

**University of Detroit Mercy School of Dentistry**  
Periodontology and Dental Hygiene  
Course Syllabus  
**Concepts in Professionalism**  
**DH 820**

**Course Information**

Web Address: <http://knowledge.udmercy.edu>

**Course Director:**

Kathi R. Shepherd, RDH, MS Office: Rm 301Clinic Building Office Hours by appointment Phone:313-494-6693 Email: <a href="mailto:shephekr@udmercy.edu">shephekr@udmercy.edu</a>	Judy Kwapis-Jaeger, R.D.H., M.A. Office: Rm 304Clinic Building Office hours by appointment Phone:313-494-6692 Email: <a href="mailto:kwajaeja@udmercy.edu">kwajaeja@udmercy.edu</a>
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**Winter Term , 2008**

DH2 Students (Class of 2008)

RM 1430, Friday mornings, 9:00 – 11:50

**Credit Hours:** 3

**Prerequisites:** None

**Lecturers:**

Linda Borowski, R.D.H.

Judi Luxmore, R.D.H., B.A.S., M.S.

Laura Manning-Lee, B.S.D.H.

Kimberly Werth, R.D.H., M.A.

Lawrence Abbott D.D.S., M.B.A.

Emile Gallegos

Jill Loewen R.D.A., M.A

Bonnie Naski

Allan J. Warnick, D.D.S.

Jane Halaris, RDH, BS

**Academic Policies:**

All policies in the School of Dentistry Academic Policies Handbook including but not limited to academic integrity, mandatory attendance, professional decorum & dress code, identification (ID) badges, preclinical and classroom decorum, use of cell phone and electronic devices, examination policies and exam/quiz absences

apply.

### **Accommodations:**

If you would like to request a classroom, testing, preclinical, clinical, or other accommodation because of a legally protected disability, or if you might require any special assistance in the event of an emergency or evacuation, please contact the University of Detroit Mercy's Office of University Academic Services (UAC) at 313-578-0310 or email your request for information to [gallegem@udmercy.edu](mailto:gallegem@udmercy.edu)

### **Student Evaluation of Instruction**

Student feedback is valued by the faculty and the administration. All students are required to complete the School of Dentistry's on-line course evaluation by a specified date. Failure to comply by posted deadline dates will result in the receipt of an F (Failing) grade of record for the Evaluation Responsibility Course. Only constructive, professional recommendations will be reported and considered.

### **Course Description**

#### **Purpose of the course:**

This course is the culmination of professionalism concepts that have been presented throughout the entire dental hygiene curriculum. Political, social, environmental and professional issues that impact the current practice of dental hygiene will be explored.

#### **Course Goals:**

Emphasized units of the course include:

- 1) Revisiting the concept of a professional: dental hygiene education and practice models; leadership, personal and professional self evaluation discussing measures and/or support systems to improve recognized deficiencies;
- 2) obtaining employment;
- 3) lifelong learning, self development and the process of professional continuing education;
- 4) practice management including qualities and skills prospective employers look for in a licensed dental professional, management styles, tasks performed, the use of technology and dental office systems contributing to a successful health care business;
- 5) dental office quality assurance;
- 6) the legislation process and finally

7) alternative practice setting careers for the dental hygienist.

### **Specific Instructional Objectives:**

At the conclusion of learning unit one, the dental hygiene student will be able to:

- Discuss the benefits of belonging to a professional association.
- Evaluate past, current and future models for dental hygiene practice and education.
- Identify mechanisms for the assessment of personal and professional self evaluation and discuss measures to correct any perceived deficiencies.
- Compare and contrast the results of different self assessment mechanisms.

At the conclusion of learning unit two, the dental hygiene student will be able to:

- Define and classify federal and state employment benefits.
- Define the federal and state laws and rights of employment
- Describe and identify methods of compensation.
- Identify sources to obtain a dental hygiene position
- Define the purpose of a resume
- Identify the three most commonly used format styles in resume writing
- Identify the components to include in a resume
- Distinguish between poorly written and well written resumes
- Formulate an objective for your own personal resume
- Formulate a list of qualifications for your own personal resume
- Follow guide lines to write an appealing cover letter
- Define pertinent information regarding references
- Conduct a professional interview with prospective employers

At the conclusion of learning unit three, the dental hygiene student will be able to:

- Critically analyze the content of a continuing education course in relation to course description/objectives
- Analyze the credibility of a course presenter given biographical background and credentials in relation to course description/objectives
- Determine whether a course has met its stated objectives
- Select a continuing education course based on personal recognized need and desire to acquire further information applicable to your practice and/or life long learning
- Determine the number of continuing education credits granted based on the contact hours included in the course/activity
- Evaluate the value (usefulness) of a course with respect to your practice and/or life long learning
- Identify sources of continuing education
- Maintain evidence of continuing education activities by accumulation of recognized “CEU” credits as mandated by the State Board of Dentistry

At the conclusion of learning unit four, the dental hygiene student will be able to:

- Identify the signs of substance abuse and be able to suggest optional methods of treatment.
- Identify a mechanism for assessing employment production for purpose of remuneration.
- Assess and analyze a currently practicing hygienist and their employment setting.
- Identify the use of various technological advances in the practice of dental hygiene.
- Discuss advantages and disadvantages of soft tissue management programs in the dental office and their contribution to a successful dental practice
- Discuss traits, character and image of a professional dental hygienist as a member of the dental health care team
- Maximize dental hygiene services/production with the use of proper ADA codes and billing

At the conclusion of learning unit five, the dental hygiene student will be able to:

- Discuss the concept of quality assurance and its use to not only reduce risk but also enhance the quality of patient care

At the conclusion of learning unit six, the dental hygiene student will be able to:

- Describe the process of political change for a profession
- Describe the process of political change for health/dental care issues in public policy.
- Describe how a bill becomes a law
- Identify current legislative issues at both the state and federal levels affecting dental hygiene
- Identify three ways to influence dental hygiene/oral health legislation
- Describe bill sponsor role
- Identify two functions/roles of a lobbyist
- Identify the purpose of a Political Action Committee
- Describe how to locate and contact legislators
- Design/write an advocacy letter

At the conclusion of learning unit seven, the dental hygiene student will be able to:

- Select career settings appropriate to his/her professional preference and education.
- Compare alternative practice employment opportunities

### **Instructional Methods:**

Lecture, seminar, group discussion or hands on experience will be included in the course. Various activities simulating the management of CEUs are also included such as course registration, course evaluation, and obtaining CEUs upon completion of each course.

### **School of Dentistry Competencies**

**Competency-based Education:** Assumes that learning to become an entry-level professional is a progression through stages from novice to competent.

**Stages of Progression to Competence:**

**F or Foundation Knowledge:** Basic knowledge, skills, and attitudes needed to begin the journey to competence.

**N or Novice Level:** Ability to articulate or describe the appropriate skills, knowledge, and professional attitudes. Novices need structure, clarity of goals, single and clearly explained approaches.

**B or Beginner Level:** Combines the appropriate skills, knowledge, and professional attitudes, all of which are performed with guidance and correction.

**C or Competent Level:** Combines the appropriate supporting skills, knowledge, and professional attitudes, all of which are performed reliably without assistance.

	<b>Competencies of the Graduating Dental Hygiene Student</b>	<b>Addressed</b>	<b>Evaluated</b>	<b>Method</b>
<b>1.</b>	The graduate demonstrates interpersonal communication skills to function successfully in a multicultural work environment with diverse populations.	YES	NO	NA NA NA
<b>2.</b>	The graduate makes professional decisions affecting the practice of dental hygiene that satisfy legal, societal and ethical principles.	YES	C	Projects Audit
<b>3.</b>	The graduate performs routine evaluation of self and takes corrective action to address perceived deficiencies.	YES	NO	MBTI
<b>4.</b>	The graduate critically evaluates the validity of new information, new products, and/or techniques and their relevance to the practice of dental hygiene.	YES	NO	NA NA NA
<b>5.</b>	The graduate applies business and practice management skills.	YES	NO	NA NA NA
<b>6.</b>	The graduate promotes health maintenance and disease prevention.	YES	NO	NA NA NA
<b>7.</b>	The graduate applies the principles of infection control and environmental safety.	NO	NO	NA NA NA
<b>8.</b>	The graduate obtains, records, updates and organizes accurate and complete medical/dental histories including pertinent psychological and socioeconomic information.	NO	NO	NA NA NA
<b>9.</b>	The graduate performs, records and organizes a physical assessment appropriate for dental care.	NO	NO	NA NA

				NA
<b>10.</b>	The graduate determines differential, provisional or definitive dental hygiene diagnoses related to and congruent with the diagnosis of the dentist and other health professionals.	NO	NO	NA NA NA
<b>11.</b>	The graduate develops alternative dental hygiene care plans which are sequenced to address patients' needs, consistent with assessment and diagnoses.	NO	NO	NA NA NA
<b>12.</b>	The graduate establishes with the patient a mutually acceptable dental hygiene care plan.	NO	NO	NA NA NA
<b>13.</b>	The graduate monitors and provides for patient comfort associated with dental hygiene care.	NO	NO	NA NA NA
<b>14.</b>	The graduate delivers and/or manages planned dental hygiene treatment and education in sequence and in accordance with accepted standards of care.	YES	NO	NA NA NA

## **Course Policies**

**It is expected that students will respect the time and devotion of both external and internal speakers. Students are asked to refrain from conducting private conversations during class. Use of tablets will be monitored. Students are asked to read emails and announcements placed on the course website at [knowledge.udmercy.edu](http://knowledge.udmercy.edu) on a daily basis.**

## **Resources**

- [www.michigan.gov](http://www.michigan.gov)
- [www.adha.org](http://www.adha.org)
- [www.mdhatoday.org](http://www.mdhatoday.org)
- [www.ada.org](http://www.ada.org)

## **Evaluation and Grading**

### **Grading Scale**

<b>A</b>	=94-100%
<b>A-</b>	=90-93%
<b>B+</b>	=87-89%
<b>B</b>	=83-86%
<b>B-</b>	=80-82%
<b>C+</b>	=77-79%
<b>C</b>	=73-76%
<b>C-</b>	=70-72%
<b>D+</b>	=67-69
<b>D</b>	=60-66
<b>F</b>	=below 60%
<b>W</b>	Withdraw, no credit
<b>I</b>	Incomplete, a temporary grade not of record

### **Course Grade Components**

Continuing Education Audit	25 points
Career Paper	25 points
Resume	25 points
Attendance	<u>25 points</u>
	100 points

## **Course Evaluation Methods**

Continuing Education Audit

An audit simulating the State of Michigan dental hygiene licensure renewal process will be conducted . Evidence of continuing education activities throughout the duration of the course (CEUs) are to be submitted upon audit. Follow instructions provided in the audit which will be distributed two weeks prior to the end of the course. Each CEU included will constitute one point toward the final course grade. Continuing education credits (CEUs) are obtained by:

- a. Attendance at seminars presented during DH 820 (5 points each). Evaluations of seminars are to be completed. Evaluations are completed at the end of seminars. (Failure to turn in an evaluation will result in NO CEUs for the attended seminar). CE certificates will be distributed upon completion of the seminar. (Evidence of attendance must be in the form of CE certificates to be included in the audit) Failure to be present within 15 minutes of each CE seminar will result in the loss of .5 CEUs. Failure to remain present until CEUs are distributed will result in the loss of ALL CEUs.
- b. Attendance at a Continuing Education program outside of the DH 820 course (5 points). Evidence of attendance must be in the form of a CE certificate to be included in the audit. Failure to attend an outside program will result in a deduction of 5 points from the calculated final course grade.
- c. Proof of a presented table clinic. Evidence must be in the form of a certificate to be included in the audit. (5 points) Does not apply to degree completion students.
- d. Proof of reading, viewing, listening or online course as stated in the Michigan State Board of Dentistry Rules and Regulations guidelines. (5 points granted to UDM clinical students; 10 points granted to degree completion students--degree completion students must have TWO different types of CE in this category, each worth 5 points each) Failure to submit this type of continuing education activity will result in the loss of 5 points for UDM clinical students and 10 points for degree completion students.

### Career Paper

A rubric will be distributed when the guidelines for this project are presented. Failure to submit a Career Paper by the stated deadline will result in the loss of 25 points. One point will be deducted for each day the paper is late.

### Resume

A rubric will be distributed when the guidelines are presented. Failure to submit a Resume by the stated deadline will result in the loss of 25 points. One point will be deducted for each day the paper is late.

### Attendance

Due to the activities and external guest speakers in this course, attendance is critical; therefore attendance will be taken at each class session. Greater than one absence will result in the deduction of 10 points from the final course grade. Greater than 2 absences will result in the deduction of 20 points from the final course grade. Students arriving more than 15 minutes late will be considered tardy. A student considered tardy two times will be given an absence.

### COURSE SCHEDULE

<b>DATE</b>	<b>TOPICS</b>	<b>LECTURE RS</b>	<b>READINGS/ASSIGNM ENTS</b>
<b>January 18</b>	Introduction to DH 820;  Myer Briggs Type Indicator Personality Inventory (MBTI)	K. Shepherd, J. Jaeger	
<b>January 25</b>	Advancing the Dental Hygiene Profession: <ul style="list-style-type: none"> <li>• Dental hygiene education models/Commissi on on Dental Accreditation</li> <li>• Dental hygiene practice models</li> </ul>	J. Jaeger	ADHA Report: Dental Hygiene Focus on Advancing the Profession
<b>February 1</b>	Utilizing the MBTI: Implications for leadership, self evaluation	E. Gallegos, B. Naski J. Jaeger	

	and the team concept of health care		
<b>February 8</b>	Obtaining and maintaining dental hygiene employment; degree completion students' employment seeking experience	L. Borowski; degree completion students	
<b>February 15 8:00-9:50 (DH 2 OSCE 10:00)</b>	Maximizing dental hygiene services for the proper compensation and benefits  Career Paper Guidelines	J. Jaeger	
<b>February 22</b>	Resume Writing	J. Luxmore	
<b>February 29</b>	Interviewing Skills	K. Werth	
<b>March 7</b>	The Legislative Process: <ul style="list-style-type: none"> <li>• Overview-How a bill becomes a law</li> <li>• Strategies for influencing legislation</li> </ul> Current legislative issues affecting dental hygiene	J. Halaris	
<b>March 14</b>	Continuing Education for State of Michigan License Renewal: <ul style="list-style-type: none"> <li>• Internet access to State of MI practice act and administrative rules</li> <li>• Analyzing course presenters</li> <li>• Evaluating continuing education courses</li> </ul> <b>Resume Due</b>	K. Shepherd	
<b>March 21</b>	GOOD FIDAY – NO CLASS		
<b>March 28</b>	(1CEU)  Getting the Most for		

	Dental Hygiene Services: ADA Codes and Billing (1CEU)	P. Gibes	
<b>April 4</b>	SPRING BREAK – NO CLASS		
<b>April 11</b>	Quality Assurance in the Dental Office	J.Loewen, L. Abbott, J. Halaris, K. Shepherd	
<b>April 18</b>	The Dental Hygienist and Technology  <b>Career Paper Due</b>	L. Manning- Lee	
<b>April 25</b>	The Role of the Dental Hygienist in Forensic Dentistry; Identification of Child, Elder, and Disabled Abuse	A. Warnick	
<b>May 2</b>	Alternative Practice Setting Panel  <b>CE Audit Due</b>		