

DEN5013: Foundations of Professionalism

Fall 2021

Course Description:

This course provides an orientation to the new dental student and establishes the foundation for the development of an emotionally healthy and ethically competent general dentist. The new student is oriented to a variety of studying and coping skills to maintain emotional health and productive learning, and also learns the rules and regulations governing academic and professional behavior. The student will learn about the ethical principles impacting the dental profession and how to apply these principles to ethical dilemmas.

I. General Information

Course Director:

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Course Credits: 2
Semester: Fall

Contributing Faculty

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Support Staff

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II. Course Goals

The goal of this course is to establish the foundation for the development of an emotionally healthy and ethically competent general dentist. In the first semester, the new student is oriented to a variety of studying and coping skills to maintain emotional health and productive learning. The new student also learns the culture, rules and regulations governing academic and professional behavior during this orientation period. After the orientation period, the student focuses on the ethical and moral values of the dental profession, culminating in the formation of a Class Code of Conduct.

This course will also 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

This course is the first in a series of courses outlined below designed to provide instruction and mentor students in professionalism as they attain competency in patient care. This series spans the entire curriculum (Semesters 1 – 11) and supports the student's progressive development.

- DEN 5013: Foundations of Professionalism (Semester 1)
- DEN5221: Oral Health Management and Psychosocial Issues over the Lifespan (Semester 2)
- DEN 6705L: Public Health Rotation (Semesters 3,4,5)
- DEN 7017: Professionalism in Patient Care and Practice Management III (Semesters 6,7,8)
- DEN 8018: Professionalism in Patient Care and Practice Management IV (Semesters 9, 10,11)

Interprofessional Experiences

The Interprofessional Experiences for this course include the following:

- Participation in the ATTAC-IT Program
- Putting Families First (PFF) Meetings

1. AHEC Tobacco Training and Cessation Program (ATTAC-IT)

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

Learning objectives:

- Students will recognize the links between tobacco use and both dental and physical health by participating in group interdisciplinary learning through ATTAC-IT training experience.

2. Putting Families First (PFF)

The PFF activities are designed to initiate an interdisciplinary learning practicum for health professional 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 course page in Canvas.

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.

Community Service

A minimum of 4 clock hours of community service per academic semester 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 the Community Service Pre-Approval Form at least one week prior to the initiative.** This form is found in the Community Service Hours Module of this Canvas course. Please email the completed pre-approval form to jbrock@dental.ufl.edu or oluaces@dental.ufl.edu

- You will receive hour for hour credit for service-learning initiatives.
- Credit will be awarded for independent or 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 Community Service Hours Module of this Canvas Course.

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.
- Document and submit all hours, even those in excess of the 4 required per semester. 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. Olga Luaces with questions.

Examples of **acceptable** independent service-learning initiatives:

- Any clinical initiatives sponsored by or organized through the UFCD: Service Trips, WeCare, FreeDOM Clinic, Baptist Van.
- 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.
- 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 Community Service Hours Module of this Canvas Course).**

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 for which you have not received pre-approval.
- 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 Community Service Hours Module of this Canvas Course.**

IV. Course Outline

A. Orientation

- Welcome
- Financial Aid
- Curriculum Overview
- Sim Lab Orientation
- Resources and Leadership
- Registration and Scheduling
- Microaggression and Implicit Bias
- Health and Counseling Services
- Class Culture

B. Ethics and Professionalism

- Professionalism Overview
- Ethical Principles and Ethical Decision-Making
- Professionalism and Financial Considerations
- Self-awareness and Professionalism
- Dental Career Options Panel
- Ethical Principles and Applications
- Oral Health Disparities and Social Justice
- Central Values of Dental Practice
- Ethical Dilemmas Discussion Panel
- Development of a Class Code of Conduct & Signing Ceremony

V. Course Material

A. Required texts:

None

B. Recommended texts:

Dental Ethics at Chairside: Professional Obligations and Practical Applications, Third Edition.
Authors: David T. Ozar, David J. Sokol, and Donald E. Patthoff.
Publisher: Georgetown University Press
ISBN: 162616553X

VI. Course Objectives

- To identify and reflect on the professional obligations and values of dentistry.
- To recognize and apply the ethical principles of dentistry as student dentists and future dental professionals.
- To integrate personal learning styles and coping skills throughout the dental school experience.
- To effectively communicate and collaborate with classmates, professional colleagues, and future patients.
- To gain awareness of health disparities so as to better address the oral health needs of diverse populations.
- To develop a Code of Conduct that reflects the core values of your dental school class and guides your behavior as professional students.

- Complete a minimum of 4 hours of service that have a direct positive social impact on the community.
- Participate in Interprofessional Experiences with health professional students outside of the College of Dentistry.

VII. Course Competencies

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

Domain I: Critical Thinking

1: Critical Thinking: Use critical thinking and problem-solving, including their use in the comprehensive care of patients, scientific inquiry and research methodology.

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.

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.

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 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.

VIII. Evaluation

The following will be used to determine the final course grade:

1. Attendance (10%) - Attendance is required for all 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.
2. Professionalism Reflection Paper (5%) - Reflective essay completed in the summer prior to the course.
3. Syllabus Quiz (5%) - Quiz available in Canvas under "Overview of Professionalism" Module.
4. Student Handbook Exam (Pass/Fail, 0%) - This multiple choice examination evaluates your understanding of the components of the Student Handbook, various student-oriented campus resources available, fundamentals of personal oral hygiene practices, college research opportunities for students, principles of time, money and

stress management, and maintenance of personal physical and mental health. This exam will be graded as pass/fail. If the student does not achieve a passing grade (<65), the student will retake the examination until a passing grade is achieved. This exam is part of your Orientation Checklist.

5. Ethical Principles Quiz (5%) - Quiz available in Canvas under “Ethical Principles and Ethical Decision-Making” Module. This quiz will assess dental students’ knowledge of ethical principles prior to case discussions.
6. Self-awareness Reflection Assignment (5%) - Assignment details available in Canvas under “Self-awareness and Professionalism” Module.
7. Self-care Activity (5%) - Assignment details available in Canvas under “Self-awareness and Professionalism” Module.
8. Ethical Dilemma Video Project (25%) - Project details available in Canvas under “Ethical Principles and Applications” Module.
9. Reflective Essay on Equity, Diversity, and Oral Health Disparities (5%) - Assignment details available in Canvas under “Oral Health Disparities and Social Justice” Module.
10. Class Code of Conduct Development (5%) - Assignment details available in Canvas under “Class Code of Conduct Development” Module.
11. Final Exam (10%) - Comprehensive exam covering material from lectures and case discussions.
12. Community Service Hours (10%) - Details available in Canvas under “Community Service Hours” Module.
13. Interprofessional Experiences (10%) – Attendance and completion of assignments for ATTAC-IT and Putting Families First.

Remediation:

If the student does not achieve a passing grade, they will be reported to the Student Performance Evaluation Committee (SPEC) and must meet with the Course Director to determine a remediation plan. Remediation may consist of a new examination with short-answer questions reviewing course material and an analysis of 1-2 ethical dilemma cases.

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

Method: Letter Grade

Scale: 100

Tolerance: 0.5 (Final letter grades within this range will be rounded up.)

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77- 79
C	73 - 76
E	0 - 72