

# University of Detroit Mercy School of Dentistry

Patient Management  
Course Syllabus

## Professional Ethics & Responsibility Development I DSD 813

### Course Information

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

### **Course Directors:**

Pamela Zarkowski, JD, MPH Office: 226 Manning Hall Office Hours by appointment/Contact Dana Hart at <a href="mailto:hartda@udmercy.edu">hartda@udmercy.edu</a> Phone: 313-494.6655 Email: <a href="mailto:zarkowpl@udmercy.edu">zarkowpl@udmercy.edu</a>
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### **Fall Term, 2007**

DS1 Students (Class 2011)  
Superior, Friday, 8:00 - 9:50 am

**Credit Hours:** 2.0

**Prerequisites:** None

### Lecturers/Support Faculty

#### **Lecturers:**

T. Holmes, EdD, LPC, CPT  
A. Neely, DDS, MS  
P. Zarkowski, JD, MPH

### **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 introduces the dental student to the foundation principles guiding the School of Dentistry including the Mission and Core Values. The student becomes familiar with the concepts of professionalism, professional student behavior and responsibilities, student faculty relationships and School of Dentistry Academic Policies. Students participate in developing a Class Code of Ethics and discussions of issues related to professional development and practices and diversity issues in today's society. Critical to success as a professional student is understanding the role and importance of scientific literature in critical thinking and decision making. Students will be introduced to the scientific method, characteristics of scientific literature; critical analysis strategies and evidence based dentistry.

#### **Course Goals:**

This course will:

- Introduce the students to the concepts of professionalism and professional student behavior.
- Review and discuss ethical principles that will serve as the foundation for ethical decision-making and practices in dental school and dental practice.
- Discuss the concepts of social justice and the common good.

- Assist the student in recognizing the diversity of the professional colleagues and patients that will be part of their professional practice environment.
- Introduce the student to the scientific method, and the review and analysis of scientific literature and its importance to the practice of dentistry.

**Course Objectives:**

At the conclusion of the course, the dental student will be able to:

- Discuss UDM School of Dentistry policies related to student roles and responsibilities, professional conduct and sexual harassment prevention
- Identify and define core ethical principles important to the practice of dentistry
- Review a case and identify the ethical principles important to the scenario presented.

**Instructional Methods:**

Instructional methods utilized in the course include lecture, small group interaction and discussion, observation and reflection and group activities.

**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 Student</b>	<b>Addressed</b>	<b>Evaluated</b>	<b>Method</b>
<b>1.</b>	The graduating student obtains, records, updates and organizes accurate and completed medical/dental histories including pertinent psychological and socioeconomic information.	NO	NO	NA NA NA
<b>2.</b>	The graduating student performs records and organizes a physical assessment appropriate for dental care.	NO	NO	NA NA NA
<b>3.</b>	The graduating student determines differential, provisional or definitive diagnoses by correlating and interpreting examination and assessment findings.	NO	NO	NA NA NA
<b>4.</b>	The graduating student develops alternative treatment plans which are sequenced to address the chief complaint, eliminate oral disease, restore function, and maintain health, and prevent oral disease consistent with assessment and diagnoses.	NO	NO	NA NA NA
<b>5.</b>	The graduating student establishes with the patient a mutually acceptable treatment plan.	NO	NO	NA NA NA
<b>6.</b>	The graduating student monitors and provides for patient comfort associated with dental care.	NO	NO	NA NA NA
<b>7.</b>	The graduating student delivers and/or manages the planned treatment in sequence and in accordance with accepted standards of care.	NO	NO	NA NA NA
<b>8.</b>	The graduating student promotes health maintenance and disease prevention.	NO	NO	NA NA NA
<b>9.</b>	The graduating student applies the principles of	NO	NO	NA

	<b>Competencies of the Graduating Dental Student</b>	<b>Addressed</b>	<b>Evaluated</b>	<b>Method</b>
	infection control and environmental safety.			NA NA
<b>10.</b>	The graduating student makes professional decisions affecting the practice of dentistry based on values that satisfy legal and ethical principles and service to society.	YES	F	Written Evaluation NA NA
<b>11.</b>	The graduating student performs routine self evaluation.	NO	NO	NA NA NA
<b>12.</b>	The graduating student applies business and practice management skills.	NO	NO	NA NA NA
<b>13.</b>	The graduating student demonstrates interpersonal skills to function successfully in a multicultural work environment.	YES	N	Written Evaluation NA NA
<b>14.</b>	The graduate critically evaluates the validity of new information, new products, and/or techniques and their relevance to the practice of dentistry.	NO	NO	NA NA NA

## **Course Policies**

- Students are expected to attend all classes and participate in discussion and activities.
- Class attendance is monitored.

## **Textbook and Resource Materials**

- School of Dentistry Academic Policies Handbook 2005-2007
- University Website: Human Resources: Sexual Harassment Prevention Information - <http://www.udmercy.edu/hr/>

## **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>	=60-69%
<b>F</b>	=below 60%
<b>W</b>	Withdraw, no credit
<b>I</b>	Incomplete, a temporary grade not of record

### **Course Grade Components**

Ethical Background Survey	P/F
Reflective Essay	10%
Written ethical dilemma	10%
Midterm examination	35%
Participation in class activities	05%
On-line sexual harassment course	P/F
Final Examination	40%

## **Course Evaluation Methods**

### **Ethical Background Survey**

An assessment of the student's previous educational experiences in philosophy, ethics, ethical principles and/or ethical decision making

### **Essay 1**

Two options related to ethics and ethical behaviors of professional students are presented. Student responds to one statement in a reflective written essay

**Written Ethical Dilemma**

Students provide a written description of an ethical dilemma encountered as part of their personal, professional or educational experience. Dilemma description includes the use of appropriate ethical terminology.

**Midterm Examination**

Multiple choice and short answer examination of material presented.

**Online Sexual Harassment Educational Program**

All students are required to take the course and submit a copy of certificate of completion.

**Final Examination**

Multiple choice questions and application of ethical principles and concepts discussed to cases.

**COURSE SCHEDULE****COURSE SCHEDULE  
DSD 813  
Fall 2007**

<b>DATE</b>	<b>TOPICS</b>	<b>LECTURER(S)</b>	<b>READINGS/ASSIGNMENTS</b>
<b>August 17</b>	No Class – Success /Week for DS1		
<b>August 29 Part 1</b>	Introduction to the Course/Ethical Survey Is it Illegal, Immoral, or Unethical? & History of Dentistry/UDM School of Dentistry & Heroes and Heroines In Dentistry	P. Zarkowski	Assigned reading from Rule, J.T., Bebeau M. J., <u>Dentists Who Care: Inspiring Stories of Professional Commitment</u> , Quintessence Publishing, 2005
<b>August 29 Part 2</b>	School of Dentistry Policies/Procedures- Professionalism and Integrity	P. Zarkowski	Handouts: Cheating Scandals School of Dentistry Academic Policies Handbook
<b>September 7</b>	The World of Differences	T .Holmes	Handouts provided
<b>September 14</b>	The Diversity Competencies	T. Holmes	Handouts provided
<b>September 21</b>	Ethical Principles and the ADA Code of Ethics/Canadian Code of Ethics A Primer: Codes and Oaths &	P. Zarkowski	ADA Principles of Ethics and Code of Professional Conduct & Royal College of Dental Surgeons of Ontario Code Of Ethics
<b>September 28</b>	Development of a Class of 2010 Code of Ethics  Ethical Dilemmas in Dental Education: Professional Responsibility	P. Zarkowski	Welie, Jos. V. M., <i>Is Dentistry a Profession? Part I. Professionalism Defined.</i> J. Can. Dent. Assoc., 70:529, Sept. 2004
<b>October 5</b>	<i>Midterm Examination Ethical Dilemma Due</i>		

<b>DATE</b>	<b>TOPICS</b>	<b>LECTURER(S)</b>	<b>READINGS/ASSIGNMENTS</b>
<b>October 12</b>	Respect and Diversity in Professional Environments/Sexual Harassment Prevention <i>Certificate of Completion of Sexual Harassment Prevention Training Due</i>	P. Zarkowski	School of Dentistry Academic Policies Handbook pp.81-82
<b>October 19</b>	Improving Multicultural Communication	T. Holmes	Handouts provided
<b>October 26</b>	How Stereotypes Affect Communication	T. Holmes	Handouts provided
<b>November 2</b>	Understanding Scientific Literature I	A. Neely	Handouts provided
<b>November 9</b>	Understanding Scientific Literature II <i>Reflective Essay Due</i>	A. Neely	Handouts provided
<b>November 16</b>	Understanding Scientific Literature III	A. Neely	Handouts Provided
<b>November 23</b>	Thanksgiving Break		
<b>November 28 Wednesday)</b>	Mock Disciplinary Hearing: Observation and Reflection	P. Zarkowski	

**The Final Examination will be given during the Final Exam Period and the date will be announced.**

**PLEASE note that the August 29 class is from 1:00-5:00pm**

August 25, 2007