

# DEN7012: Interdisciplinary Service Learning III

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

## I. General Information

### Course Director:

Micaela Gibbs, DDS, MHA  
Office: 1329 SW 16th St., Suite 5180  
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Phone: (352) 514-7988  
Course Credits: 1  
Semester: Summer

### Support Staff

Jennifer Brock Bushnell (352) 273-6800 JBROCK@dental.ufl.edu TA / Syllabus / Grade Administrator  
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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.

## III. Course Overview

Interdisciplinary service learning includes four multi-semester courses that 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

<b>3DN Summer Semester 6</b>	<b>3DN Fall Semester 7</b>	<b>3DN Spring Semester 8</b>
<b>DEN 7012</b>	<b>DEN 7012</b>	<b>DEN 7012</b>
<ul style="list-style-type: none"> <li>● Community Service</li> </ul>	<ul style="list-style-type: none"> <li>● Community Service</li> <li>● Care One Rotation</li> </ul>	<ul style="list-style-type: none"> <li>● Community Service</li> <li>● Care One Rotation</li> <li>● IPE Case with Pharmacy Students (?)</li> </ul>

In this course, you will learn to conceptualize and employ tools gained during the first year and second-year courses (PFF, ATTAC-IT, IPLH), including family health beliefs and cultural competency, and apply these tools in a variety of volunteer settings. Students will continue to 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. Students will experience diverse community settings and populations and will be prepared in their final year 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. Students will also participate in a half day rotation in the Care One Clinic at UFHealth.

## Interdisciplinary Care One Clinical Rotation

The purpose of the Care One Clinic is to serve as an interdisciplinary transitional primary care clinic for patients that face exceptional challenges in managing their health needs, which are often complex. It serves adults with systemic comorbidities in addition to social, psychological, and financial barriers that impede access to regular care and optimal health management. Patients are referred to Care One from the UF Health Emergency Department, when discharged from an inpatient stay with no primary care provider, or upon completion of home health care after an inpatient visit with no primary care provider. Often these individuals are uninsured and have frequent visits to the Emergency Department. The interprofessional approach to patient management afforded by the clinic facilitates integration and coordination of referrals in order to improve patient compliance and outcomes.

The purpose of Care One Interdisciplinary rotation is to provide an experience for DN3 students to build on knowledge and skills gained through didactic and early clinical experiences and apply them in an interprofessional ambulatory primary care setting. This portion of the course provides dental students with experiences in interacting with a diverse team of health professionals, including physicians, nurses, pharmacists, social workers, and other health profession students in order to improve the overall health of medically complex patients. During your experience at the Care One Clinic, you will interact with patients with the goal of improving their understanding of the oral/systemic health link. You will use your basic science and overall knowledge of systemic health to educate patients in order to improve their oral health, apply appropriate prevention strategies, act as a referral resource for dental care, and most importantly collaborate and communicate with members of the entire health team for the betterment of the patient.

### Student Expectations:

To act in a professional manner and as a representative of the UFCD while engaging in effective communication, collaboration, and shared decision making as part of an interprofessional healthcare team.

### Faculty and site information:

Faculty: Micaela Gibbs, DDS, MHA. Cell: 352-514-7988

Location: Care One Clinic, 1600 Archer Rd, Gainesville, FL. First floor Shands Hospital Location 13. From the main dental tower elevators, turn left down the hall to the hospital and it is your first clinic on the right.

Assigned rotation: One-half day/semester, 8 am –12 pm or 1–5 pm, Monday or Thursday

Attire: Blue scrubs, eye protection, name tag, headlamp, and laptop/phone/tablet for reference purposes

## 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 dental 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.

## IV. Course Outline

**Year 3 (Semester 6,7,8):**

- Minimum of 10 hours of service per year.
- A scheduled interdisciplinary rotation in the Care One clinic.

## V. Course Material

### Recommended:

Burt BA, Eklund SA. Dentistry, Dental Practice and the Community, 6th Edition. Philadelphia: W.B. Saunders Company, 2005.

### Optional resource:

HSC Dental Library Guide

## VI. Course Objectives

1. Engage in collaborative patient care decision making with members of an interprofessional healthcare team. Emphasis is on face-to-face interactions, although sharing of information from other sources is encouraged.
2. Identify, evaluate, and communicate the appropriateness of specific oral interventions for individual patients and be able to relay the relevance of those interventions to other members of the healthcare team.
3. Assist the healthcare team in establishing patient-centered goals in collaboration with the patient, caregivers, and various patient support entities.
4. Educate the patient and interprofessional team with respect to optimal oral hygiene practices and nutrition specific to the patient's oral health.
5. With the oversight of UFCD faculty, assess patients' oral conditions and relay potential systemic impact of findings to patients. If indicated, act to facilitate referral of patients for dental care.

## VII. Course Competencies

This course teaches to the following competency(ies) in the "Competencies for the New Dental Graduate".

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.

This course certifies the following competencies in the "Competencies for the New Dental Graduate".

Domain II: Professionalism

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 IV: Health Promotion

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

## VIII. Evaluation

### Care One Rotation

Reflective Prompts: DEN 7012

Thank you for taking a moment to think about the time you recently spent in the Care One Clinic. Please answer the following reflective prompts about your experience:

1. If you had \$10,000 to spend on one of these patients you saw, what things would you do holistically for them?
  - a. In what order would you do them? Please provide justification.
2. What, if anything, that you learned today would you apply to your own clinical management of patients?
3. How does this experience impact your view of interprofessional collaboration in practice?
4. Choose a non-dental member of the team. Describe the value they provided to the team overall.
  - a. What did they do/did not do to enhance patient care?
  - b. How did their care reflect in your own work or approach to care?

Optional:

1. What did you enjoy most about the experience?
2. How could we improve the rotation?

**Please submit directly to Canvas within 3 days of your rotation.**

Care One clinical rotation rubric:

Care One Rotation Rubric		
Criteria	Satisfactory- Met Expectations	Unsatisfactory- Did Not Meet Expectations
Team Communication	Communicated effectively with team members.	No or little communication with other providers and/or used inappropriate dental jargon that impeded understanding by other health care providers.
Team interaction	Interact respectfully with all team members.	Demonstrated lack of professionalism (absent, tardy, disrespectful, close-minded).
Team collaboration	Collaborate effectively with team members and demonstrate the integration of oral and systemic health to facilitate the provision of health care.	Did not contribute to team collaboration and/or ask key questions to facilitate the provision of health care, and/or no demonstration on the integration of oral and systemic health.

1. Care One Rotation clinic attendance (25%) and reflection paper - 25%
2. Completion of a minimum of 10 hours of community service by semester 8 - 50%

## 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 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.