

SW 503: Patient- and Family-Centered Care with Diverse Populations
Fall 2015



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Course Credit Hours: 2

Course Time and Location: Monday 11:00-12:00, G580

Office Hours: Email for an appointment

Office location: School of Social Work Building, 2849

Course Description:

In this course, dental hygiene students are guided in the application of *patient- and family-centered care* in their community outreach rotations. An inter-professional team of national experts present lectures on topics relevant to working with diverse and medically underserved populations, such as health disparities, health literacy, health behavior change, and access to care. Class time is devoted to connecting academic content to the outreach rotations; in particular, the preparation for, and mindful reflection upon, the complex interpersonal encounters that take place within these placements. Communication skills developed during the sophomore and junior years are reviewed and reinforced.

Course Objectives:

Upon completing this course, students will be able to

- Describe service-learning
- Define patient- and family-centered care
- Prepare for each outreach rotation by reflecting upon the community to be served, personal expectations, and goals for service-learning
- Conclude each outreach rotation by reflecting upon the community that was served, personal and intellectual growth, and critical incidents
- Describe the relation between access to healthcare and the concept of *social exchange*
- Define and describe health literacy
- State the health and healthcare disparities in the United States
- List the major determinants of oral health
- Identify the strengths and limitations of health education models
- Apply concepts of social exchange, health literacy, social justice, and evidence-based communication to support health behavior change and disease self-management within the outreach rotation experience

Course Format:

This two-credit course follows a modified “flipped classroom” blended learning format. The first course hour consists of weekly recorded lectures by national experts. Students may watch each week’s recorded lecture within a seven-day time frame. The second course hour consists of in-person experiential content on preparing for and processing the outreach rotation, working with diverse and medically underserved populations, and evidence-based strategies to promote health behavior change and disease self-management. In-person coursework will link academic content to experiences within outreach rotations and support the development of advanced interpersonal communication and personal reflection on the nature of community work.

Course Norms:

This course sometimes involves talking about complex, challenging, disappointing, or inspiring interpersonal interactions with patients. Such interactions have happened (or will happen) for all of us. This course also encourages self-reflection: about our own backgrounds, assumptions, biases, experiences, privileges, and feelings. With these things in mind, in starting this course you may wish to ask yourselves a few questions – *how willing am I to be vulnerable in front of other students and instructors when sharing what I do or how I feel? What would it be like if another student or instructor criticized my behavior in such situations? What would it be like for me if I became the critic of another student? To what extent am I going to self-disclose things about my life and background to the students and instructor? To what extent do I want to keep things private?* As you ask yourself these questions, please review the following course norms – we’ll also generate our own on the first day.

- We’ll treat each other respectfully, even when we disagree. When we do express disagreement, we’ll strive to do so with civility.
- We’ll be aware of our words, vocal tone, body language, and other nonverbal signals when expressing ourselves, particularly if we’re addressing someone who has made a choice to be vulnerable in front of us.
- We’ll approach new ideas with a sense of openness to experience.
- We will not use insulting or dismissive language.

As your professor, I will follow these norms as well, and some additional ones as well: I’ll make every attempt to ensure that each student learns as much as possible and is able to apply course information to real-life clinical practice; will return emails within 1 business day; will write letters of reference and agree to be an employment reference for students who have demonstrated dedication and mastery; and will make every effort to ensure that our classroom is a nonjudgmental learning environment in which people are willing to take risks and sometimes step outside their comfort zone in the interest of learning and growing.

Class Participation:

People tend to fall into patterns when it comes to class participation. Some people see themselves as the type of student who prefers to sit quietly and not speak in class. Others see themselves as taking charge of every discussion. Or you might be somewhere in between. I’d like to invite you to consider what you usually do with respect to class participation, and perhaps try on another role in this course, especially if you fall into one of the extremes. Part of your grade does depend

on your ability to participate effectively in class discussion and activities, both in taking space for yourself and in making room for others.

Attendance and Accountability:

This course is designed to support personal and intellectual growth through participation in class activities and through careful attention to videos from home or campus computers. Therefore we hold you accountable for your learning through our attendance policy.

Live classes: Attendance will be taken at the beginning of class by swiping your M-card. Once the course hour is complete, attendance can no longer be accessed. Falsifying attendance for another student is a violation of the Honor Code. Arriving more than 10 minutes late will count as an absence. One live class may be missed for any reason without penalty. However, each subsequent absence will result in a one-step deduction to the final grade (e.g. A becomes an A-) unless you provide evidence of a significant illness or emergency. For this reason, please consider reserving your excused absence for when you really need it. *NOTE: being away at the outreach rotation is not considered an absence.*

Recorded lectures: Students will be given access to several recorded lectures throughout the term. Watching these lectures is required. They may be watched from home or campus computers any time within a 7-day time frame, and will be unavailable after that. Accessing the lectures will require login with your UM username. The instructors will see web analytics which will tell us (1) if you watched the recorded lectures in their entirety, and (2) if your computer “fell asleep” at any point while you watched the video. Students are required to watch 100% of each of the recorded lectures, and these cannot be watched late, i.e. beyond the 7-day time frame. “Absence” from a recorded lecture will be treated the same way as absence from a live class; that is, will result in a one-step deduction to the final grade (e.g. A becomes an A-).

Special note about trouble-shooting any technical problems with the recorded lectures: as with any technology, you may find yourself having trouble making a video recording work properly. Typically these problems can be resolved with some minimal technical support from me. I’ll respond to emails and phone calls requesting technical support as quickly as possible. But please note that a resolvable user-end technical problem is not a valid excuse for watching a lecture late or submitting a late worksheet. Therefore I strongly urge you not to wait until the night before a lecture is due to watch it, in the event that something goes wrong and you need help.

Assignments and Grading:

Please see separate handouts for details on each assignment. *Please note that attendance is calculated separately as part of the final grade – see above.*

1) Class participation (10% of grade)

2) Personal reflections related to community outreach rotations (50% of grade)

Pre-rotation reflection essay (15%)

Post-rotation reflection essay (30%)

Photo Voice project (5%)

3) Academic work (40% of grade)

Worksheets (20%)

Take-home final (20%)

Course Evaluation & Grading Procedures:

The final grade in SW503 will be computed using in-class activities, papers, presentations, and exams. I value good writing, therefore writing style will be factored into grades for all written assignments. The [Sweetland Center for Writing](#) is a resource for improving or polishing your writing skills. Please see separate handout for details on each assignment.

Incompletes:

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. An “I” grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

Evaluation of Instructor:

Students can complete an online instructor evaluation at the end of the term.

Dental Hygiene Competencies:

This course will contribute to the following University of Michigan School of Dentistry *Competencies for the New Dental Hygiene Graduate* (found in the Dental Hygiene Handbook). These competencies will be assessed through activities such as readings, assignments, in-class exercises, and papers.

- 1-1. The graduating student provides dental hygiene care using the highest professional knowledge and ethical principles.
- 1-3. The graduating student advances the profession of dental hygiene through participation and affiliation with professional and community organizations.
- 2-1. The graduating student demonstrates and applies knowledge of psychosocial, biomedical, dental, and dental hygiene sciences.
- 2-2. The graduating student identifies individual risk factors and develops educational strategies that promote patient self-care in disease prevention and health promotion.
- 2-3. The graduating student uses the dental hygiene process of care to formulate a comprehensive care plan based on assessment data and in collaboration with other health care professionals as appropriate.
- 2-5. The graduating student demonstrates effective interpersonal skills establish rapport with patients and other health care providers in delivering dental hygiene care.
- 3-1. The graduating student uses critical thinking and self-assessment skills to prepare for and engage in life-long learning.
- 3-2. The graduating student uses the scientific method to evaluate scientific literature and evidence-based approach to patient care.
- 4-2. The graduating student provides oral health care to a diverse patient population in community-based settings.

Web-based Course Management Platform:

Canvas Site (SW 503 001 FA 2015)

Course Communication:

Communication by Canvas and via e-mail

Accommodations & Disability Services:

The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Request for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G 664 Haven Hall. The SSD phone number is [734-763-3000](tel:734-763-3000). Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to the faculty at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc.)

Religious-Academic Conflicts:

The University of Michigan It makes every reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. The complete University of Michigan Religious-Academic Conflicts Policy can be found on CTools/DH Student Resources/Resources/DH Student Handbook.

The University of Michigan School of Dentistry Honor System Policy:

Each student, upon entering the University of Michigan School of Dentistry, is expected to have established the highest concepts of honor and personal integrity, and to maintain these concepts during matriculation in the School and, following graduation, as a dentist or dental hygienist. The Honor System of the School of Dentistry is one expression of the high degree of personal and professional integrity that is essential for members of the dental profession. The purpose of the Honor System is to promote personal and professional integrity by proscribing unacceptable conduct, through the School of Dentistry's *Code of Academic Integrity and Professional Conduct*. In addition, the Honor System establishes a fair system to formally address violations of this policy. This policy applies to all students enrolled in the School of Dentistry, and includes off-campus activities. The complete Honor System Policy can be found on CTools/DH Student Resources/Resources/DH Student Handbook.

Upon entering the dental hygiene program, you were presented with a copy of the University of Michigan School of Dentistry Honor System Policy. You subsequently signed the Honor Code Pledge, signifying in writing that you agree to abide by the principles and procedures of the Honor System during your time as a member of the Dental School community.

The School of Dentistry's *Code of Academic Integrity and Professional Conduct* ("the Code") has two basic premises. First, it assumes that individuals uphold values of honesty, ethics and professional behavior and support others in maintaining these same values. Second, it implies that the same personal integrity that prevents people from acting dishonestly or unprofessionally compels them to do something about unethical behavior that they observe. The members of the faculty of this School believe in these principles and responsibilities. The Code incorporates the American Dental Association's *Principles of Ethics and Code of Professional Conduct* and the American Student Dental Association's *Code of Ethics* for dental students, and the American Dental Hygiene Association's *Code of Ethics* for dental hygiene students. Responsible, professional behavior is an expectation of students both on and away from the University campus.

Nothing in this policy prevents a faculty member from assigning grades or course work that he/she determines to be appropriate as a result of an evaluation of a student's performance. When a faculty member determines that a student has engaged in academic misconduct, such as cheating or plagiarism, the faculty member may either file a charge under the Honor System Policy or exercise his/her authority with regard to assessing the student's performance in that course, such as assigning a failing grade, issuing an incomplete, or assigning additional course work for evaluation. Any student who feels that his/her performance was evaluated unfairly may follow the School of Dentistry Appeal Procedures found in the Dental Hygiene Student Handbook. All cases of academic misconduct are reported to the Assistant Dean for Student Services.

Inclement Weather Policy:

Unless the University of Michigan announces it is closing, classes and clinic will be held as regularly scheduled. The complete School of Dentistry Inclement Weather Policy can be found on CTools/DH Student Resources/Resources/DH Student Handbook.

U-M Dental Hygiene Service Learning Code of Behavior

As a University of Michigan Dental Hygiene Undergraduate Program student, part of your coursework will be completed in service learning experience outside the University. While working in these roles, you are representative of the University of Michigan, and therefore have an obligation to yourself and to the University to dress and act in a professional manner. This might include but is not limited to: adhering to the assigned work schedule by being on time and available when needed, recognizing your limitations and seeking assistance as needed, and respecting the philosophy and confidentiality of the service learning site.