DEN5010: Interdisciplinary Service Learning I

Fall 2020 - Spring 2020

Course Description:

This course will provide student experience in an integrated service-learning framework. Students will be expected to demonstrate the ability to: work with an interdisciplinary team, communicate effectively, understand social and cultural factors that influence patients, function as a health information resource and work effectively within community service organizations.

I. General Information

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Course Credits: 1
Semester: Fall - Spring

Contributing Faculty

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II. Course Goals

This course will provide student interprofessional experiences in an integrated service-learning framework. Students will be expected to demonstrate the ability to: work with an interdisciplinary team, communicate effectively, understand social and cultural factors that influence patients, function as a health information resource and work effectively within community service organizations.

III. Course Overview

Interdisciplinary service learning includes four courses that will span the entire DMD curriculum: DEN 5010, DEN 6011, DEN 7012, DEN 8013. All four courses are composed of interprofessional learning experiences and independent completion of required community service.

IV. Course Outline

Interdisciplinary service learning includes four courses that will span the entire DMD curriculum: DEN 5010: Year 1, Semesters 1,2 includes:

- Putting Families First Meetings, Seminars, Family visits and project,
- Participation in the ATTAC-IT program,
- Safe Moves-Patient Transfer IPE with Physical Therapy Students
- Ten hours of Community Service that you are to arrange.

V. Course Material

Required:

- Putting Families First materials in Canvas.
- ATTAC-IT materials in Canvas.
- Safe Moves IPE with Physical Therapy Students materials in Canvas.

Additional Resource:

Dental Lib Guide: [http://guides.uflib.ufl.edu/dental](http://guides.uflib.ufl.edu/dental)

VI. Course Objectives

Course Components:

Note: Due to the COVID-19 pandemic, aspects of this course that were formerly in person now will be delivered in a Zoom format. You will receive updates and instructions on the specifics of the small group and patient meetings for both PFF and ATTAC-IT as the specifics are determined.

1. Putting Families First (PFF): Semesters One and Two

The PFF activities are designed to initiate an interdisciplinary learning practicum for health professions, nursing, pharmacy and medical students. The central theme of the course is family health over the life cycle. Students will learn to conceptualize family health beliefs and behavior from a biopsychosocial framework, and they will learn to assess family health care needs and health care access through a multidisciplinary lens. See full PFF syllabus on the PFF website link in the document section.

Learning Objectives:

- Communicate effectively and demonstrate caring and respectful behaviors when interacting with volunteers and their families.
● Gather essential and accurate information about their assigned families.
● Evaluate health behavior and develop a family health project for one of the family members in the volunteer family.
● Provide health care information aimed at preventing health problems or maintaining health.
● Develop a basic understanding of the features of the community in which the volunteer family resides as they relate to support structures, resources, and access to health care.
● Communicate and collaborate professionally and therapeutically with assigned families and with students from different healthcare professions.
● Develop skills in eliciting perceptions of health from family members.
● Demonstrate ability to collect a culturally sensitive and comprehensive health history including mood, medication and nutritional assessment.
● Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.
● Work effectively with others as a member or leader of a healthcare team or other professional groups.
● Demonstrate knowledge of and respect for overlapping roles and distinct competencies of different health professionals.
● Present synthesized information related to the health of the volunteer in a small group setting.
● Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.
● Meet the responsibilities of the PFF course, including attending all small group sessions and completing each assigned home visit by the required date.
● Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care.
● Demonstrate sensitivity and responsiveness to patients’ culture, age, gender, and disabilities.
● Demonstrate a willingness for self- and external evaluation and feedback.

2. AHEC Tobacco Training and Cessation Program(ATTAC-IT): Semester One

Students will attend a half-day seminar that includes interdisciplinary small group activities.

Learning objectives:

● Students will recognize the links between tobacco and other substance abuse and both dental and physical health by participating in group interdisciplinary learning through ATTAC-IT training experience.
• Students will discuss significant issues related to substance abuse in one interdisciplinary "Afternoon of Learning" related to substance abuse in the fall semester. Preparation for this afternoon includes completing substance abuse preparation packets, which are posted. You will attend a large group lecture on substance abuse topics and then go to a five-person small group of students from other colleges in the health center to participate in group-learning activities. Your ability to perform well in the small group activity is directly tied to your completion of the preparation materials.

3. Community Service: Semester One and/or Two

A minimum of 10 clock hours of Community-Based Interdisciplinary Service Learning per academic year is required to fulfill the requirements of this course. You may choose to participate in college or institutionally supported events, or you may seek out volunteer initiatives on your own. All non-college initiatives require submission of a pre approval form at least one week prior to the initiative. This form is found in the documents section of this course. Please email completed forms to jbrock@dental.ufl.edu.

• Due to the COVID-19 pandemic, until further notice, service cannot be clinically dentally or healthcare-related. Educational, non-contact initiatives are acceptable.
• You will receive hour for hour credit for service-learning initiatives.
• Credit will be awarded for university and college-sponsored initiatives that require service of self and have a direct social impact on our community.
• Non-institutional or independent initiatives are acceptable with pre approval. A pre approval form for your own initiatives is located in the documents section of this syllabus.

Following are some basic guidelines to help you get the most out of your service-learning experiences:

• Pick something you are passionate about. You have many talents, including that of a young professional in your field, to share with others.
• This is meant to be a positive experience, not punishment, so make it enjoyable.
• Finish your requirement early, over time. If you complete them, on time, with proper documentation, you will get an "A". You will get an "I" in the course if hours are not completed prior to the deadline. You may also be required to remediate additional hours if this occurs. This is firm, no exceptions.
• Document and submit all hours, even those in excess of the 10 required per year. In the third and fourth years of the DMD program, we often use summative hours to determine awards and scholarships. Make sure your documentation includes a supervisor's signature. Jennifer Brock (352.273.6800) manages hours tracking.
• Fill out the pre approval form in advance of your non-college-sponsored initiatives, or you will not receive credit for outside activities.
• If EVER in doubt, contact Jennifer Brock or Dr. Micaela Gibbs at 352-514-7988 with questions.

Examples of acceptable independent service-learning initiatives:

In non-COVID-19 periods: Any clinical initiatives sponsored by or organized through the UFCD: Mission Trips, WeCare, GKAS, Baptist Van. However, during designated pandemic periods, participation in these initiatives is suspended until further notice.

During COVID-19 periods and after: Any pre-approved or college sponsored social initiatives that meet the time and impact requirements above, such as Habitat for Humanity, Coastal Cleanup, and Special Olympics.

• Any pre approved social initiatives that meet the time and impact requirements above, such as Habitat for Humanity, Coastal Cleanup, and Special Olympics.
• March of Dimes, Equal Access Clinic, Points of Light, etc that requires you to directly donate your time, with a direct impact on the community.
• Any pre approved initiative that is meaningful to you and meets the service criteria above. If not sponsored by the UFCD, requires pre approval (please see documents section)

Examples of unacceptable service-learning initiatives:

Being paid for anything, monetary donations independent of service, fulfilling 2 requirements at once (course credit and service credit) or something outside of the institution that you have not gotten preapproval for.

• Faith-based initiatives are acceptable as long as they impact the community from a social service perspective- for example, health fairs or provision of care. Teaching Sunday school or coaching your child’s sports team does not qualify.
• General political canvassing or campaigning is unacceptable. Exceptions may be made on a case by case basis, if they involve legislation to improve increased access to health care or reform in current policy.
• Not all school-based initiatives will be accepted (i.e., tours for admissions) The goal of this is personal growth and community impact. If you have a question, please ask!
• If in doubt, fill out a pre approval form prior to the initiative. Pre approval forms are located in the documents section of this syllabus.
VII. Course Competencies
This course teaches the following competencies in the "Competencies for the New Dental Graduate".

Domain II: Professionalism

4: Ethical Standards: Apply principles of ethical decision making and professional responsibility.

5: Legal Standards: Apply legal and regulatory concepts related to the provision and/or support of oral health care services.

6: Appropriate Referral Provide oral health care within the scope of general dentistry to include recognizing the complexity of patient treatment and identifying when referral is indicated.

Domain III: Communication and Interpersonal Skills

7: Communication Skills: Apply the fundamental principles of behavioral sciences using patient-centered approaches for promoting, improving and maintaining oral health.

Domain IV: Health Promotion

9: Health Promotion & Disease Prevention: Provide oral health care within the scope of general dentistry to include health promotion and disease prevention.

10: Interprofessional Experiences: Communicate and collaborate with other members of the health care team to facilitate the provision of health care.

VIII. Evaluation

This course is graded as S/U (satisfactory/unsatisfactory.)

This course serves as a critical foundation in professionalism that is built upon for the entire 4 years of dental education. As a result, professional violations of the course guidelines are taken very seriously and will be dealt with on a case by case basis. This includes non-completion of any portion of the course, late submission of requirements, or unprofessional conduct either in action or in written assignments. This may consist of remediation of any portions of the course or potential administrative action.
Attendance at the ATTAC-IT, PPF and ECC IPE classes. You must contact the Course Director and Group Facilitator if you are unable to attend due and complete a makeup assignment.

S-Students that attend all sessions and complete all assignments with a passing score will be awarded this grade.

U-Students that do not attend all sessions (or makeups) and/or complete all assignments with a passing score will be awarded this grade.

Course Remediation: If a student receives an "Unsatisfactory" grade in this course they must meet with the Course Director to design a remediation assessment.

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://ufl.bluera.com/ufl/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.”

IX. Administrative Practices

Administrative practices for all UFCD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Course Policies" on the DMD Student Website:

https://dental.ufl.edu/education/dmd-program/course-policies/

X. Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.