td>
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<td></td>
<td></td>
<td>Course/Faculty Evaluations</td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

1. Course request type: □ Undergraduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
   □ Graduate

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course: FORS 612: Human Trafficking

4. Catalog course description (not to exceed 50 words): Human Trafficking (1-0). Credit 1. Forms of trafficking; Trafficking Victims Protection Act; involuntary servitude, peonage, debt bondage; recruitment and transportation; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking across U. S. borders. Prerequisites: Graduate classification.

5. Prerequisite(s): None
   Cross-listed with: N/A
   Stacked with: N/A

6. Is this a variable credit course? □ Yes  □ No
   If yes, from ______ to ______

7. Is this a repeatable course? □ Yes  □ No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No

9. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history) N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    FORS  612  HUMAN TRAFFICKING

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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP &amp; Fund Code</th>
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<td>1</td>
<td>7</td>
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Approval recommended by:

Della Matthews  2-15-16
Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) Date

Karen J. Forsell  2-16-16
Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) Date

Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: □ Undergraduate  □ Graduatе  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Nursing

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5. Prerequisite(s):

Graduate classification

Cross-listed with: N/A  Stacked with: N/A

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  □ No  If yes, from ______ to ______

7. Is this a repeatable course? □ Yes  □ No  If yes, this course may be taken ______ times.

Will this course be repeated within the same semester? □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No

9. How will this course be graded: □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   N/A

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

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13. Prefix  Course #  Title (excluding punctuation)

   FORS  612  HUMAN TRAFFICKING

   Lect. Lab Other S/H CIP and Fund Code Admin. Unit Acad. Year HC1 Code
   1.00  0.00  0.00  0.00  51.3899  CON  16  -  17  0  0  3  6  3  2

   Approval recommended by: Level 6

   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee

   Department Head or Program Chair (Type Name & Sign) Date

   Dean of College

   (if cross-listed course)

   Submitted to Coordinating Board by:

   Chair, GC or UCC

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.william@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 612 Human Trafficking

Term XXXX
Meeting times and location Online

Human Trafficking (1-0). Credit 1. Forms of trafficking; Trafficking Victims Protection Act; involuntary servitude, peonage, debt bondage; recruitment and transportation; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking across U. S. borders. Prerequisites: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.

2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.

3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.

4. Document techniques to collect and preserve evidence with integrity, competence, and respect.

5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.

6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.

7. Advocate for the needs and interests of victims of violence to improve access to services.

8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing

National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf

The Commission on Accreditation for Law Enforcement Agencies, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiate various forms of trafficking and associated recruitment practices</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>designed to attract vulnerable individuals and populations.</td>
<td></td>
</tr>
<tr>
<td>2. Explore biological, psychological, spiritual, and sociological impacts of</td>
<td>1, 5</td>
</tr>
<tr>
<td>human bondage impacting the challenge of identifying trafficked individuals.</td>
<td></td>
</tr>
<tr>
<td>3. Summarize global anti-trafficking laws intended to combat trafficking through</td>
<td>7, 8</td>
</tr>
<tr>
<td>prevention, protection of victims and prosecution of offenders.</td>
<td></td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>30</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Mid-term/Final Guided Self-Reflection</td>
<td>20</td>
</tr>
<tr>
<td>Final Course Project</td>
<td>20</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
Students must have a final course average of at least 80% to successfully pass the course.

**Faculty Expectations, Course Assumptions & Attendance Requirements**

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

**Due Dates/Times:**

**Projects/Special Learning Activities:** Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

**Individual Assignments:**

1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

**Discussion Boards:**

1. **Initial Posts** to the Discussion Board are due by Sunday at midnight CST. **Secondary Posts** (in response to colleagues’ **Initial Posts**) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late **Secondary Posts** (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late **Initial Posts**.
3. **Online Etiquette:** A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

**Other Pertinent Course Information**

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop **Initial Posts** and **Secondary Posts**. Please use these guidelines for DB participation:

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   * Offer and support with evidence from the literature an informed opinion.(cite/reference)
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## Course Calendar
### FORS 612 – Human Trafficking

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction of Human Trafficking – <em>Not in Our City</em></td>
<td>Palmiotto Chapter 14</td>
<td>Assignment</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Historical Perspectives</td>
<td>Palmiotto Chapter 1</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Sociological Perspectives</td>
<td>Palmiotto Chapter 3</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Psychological Perspectives</td>
<td>Palmiotto Chapter 4</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Forms of Trafficking and Types of Bondage</td>
<td>Palmiotto Chapter 9</td>
<td>Assignment</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Recruitment Practices and Cultural Influences</td>
<td>Palmiotto Chapter 8</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Role of the Internet in Human Trafficking</td>
<td>Palmiotto Chapter 5</td>
<td>Discussion Board</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mid-term Guided Self Reflection</td>
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<tr>
<td>8</td>
<td>Week: 8</td>
<td>Child Victim Recruitment into Sex Trafficking</td>
<td>Palmiotto Chapter 6</td>
<td>Assignment</td>
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<tr>
<td>9</td>
<td>Week: 9</td>
<td>Human Trafficking and Street Gangs</td>
<td>Palmiotto Chapter 10</td>
<td>Assignment</td>
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<td>10</td>
<td>Week: 10</td>
<td>Illegal Immigrants and Forced Labor</td>
<td>Palmiotto Chapter 11</td>
<td>Assignment</td>
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<td>11</td>
<td>Week: 11</td>
<td>Investigation into Human Trafficking</td>
<td>Palmiotto Chapter 7</td>
<td>Assignment</td>
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<td>12</td>
<td>Week: 12</td>
<td>Laws and Law Enforcement Awareness</td>
<td>Palmiotto Chapters 13, 16</td>
<td>Discussion Board</td>
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<tr>
<td>13</td>
<td>Week: 13</td>
<td>Transportation Across Borders; Federal Law</td>
<td>Palmiotto Chapters 2, 12</td>
<td>Assignment</td>
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<tr>
<td>14</td>
<td>Week: 14</td>
<td>Providing Effective Services to Victims</td>
<td>Palmiotto Chapter 15</td>
<td>Discussion Board</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final Guided Self-Reflection</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Course Project Course/Faculty Evaluations</td>
<td></td>
<td>PowerPoint or Prezi Presentation to Discussion Board</td>
</tr>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DPA)
2. Request submitted by (Department or Program Name): College of Nursing
3. Course prefix, number and complete title of course: FORS 613: Forensic Photography
4. Catalog course description (not to exceed 50 words): Forensic Photography (1-0). 1 credit. Fundamentals of photographic documentation of injuries sustained during a crime; camera and equipment selection; camera skills; forensic photography techniques; supporting documentation; data management; victim rights. Prerequisite: Graduate Classification.

5. Prerequisite(s): None
   Cross-listed with: N/A
   Stacked with: N/A

6. Is this a variable credit course? [ ] Yes [ ] No If yes, from _______ to _______
7. Is this a repeatable course? [ ] Yes [ ] No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? [ ] Yes [ ] No
8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No
9. How will this course be graded? [ ] Grade [ ] S/U [ ] P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
       N/A
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       N/A

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13. Prefix Course # Title (excluding punctuation)
    FORS 613 FORENSIC PHOTOGRAPHY

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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECE Code</th>
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</tbody>
</table>

Approval recommended by:

[Signature]
[Name]
[Title]
[Date]

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee

Dean of College

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Submitted to Coordinating Board by:

Associate Director, Curricular Services

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Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Course request type: □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course: FORS 613: Forensic Photography

4. Catalog course description (not to exceed 50 words): Forensic Photography (1-0). 1 credit. Fundamentals of photographic documentation of injuries sustained during a crime; camera and equipment selection; camera skills; forensic photography techniques; supporting documentation; data management; victim rights.

5. Prerequisite(s):

<table>
<thead>
<tr>
<th>Graduate classification</th>
<th>Stacked with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-listed with: N/A</td>
<td>Stacked with: N/A</td>
</tr>
</tbody>
</table>

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  □ No  If yes, from ______ to _______

7. Is this a repeatable course? □ Yes  □ No  If yes, this course may be taken ______ times.

Will this course be repeated within the same semester? □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No

9. How will this course be graded? □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
N/A

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>FORS 613</th>
<th>FORENSIC PHOTOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec.  Lab  Other</td>
<td>SCH</td>
</tr>
<tr>
<td>1.00  0.00  0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date  Chair, College Review Committee  Date

Department Head or Program Chair (Type Name & Sign)  Date  Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 613 Forensic Photography

Term
Meeting times and location Online

Course Description and Prerequisites

Forensic Photography (1-0). Credit 1. Fundamentals of photographic documentation of injuries sustained during a crime; camera and equipment selection; camera skills; forensic photography techniques; supporting documentation; data management; victim rights. Prerequisite: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.

2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.

3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.

4. Document techniques to collect and preserve evidence with integrity, competence, and respect.

5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.

6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.

7. Advocate for the needs and interests of victims of violence to improve access to services.

8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify necessary equipment for photographic documentation of injuries</td>
<td>4</td>
</tr>
<tr>
<td>2. Demonstrate correct forensic photography techniques and data management</td>
<td>4</td>
</tr>
<tr>
<td>3. Practice photographic skills while maintaining integrity and respect, and advocating for victims</td>
<td>7</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Project</td>
<td>30</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Discussion boards in this course will be used only for clarification of assignments, troubleshooting and sharing information and assignments. They will not be graded.
2. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

You must have regular access to a camera in order to take this course.

Required camera features and equipment:
- Digital SLR
- 10 or higher megapixel image sensors
- Manual exposure settings
- A macro lens or macro capability for close-up photographs
- Electronic flash that can be manually turned off
- Tripod

You will also purchase a kit that will include items required to complete assignments.

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](http://aggiehonor.tamu.edu)

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

Course Calendar
FORS 513—Forensic Photography

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Forensic Photography</td>
<td>Robinson Chapter: 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Week: 2</td>
<td>Basic Camera Skills</td>
<td>London &amp; Stone, Chapters 1&amp;2</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Week 3</td>
<td>Composition</td>
<td>Robinson Chapter 2 Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Week: 4&amp;5</td>
<td>Exposure and Resolution</td>
<td>London &amp; Stone Chapter 3 Robinson Chapter 3 Assignment</td>
<td></td>
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<tr>
<td></td>
<td>5</td>
<td>Week: 6</td>
<td>Depth of Field</td>
<td>Robinson Chapter 4 Assignment</td>
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<tr>
<td></td>
<td>6</td>
<td>Week: 7</td>
<td>Using a Flash</td>
<td>Robinson Chapter 5</td>
<td></td>
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<tr>
<td></td>
<td>7</td>
<td>Week: 8</td>
<td>Photographing Victims</td>
<td>Robinson Chapter 6</td>
<td></td>
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<tr>
<td></td>
<td>8</td>
<td>Week: 9</td>
<td>Filters, Alternate Light Source and Fluorescence</td>
<td>Robinson Chapter 7 Assignment</td>
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<tr>
<td></td>
<td>9</td>
<td>Week: 10</td>
<td>Management of Digital Data</td>
<td>Robinson Chapter 11</td>
<td></td>
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<tr>
<td></td>
<td>10</td>
<td>Week: 11</td>
<td>Legal Considerations</td>
<td>Robinson Chapter 12 Assignment Quiz</td>
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<td></td>
<td>11</td>
<td>Week: 12</td>
<td>Putting it All Together</td>
<td>Assignment Quiz</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Week: 13</td>
<td>Final Projects</td>
<td>Work on Final Project</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Week: 14</td>
<td>Present Final Projects</td>
<td>Post Final Projects on Discussion Board</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Week 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Projects Due</td>
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</tr>
</tbody>
</table>
# Texas A&M University

**Departmental Request for a New Course**  
Undergraduate + Graduate + Professional  
*Submit original form and attach a course syllabus.*

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### Form Instructions

1. Course request type:  
   - [ ] Undergraduate  
   - [x] Graduate  
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by *(Department or Program Name):*  
   College of Nursing

3. Course prefix, number and complete title of course:  
   FORS 614: Policy and Ethics of Interpersonal Violence

4. Catalog course description (not to exceed 50 words):  
   Policy and Ethics of Interpersonal Violence (1.0). 1 credit. Overview of policies and ethical considerations that inform forensic healthcare practice and procedures; identification, discussion, and analysis of federal, state, and local policies; regulation of professional practice; scopes and standards of practice; policy and legislation regarding victim populations; ethical standards for health professionals working with victims. Prerequisite: Graduate Classification.

---

### 5. Prerequisite(s):

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<tr>
<th>Cross-listed with:</th>
<th>N/A</th>
<th>Stacked with:</th>
<th>N/A</th>
</tr>
</thead>
</table>

Cross-listed courses require the signature of both department heads.

### 6. Is this a variable credit course?  
- [ ] Yes  
- [x] No

If yes, from _____ to _____

### 7. Is this a repeatable course?  
- [ ] Yes  
- [x] No

If yes, this course may be taken _____ times.

### 8. Will this course be repeated within the same semester?  
- [ ] Yes  
- [x] No

### 9. Will this course be submitted to the Core Curriculum Council?  
- [ ] Yes  
- [x] No

### 10. How will this course be graded?  
- [x] Grade  
- [ ] S/U  
- [ ] P/F (CLMD)

### 11. This course will be:

- [ ] required for students enrolled in the following degree program(s) *(e.g., B.A. in history)*
  
  N/A

- [ ] an elective for students enrolled in the following degree program(s) *(e.g., M.S., Ph.D. in geography)*
  
  N/A

### 12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.  
Attach approval letters.

### 13. Prefix  
FORS  

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>614</td>
<td>POLICY AND ETHICS OF INTERPERS</td>
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<table>
<thead>
<tr>
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<th>Lab</th>
<th>Other</th>
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<th>IP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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</table>

Approval recommended by:  
Debra Matthews  
2-15-16
  
Chair, College Review Committee  
2-16-16
  
Department Head or Program Chair  
2-14-14
  
Dean of College  
2-14-14
  
Chair, GC or UCC  
2-14-14

Submitted to Coordinating Board by:  
Associate Director, Curricular Services  
Date  
Effective Date

---

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course: FORS 614: Policy and Ethics of Interpersonal Violence

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5. Prerequisite(s):

   Graduate classification

   Cross-listed with: N/A

   Stacked with: N/A

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No

   If yes, from _______ to _______

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9. Will this course be submitted to the Core Curriculum Council?

   □ Yes □ No

10. How will this course be graded: □ Grade □ S/U □ P/F (CLMD)

11. This course will be:

   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

       N/A

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

       N/A

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

   FORS 614 POLICY AND ETHICS OF INTERPERSONAL VIOLENCE

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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</table>

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee Date

   Department Head or Program Chair (Type Name & Sign) Date

   (If cross-listed course)

   Dean of College Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 614 Policy and Ethics of Interpersonal Violence

Term
Meeting times and location Online

Course Description and Prerequisites
Policy and Ethics of Interpersonal Violence (1-0). Credits 1. Overview of policies and ethical considerations that inform forensic healthcare practice and procedures; identification, discussion, and analysis of federal, state, and local policies; regulation of professional practice; scopes and standards of practice; policy and legislation regarding victim populations; ethical standards for health professionals working with victims. Prerequisite: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.

2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.

3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.

4. Document techniques to collect and preserve evidence with integrity, competence, and respect.

5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.

6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.

7. Advocate for the needs and interests of victims of violence to improve access to services.

8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf
The Commission on Accreditation for Law Enforcement Agencies, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf

Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize the policy-making process at the federal, state, and local levels pertaining to care of victims</td>
<td>2, 6</td>
</tr>
<tr>
<td>2. Apply policy and ethics guidelines important to professionals working with victims of violence</td>
<td>2, 5, 7</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities

Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>40</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
Students must have a final course average of at least 80% to successfully pass the course.

**Faculty Expectations, Course Assumptions & Attendance Requirements**

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 00:01 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

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**Due Dates/Times:**

**Projects/Special Learning Activities:** Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

**Individual Assignments:**
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

**Discussion Boards:**
Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.
2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.
3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share your own experiences, but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites, video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.
4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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Academic Integrity
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## Course Calendar
### FORS 614– Policy and Ethics of Interpersonal Violence
#### Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Policy</td>
<td>Porche Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Federalism and State Law</td>
<td>Porche Chapter 2</td>
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<tr>
<td>3</td>
<td>Week 3</td>
<td>Policy Making</td>
<td>Porche Chapter 7</td>
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<tr>
<td>4</td>
<td>Week: 4</td>
<td>Policy &amp; Ethics</td>
<td>Porche Chapter 11 Discussion</td>
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<tr>
<td>5</td>
<td>Week: 5</td>
<td>Professional Codes of Ethics</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Crime Victim Rights</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7&amp;8</td>
<td>Violence Against Women &amp; Law</td>
<td>Robinson Chapter 6</td>
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<tr>
<td>8</td>
<td>Week: 9</td>
<td>Child Abuse &amp; Neglect &amp; Law</td>
<td>Robinson Chapter 7</td>
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<td>9</td>
<td>Week: 10</td>
<td>Elder Abuse &amp; Neglect &amp; Law</td>
<td>Robinson Chapter 11 Discussion</td>
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<td>10</td>
<td>Week: 11</td>
<td>Scopes &amp; Standards of Practice</td>
<td>Forensic Nursing Scope &amp; Standards of Practice Assigned Readings</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Unintended Consequences of Laws &amp; Policy &amp; Future Directions</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td></td>
<td>Discussion Final Exam</td>
</tr>
<tr>
<td>13</td>
<td>Week: 14</td>
<td></td>
<td>Work on Final Paper</td>
</tr>
<tr>
<td>14</td>
<td>Week: 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   College of Nursing

3. Course prefix, number and complete title of course:
   FORS 615; Forensic Mental Health

4. Catalog course description (not to exceed 50 words):
   Forensic Mental Health (1-0). Credit 1. Examination of mental health issues relevant to forensic healthcare; forensic mental health roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; ethical issues associated with crime and mental health. Prerequisites: Graduate classification.

5. Prerequisite(s):
   - None

6. Cross-listed with:
   - N/A

7. Stacked with:
   - N/A

8. Cross-listed courses require the signature of both department heads.

9. Is this a variable credit course?
   - Yes
   - No

10. If yes, from _______ to _______.

11. Is this a repeatable course?
    - Yes
    - No

12. If yes, this course may be taken _______ times.

13. Will this course be repeated within the same semester?
    - Yes
    - No

14. Will this course be submitted to the Core Curriculum Council?
    - Yes
    - No

15. How will this course be graded?
    - Grade
    - S/U
    - P/F (CLMD)

16. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      - N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      - N/A

17. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

18. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

19. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>FORS</th>
<th>615</th>
<th>FORENSIC MENTAL HEALTH</th>
</tr>
</thead>
<tbody>
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<tr>
<td>CON</td>
<td>16</td>
<td>-</td>
</tr>
</tbody>
</table>

20. Approval recommended by:
   - Debra Matthews 2/15/16
   - Chair, College Review Committee 2/16/16
   - Dean of College 2/16/16
   - Chair, GC or UCC 03/03/16

21. Submitted to Coordinating Board by:
   - Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Course request type:  
   □ Undergraduate  □ Graduate  □ First Professional (DOD, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course: FORS 615; Forensic Mental Health

4. Catalog course description (not to exceed 50 words): Forensic Mental Health (1-0). Credit 1. Examination of mental health issues relevant to forensic healthcare; forensic mental health roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; ethical issues associated with crime and mental health.

5. Prerequisite(s):

   Cross-listed with:  
   N/A

   Stacked with:  
   N/A

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   □ Yes  □ No

   If yes, from ________ to ________

7. Is this a repeatable course?  
   □ Yes  □ No

   If yes, this course may be taken ________ times.

8. Will this course be repeated within the same semester?  
   □ Yes  □ No

9. Will this course be submitted to the Core Curriculum Council?  
   □ Yes  □ No

10. How will this course be submitted to Core Curriculum Council?  
    □ P/F  

11. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)  
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
      N/A

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.  Attach approval letters.

13. Prefix  □  Course/#  □  Title (excluding punctuation)
    FORS  615  FORENSIC MENTAL HEALTH

   Lect  □  Lab  □  Other  □  SCH  □  CRP and Fund Code  Admin. Unit  Acad. Year  HCE Code
   1.00  0.00  0.00  0.00  51.3899  CON  16 - 17  0  0  3  6  3  2

   Approval recommended by:  
   Level 6

   Department Head or Program Chair (Type Name & Sign)  Date

   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Chair, College Review Committee  Date

   Chair, College Review Committee  Date

   Chair, GC or UCC  Date

   Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Texas A&M Health Science Center
College of Nursing

Course title and number
FORS 615 Forensic Mental Health

Term
Meeting times and location
Online

Course Description and Prerequisites
Forensic Mental Health (1-0). Credit 1. Examination of mental health issues relevant to forensic healthcare; forensic mental health roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; ethical issues associated with crime and mental health. Prerequisites: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcome</th>
</tr>
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<tbody>
<tr>
<td>1. Examine roles and competencies of forensic health professionals</td>
<td></td>
</tr>
<tr>
<td>2. Identify mental health risk factors, including addiction, for crime perpetration and victimization</td>
<td>2</td>
</tr>
<tr>
<td>3. Apply knowledge of mental health issues to forensic healthcare practice</td>
<td>1, 2, 5, 8</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE
Telephone number: 806-789-9714
Email address: utterback@tamhs.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>25</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
</tr>
</tbody>
</table>
Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F =<60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.
2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.
3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   *Always be respectful of others, but scholarly disagreements are fine.
   *Provide an alternative perspective with a discussion of your point of view.
   *Share own experiences but use empirical resources in the analysis.
   *Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   *Suggest why you might see things differently. (cite/reference)
   *Ask a probing or clarifying question.
*Share an insight form having read the colleague’s posting.
*Offer and support with evidence from the literature an informed opinion (cite/reference)
*Validate an idea with your own experience.
*Make a suggestion supported with evidence from the literature (cite/reference)
*Expand on the colleague’s posting.
*Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

**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 Calendar
FORS 615–Forensic Mental Health

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Forensic Mental Health</td>
<td>Belenko &amp; Spohn Chapter 1 Assignment</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Theories of Drug Use and Abuse</td>
<td>Belenko &amp; Spohn Chapter 3 Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Abuse, Addiction &amp; Crime</td>
<td>Belenko &amp; Spohn Chapter 2, 4 Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Week 4</td>
<td>Roles in Forensic Mental Health</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Mental Health &amp; Crime: Victimization</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Mental Health &amp; Crime: Perpetration</td>
<td>Belenko &amp; Spohn Chapter Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7 &amp; 8</td>
<td>Mental Health Diagnoses Associated with Perpetration of Crime</td>
<td>Simon &amp; Golds Case Study Assignment Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 9</td>
<td>Mental Health Ethics</td>
<td>Belenko &amp; Spohn Chapter 5 Discussion Board</td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Determination of Diminished Capacity</td>
<td>Simon &amp; Golds Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Competent to Stand Trial: Laws and Procedures</td>
<td>Belenko &amp; Spohn Chapters 7, 8 Assignment</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Mental Health and Juvenile Justice</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Psychological Profiling in Criminal Investigative Analysis</td>
<td>Simon &amp; Golds Discussion Board</td>
</tr>
<tr>
<td>13</td>
<td>Week: 14</td>
<td>Current Issues in Forensic Mental Health</td>
<td>Belenko &amp; Spohn Chapter 10 Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Course Paper Course/Faculty Evaluations</td>
<td>Final Course Paper Due</td>
</tr>
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</table>