



SCHOOL OF DENTAL HYGIENE

COURSE NUMBER & TITLE: DNTH 412; Communication Strategies for the Dental Health Care Professional

CURRICULUM LEVEL: Undergraduate Senior Level

COURSE CREDIT HOURS: Three (3) hours

CLASS LOCATION: ODU Main Campus, Ellmer College of Health Sciences Building, Room 1002

CLASS DAY & TIME: Wednesdays, 8:00am to 9:00am (EST)

COURSE DESCRIPTION & PURPOSE: Study of patient-clinician communication and communication strategies to enhance patient-provider interactions for dental health care professionals. Main topics include communication fundamentals, interaction skills, communication during the appointment, and communication challenges that dental health care providers face. Emphasis on how to obtain accurate patient details during motivational interviewing, communicate effectively and efficiently during dental procedures, and present care plans from a patient-centered standpoint. The purpose of this course is to prepare dental hygiene students with cognitive knowledge and communication strategies to be successful dental health care providers.

PREREQUISITES: DNTH 305, DNTH 306, and DNTH 316.

INSTRUCTOR: Assistant Professor Hite Jones, RDH, MS

Office Location: ODU Main Campus, Ellmer College of Health Sciences Building, Room 3041

Office Hours: Mondays from 1:00pm to 4:00pm (EST)

Office Phone: (757) 222-9827

Email Address: hjones@odu.edu

INSTRUCTOR EMAIL POLICY: Please contact me using the Canvas course messaging system or my faculty email. Messages will be checked daily and responded to as soon as possible. Please be patient with responses during weekends and holidays. I will send out weekly course messages to the class and you are expected to regularly check for messages by using the “Announcements” tab in Canvas.

METHODS OF DELIVERY: This is an on-campus face-to-face course that will utilize lectures, class participation, audio-visual aids, individual and collaborative group work, written assignments, reading assignments, and videos as needed. The Canvas learning management system provided to you by ODU is where course content will be housed.

REQUIRED TEXTBOOK:

The following required textbook is available for purchase or rent online via Amazon or Quintessence Publishing Company, Inc. with the options of paperback or eBook (your preference):

Young, L. B., O'Toole, C. R., & Wolf, B. (2015). Communication skills for dental health care providers (1st ed.). Quintessence Publishing Company: Hanover Park. ISBN 978-0-86715-690-4

SUPPLEMENTAL READINGS: Select articles and internet readings will be provided within Canvas course modules.

RECOMMENDED TEXTS: Some assignments for this course require the use of APA 7 style referencing. It is strongly recommended that you obtain the book: Publication Manual of the American Psychological Association (latest edition):

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, D.C. ISBN 978-1433832161

METHODS OF EVALUATION: Throughout the semester, students will be assessed for achievement of course goals and objectives by a variety of methods including a research paper, tests, a group project with an oral presentation, individual homework, quizzes, and an exam. Completion of all assignments on time is expected and mandatory. Individual assignment grades will not be rounded at any point in the semester. Final grades that end in .5 to .9 will be rounded up to the next whole number. Final grades ending in .0 to .4 will not round up. A list of graded requirements is below:

| | List of Graded Assessments: |
|----|---|
| | The following is a list of graded assessments. Due dates can be found in the schedule and will be discussed in class. |
| 1. | <u>Communication Skills Paper</u> – Research information on and write a 5-page research paper on the importance of listening, verbal, and nonverbal skills during patient-clinician communication and describe at least two strategies each on how to improve listening, verbal, and nonverbal skills. |
| 2. | <u>Patient-Provider Communication Challenge Project & Presentation</u> - Choose a specific communication challenge from either the life span, hearing and speaking, or stigma categories that dental health professionals face and orally present to the class on at least three strategies that can help improve patient- |

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| | clinician communication for the specific challenge. This will be a collaborative group activity. |
| 3. | Participation Grade – The series of individual assignments will include 3 homework assignments and 3 quizzes. |
| 4. | Three (3) tests -Each will be multiple-choice |
| 5. | Final Examination (comprehensive) |

TESTING PROTOCOL: Tests may cover lecture materials, assigned readings, and PowerPoints. The final exam will be comprehensive. Tests and exams will be administered using Canvas Respondus Lockdown Browser.

- Hardware Requirements: Desktop computer or fully charged laptop. NOTE: tablets and Chromebooks are not compatible with some Canvas testing options. You will also need a reliable internet connection (preferably a wired connection).
- Software Requirements: Chrome, Firefox, Edge, or Safari.
 - **How to take tests:** **1)** Put your smartphone in airplane mode. **2)** On the day of a test and during our regularly scheduled class period, use your desktop/laptop computer to log into Canvas and access the “Quizzes” tab. **3)** Within that tab, you will open the appropriate test/exam once I verbally announce that it is time to begin.

Tests are not released. For questions regarding tests, please make an in-person or Zoom appointment. **Tests may only be reviewed until the next test date.** Grades will not be changed for student errors on tests.

GRADING CRITERIA:

ASSIGNMENT WEIGHTS:

| Assignment | Undergraduate DNTH 412 |
|---|---------------------------|
| Communication Skills Paper (individual activity) | 20% |
| Patient-Provider Communication Challenge Project & Presentation (group activity) | 20% |
| Participation Grade (series of individual assignments) | 10% |
| Test #1 | 10% |
| Test #2 | 10% |
| Test #3 | 10% |
| Final Examination | 20% |
| Total Grade | 100% |

GRADING SCALE:

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| 93 - 100 | A |
| 85 - 92 | B |
| 77 - 84 | C |
| 70 - 76 | D |

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| 69 and below | F |
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ATTENDANCE POLICY: All students must attend each class session and be on time. If you have an emergency or are sick, you must contact the instructor, Hite Jones, hjones@odu.edu and the department Chair, Ann Bruhn, abruhn@odu.edu immediately. Upon return, you will need to provide official physician documentation as to why the absence occurred. Unexcused absences will result in a 1-point deduction from the final grade. At the end of the course, attendance will be assessed for unexcused absences and tardiness and from there, the final grade will be decreased if necessary.

MISSED TESTS & EXAMS: Makeup tests are not allowed due to unexcused absences. Missed tests due to an unexcused absence will result in a grade of zero (0). This is a School of Dental Hygiene policy.

SUBMITTING ASSIGNMENTS: Assignments must be turned in by the date and time found on the schedule. It is vital to adhere to submission guidelines provided with each assignment. Electronic assignments are to be submitted as Word documents (.doc, .docx, or .pdf). If you have technical problems, contact the ITS Customer Service Help Desk at (757) 683-3192 for assistance.

LATE ASSIGNMENTS: Points will be deducted for late assignments. 3-points will be deducted each day (including Saturday and Sunday) the assignment is late. Any late assignments that are not graded by the end of the semester will result in a 5-point deduction from the final grade. No late portions of assignments will be accepted. Every assignment is expected to be turned in on time and finished.

STUDENT EXPECTATIONS: As an aspiring dental health professional, it is of utmost importance that you possess the ability to communicate, reflect, and learn. You are expected to display professionalism and ethical behavior. If you wish to be successful in this course and your future, it is your responsibility to obtain knowledge. It is expected that you will be ready to learn during class times.

Students are expected to:

- Review assigned content located in each module.
- Maintain academic integrity and report any witnessed violations by fellow students.
- Respect classmates and the professor.
- Regularly check the Canvas “*Announcements*” tab for updates.
- Turn in assignments on time and completed.

COMPUTER AND CELL PHONE USE IN CLASS: The School of Dental Hygiene requires that students silence their cell phones and do not text during class times. If a student must make a phone call, the student can leave the classroom and take the call in the hallway. Students may have laptops accessible during class times, but only for class-related activities. Not adhering to this policy is grounds for point deductions from a student’s final course grade.

GENERAL COMPUTER AND TECHNICAL REQUIREMENTS: Students must activate their Old Dominion University email accounts and have reliable internet access while using web browsers.

**IMPORTANT ADDITIONAL UNIVERSITY & SCHOOL OF DENTAL HYGIENE STATEMENTS:
STATEMENT OF STUDENT RESPONSIBILITIES AND ACCOUNTABILITIES:**

The school of dental hygiene supports Old Dominion University in its commitment to the **holistic development of its students, fostering an environment that is safe, secure, and inclusive**. This commitment encourages student accountability, academic integrity, student engagement, and success. The University expects students and student organizations/groups to uphold and follow the behavioral standards of the Code of Student Conduct ("the Code"). These behavioral expectations are embodied within core values, including personal and academic integrity, fairness, **respect**, community, and responsibility. The student accountability process exists to protect University interests and educate and respond to students and student organizations/groups whose behavior does not align with those expectations.

Attendance: Due to the unique responsibilities and accountabilities associated with becoming a competent professional healthcare provider, the progressive nature of the curriculum, the legal issues associated with providing patient/client care, the provision of quality health services and future employability, attendance and class participation are required. Should an absence be necessary, the student must email the course director immediately as well as department Chair, Ann Bruhn, abruhn@odu.edu and Director of Clinical Affairs, Lauren Eusner, leusner@odu.edu

- A note on official stationery from a physician or other appropriate healthcare provider that saw you or treated you on the day(s) you were absent must be submitted to your course director(s), the department Chair, and Director of Clinical Affairs the day you return verifying the need to be excused from class, lab and/or clinic, and date(s) for the required absence. Notes will not be accepted after final grades have been submitted.
- In the case of medical-related illness when the student feels well enough to attend virtually, a concurrent Zoom option may be considered by the course director with advance notice of 24 hours. In the event the student is unable to give advance notice for a medical-related illness, Zoom may not be available. Zoom is not available for other circumstances without advance notice and approval from the Course Director.
- Students who are absent and fail to provide an acceptable excuse (see criteria above) on the day of their return, may be asked to meet with the course director, meet with the SODH Chair and Entry-level Program Director, and/or may be referred to ODU Cares for a follow-up.
- Each unexcused absence will result in a grade penalty of one percentage point reduction from the final grade in the course(s) missed.
- Make up for clinic and lab time missed, and academic exercises (assignments, quizzes, tests, exams, practicals, etc.) will not be given for unexcused absences.
- Late arrivals to class are considered unexcused absences.
- Students who miss a regularly scheduled test are to follow the steps below:
 1. For an unexcused absence, a grade of zero (0) will be recorded for the quizzes, tests, exams, practicals, and for attendance.

2. For an excused absence, make-up quizzes, tests, exams, and practicals must be taken within two days of returning from a documented excused absence. Failure to do so will result in a zero (0) for that quiz, test, exam or practical. Make-up test format will be decided by the course director. Possible formats will include but are not limited to:
 - a. oral exam
 - b. essay
 - c. short answer
 - d. listing
 - e. demonstration/performance
 - f. combination of these

Meeting Established Deadlines: All course related academic exercises are to be submitted as directed by the course director on the established due dates. Academic exercises submitted after the established deadlines will be penalized by the grade. Students are encouraged to keep a duplicate copy of all submitted academic exercises.

Honor Code: By attending Old Dominion University, you have signed a pledge accepting the responsibility to abide by the following Honor Code: "We the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others." This is an institutional policy approved by the Board of Visitors. The University Honor Code applies to all academic exercises by students.

Academic Misbehavior:

A. **Academic Sabotage:** An intentional effort to corrupt or negatively impact another student's academic work.

B. **Cheating:** Copying, collaborating, or completing an academic exercise with or for other students or parties without permission from the class-assigned faculty member; paying someone to complete assignments; using any unauthorized materials to assist on assignments; misusing study aids such as Chegg, Quizlet, Course Hero, etc., to complete or pass class assignments; using test banks or copying answers from another source or student. This also includes unauthorized use of artificial intelligence sites including, but not limited to, ChatGPT, Dall-E, Alpha Code, Tensor Flow, Scribe, etc., and any act or behavior that gives the student an unfair advantage.

C. **Fabrication:** Inventing, altering, falsifying, creating data, citation, or information in an academic exercise or for any improper purpose. Knowingly presenting false or falsified official documentation such as transcripts, doctor's notes, supervisor evaluations, application materials, etc.

D. **Facilitation:** Helping another person participate in any act of academic misbehavior (including, but not limited to, sharing course materials without permission).

E. **Misrepresentation:** Misleading an instructor as to the condition under which the work was prepared, including, but not limited to, undisclosed Artificial Intelligence (AI) use, substituting for another student, or permitting another person to substitute for oneself on any academic work.

F. Plagiarism: According to the ODU Code of Student Conduct, plagiarism is “Intentional or unintentional use of someone else's scholarly or academic work, language, ideas, or other material as your own without proper citation in an academic exercise (whether reproduced or presented verbatim or in paraphrased or summary form); recycling a previous assignment as a new assignment without appropriate citation or notification and approval from faculty members”. Therefore, all academic exercises submitted are expected to be the result of each student’s own thought, research, and self-expression. A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include but are not limited to: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities but attempts to take credit for the work of the group.

All allegations of academic misbehavior in the SODH are investigated and follow the Academic Integrity Resolution Options form found here:

<https://www.odu.edu/sites/default/files/documents/acad-integrity-report-form-19-20.pdf>.

Findings/outcomes are protected by Federal Privacy law and are unable to be disclosed. For more information, visit the Office of Student Accountability & Academic Integrity (OSAAI) webpage <https://www.odu.edu/student-conduct-academic-integrity>

Artificial Intelligence (AI) Software Use: The use of AI software to create your assignments is prohibited. Turnitin, the web-based plagiarism detection tool integrated with Canvas and supported by ODU incorporates an AI Writing detection feature, that allows identification of instances where students may have used AI writing tools. According to the ODU Code of Student Conduct, undisclosed use of AI is a form of cheating and misrepresentation.

Code of Student Conduct: All students are **expected to abide by the Code of Student Conduct** as found in the Old Dominion University Student Handbook and University Catalog. The School of Dental Hygiene **provides persons treated in the Dental Hygiene Care Facility with safe, ethical, and evidence-based oral healthcare. Endangering health and welfare by use of unsafe and unethical practices and/or not following standard dental hygiene treatment protocols is grounds for the removal of students from the dental hygiene program.** According to the Code of Student Conduct, academic exercises can include but are not limited to items submitted for drafts, extra credit, grading, continuance, graduation, honors, awards, scholarships, or recognition at the university as well as materials submitted to other institutions, associations, or organizations for evaluation (e.g., awards, scholarships, or publication). Academic exercises include all forms of work: oral, written, electronic, or otherwise submitted by students and may be used anonymously for necessary review without notification.

Student Class Expectations on Conduct: Appropriate conduct by students is an absolute requirement in the college and includes distance education courses. The university operates with a **policy of zero tolerance for any disruptive behavior**. The term 'disruptive behavior' means any behavior that **substantially interferes with the conduct of a class**. Disruptive behavior may include but is not limited to:

- Persistent late arrivals or leaving early in a manner that disrupts the regular flow of the class.
- Talking while the course director is talking.
- Speaking in class without first obtaining recognition and permission to speak.
- Use of any electronic equipment such as cell phones, computers, digital tablets, digital audio players, earphones, etc. in a manner that disrupts the class.
- **A student who becomes belligerent or verbally abusive when confronted as a result of his/her inappropriate behavior.**

Students do not have the right to engage in behavior that is disruptive in the classroom. The faculty has the authority to maintain appropriate classroom behavior in all courses offered by Old Dominion University, whether in traditional or distance/virtual modes. **Faculty have the right to immediately confront any student causing disruptive behavior, and request cessation of the behavior.** A follow-up conversation with the student(s) is recommended to reinforce the faculty member's expectations for appropriate conduct in the classroom. **In situations in which students are cooperative with the faculty member's request to cease disruptive behavior, the faculty member need only report the incident to the department chair.** Should any student choose not to respond to a request to cease disruptive behavior, the faculty member should ask the student to leave the classroom to prevent further disruption to the class. A disruptive student should be reported to the Office of Student Accountability and Academic Integrity for disciplinary action under the Student Disciplinary Policies and Procedures.

Students engaged in classroom disruption will normally be charged with:

1. Failure to comply with the directions of university officials, their authorized agents, and local police agencies acting in the performance of their duties; and/or
2. Obstruction or disruption of university activities.

Accommodations: Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility (OEA) by providing Accommodation Letters to their course directors early in the semester to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to course directors each semester. You may visit the OEA's website at: <https://www.odu.edu/accessibility> to schedule an appointment or register for services.

ODU's Office of Counseling Services:

ODU's Office of Counseling Services (OCS) is a university agency with competent, diverse, and multidisciplinary professional staff. We are committed to supporting the emotional well-being, social development, and academic progress of all students at Old Dominion University.

College life can be a wonderful time of self-discovery, but for many, it is also a time when the awareness of mental health conditions increases. OCS services are available to assist with addressing mental health concerns that a student may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via our website at: <http://www.odu.edu/counselingservices>. All services are free to ODU students.

School of Dental Hygiene Policy on Professionalism in the Use of Social Media:

The Internet has created the ability for dental hygiene students and oral health professionals (dental hygienists and dentists) to communicate and share information quickly to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support students' and dental hygienists' personal expression, enable individuals to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to disseminate public health and other health messages. Social networks, blogs, and other forms of communication online also create new challenges to the patient-oral health provider relationship. Oral health professionals and students must weigh a number of considerations when maintaining a presence online.

- (a) Standards of patient and colleague privacy and confidentiality must be maintained in all environments, including online, and oral health professionals and students must refrain from posting identifiable person information online.
- (b) When using the Internet for social networking, oral health professionals and students must use privacy settings to safeguard personal information and content to the extent possible, but realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, oral health professionals and students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
- (c) If interacting with patients on the Internet, oral health professionals and students must maintain appropriate boundaries of the patient-oral health provider relationship in accordance with professional ethical guidelines just as they would in any other context.
- (d) To maintain appropriate professional boundaries oral health professionals and students should consider separating personal and professional content online.
- (e) When oral health professionals or students see content posted by colleagues that appear unprofessional or a violation of the Code of Ethics of the American Dental Hygienists' Association, they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the dental hygienist and or students should report the matter to appropriate authorities, e.g., the State Board of Dentistry, the University Honor Council.
- (f) Oral health professionals and students must recognize that actions online and content posted may negatively affect their reputations among patients, colleagues, employers and potential employers and may have consequences for their careers now and in the future, and can undermine public trust in the dental hygiene profession.

Adapted heavily from the AMA Policy: Professionalism in the Use of Social Media Approved - May 17, 2012.

Course Disclaimer: Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs, and experiences of the students.

GENERAL COURSE OBJECTIVES:

At the completion of this course, the student should be able to:

1. Explain the importance of patient-provider communication skills.
2. Describe the significance of patient communication preparation.
3. Internalize an appreciation for patient-provider cultural competence.
4. Identify strategies for enhancing listening skills.
5. List verbal communication skill components.
6. Analyze the different factors associated with nonverbal communication skills.
7. Examine methods for initiating and interviewing during patient care.
8. Evaluate the different elements involved with interacting with patients during and after procedures.
9. Initiate a comprehensive presentation of treatment to patients.
10. Distinguish between strategies for managing different life span challenges.
11. Determine the appropriate approach for managing hearing and speaking challenges.
12. Defend the importance of planning for stigma challenges.

SPECIFIC OBJECTIVES BY CHAPTER & TOPIC:

Upon completion of each instructional unit, the student should be able to:

1. Chapter 1; "Understanding Communication":
 - a. Define health communication for the dental health professional.
 - b. Describe the domain of patient-provider communication.
 - c. Analyze the similarities and differences of patient-provider communication in dentistry compared to other medical contexts.
 - d. Evaluate the benefits and challenges of enhanced communication skills in dentistry.
 - e. Display an interest in enhancing patient-provider communication by participating in a classroom discussion.
2. Chapter 2; "Preparing for Patient Communication":
 - a. List the different stereotypes associated with dentists.
 - b. Discuss the preappointment perceptual influences that can affect patients.
 - c. Distinguish the different elements associated with dental anxiety.
 - d. Appraise the communication-relevant patient preferences that can affect the patient-provider relationship.
 - e. Indicate a commitment to improving patient-provider communication by agreeing to actively prepare before appointments.
3. Chapter 3; "Developing Cultural Competence":
 - a. Explain the importance of culture and patient-provider context.
 - b. Determine approaches to assess cultural influences.
 - c. Critique culturally competent communication strategies for the dental health professional.
 - d. Debate stigmas associated with cultural backgrounds in dentistry.

e. Avoid using the same approach for every patient-provider interaction.

4. Chapter 4; “Enhancing Listening Skills”:

- a. Identify the barriers to effective listening.
- b. Compare and contrast strategies for active listening.
- c. Apply appropriate strategies for active listening.
- d. Formulate documentation of patient-provider communication.
- e. Appreciate strategies for advancing listening skills.

5. Chapter 5; “Improving Verbal Skills”:

- a. Differentiate task-focused communication and emotion-focused communication.
- b. State the significance of oral health literacy.
- c. Examine verbal communication strategies promoted by organizations.
- d. Propose treatment plans using the SPEAKS approach.
- e. Suggest approaches for enhancing verbal skills.

6. Chapter 6; “Refining Nonverbal Skills”:

- a. Correlate nonverbal communication and fear during patient care.
- b. Interpret place and time as nonverbal communication factors.
- c. Modify presentation aids based on patient needs.
- d. Utilize the SMILES approach during patient-provider communication.
- e. Propose resolutions for refining nonverbal skills.

7. Chapter 7; “Initiating and Interviewing”:

- a. Explain the HIPAA Privacy Rule.
- b. Establish interview skills to reach common ground during patient care.
- c. Evaluate professionalism and its relation to patient-provider communication.
- d. Categorize health history communication strategies to promote accuracy.
- e. Reflect on the importance of communications strategies indicated when initiating and interviewing.

8. Chapter 8; “Interacting During and After Procedures”:

- a. Apply communication strategies indicated for during procedures.
- b. Correlate diagnosis and prognosis of oral health conditions.
- c. Devise treatment plans that involve active patient motivation.
- d. Select methods of instruction for routine care based on patient needs.
- e. Recommend optimal strategies to provide effective patient-provider communication after procedures.

9. Chapter 9; “Presenting Treatment Plans”:

- a. Categorize restorative and preventive treatment plans.
- b. Describe treatment plans and options for patients.
- c. Utilize motivational interviewing using open-ended questions.

- d. Justify treatment plans at the end of an appointment through verbal and nonverbal communication skills.
- e. Promote the effective presentation of patient-based treatment plans by utilizing appropriate approaches for patient-provider communication.

10. Chapter 10; “Managing Life Span Challenges”:

- a. Apply appropriate communication strategies for parents and guardians of children.
- b. Identify communication strategies to aid anxious children through dental appointments.
- c. Assess different communication approaches for senior patients and their caregivers.
- d. Modify communication strategies for patients with dementia or Alzheimer disease.
- e. Evaluate communication patterns and behaviors of patients with autism.
- f. Demonstrate a commitment as a responsible classmate through participation in a collaborative group project regarding patient-provider challenges.

11. Chapter 11; “Managing Hearing and Speaking Challenges”:

- a. Explain legal obligations regarding deaf and limited English proficiency (LEP) patients.
- b. Determine proper ways for treating deaf patients based on patient needs.
- c. Discuss suitable approaches for working with an ASL interpreter.
- d. Debate diverse communication strategies for treating LEP patients.
- e. Describe effective applications for working with a language interpreter.
- f. Demonstrate a willingness to manage hearing and speaking challenges by contributing to an in-class activity.

12. Chapter 12; “Managing Stigma Challenges”:

- a. Compare and contrast approaches for overcoming stigma barriers.
- b. Evaluate timing and need for addressing stigmatized conditions.
- c. Identify patients who smoke or abuse substances through interviewing.
- d. Determine appropriate strategies for addressing intimate partner violence.
- e. Share the significant components associated with managing stigma challenges.

SYLLABUS COURSE SCHEDULE:

This schedule is based on the Spring semester of 2025 for a 16-weeks long course. **The schedule is subject to change due to unforeseen events.**

| SEMESTER WEEK NUMBER: | DAY/DATES/TIMES OF THE WEEK: | CHAPTERS, TOPICS: | ASSIGNMENTS |
|-----------------------------|---------------------------------|---|--|
| | | | Have items in this column completed BEFORE class. For assignment details, look in "Assignments" tab. Complete any additional reading assignments and activities listed within each module. |
| WEEK 1 | Wed., 1-15-25 8am – 9am | Class introduction <u>Discuss syllabus</u> <u>Teacher Lecture</u> Chapter 1 "Understanding Communication" | READ: pages 16-43 In-class Group Activity: Discussion Row |
| WEEK 2 | Wed., 1-22-25 8am – 9am | <u>Teacher Lecture</u> Chapter 2 "Preparing for Patient Communication" | READ: pages 44-83 DUE: Syllabus Quiz DUE: Health Care Communication for the Dental Professional Homework |
| WEEK 3 | Wed., 1-29-25 8am – 9am | Chapter 3 "Developing Cultural Competence" | Guest Speaker: Dr. Newton READ: pages 84-129 VIDEO: "Cultural Competence in Health Care" |
| WEEK 4 | Wed., 2-5-25 8am – 9am | <u>Teacher Lecture</u> Chapter 4 "Enhancing Listening Skills" <u>Discuss Communication Skills Paper</u> | READ: pages 130-180 READ: Article on Techniques for Effective Listening In-class Group Activity: Think Break |
| WEEK 5 | Wed., 2-12-25 8am – 9am | TEST #1 | |
| WEEK 6 | Wed., 2-19-25 8am – 9am | <u>Teacher Lecture</u> Chapters 5-6 "Improving Verbal Skills & | READ: pages 181-281 DUE: Listen to Your Patients Homework |

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| | | Refining Nonverbal Communication Skills” | |
| WEEK 7 | Wed., 2-26-25 8am – 9am | <u>Teacher Lecture</u> Chapter 7 “Initiating and Interviewing” | READ: pages 282-336 In-class Partner Activity: Think-Pair-Share DUE: Communication Skills Paper |
| WEEK 8 | Wed., 3-5-25 8am – 9am | TEST #2 | |
| WEEK 9 | Wed., 3-12-25 | SPRING BREAK No assignments; No class | SPRING BREAK No assignments; No class |
| WEEK 10 | Wed., 3-19-25 8am – 9am | <u>Teacher Lecture</u> Chapter 8 “Interacting During and After Procedures” Discuss Patient-Provider Communication Challenge Project & Presentation | READ: pages 337-388 DUE: Motivational Interviewing Quiz VIDEO: “Patient and Health Care Professional Interactions” |
| WEEK 11 | Wed., 3-26-25 8am – 9am | <u>Teacher Lecture</u> Chapter 9 “Presenting Treatment Plans” | READ: pages 389-434 DUE: Interaction Strategies Homework In-class Partner Activity: Wisdom of Another |
| WEEK 12 | Wed., 4-2-25 8am – 9am | TEST #3 | |
| WEEK 13 | Wed., 4-9-25 8am – 9am | <u>Teacher Lecture</u> Chapter 10-11 “Managing Life Span Challenges & Managing Hearing and Speaking Challenges” | READ: pages 435-523 |
| WEEK 14 | Wed., 4-16-25 8am – 9am | <u>Teacher Lecture</u> Chapters 12 “Managing Stigma Challenges” | READ: pages 524-576 DUE: Life Span Challenges Quiz In-class Group Activity: Picture Prompt |

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| WEEK 15 | Wed., 4-23-25 8am – 9am | Patient-Provider Communication Challenge Project Presentations | DUE: Patient-Provider Communication Challenge Project & Presentation |
| WEEK 16 | Wed., 4-30-25 9am – 12am | FINAL EXAM | |

SYLLABUS COURSE ACTIVITY SHEET:

| WEEKS | | Teacher Lecture | Video Media | Group Work | Partner Work | Individual Work | Guest Speaker | Student Oral Presentation | Quiz/Test/Exam |
|--------|--|--------------------|----------------|-------------------|-------------------------|--|------------------|---|-----------------------------------|
| | | | | | | | | | |
| 1 | | x | | Discussion Row | | | | | |
| 2 | | x | | | | Health Care Communication for the Dental Professional Homework | | | Syllabus Quiz |
| 3 | | | x | | | | x | | |
| 4 | | x | | Think Break | | | | | |
| 5 | | | | | | | | | Test #1 |
| 6 | | x | | | | Listen to Your Patients Homework | | | |
| 7 | | x | | | Think- Pair-Share | Communication Skills Paper | | | |
| 8 | | | | | | | | | Test #2 |
| 9 | | Spring Break | | | | | | | |
| 10 | | x | x | | | | | | Motivational Interviewing Quiz |
| 11 | | x | | | Wisdom of Another | Interaction Strategies Homework | | | |
| 12 | | | | | | | | | Test #3 |
| 13 | | x | | | | | | | |
| 14 | | x | | Picture Prompt | | | | | Life Span Challenges Quiz |
| 15 | | | | | | | | Patient-Provider Communication Challenge Project & Presentation | |
| 16 | | | | | | | | | Final Exam |
| | | | | | | | | | |
| TOTAL: | | 9 | 2 | 3 | 2 | 4 | 1 | 1 | 7 |