DEN5221 Oral Health Management and Psychosocial Issues over the Lifespan
Spring 2021

Course Description:

This course emphasizes the management of a patient’s oral health focusing on behavioral and sociological issues across the lifespan. It builds on previous biological and psychosocial foundation knowledge that directly impacts the practice of dentistry and the achievement and maintenance of oral health in patients. The course includes an overview of the principles of gerontology including the biological, sociological, and psychological aspects of aging; the changing demographics in the U.S. society; and their implications for the dental profession.

I. General Information

Course Director:

Course Director: Emily J. Bartley, Ph.D.
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Phone: 352-273-8934
Course Credits: 2
Semester: Spring

Contributing Faculty:

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Support Staff:

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II. Course Goals

This course focuses on oral health management and associated behavioral and sociological issues present across one’s lifespan. This course compliments the biological and psychosocial foundational knowledge presented in the first semester; all of which directly impact the practice of dentistry by better enabling patients to both achieve and maintain optimal oral health.

Optimal oral health will not be achieved in isolation from the psychological makeup and social background of the person receiving care. The behavioral sciences curriculum expands the limited biological and mechanistic framework, thereby enabling dental students to treat patients as complete and unique human beings, instead of merely a "mouth" or procedure.

The educational goal of this course is to provide a behavioral science foundation essential to clinical practice. The learning experiences will provide the student with a conceptual and practical understanding of the interaction between the practice of dentistry and behavioral science principles. This course focuses on the interpersonal, cultural, and social forces that influence patient behavior in general.

Additionally, social, emotional, and psychological factors influencing individual dental experiences will be explored. These experiences are intended to help the student gain competence in managing a diverse patient population and to gain interpersonal and communication skills necessary to function successfully in a multicultural work environment.

The course is designed to assist the student’s achievement of UFCD Competency Domain I: Professionalism and Domain II: Assessment of the Patient and the Oral Environment. The quality of patient care is dependent on the interaction between the dental team and the patient. Thus, the general dentist must be able to manage behavioral factors that affect oral health and the delivery of oral healthcare.

III. Course Overview

This course employs large group lectures, small group activities, self-critique of video patient interviews, and written assignments to develop a strong foundation of knowledge in behavioral science and patient management principles.

All questions and concerns should be directed to the Course Director: Dr. Emily Bartley. Contact can be initiated via email (EBartley@dental.ufl.edu) or office telephone (352-273-8934).

Overview

Throughout the course, we will explore behavioral issues relating to the practice of dentistry with adult patients. Since human behavior is influenced by one’s culture, the relevance to and influence of culture on one’s behavior will also be discussed. The topics we will cover have been selected to enhance your awareness of patient diversity, both of patients you will treat during your time here at the University of Florida, as well as later in your career.
We will cover psychological, social, and diversity issues encountered in the dental practice setting and ways to recognize the role that culture may play in one’s oral health behaviors, choices, and care-seeking patterns. Students will receive project requirements/guidelines during the first 2 weeks of class.

Class attendance is MANDATORY unless specified in the DEN 5221 class schedule, or upon notice of the course instructor.

IV. Course Outline

A. Dentist-Patient Interactions and Quality Care
   1. Communication skills applied to trust-building
   2. Dental services, trust, and quality of care

B. Theories of Learning
   1. Motivating adults using theory-based practices
   2. Theories of learning used successfully with adults

C. Orientation to Culture, Health, and Illness
   1. Diversity Issues in the practice of dentistry
   2. Stereotypes
   3. The role of implicit bias in communication and health care
   4. Cultural barriers to dental care
   5. Working with patients with special health care needs

D. Communication-Rapport Building Listening Skills
   1. Rapport building
   2. Exhibiting confidence and concern
   3. Developing a rationale for information gathering
   4. Question asking and follow-up
   5. Developing a shared understanding
   6. Effective summarization
   7. Fundamentals of listening, initiating, and interviewing

E. Individual Differences
   1. Models of behavior
   2. Biopsychosocial vs. Biomedical Model
   3. Illness behaviors

F. Personality, Mental Health Overview
   1. Mental health, emotions, and dental issues
2. Common psychological disorders (depression/anxiety/psychotic disorders)  
3. Suicide/Substance abuse/Eating disorders  
4. Interprofessional referrals  
5. Psychological changes during the lifespan  

G. Cultural Dimensions  
1. Understanding the dynamics of race and ethnicity: basic principles of culturally competent oral health care  
2. Acknowledging cultural influences on oral health  
3. Dentistry in the 21st century: creating oral health equity, recognizing oral health care disparities, and developing solutions  
4. Meeting the health care needs of dentally underserved populations  
5. Communication and culture: developing professional attributes necessary for providing effective care to a multidimensional and diverse society  
6. Understanding the effect of multicultural perspectives, myths, and misconceptions on dentist/patient communication  

V. Course Material  
There is no required text.  

Required material  
Materials not included in the reading list and other class-specific handouts will be provided via CANVAS. Students are responsible for accessing and completing all reading assignments. Quizzes on reading assignments may be administered at the discretion of the course director.  

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

VI. Course Objectives  

Oral Health Management  
1. Describe the relationship between oral and systemic health  
2. Demonstrate a workable knowledge of individual, societal, and population risk factors that influence oral health and its management  
3. Describe the role that biases and prejudices have on oral health disparities  
4. Discuss barriers to effective dentist/patient communication  

Social Determinants of Health  
1. Describe the upstream and downstream social determinants of health
2. Identify the patterns and associations between social factors and oral healthcare
3. Demonstrate knowledge on the pathobiological processes underlying social adversity

Disparities in Oral Healthcare
1. Describe the meaning of disparities in health/oral health
2. Describe groups most affected by oral health disparities
3. Discuss underlying mechanisms associated with persisting oral health disparities

Economic and Medical Barriers to Oral Care
1. Discuss population disparities in dental expenditures and variation in coverage rates
2. Identify factors that impact the utilization of dental care services

Culture and Oral Health Inequities
1. Demonstrate a workable knowledge of cultural influences on oral health and its care
2. Identify the role of cultural competence in providing patient-centered care

Psychology and Oral Health
1. Identify the associations between psychological factors and oral health
2. Describe the impact of poor oral health status on psychological well-being

Patient-Provider Communication
1. Discuss barriers to effective dentist/patient communication
2. Recognize the components of effective interviewing skills
3. Describe the role of cultural awareness in rapport building
4. Demonstrate components of active listening, attending, and information gathering
5. Demonstrate competency in patient interviewing
6. Critically reflect on the standardized patient experience

Biases and Stereotypes
1. Reflect on the impact of stereotypes on clinical decision making
2. Discuss the contributors to implicit biases and the role that biases have in the provision of effective healthcare
3. Acknowledge methods that mitigate the use of biases

Motivating Patients and Principles of Behavior Change
1. Identify the principles underlying human behavior and motivation
2. Discuss methods of motivating adults using theory-based practices
3. Identify the tenets of motivational interviewing in the practice of dentistry

Cultural Competence in Communication
1. Discuss the definition of cultural competency in healthcare
2. Identify how cultural competency can improve health communication
3. Identify the cultural factors that influence cross-cultural patient-provider interactions
Communicating Sensitive Topics
1. Discuss factors that influence the reporting and questioning of sensitive topics
2. Demonstrate an understanding of, and practice specific communication techniques for addressing sensitive health topics

How to Retain Patients in Healthcare
1. Discuss the factors that impact patient retention and attrition
2. Identify tactics by which to increase patient retention and satisfaction with care

Communication with Special Populations
1. Describe accommodations in treating populations with special healthcare needs
2. Discuss skills and approaches in the management of patients with special needs

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.

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.

VIII. Evaluation

In this course, students are evaluated through quizzes, examinations, standardized patient exercises, completion of individual interviews, self-critique, reflection papers, and a team-based learning assignment.

The final standardized patient interview is a competency assessment. Students will certify competency in communicating effectively using behavioral principles and strategies while communicating with patients from diverse populations (Competency 3). **Students must pass the competency assessment to pass the course.**

Competency assessment remediation: If the student does not pass the competency assessment, they must challenge it again with another Standardized Patient interview.

The course director should be contacted concerning any extenuating circumstances or concerns relating to class attendance. Any student requesting an excused class absence should submit all COD required paperwork to the course instructor prior to the planned absence. Paperwork submitted retrospectively may not be accepted.
A. Standardized Patient Interviews

Each student will participate in two Standardized Patient Interviews. Each exercise consists of a standardized patient interview, a post-interview quiz, and a written self-critique of performance during the interview. Students will receive written and verbal feedback on their interviews from the course director or participating faculty.

**Interview grading:** Interviews will be graded by the faculty member facilitating the feedback session. Standardized patient interview grades are P/F. Any student not passing an interview is required to meet individually with the course director before the next scheduled SP interview. Students who do not receive a passing grade on the final interview will be required to complete a remediation interview at the end of the semester. The remediation interview is graded by the course director. In the event a student does not demonstrate competency during the remediation interview, individual remediation plans will be established.

Students are responsible for completing all assigned readings and conducting each Standardized Patient Exercise using the following interview format: rapport, structure, rationale, key questions with follow up, verifying the patient understands, and summary. After the videotaped exercise, each student will write a critique of his/her interview performance. A self-critique format is posted on the CANVAS website. Critiques MUST BE KEYBOARDED and should be thorough, succinct, and based on the student's assessment of his/her interview.

Standardized patients (SPs) are trained to provide student feedback following the interview. SPs will complete a written assessment of communication skills observed during the interview. Following the interview, each student will receive individualized verbal feedback from the SP; you are expected to incorporate this feedback into your self-critique. Additional information on all aspects of the standardized patient interviews will be provided in class.

**Standardized patient interviews and critique sessions cannot be made up. Please NOTE that neither the dates nor times of the standardized patient interview or feedback sessions can be changed to accommodate individual needs.**

B. Character Strengths Exercise

For this assignment, you will have an opportunity to identify your personal strengths and to reflect upon how you will use these strengths in your profession. To identify your character strengths, you will take the online character strengths survey which is available at: VIA Character Strengths Survey. This assessment will take approximately 20-30 minutes to complete. After taking the test, you will receive a ranking of your 24 strengths. Select one of your top 3 strengths and write a brief, 2-page, double-spaced paper (approximately 500 words) reflecting on how you can utilize this strength in the practice of dentistry.

C. Identifying Implicit Biases

You will take specified scales on the Project Implicit website and will prepare a personal reflection paper (2 pages, double-spaced, approximately 500 words) on your results.

D. Psychosocial Issues and Oral Health Presentation

For this project, you will be placed in a group of 6-7 individuals and will be assigned a personal situation, identity, or healthcare issue. Your task is to develop a 10 minute educational
presentation (e.g., via PowerPoint with audio) designed to familiarize the class with your assigned topic. This information should be useful for healthcare professionals when treating a person with the unique condition your group has been assigned.

E. Team-Based Learning Experience

You will participate in a team-based learning activity. This in-depth learning experience is designed to incorporate elements of patient communication, cultural sensitivity, patient education, diagnosis, and treatment planning. Detailed information will be provided during class sessions. Attendance during the case discussion is required. There will be questions on the final examination based on the case objectives.

F. Exams

Course exams are mandatory. Two exams (midterm and final) will be administered during the semester. Exam questions are true/false, multiple choice, and short answer. Exams are worth approximately 50 points each.

G. Attendance

Attendance is required for synchronous Zoom class sessions. For an absence to be counted as excused, the Course Director and the Office of Education must be notified. Please refer to the UFCD Pre-Doctoral Student Handbook for policies related to absence.

H. Grading for Course Assignments/Exams

The final course grade is determined on the basis of grades earned on completed assignments during the semester.

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<td>Psychosocial Issues and Oral Health Quiz (1)</td>
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<td>Standardized Patient Interviews and Reflection Papers (2)</td>
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<td>Character Strengths Exercise and Reflection Paper</td>
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<td>Harvard IAT Assessment</td>
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<td>Implicit Bias Reflection Paper</td>
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<td>Psychosocial Issues and Oral Health Presentation</td>
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<td>Team-Based Learning Exercise</td>
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<td>Exam 1 (Midterm)</td>
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<td>Exam 2 (Final)</td>
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Assignment-specific information can be found in the CANVAS Course folder.
Remediation:

Students who do not successfully pass this course must meet with the course director to establish an appropriate course of remediation. Prior to remediation the course director and student will meet at least once to review areas of concern.

Students demonstrating an extreme deficiency in any other area of the course will be contacted by the course director as soon as the deficiency is identified. Remediation efforts will be tailored to the area of deficiency. These efforts may include additional written assignments in the form of reflection, research, reaction papers, or other assignments deemed appropriate by the course director.

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

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