

SW 503: Patient- and Family-Centered Care with Diverse Populations
Fall 2016



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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 Format:

This 2-credit course follows a modified “flipped classroom” blended learning format. For 1 hour per week, students watch video lectures from home or campus computers. This material can be viewed anytime within the 1 week prior to the due date. For 1 hour per week (Mondays 11:00-12:00) students come to class in person to engage in discussion and small group exercises based on video content, readings, and other assigned media. Essentially, this means moving 50% of a typical in-person two-hour class to online video that students schedule and pace according to their own needs. Normal homework such as readings are also assigned. We hope to give students extra flexibility by allowing them to “self-schedule” one of the two course hours each week.

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, 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. And some 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. 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 an 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, and assignments are designed to ensure that they have been viewed in their entirety. They may be watched from home or campus computers any time within a 7-day time frame, and will be unavailable after that.

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.*

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 2016)

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.

Grade Scaling

- A+ = 100
- A = 95 - 99
- A- = 90 - 94
- B+ = 87 - 89
- B = 83 - 86
- B- = 80 - 82
- C+ = 77 - 79
- C = 73 - 76
- C- = 70 - 72
- D = 63 - 69
- D- = 60 - 62
- E = < 59

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information. Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (School of Social Work Room 1748, [734-936-0961](tel:734-936-0961)) and/or email ssw-ADAcpliance@umich.edu.

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.