DEN8019: Interdisciplinary Service Learning IV
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:
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Course Credits: 0
Semester: Fall

Contributing Faculty

Support Staff

Jennifer Brock Bushnell (352) 273-6800 J BROCK@dental.ufl.edu TA / Syllabus / Grade Administrator
Johnna Lechler TA / Syllabus / Grade Administrator

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, function as a health information resource in a middle school classroom, 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 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

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### IV. Course Outline

Year 4 (Semester 9,10,11):
- Minimum of 10 hours of service per year
- IPE Class: Pharmacy and Dental Students: Preparedness for Practice
- Final competency assessment reflection paper in Semester 11
V. Course Material

Recommended:


Optional resource:

HSC Dental Library Guide

VI. Course Objectives

Students will learn to 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 and interprofessional 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.

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.

Outside of a COVID-19 pandemic situation, service may, but is not required, to be dentally or health care related. Until further notice, no clinically related volunteer services may be rendered by students. Unfortunately, this includes initiatives such as RAM, FreeDOM Clinic, and WeCare. Please contact Dr. Gibbs if you have any questions.

You will receive an 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 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:

1. 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.

2. 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. PLEASE get these done before the deadline—people have not graduated because of this! This is firm, no exceptions.

3. Document and submit all hours, even those in excess of the 10 required per year. Make sure your documentation includes a supervisor's signature. Jennifer Brock (352.273.6800) manages hours tracking.

4. Fill out the pre-approval form in advance of your initiative, or you will not receive credit for non-sponsored initiatives.

5. If EVER in doubt, contact Jennifer Brock or Dr. Micaela Gibbs at 352.273.6800 or 6801 with questions.

Examples of acceptable service learning initiatives:

In non-COVID-19 periods: Any initiatives sponsored by or organized through the UFCD: Mission Trips, WeCare, GKAS, Baptist Van, 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.

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 initiative that is meaningful to you and meets the service criteria above.

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 have not been pre-approved. 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 (ie, tours for admissions) The goal of this is personal growth and community impact.

Interprofessional Education

Pharmacy and Dental Students will participate in one Preparedness for Practice case analysis on prescribing.

VII. Course Competencies

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

Domain II: Professionalism
4: Ethical Standards: Apply the 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 a 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.
8: Diversity: Manage a diverse patient population and have the interpersonal and communication skills to function successfully in a multicultural work environment.

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.

Domain V: Practice Management and Informatics
11: Practice Management: Apply the basic principles and philosophies of practice management, models of oral health care delivery and how to function successfully as the leader of the oral health care team.

Domain VI: Patient Care
A. Assessment, Diagnosis, and Treatment
12: Patient Assessment, Diagnosis, Treatment Planning, and Informed Consent: Provide oral health care within the scope of general dentistry to include patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent.

B. Establishment and Maintenance of Oral Health
15: Patient Management: Provide oral health care within the scope of general dentistry to patients in all stages of life.

This course certifies the following competency(ies):

Domain III: Communication and Interpersonal Skills
8: Diversity: Manage a diverse patient population and have the interpersonal and communication skills to function successfully in a multicultural work environment.

VIII. Evaluation

1. Complete a minimum of 10 hours of community service.
2. Participate in an Interprofessional Education (dental and pharmacy students) case analysis on prescribing.
3. Complete a final competency assessment reflection paper once all your service learning hours are completed (2-3 pages, typed and double-spaced) is due in May of semester 11. You will receive notice early in semester 11 of the specific day.

Service Learning Reflection Paper

As you reflect back on all 4 years of your experiences, please share those that most impacted your development as a professional and person.

Use the following questions to guide your "Service Learning" reflection paper: * NOTE: Question #10 is a Competency Assessment

Requirements: 2-3 pages, typed, double-spaced, 10-12 font, 1 inch margins.

One essay to be written once all volunteer hours are completed. Please write in essay form.

You must answer ALL questions below in an essay format.

1. List locations of volunteer work.
2. Why did you choose to volunteer at these locations? Now pick your most memorable service learning experience.
3. What were your preconceptions regarding the organization and the populations they serve?
4. What was your role in the initiative?
5. Was the experience what you expected? Why?
6. How great was the need in the community that these organizations attempted to address?
7. How critical is the presence of volunteers to the mission of the organization?
8. Will you continue to volunteer your time with any of these organizations you worked with? If not, why?
9. Were the experiences positive? If not, what would have made this portion of your education more productive?
10. Now, thinking back to all of your service learning experiences, reflect upon your ability to interact, communicate, and function successfully with diverse populations, both patients and providers.
   A) How has this impacted your ability to treat patients as a dental student?
   B) How will this contribute to your ability to treat diverse populations in the future?

Grading Criteria for evaluating the reflection papers.
You must successfully complete Q 10 to pass this competency.

Question #10 Critical errors: The essay is not a reflection, the essay does not reflect on diversity.

   Pass = content, i.e., did the student demonstrate an understanding of his/her experiences as part of this portion of the course?
   Did the student express thoughts in a rational manner?
   Was the student reflective about the experience (i.e., wrote about what was observed and what they thought about it.)? Hint: A paper that just reports what happened, but does not contain the observer's opinion of what happened is not a reflection paper.
   Methodology: Is the paper well organized, neatly prepared, spelling and grammar correct?

   Fail = A paper that just reports what happened, but does not contain the observer's opinion of what happened is not a reflection paper.

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.