

**University of Detroit Mercy School of Dentistry**  
Division of Practice Essentials and Interprofessional Education  
Course Syllabus

**Practice Essentials and Interprofessional Education Module VII**  
**DENT 8007**

**Course Information**

**Web Address:** <http://blackboard.udmercy.edu>

**Course Director:**

Nancy Poznick, DDS Office: Clinic Building Room 421 Office Hours: By appointment Phone: 313-494-6956 Email: <a href="mailto:poznicna@udmercy.edu">poznicna@udmercy.edu</a>	Candace Ziglor, LMSW Office: Clinic Building Room 411 Office Hours: By appointment Phone: 313-494-6865 Email: <a href="mailto:ziglorcn@udmercy.edu">ziglorcn@udmercy.edu</a>
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**Note:** For course questions, including grades and OSCE, please email Prof. Ziglor  
For class absences and questions regarding class activities, please email the lecturer for  
the associated session and copy Dr. Poznick

**Term Offered:** Fall Term 2022

**Student Level:** DS3 Class of 2024

**Time and Location:** See schedule (synchronous and asynchronous)

**Credit Hours:** 1.0

**Prerequisites:** Passing grade in DENT 8006

	Lecture/Seminar/Online	PreClinic/Simulation/Lab	Clinic
<b>Total Clock Hours:</b>	<b>9 hrs</b>	<b>0</b>	<b>0</b>

**Lecturers/Support Faculty**

**Lecturers/contact information:**

Dr. Divesh Byrappagari  
Dr. Nancy Poznick  
Prof. Candace Ziglor  
Dr. Judith Jones  
Guest Lecturer  
TBD, Facilitators

Email: [byrappdi@udmercy.edu](mailto:byrappdi@udmercy.edu)  
Email: [poznicna@udmercy.edu](mailto:poznicna@udmercy.edu)  
Email: [ziglorcn@udmercy.edu](mailto:ziglorcn@udmercy.edu)  
Email: [jonesja16@udmercy.edu](mailto:jonesja16@udmercy.edu)

**Preclinical/Clinical Faculty:**

N/A

**Note:**

**Contents of this syllabus are subject to change. Important messages (such as cancellation of a class session) will be communicated through Blackboard and/or Detroit Mercy email addresses.**

**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, clicker use and exam/quizzes absences apply. For more information see:

[http://dental.udmercy.edu/\\_files/pdf/Academic\\_Policies\\_Handbook.pdf](http://dental.udmercy.edu/_files/pdf/Academic_Policies_Handbook.pdf)

**Religious Observances:**

It is the policy of the University of Detroit Mercy to respect the faith and religious obligations of each student. Students with exams and classes that conflict with their religious observances should notify their instructor at the beginning of the semester in order to work out a mutually agreeable alternative. Please note that, regardless of whether an absence is “excused” or “unexcused,” the student is responsible for all missed course content and activities.

**Title IX:**

Sexual violence and sexual harassment are contrary to our core values and have no place at the University of Detroit Mercy. In accordance with Title IX and related laws, Detroit Mercy prohibits sex and gender-based discrimination, including discrimination toward pregnant and parenting students. If you experience sexual violence or sexual harassment that limits your ability to participate in this course or any other Detroit Mercy program or activity, there are resources and options available. Please be aware that I am not a confidential resource, and that I will need to disclose alleged incidents of sex or gender-based discrimination to the university’s [Office of Title IX](#). You may also contact Megan Novell, the Title IX Coordinator, directly by calling 313.993.1802 or emailing [novellme@udmercy.edu](mailto:novellme@udmercy.edu) to learn about supportive measures and options that are available to students alleging or alleged to have engaged in sex or gender-based discrimination. (*Syllabus statement revised: Aug. 2022*).

**Disability and Accessibility Support Services:**

If you require an accommodation due to a documented disability, pregnancy, emergency medical condition, or require special arrangements in case the building evacuation, please contact Disability Support Services, located in the Student Success Center.

Chyelle Pitts-Chatman  
Coordinator, Disability Support Services  
Library, Room 319  
[pittscm@udmercy.edu](mailto:pittscm@udmercy.edu)  
313-993-1158

You must be registered with Disability Support Services (DSS), and faculty must receive official notification from their office before accommodations can be implemented. It is important for students to be proactive in this process by requesting their accommodations before the start of every semester. If you feel your accommodations are not being honored in the classroom setting, please contact DSS. (*Syllabus statement revised: Aug 2022*)

<https://www.udmercy.edu/current-students/support-services/disability.php>

**Course Copyright Policy:**

All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor’s express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be subject to discipline, and/or liable under Federal and State laws. In addition, distributing essays, labs, homework, or other assignments created for a course constitutes possible disciplinary action.

**Recording of Class Sessions:**

Video/audio recordings of class sessions (face-to-face or online) may be recorded for the benefit of students in the class. Recordings will be shared via platforms with access limited to other members of the class. Consent from students will be obtained if recordings of student comments or images will be shared with a broader audience.

**Student Evaluation of Instruction:**

Student course feedback is valued by faculty and administration and formally peer reviewed each semester. All students are required to complete the School of Dentistry’s on-line course evaluation by a specified date in order to earn an “A” grade of record for completion of all course evaluations completed by the third semester of each year. Failure to comply by the posted deadline dates will result in the receipt of an “F” grade of record for the Evaluation Responsibility Course based on the posted criteria as stated in the Academic Policy Handbook. Only constructive, professional student recommendations will be reported and considered.

**Course Improvements:**

Course scheduled into to student clinic schedule, rather than standing day and time.

**Course Description:**

**Purpose of the course:**

The purpose of this course is to build on the dental student’s foundational knowledge of the essential principles of practice as it relates to communication skills, concepts, and aspects of providing patient care. Communication workshops are designed to be interactive and to allow ample time for students to build their communication skills through role-plays, demonstrations, and other small group activities. Special emphasis is placed on preparing the student to effectively communicate with diverse patient populations.

**Course Goal(s):**

The goals are to acquaint the student with the complexity of interpersonal interactions in health care settings, assist the student in developing effective communication skills for their role as a health care provider, and to prepare students to communicate effectively with diverse patient populations. Competency will be assessed using the OSCE exam.

**Learning Outcomes:**

**Focus: Communication Skills for Health Care Providers**

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

**Segment 4: Cross Cultural Communication**

Goal 2: assist the student in developing effective communication skills for their role as a health care provider

Learning outcome 2.1 Describe the importance of building cross-cultural communication skills and demonstrate associated skills.

Learning outcome 2.2 Apply and demonstrate techniques for effective cross-cultural communication, including patient-centered interviewing

**Segment 5: Implicit Bias & Cultural Reflection**

Goal 1: Prepare students to communicate effectively with diverse patient populations

Learning outcome 1.1 Define and recognize implicit and explicit bias

Learning outcome 1.2 Define and recognize cultural humility

Learning outcome 1.3 Participate in reflection regarding her/his cultural identities and their impact on the student's role as a provider

**Segment 6: Microaggressions**

Learning outcome 1.4 Define Microaggressions

Learning outcome 1.5 Describe how microaggressions impact person/patient interaction

Learning outcome 1.6 Describe and apply techniques to address microaggressions in the workplace

**Video Competency**

Goal 3: acquaint the student with the complexity of interpersonal interactions in health care settings

Learning outcome 3.1 Conduct a patient interview to demonstrate competency of key communication skills taught in this course and previous courses.

Learning outcome 3.2 Utilize critical thinking to evaluate effectiveness of communication skills of self and peers

**OSCE**

Learning outcome 3.3 Demonstrate effective cross-cultural and inter-professional communication skills through participation in an Objective Structured Clinical Exam (OSCE).

Learning outcome 3.4 Demonstrate the ability to effectively provide tobacco dependency treatment through participation in an Objective Structured Clinical Exam (OSCE).

**Interprofessional Social Work Referral**

Learning outcome 3.4 Know how to assess a patient's need for social work assistance

Learning outcome 3.5 Demonstrate an ability to complete referral for social work assistance

Learning outcome 3.6 Know how to follow up with a healthcare professional about a referral's outcome

### **Instructional and Educational Methodology:**

Instructional and Educational methods utilized in the course include (*check all that apply*):

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Lecture                                       | <input type="checkbox"/> General Lab                               |
| <input checked="" type="checkbox"/> Seminar                                       | <input type="checkbox"/> Simulation Lab (Typodont)                 |
| <input checked="" type="checkbox"/> Small Group Discussion                        | <input checked="" type="checkbox"/> Standardized Patients          |
| <input type="checkbox"/> Case-Based Learning (CBL)                                | <input type="checkbox"/> Clinical Lab (Peer-to-Peer)               |
| <input type="checkbox"/> Problem-Based Learning (PBL)                             | <input type="checkbox"/> Clinical Patient Care (Patient Care)      |
| <input checked="" type="checkbox"/> Small Group Discussions and/or Group Projects | <input type="checkbox"/> Community-Based Patient Care              |
| <input type="checkbox"/> Individual Research and/or Projects                      | <input type="checkbox"/> Community-Based Service Learning Projects |
| <input type="checkbox"/> Faculty Team Teaching                                    | <input checked="" type="checkbox"/> Online and computer based      |
| <input type="checkbox"/> IPE Team Teaching  | <input type="checkbox"/> Other:                                    |

The course is designed as online self-paced instruction. Material is introduced to the student using narrated PowerPoint presentations that are posted on Blackboard in addition to relevant readings and web-based materials. Assessment of student learning is online (self-administered by a stated deadline) and in-class (dates scheduled and posted). A web site is maintained on the Detroit Mercy Instructional Design Studio (IDS) Blackboard system for this course. This site will be used for posting lecture materials, relevant web-based materials, assignments, announcements, and course information.

### **Distance Education/HyFlex Course Delivery**

To provide an inclusive learning environment for all student learning styles, unique needs, or abilities in a comprehensive academic environment, the School of Dentistry is committed to offering students both in-person and online distance education delivery. Synchronous in-person lectures will be supplemented with simultaneous online delivery via Blackboard Collaborate (or similar application) to provide the option of attending remotely. Synchronous lectures will also be recorded. Asynchronous online delivery of prerecorded lectures will occur when circumstances do not allow for synchronous delivery of instruction. All recorded lectures (synchronous and asynchronous) will be posted to the course website to provide the option of viewing asynchronously. All assessments (in-person and online) will be administered via Blackboard utilizing Respondus Lockdown Browser. Online assessments will be proctored remotely utilizing Respondus Lockdown Browser and Respondus Monitor. In-person attendance is required for all simulation, clinical patient care, and any course work or learning exercise that the course director deems appropriate. It is the student's responsibility to master all knowledge and skills and demonstrate the same level of expected competency regardless of chosen delivery format. Failure to attend classes in any delivery format, laboratory sessions, or clinical assignments may jeopardize student progress and delay graduation.

### **Student Identity Verification:**

Students are responsible for ensuring that required coursework and examination/quiz submissions are of their own creation and may only collaborate with peers when explicitly allowed by the course director. In order to assure that the student who is enrolled in the course is the same student who participates in and completes the course (including assessments), the following methods will be utilized: 1) a secure login and pass code; 2) remote proctored examinations; and/or technologies and practices that are effective in verifying student identity; and 3) the use of Blackboard Safe Assign for determining any use of plagiarism for completed assignments. Students involved in an alleged act of academic dishonesty will be reviewed in accordance with University of Detroit Mercy School of Dentistry Academic Misconduct Policies.

**Course Protocols:**

- *Use of Blackboard:* All course materials will be posted on Blackboard. Narrated PowerPoint presentations, videos or relevant online topic-related resources, and evidence-based references will be available on Blackboard for student review and assessment. A portion of course assessments will be administered online for students to complete at their own pace by a scheduled and posted deadline. Course information will be disseminated through Blackboard announcements.
- *Protocol for missed exams:* All notifications of absences or illnesses must be made to the Course Director in addition to the Office of Academic Administration. Email notification that an in-class exam will be missed is acceptable if received before the exam begins. Make-up exams in the event of an excused absence will be given within one week of the scheduled exam. Failure to take an exam will result in a zero (0) grade.
- *Tardiness and/or behaviors during class:* This is an online course. However standard expected behaviors apply to other courses. Students who are late for class will not enter the classroom after the lecture has started. If there is a pause in the lecture, entrance may be made with a minimum of disturbance. If a student’s behavior is such that it is disturbing other students in the class, that student may be asked to leave the class. There will be no active cell phones, audible beepers, food, or restroom breaks allowed during class. Drinks are permissible.
- *Examination protocols:* During in-class exams, the student will place book bags, backpacks, notes, coats, and hats in a designated area of the room. No caps or hats with brims are to be worn during the examination. All cell phones will be off and stored during the examination. No internet capable or other devices with screens are permitted during the exam, unless otherwise directed by a course director. Students who arrive late to a scheduled exam will be permitted to take the examination unless other students have completed the exam and have already left the examination room. Clickers (personal response systems) are not utilized in this course.
- *Tablet PC utilization expectations:* Tablet PCs are well-utilized in this course. PowerPoint presentations will be posted on Blackboard.
- *Attendance Policy:* This is an online course however standard Detroit Mercy Dental attendance policies apply.

**Textbook and Resource Materials:**

- All course materials are available on Blackboard.

**Evaluation and Grading:**

**Grading Scale**

<b>A</b>	≥ 94%
<b>A-</b>	≥ 90% – < 94%
<b>B+</b>	≥ 87% – < 90%
<b>B</b>	≥ 83% – < 87%
<b>B-</b>	≥ 80% – < 83%
<b>C+</b>	≥ 77% – < 80%

<b>C</b>	≥ 73% – < 77%
<b>C-</b>	≥ 70% – < 73%
<b>D</b>	≥ 60% – < 70%
<b>F</b>	< 60%
<b>W</b>	Withdraw, no credit
<b>I</b>	Incomplete, a temporary grade not of record

### Course Grade Components

<i>Type of Assessment</i>	<i>Number of Assessments</i>	<i>Points</i>	<i>Percentage</i>	<i>Due Date</i>
Communication Workshop Attendance and Participation	3	300	30%	N/A
Communications Workshop Reflection	3	300	30%	Multiple due dates
Interprofessional Social Work Referral	1	100	10%	9/30
Video Competency Evaluation	1	100	30%	Multiple due dates
Communications OSCE Competency		Pass/Fail	Pass/Fail	11/17 or 11/18
		800	100%	

**\*You must pass the OSCE examination with a 70% with no critical errors to pass the course.**

### Course Evaluation Methods:

#### **Communications Workshop Participation Reflection Submission**

Writing activities with reflective and/or case-based prompts may be given at each class meeting. The writing activities may cover material from lectures, class discussions, and assigned readings. A rubric will be provided. The average of all writing activities will constitute **30%** of the final course grade. **Students who miss out of class writing activities due to excused absences should contact the Course Director immediately to make arrangements for remediation.** Otherwise, points from writing activities are not able to be made up. This reflection is due the **Friday following your communications workshop attendance at 11:59pm**

#### **Attendance**

Attendance is mandatory and may be monitored through student sign in sheets, Clicker questions, or other in class activities.

#### **Workshop Participation**

A component of this course is focused on opportunities to practice communication techniques and build clinical skills. **Therefore, participation is graded as Pass/Fail and is assessed in each workshop** (Cross Cultural Communication, segments 4 and 5 for this course) using a rubric which will be provided to students. **These points are not able to be made up except in the case of an excused absence.** If a student's behavior disturbs other students in the class, that student may be asked to leave the class. If a student is asked to leave due to disruptive behavior they will receive a zero for participation that day. There will be no headphones, active cell phones, or audible beepers allowed during class.

#### **Interprofessional Social Work Referral**

The Interprofessional Social Work Referral is designed to assist students to practice skills used in interprofessional communication, in referring a patient for social work assistance. This is **due Friday September 30 at 11:59pm**

- Faculty evaluation of the referral is worth 5% of the course grade. The evaluation criteria document will be provided via Blackboard.
- Students are required to complete a referral form for social work intervention, follow up regarding referral outcome and complete reflection of their experience, worth 5% of the course grade.

### Communication Video Competency

The Communication Video Competency is offered in lieu of a midterm exam. Additional information will be provided about this assignment and the evaluation criteria in class and via Blackboard.

- Faculty evaluation of the competency is worth **30%** of the course grade. The competency evaluation criteria document will be provided via Blackboard.
- Students are required to complete a self-assessment of their video competency,
- If the student makes one or more critical errors on the Video Competency, the student must remediate this exercise with the faculty member at a mutually agreed upon time and date. **The video evaluation grade will be penalized by 10% if the video project requires remediation due to failure to meet criteria or an unexcused absence. The video evaluation will be penalized by 30% if is not successfully completed by Friday, November 18, 2022. The video competency including make-ups and remediation must be completed by Friday, December 2, 202.**
- Successful completion of video recorded interaction is required to pass the course. Failure to complete this competency will result in an “F” in the course.

### OSCE

The Communication Objective Structured Clinical Exam (OSCE) is offered in lieu of a final examination in this course. It takes place Kado Clinical Skills Center at Wayne State University. The OSCE serves as an educational tool for measuring or evaluating clinical skills competence in patient-provider communication and inter-professional communication. The OSCE competency consists of a series of discrete encounters in which students will interact with “Standardized Patients” or “Standardized Professionals” (e.g., physician, nurse, pharmacist, etc.). More information, including the date, will be provided via blackboard. **The OSCE is Pass/Fail, with 70% in order to pass the OSCE exam.** If a student is unsuccessful at the first attempt, a retake is **required**. Students who miss the OSCE exam due to an excused absence (per the UDM Academic Policies manual) will be permitted to complete the OSCE at the re-take date. **Missing the OSCE due to an unexcused absence may result in failure of the course.** Students who require a retake will be notified directly with instructions/dates. **Successful completion of the OSCE is required to pass the course.**

**The OSCE will be on Thursday, November 17 and Friday, November 18, 2022.**

### Remediation

Remediation of the course is at the discretion of the Course Director and/or Academic Performance Committee and may include retaking of some or all assessments or re-taking the entire course the next time that it is offered.

### Midterm Examination

The Video Competency is given in lieu of a midterm exam.

### Final Examination

The Communications Objective Structured Clinical Exam (OSCE) is given in lieu of a final examination in this course.

### Detroit Mercy School of Dentistry Course Competency Table and Competency-Based Education:

The general dentist is the primary oral health care provider, integrated in a team of dental specialists, allied dental professionals, and other health care providers. The general dentist will address health care issues beyond traditional oral health care and must be able to independently and collaboratively practice evidence-based comprehensive dentistry with the ultimate goal of improving the health of society. The



general dentist must have a broad integrated biomedical, behavioral, and clinical education and be able to demonstrate professional and ethical behavior as well as effective communication and interpersonal skills. In addition, he/she must have the ability to evaluate and use emerging technologies, continue professional development and use problem-solving and critical thinking skills effectively to address current and future issues in health care.

Competency is a complex behavior or ability essential for the general dentist to begin independent, unsupervised dental practice. Competency includes knowledge, experience, critical thinking and problem-solving skills, professionalism, ethical values, and technical and procedural skills. These components become an integrated whole during the delivery of patient care by the competent general dentist. Competency assumes that all behaviors are performed with a degree of quality consistent with patient well-being and that the general dentist can self-evaluate treatment effectiveness. In competency-based dental education, what students learn is based upon clearly articulated competencies. All behaviors/abilities are supported by foundation knowledge and psychomotor skills in biomedical, behavioral, ethical, clinical dental science and informatics areas that are essential for independent and unsupervised performance as an entry-level general dentist.

Competencies serve as a framework for the curriculum. Both learning experiences and assessment tools are guided by the competency statements. Formative feedback serves as the basis for developing competence. Summative assessment serves as the basis for demonstrating competence.

<p align="center"><b>School of Dentistry Competencies of the Graduating Dental Student</b></p>	<p align="center"><b>Competency Addressed</b> <i>(Foundation / Experiential / Competence Assessed)</i> <i>(Check all that apply)</i></p>	<p align="center"><b>Competency Evaluated</b> <i>(Progress / Certify Competence / No)</i> <i>(All that apply)</i></p>	<p align="center"><b>Methods of Evaluation</b> <i>(see Key)</i>  <i>(List all methods utilized)</i></p>
<b>1. Critical Thinking</b>			
1.1 Evaluate and integrate emerging trends in health care, as appropriate.	<input checked="" type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input checked="" type="checkbox"/> P <input type="checkbox"/> CC <input type="checkbox"/> No	RW
1.2 Utilize critical thinking & problem-solving skills.	<input checked="" type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess,CC, OSCE, Video competency
1.3 Evaluate and integrate best research outcomes with clinical expertise and patient values for evidence-based practice.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
<b>2. Professionalism</b>			
2.1 Apply ethical and legal standards in the provision of care.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
2.2 Practice within one's scope of competence and consult with or refer to professional colleagues when indicated.	<input checked="" type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess,CC, OSCE, SW Referral
<b>3. Communication</b>			
3.1 Apply appropriate interpersonal and communication skills.	<input checked="" type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input type="checkbox"/> P <input checked="" type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess,CC, OSCE, Video competency
3.2 Apply psychosocial and behavior principles in patient-centered health care.	<input type="checkbox"/> F <input checked="" type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input type="checkbox"/> P <input checked="" type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess,CC, OSCE, Video competency
3.3 Communicate effectively with individuals from diverse populations.	<input checked="" type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input type="checkbox"/> P <input checked="" type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess,CC, OSCE, Video competency
<b>4. Health Promotion</b>			
4.1 Provide prevention, intervention, and educational strategies.	<input type="checkbox"/> F <input checked="" type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input type="checkbox"/> P <input checked="" type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess,CC, OSCE
4.2 Participate with dental team members and other health care professionals in the management and health promotion for all patients.	<input checked="" type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input type="checkbox"/> P <input checked="" type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess,CC, OSCE
4.3 Recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practice settings.	<input checked="" type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> NA	<input checked="" type="checkbox"/> P <input type="checkbox"/> CC <input type="checkbox"/> No	SA, RW, Self-Assess
<b>5. Practice Management &amp; Informatics</b>			
5.1 Evaluate and apply contemporary and emerging information including clinical and practice management technology resources.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
5.2 Evaluate and manage current models of oral health care management and delivery.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
5.3 Apply principles of risk management, including informed consent and appropriate recordkeeping in patient care.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
5.4 Demonstrate effective business, financial management, and human resource skills.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
5.5 Apply quality assurance, assessment, and improvement concepts.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
5.6 Comply with local, state and federal regulations including OSHA and HIPAA.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
<b>6A. Patient Care – Assessment, Diagnosis, and Treatment Planning</b>			
6.1 Manage the oral health care of patients throughout all stages of life as well as the unique needs of geriatric and special needs patients.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.2 Prevent, identify and manage trauma, oral diseases and other disorders.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	

School of Dentistry Competencies of the Graduating Dental Student	Competency Addressed (Foundation / Experiential / Competence Assessed) (Check all that apply)	Competency Evaluated (Progress / Certify Competence / No) (All that apply)	Methods of Evaluation (see Key)  (List all methods utilized)
6.3 Select, obtain and interpret patient / medical data including a thorough intra/extra oral examination and use these findings to accurately assess and manage patients.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.4 Select, obtain, and interpret diagnostic images for the individual patient.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.5 Recognize the manifestations of systemic disease and how the disease and its management may affect the delivery of dental care.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.6 Formulate a comprehensive diagnosis, treatment and/or referral plan for the management of patients.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
School of Dentistry Competencies of the Graduating Dental Student	Competency Addressed (Foundation / Experiential / Competence Assessed) (Check all that apply)	Competency Evaluated (Progress / Certify Competence / No) (All that apply)	Methods of Evaluation (see Key)  (List all methods utilized)
<b>6B. Patient Care – Establishment and Maintenance of Oral Health</b>			
6.7 Utilize universal infection control guidelines for all clinical procedures.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.8 Prevent, recognize, and medical and dental emergencies.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.9 Recognize and manage patient abuse and/or neglect.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.10 Recognize and manage substance use disorder.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.11 Evaluate outcomes of comprehensive dental care.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.12 Prevent, diagnose, and manage pain and anxiety in the dental patient.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.13 Recognize temporomandibular dysfunction symptoms and determine need for referral.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.14 Prevent, diagnose and manage periodontal disease.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.15 Prevent, diagnose and manage caries.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.16 Manage restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function, are esthetic, and promote soft and hard tissue health.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.17 Diagnose and manage developmental or acquired occlusal abnormalities.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.18 Manage the replacement of teeth for the partially or completely edentulous patient.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.19 Diagnose, identify, and manage pulpal and periradicular diseases.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.20 Diagnose and manage oral surgical treatment needs.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	
6.21 Diagnose, identify and manage oral mucosal and osseous diseases.	<input type="checkbox"/> F <input type="checkbox"/> E <input type="checkbox"/> C <input checked="" type="checkbox"/> NA	<input type="checkbox"/> P <input type="checkbox"/> CC <input checked="" type="checkbox"/> No	

**Key: Course Competency Table**

**Competency Addressed Column:**

- “F” = Foundational Knowledge / Foundational Clinical Skills – Typically includes didactic, simulation in lab and clinic, peer-to-peer activities, and standardized patients.
- “E” = Experiential – Typically includes clinical patient care and service learning activities.
- “C” = Certification of Competence is Addressed – Course includes competency assessment that determines the student is ready for unsupervised practice.
- “NA” = Not Applicable

**Competency Evaluated Column:**

- “P” = Measures **P**rogress towards Competence – Course includes assessment of foundational knowledge, foundational clinical skills and/or experiential patient care and service learning activities.
- “CC” = **C**ertifies **C**ompetence - Course includes assessment that is utilized to certify competence (e.g.: ready for unsupervised practice). May be a singular assessment or one of several assessments that combine to certify competence (e.g.: triangulation).
- “N” = **N**o assessment – Although the course may address the competency statement, it does not include any assessment of the student’s competence in that area.

**Methods of Evaluation Column:**

- **Written Assessment:**
  - “MCQ-CF” = Multiple Choice Question-Context Free
  - “MCQ-CB” = Multiple Choice Question-Case-based
  - “CBCC”= Case Based Clinic Competency
  - “BFE”= **Brief Focused Essay**
  - “Short Answer” = Written Short Answer or Fill-in
  - “Essay” = Structured Essay
  - “Research” = Investigative Research Report
  - “CATs” = Critically Appraised Topics
- **Faculty Assessment by Observation**
  - “Global Eval” = Longitudinal, Global, Comprehensive or Summary Evaluation
  - “Daily Eval” = Daily Evaluation
  - “Clinic Comp” or “CC” = Clinical Competency Examination
  - “Clinic Sim”= Clinical Typodont Competency Examination
  - “Oral Exam” = Standardized Oral Examination
  - “Present” = Individual or Group Presentation
  - “SGD”= **Small Group Discussion participation**
- **Self-Assessment**
  - “Self-Assess” = Student Self-Assessment
  - “Reflect” = Reflective Writing
- **Independent Assessment**
  - “Peer Assess” = Peer Assessment
  - “Pt Survey” = Patient Survey
  - “Std Pt” = Standardized Patients
- **Simulation**
  - “Virtual” = Virtual Reality (Computer-based Clinical Scenarios)
  - “Lab Sim” = Typodont and/or Mannequin examination
- **Multi-competency Comprehensive Assessments**
  - “OSCE” = Learning outcome Structured Clinical Examination
  - “TJE” = Triple Jump Assessment
- **Work Samples:**
  - “CP” = **Case Presentation**
  - “Portfolio” = Portfolio
  - “Record Rev” or “CA” = Records Review or Chart Audit-Simulation Review
- **Other:** (include description)

**COURSE SCHEDULE: (subject to change\*)**

DATE	TOPICS	INSTRUCTOR	FORMAT	ASSESSMENTS	READINGS
<b>FT WK 2: SEPT 2</b> <b>Asynchronous</b>	Course introductions and syllabus review	Prof. Ziglor	PowerPoints	N/A	N/A
<b>FT WK 5: SEPT 21</b> <b>10:00-11:50am</b>	<b>Focus</b> Cross-Cultural Communication	<b>As assigned</b> Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 5: SEPT 21</b> <b>1:00-2:50pm</b>	<b>Focus</b> Cross-Cultural Communication	<b>As assigned</b> Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 5: SEPT 22</b> <b>10:00-11:50am</b>	<b>Focus</b> Cross-Cultural Communication	<b>As assigned</b> Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 5: SEPT 22</b> <b>1:00-2:50pm</b>	<b>Focus</b> Cross-Cultural Communication	<b>As assigned</b> Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 8: OCT 12</b> <b>10:00-11:50am</b>	<b>Focus</b> Implicit Bias Cultural Reflection	<b>As assigned</b> Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 8: OCT 12</b> <b>1:00-2:50pm</b>	<b>Focus</b> Implicit Bias Cultural Reflection	<b>As assigned</b> Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard

<b>FT WK 8: OCT 13</b>  <b>10:00-11:50am</b>	<b>Focus</b> Implicit Bias  Cultural Reflection	<b>As assigned</b>  Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 8: OCT 13</b>  <b>1:00-2:50pm</b>	<b>Focus</b> Implicit Bias  Cultural Reflection	<b>As assigned</b>  Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 10: OCT 28</b>  <b>4:00-5:00pm</b>	<b>OSCE Orientation</b>	Prof. Loewen Prof. Ziglor	PowerPoints	N/A	See Blackboard
<b>FT WK 12: NOV 4</b>  <b>Asynchronous</b>	<b>Focus</b> Microaggressions	<b>Group A &amp; B</b>  Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 12: NOV 9</b>  <b>8:00-9:50am</b> <b>8:00-11:50am</b>	<b>Focus</b> Workshop Make-Up Sessions	<b>As assigned</b>  Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 12: NOV 10</b>  <b>8:00-9:50am</b> <b>8:00-11:50am</b>	<b>Focus</b> Workshop Make-Up Sessions	<b>As assigned</b>  Lead Instructors:  Dr. Jones Dr. Poznick Prof. Ziglor	Lecture PowerPoint Discussion Small Group Activities	Writing Activity	See Blackboard
<b>FT WK 13: NOV 17 and NOV 18</b>	<b>OSCE Exam at WSU Thursday, November 17 and Friday, November 18, 2022. See BB for more information</b>  <b>See roster posted on BB for your scheduled date and time. Use the BB schedule only for your OSCE exam date and time.</b>				

**\*Occasionally the schedule may need to change due to instructor availability or educational outcome assessment. Important messages (such as cancellation of a class session) will be communicated through Blackboard and/or Detroit Mercy email addresses.**