DEN6011: Interdisciplinary Service Learning II  
Summer 2019

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, recognize ethical dilemmas one faces as a dental health professional, and work effectively within community service organizations.

I. General Information

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Course Credits: 1  
Semester: Summer

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II. Course Goals
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 patient care, recognize ethical dilemmas one faces as a dental health professional, and work effectively within community service organizations. A minimum of 10 independent service hours are required to be completed by the deadline in semester 5. Additionally, participation will be required in Interprofessional Learning in Healthcare (ILPH), the followup to Putting Families First (PFF,DEN 5010). This portion of the course will consist of three half-day sessions that will use team-based learning as a pedagogical method, dividing over 600 students into 8 rooms, and further divided into groups of seven students. Approximately 60% of the participants will have worked with interprofessional teams as part of the first year Interdisciplinary Family Health course, while 40% will be new to interprofessional education. Participants will include all second-year students in the Colleges of Medicine, Dentistry, and Pharmacy; the accelerated BSN students from the College of Nursing; all first-year Physician Assistant students; all first-year Masters of Public Health students; and all second-year students in the doctoral program in Physical Therapy and the masters program in Occupational Therapy. Students will do preparatory readings upon which they will be tested, then participate in group solutions for problems related to the content areas. Faculty facilitators and content experts from across the Health Science Center will serve as instructional leaders. Content areas, selected by the Strategic Planning Committee for the University of Florida Health Science Center, will include health systems, professional ethics, and health care quality.

III. Course Overview
Interdisciplinary service learning includes four courses that will span the entire DMD curriculum:
- DEN 5010: Year 1, Semesters 1,2
- DEN 6011: Year 2, Semesters 3,4,5
- DEN 7012: Year 3, Semesters 6,7,8
- DEN 8019: Year 4, Semesters 9,10,11

IV. Course Outline
Year 2 (Semester 3,4,5): Minimum of 10 hours of volunteer community service per year
Mandatory participation in Interprofessional Learning in Healthcare, IPLH (Follow up to PFF course in DEN 5010)
V. Course Material

Optional resource:
HSC Dental Library Guide

VI. Course Objectives

This course consists of participation in ILPH and completion of at least 10 community service hours.

Interprofessional Learning in Health Care (IPLH) Objectives:

Given a problem scenario, individuals will collaborate as an interdisciplinary team to identify and examine causes that contributed to the etiology of medical error

1. Teams will collaborate to analyze, evaluate and report risks to patient safety within a specific scenario;
2. Teams will collaboratively appraise and justify approaches to preventing systemic errors associated with a specific scenario.

Objectives of Community Service initiatives:

1. Conceptualize and employ tools gained during the first year course (PFF, ATTAC-IT), including family health beliefs and cultural competency, and apply these tools in a variety of volunteer settings.
2. Participate in both independent and institutionally sponsored service learning initiatives to further develop an appreciation for the social, educational and health care needs of our community. (10 hours required yearly).
3. Experience diverse community settings and populations.
4. Be prepared in semester 11 to write a reflective essay that describes the impact of their individual community experiences on their maturation in the profession of dentistry and as an individual.

Community-Based Interdisciplinary Service Learning

A minimum of 10 clock hours of service per academic year is required to fulfill the requirements of this course. This year only, due to COVID-19 interruption, hours will carry over from the last academic year and 20 hours must be completed in full, with documentation, by the yearly deadline.
• These hours do not normally carry over from year to year and must be completed in full, with documentation, by the yearly deadline. This year is the exception due to COVID-19.
• 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.

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.
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

- Mandatory participation in Interprofessional Learning in Healthcare, IPLH (Follow up to IPFF course in DEN 5010) which includes three half days of attendance.
- A minimum of 10 clock hours of service per academic year is required to fulfill the requirements of this course.

Pass = Participate in three half-day IPLH seminars and Completion of a minimum of 10 hours of community service from semester 3 - 5.
Fail = Missing any of the three half-day IPLH seminars AND/OR Less than 10 hours of community service from semester 3-5.

Course Remediation:

If a student receives an "E" grade in this course they must meet with the Course Director within 2 weeks to develop an action plan that addresses the lack of participation and includes successfully completing additional service assignments.

Faculty Evaluation

“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 theirCanvas 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:
X. Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.