

**Course Information**

Course Number: *DDHS 3310*  
Course Title: *Health Education and Behavioral Sciences*  
Section: *Spring 2024*  
Time: *Class: Tuesday, 9-11 AM*  
Location: *Class: Main Building; Rm 310*  
Credit Hours: *2 credit hours*

**Instructor Details**

Course Director: *Brandy Cowen, RDH, BSDH, MS (she/her/hers)*  
Office: *Main Building; Rm 139 F*  
Phone: *214-828-8325 (office); Contact personal for **emergencies only!***  
E-Mail: [\*bcowen@tamu.edu\*](mailto:bcowen@tamu.edu)  
Office Hours: *Tuesday & Wednesdays, 12-1 pm as needed or by appointment (F2F or virtual)*

**Additional Participating Faculty**

Maureen Brown, RDH, BSDH, MS- HIED  
Kayla Reed, RDH, BSDH, MS-EDHP  
Leah Spittle, RDH, MS  
Leigh Ann Wyatt, RDH, MS

**Course Description**

*This course is designed to introduce the student to health education and behavioral science as it relates to educating patients and changing behaviors. Students will gain knowledge in evaluating and delivering educational services to culturally diverse populations. Credits 2. <https://catalog.tamu.edu/>.*

**Course Prerequisites**

*None.*

**Course Learning Outcomes**

- 1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.*
- 2.3 Communicate effectively with diverse populations without discrimination.*
- 3.1 Prepare for career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.*
- 4.1 Promote positive values of overall health and wellness to the public and organizations within and outside of dentistry.*
- 4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.*
- 4.3 Encourage patients to assume responsibility for their health while respecting their goals, values, beliefs and preferences.*
- 5.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.*

- 6.3 *Recognize predisposing, etiologic risk factors, and life style choices that may require intervention to prevent disease.*
- 7.1 *Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant.*
- 7.2 *Acknowledge cultural differences in populations when planning treatment.*
- 7.3 *Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.*
- 7.4 *Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.*
- 8.2 *Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.*
- 9.1 *Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.*
- 9.2 *Determine the patient's satisfaction with the dental hygiene care received and the oral health status achieved.*
- 9.3 *Compare actual outcomes to expected outcomes when expected outcomes are not achieved and modify therapy as necessary.*

**Course Goals**

1. *Develop a basic understanding of the science of health behavior and health education.*
2. *Discuss the role of the dental hygienist as a dental educator.*
3. *Create and implement a dental hygiene patient/provider communication that will be presented to the class in the form of a role-playing activity.*
4. *Appropriately apply behavioral and communication techniques when treating diverse population groups.*
5. *Recognize the signs a patient exhibits when experiencing pain and anxiety.*
6. *Utilize effective anxiety reduction techniques when appropriate to the situation.*
7. *Use compassion, empathy, active listening skills, and respect when communicating with all patients.*

**Specific Learning Objectives**

*Instructional objectives for each topic are posted on Canvas. Here is the link- [Specific Weekly Learning Objectives](#). Students should prepare for class by completing assigned readings, videos, or audios and studying instructional objectives. Studying instructional objectives, lectures, videos, will assist in successfully completing course activities and evaluation methods.*

**Textbook and/or Resource Materials***Textbooks and Resources*

- *American Dental Association. The Chairside Instructor, 12th Edition. ADA, 2021.*
- *Darby ML and Walsh MM. Dental Hygiene Theory and Practice, 5th Edition. Elsevier, Inc., 2020.*
- *Boyd LD, Mallonee LF, Wyche CJ. Wilkins' Clinical Practice of the Dental Hygienist, 13th Edition. Jones and Bartlett Learning, 2021.*

Assigned readings are an important component to learning and provide additional information that may not be covered in class. Reading assignments can be found on the course outline and schedule which students will be responsible for completing outside of class. **The material found in the assigned readings could be needed to succeed on assignments and in the course.**

### Course Schedule/Outline

- [3310 HEBS Course Outline](#)

### Grading Policies & Course Requirements

#### Grading Scale

100-90 =	A	exceptional
89.99-80 =	B	good
79.99-74 =	C	average (minimally acceptable for DH program)
73.99-69 =	D	not passing in DH program
<68.99 =	F	

- ★ **All grades, including the final course grade, will not be curved or rounded.**
- ★ **All grades will be posted on Canvas**
- ★ **All course requirements (assignments and exams) must be completed in order to pass the class, regardless of the grade**
- ★ **Points will be deducted off the final grade for unexcused absences/ tardiness, unacceptable behavior/unprofessionalism.**

#### Course Grade Components

Cultural Awareness Worksheet	20%
Role Play Presentation	20%
Clinical Educational Service	25%
Self-Assessment Paper	25%
Participation, Peer Eval, Assignments	10%
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Total:	100%

- ★ **To pass this course, you must complete all the components and assignments for the course.**

#### Course Requirements/ Evaluation Criteria

**Cultural Awareness Worksheet-** Self-reflection is necessary to understand where the clinician’s story fits within the context of the human experience. The cultural awareness worksheet will inform the clinician how their personal cultural upbringing informs their own health practices and decision-making.

**Role Play Video Presentation-** Patient interaction and communication is a vital part of patient treatment. This role-play exercise will be a small group presentation addressing oral health care education scenarios across the lifespan of the dental patient. This exercise will prepare the student to implement educational services in the clinic.

**Clinical Educational Service-** Providing quality educational services is one role and privilege of the dental hygienist. Equipped through lecture, assigned reading, PPTS, and small group discussions, the student

will provide a clinical educational service to one patient that will be observed and graded by the supervising faculty member.

**Self-Assessment Paper-**A self-assessment paper will be written to determine which health education and behavioral science strategies were successful during the clinical educational service and what might be done differently in future clinical educational services.

**Class Preparation, Participation, & Assignments-** Class participation is expected. Be prepared for class by completing the assigned reading, videos, or assignments, listed on the course outline, prior to class. Be prepared to take notes, think critically, share your opinions respectfully, challenge ideas presented by the course director and classmates, and take part in all scheduled course activities. Failure to fully participate in activities and/or discussions and/or, socializing or engaging in any other activities that are unrelated to the course will result in a **1-point deduction from the final course grade for each occurrence**. Several mini-assignments will be given throughout the course to enhance the learning experience and assess the student's comprehension of the course material.

#### **Course Policies and Procedures**

**Absences/ Late Arrivals:** Attendance and punctuality are expected and required. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent. The DH program director will determine if the absence or tardiness is excused or unexcused. Punctuality means that you arrive for class on time and that you are prepared to begin scheduled activities for the class session on time. Failure to meet this requirement will result in the student being marked tardy. If you expect to be late to class or clinic (including not being available to help set up your unit in clinic) due to traffic or any other unforeseen circumstances, **you MUST notify Pam Hines and Prof. Cowen by phone immediately**. The designation of excused or unexcused absence will be determined individually by the DH Program Director. See the graded attendance policy above.

**All absences must be reported to the following people below and must be received prior to 9:00**

**AM. PLEASE LEAVE A MESSAGE!**

- **Pam Hines by PHONE at 214-828-8340**
- **Prof. Cowen's personal cell phone**

**Unexcused absences:** Tardiness and non-emergent appointments (illnesses not considered severe or contagious) scheduled during class time will be considered an unexcused absence. Students who have unexcused absences and tardiness in class will receive **two points off your final grade with each occurrence**, and you will not be compensated with additional class time or instruction.

**Excused absences:** It is understood that absences due to severe or contagious illness, injuries or emergencies may occur. An absence due to illness may require a medical confirmation note from a student's medical provider. For injuries or illnesses that require a student to be absent from class for three or more business days, a note from his or her medical provider is mandatory. If a student has frequent sick days, the program director may require a medical provider's note for each absence. **Note:** An absence for a non-acute medical service does not constitute an excused absence.

**Religious holy day:** A student whose absence is excused under or the observance of a religious holy day will be allowed to take an examination or complete an assignment from which the student is excused

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within 3 days after the absence. **If the student fails to schedule and complete the exam or assignment within three days, a grade of zero will be given.** Make-up exams, assignments and observations must be completed within **one** week of the excused absence. Late assignments due to an excused absence will be accepted with no point deduction, however, if you turn in assignments after the assigned “make up” due date, the assignment is considered late and 10 points will be deducted for each day it’s late.

**For any absences:** (excused or unexcused), it will be the student’s responsibility to review the lecture recordings for the class(es) missed. Additionally, the student must complete a make-up assignment(s) within one week after returning to school. The make-up assignment will require the student to thoroughly answer the learning objectives (written by hand) for the class session(s) missed and any other assignments missed during the absence.

#### **Late Work**

- *Any work submitted after the assigned due date will receive **10 points off for each day** it’s not turned in.*
- *Make up work for an excused absence is not considered late work, however, if the make up work is submitted after the make up assignment due date, 10 points will be deducted for each day it’s not turned in.*
- *Regardless of lateness, all course assignments must be completed prior to the last week of the semester in order to pass the course.*
- **IMPORTANT:** *Failure to remediate and repeat and/or complete late assignments or make up assignments for all absences (excused or unexcused) by May 7, 2023, may result in an “F” for the course.*

**Cell phones:** The full attention of each student is expected and required for the successful completion of this course. Electronic devices used in class for non-learning purposes can be distracting and may hinder learning. Please store cell phones in your backpack or locker, unless using for educational purposes (must be approved by the course director). Students will be asked to put away such devices OR to leave the classroom if the devices become distracting to faculty or other students. If a student is caught on their electronic device or cell phone during class time, this may be counted as an unexcused absence. Point deduction to the final course grade will be applicable in these instances.

**Virtual Classroom Expectations and Etiquette:** In the event that classes are held in a virtual setting this semester, class attendance is mandatory, and failure to attend the virtual sessions will be subject to the above absence policy. Students are required to enter the virtual classrooms with the audio muted. Video must be activated at the beginning of the class session and remain on until the session concludes. Unless the instructor provides other directions, questions should be posted through the virtual chat/discussion board. During class, students are expected to be alert, engaged, and sitting upright in a well-lit environment that allows their faces to be clearly visible. Students should attempt to minimize extraneous interruptions from other household members, including pets. Questions or concerns about the use of virtual meeting technology and/or accessibility should be presented to Carmina Castro or Jeff Lowry.

**E-mail correspondence:** Any email sent to the course director or other clinical instructors, from a student, must come through the TAMU email or Canvas. The course director will not reply to emails from a non-TAMU email address. In general, emails will be sent and returned during regular business hours

(within 24-48 hours.)

**Professional Written Communication (emails/assignments):** Effective written communication affects all aspects of your professional career, including your ability to successfully connect with your patients and colleagues, therefore, spelling and grammatical accuracy are critical skills for dental hygiene practice. All written communication in this course will be presented in a professional tone with the content of the message presented clearly and in an organized manner. Communicating professionally in writing requires the writer to ensure that the message is free of spelling, grammatical and sentence structure errors. A professional tone is one that is free of jargon, informal abbreviations and emotion. **In addition, professional written communication always begins with an appropriate salutation and ends with the signature of the author. Any written communication in this course which does not meet these criteria shows unprofessional behavior and can affect your overall course grade.** You may use the [TAMU Writing Center](#) or [grammarly.com](#) to help you with your writing. The course director may require proof of use of the use of the university writing center or grammarly.com if a student continually struggles with their writing skills for the emails and course assignments.

**Announcements:** Announcements posted on Canvas will be e-mailed to all students (check your preferences.) Students are responsible for checking e-mail and Canvas 2x a day and keeping their mailbox clear to receive emails. If you use a personal e-mail versus your TAMU email, you are responsible for forwarding TAMU email to your personal email.

**Grading:** It is the student's responsibility to check Canvas daily for announcements and current grade postings. Any questions regarding grades must be brought to the attention of the course director no later than two weeks after grades are posted.

**Professional Behavior:** Behavior and communication during class should reflect professional courtesy. Please refrain from unnecessary talking, loud talking/laughing, inappropriate language, or participating in any activities that do not directly relate to the course. Disruptive and/or unprofessional behavior, failure to fully engage, failure to prepare for class, inappropriate handling of electronic devices, and tardiness will result in a deduction of the daily grade (see grading policy) and possibly a 1 point deduction for each offense on the overall course grade. [The TAMU DH Professionalism Document](#)

### **Student Roles & Responsibilities**

1. **Be present:** Attend all classes/clinics on time as scheduled and intentional in the learning process.
2. **Be prepared:** Prepare for class/clinic by completing all assignments denoted on the course outline and actively participate in the learning discussions/activities.
3. **Be aware:** Contact the course instructor to make-up missed assignments/clinics and for extra help as needed.
4. **Be inclusive:** This classroom welcomes and supports all students, faculty, staff, and patients of all backgrounds and identities. Our differences can be our strengths. We can find strength in diversity. Different people have different perspectives on issues, and that can be valuable for solving problems or generating new ideas. Being unable to understand why someone holds a viewpoint doesn't mean that they are wrong. Don't forget that we all make mistakes, and

blaming each other doesn't get us anywhere. There is a ZERO TOLERANCE for harassment or discrimination of any kind.

5. **Be considerate:** We all depend on each other to create a safe and healthy learning environment. Your decisions will affect patients, other students, faculty, and staff (your colleagues), and you should take those considerations into account when making decisions and carefully choosing your words. Don't make work for other people.
6. **Be respectful:** We won't all agree all the time, but disagreement is no excuse for disrespectful behavior. We will all experience frustration from time to time but we cannot allow that frustration to become personal attacks. An environment where people feel uncomfortable or threatened is not a productive or creative one.
7. **Be professional and ethical:** Comply with all program, school, and university policies and take pride and a conscious effort in making sound ethical decisions in honesty and fairness based on our professional code of ethics and standards.

*\*The syllabus can be amended with an addendum with adequate notice to students.\**

### Technology and IT Support

#### Technology Support

Students are responsible for maintaining their devices and ensuring that they are in proper working order throughout the semester. This includes maintaining access to the college wireless network, access to all accounts (both TAMU and TAMU Health) and keeping passwords up to date. Students are expected to keep their devices up to date in regard to patches and OS updates.

#### Division of IT

If the student experiences issues with an electronic device, wifi access, axiUm, Zoom, or user accounts, their first point of contact should be the Division of IT Central Help Desk or the local Division of IT at SOD. The Central Helpdesk provides 24-hour support.

<b>Division of IT Central Help Desk</b> Website: <a href="https://it.tamu.edu/help/">https://it.tamu.edu/help/</a> Phone: 1-979-845-8300 Email: <a href="mailto:helpdesk@tamu.edu">helpdesk@tamu.edu</a>	SOD Local Division of IT Office Room: 519 Phone: 214-828-8248
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#### SOD Instructional Design Team

For electronic exam support or problems concerning other academic technology, such as the LMS (Canvas), ExamSoft, or Exemplify, students should contact the Instructional Design team.

Room: 516 through Academic Affairs		
Carmina Castro	<a href="mailto:ccastro@tamu.edu">ccastro@tamu.edu</a>	(214-828-8316)
Jeff Lowry	<a href="mailto:lowryj1@tamu.edu">lowryj1@tamu.edu</a>	(214-828-8243)

### School and University Policies

#### Dental and Dental Hygiene Students – PHI Disciplinary Guidelines

**Principles:** Protected health information (PHI) is confidential and protected from access, use, or disclosure except to authorized individuals requiring access to such information. Attempting to obtain or use, actually obtaining or using, or assisting others to obtain or use PHI, when



unauthorized or improper, will result in counseling and/or disciplinary action up to and including termination.

**Definitions and Caveats:**

- PHI = Protected health information; this includes all forms of patient-related data including demographic information
- Depending on the nature of the breach, violations at any level may result in more severe action or termination
- Levels I-III are considered to be without malicious intent; Level IV is considered malicious intent
- At Levels II-IV, residents will be reported to the Texas State Board of Dental Examiners
- At Level IV, individuals may be subject to civil and/or criminal liability
- For any offense, a preliminary investigation will precede assignment of level of violation

Level of Violation	Examples	Minimum Disciplinary/Corrective Action
Level I	*Misdirected faxes, e-mails & mail. *Failing to log-off or close or secure a computer with PHI displayed. *Leaving a copy of PHI in a non-secure area. *Dictating or discussing PHI in a non-secure area (lobby, hallway, cafeteria, elevator). *Failing to redact or de-identify patient information for operational/business uses.	*Investigation by HIPAA Compliance Officer. *Referred to Associate Dean for Student Affairs. *If uncontested, Associate Dean for Student Affairs applies sanction. *Subsequent infractions referred to Student Faculty Review Committee. *Notify Privacy Officer of all incidents.
Level II	*Requesting another individual to inappropriately access patient information. *Inappropriate sharing of ID/password with another coworker or encouraging coworker to share ID/password.	*Investigation by HIPAA Compliance Officer. *Referred to Associate Dean for Student Affairs. *If uncontested, Associate Dean for Student Affairs applies sanction. *Subsequent infractions referred to Student Faculty Review Committee. *Notify Privacy Officer of all incidents.
Level III	*Releasing or using aggregate patient data without facility approval for research, studies, publications, etc... *Accessing or allowing access to PHI without having a legitimate reason. *Giving an individual access to your electronic signature. *Accessing patient information due to curiosity or concern, such as a family member, friend, neighbor, coworker, famous or "public" person, etc...	*Investigated by HIPAA Compliance Officer. *Referred to Associate Dean for Student Affairs. *Student Faculty Review Committee hears case. *Student Faculty Review Committee applies sanction. *Notify Privacy Officer of all incidents.



Level IV	<ul style="list-style-type: none"> <li>*Releasing or using data for personal gain.</li> <li>*Compiling a mailing list to be sold for personal gain or for some personal use.</li> <li>*Disclosure or abusive use of PHI.</li> <li>*Tampering with or unauthorized destruction of information.</li> </ul>	<ul style="list-style-type: none"> <li>*Investigated by HIPAA Compliance Officer.</li> <li>*Referred to Associate Dean for Student Affairs.</li> <li>*Student Faculty Review Committee hears case.</li> <li>*Student Faculty Review Committee applies sanction.</li> <li>*Notify Privacy Officer of all incidents.</li> </ul>
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### ***Attendance Policy***

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

### ***Makeup Work Policy***

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor. Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines. Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)). “The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)). Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

### ***Resources for Writing***

The University Writing Center (UWC) is here to help you develop and refine the communication skills important to your success in college and beyond. The UWC provides this help in a welcoming atmosphere that respects all Aggies' backgrounds and abilities. Our trained peer consultants are available to work with you on any kind of writing or speaking project, including research papers, lab reports, application essays, or creative writing, and at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. We can work with you in person at our Evans or BLCC locations or via Zoom or email. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit [writingcenter.tamu.edu](http://writingcenter.tamu.edu). If you have questions, need help making an appointment, or encounter difficulty accessing our services, call 979-458-1455 or email [uwc@tamu.edu](mailto:uwc@tamu.edu) .

### ***Academic Integrity Statement and Policy***

“An Aggie does not lie, cheat or steal, or tolerate those who do.” “Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). You can also contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, or your Program Director, for guidance.

***Americans with Disabilities Act (ADA) Policy***

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Office for Academic Affairs in the Administration Building Room 514 or at (214)-828-8978 or [ajwilson@tamu.edu](mailto:ajwilson@tamu.edu). Disabilities may include but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

***Title IX and Statement on Limits to Confidentiality***

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#). School of Dentistry students can contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, Security at 214-828-8335, their Program Director, or their Department Head to report an incident.

***Statement on Mental Health and Wellness***

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall well-being. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Students who need someone to talk to can call the

- **TAMU Helpline** (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends.
- **Graduate Studies** at 214-828-8182 or **Student Affairs** at 214-828-8210 for a referral to a local counselor. These counseling sessions are private and confidential, as are any referral requests.
- **National Suicide Prevention Hotline** (800-273-8255) or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). 24-hour emergency help.
- **National Suicide & Crisis Lifeline** is designed to be a memorable and quick number that connects people who are suicidal or in any other mental health crisis to a trained mental health professional. It is live and can be accessed by dialing 988 on any phone.

***Family Educational Rights and Privacy Act (FERPA)***

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](https://howdy.tamu.edu) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

## **3310 Health Education and Behavioral Sciences Specific Learning Objectives**

Following each week's topic(s) discussed in class lecture and scheduled activities, the student will be able to:

**Week 1****Patient-Centered Care (PCC)**

1. Define patient-centered care (PCC).
2. Understand the benefit of PCC in dentistry
3. Apply elements of PCC to dental hygiene care.

**Week 2:****Effective Health Communication:**

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4. Discuss the skills and attributes of effective health communication
5. Identify factors that influence health communication
6. Explain how the patient's age, culture and health literacy level affect health communication strategies
7. Identify communication theories relevant to effective health communication
8. Identify the components of the OARS Model

**Week 3:****Motivational Interviewing and Behavior Change:**

1. Describe the importance of partnering with the patient to come up with a plan for change.
2. Describe and explain the methods of motivational interviewing.
3. Describe how to recognize and explore the patient's ambivalence and describe techniques to elicit and recognize change talk.
4. Understand and explain various plans to strengthen the patient's commitment for change.

**Week 4:****Culture and Patient Care**

1. Identify several beliefs and practices of the patient populations they serve.
2. Recognize the influence of their own culture on their values and healthcare practices.
3. Utilize their knowledge of cultural diversity to provide culturally competent healthcare.

**Week 5:****DH Management of Dental Fear and Anxiety**

1. Identify and describe the difference between dental fear vs. dental anxiety, specific phobia vs. phobia, dental fear/anxiety vs. dental phobic.
2. Describe the effects fear has on the body.
3. Identify the etiology of dental fear/anxiety.
4. Explore and describe assessment and management tools to treating patients that exhibit dental fear, anxiety or phobias

**Week 6:****Oral Health Literacy and Cultural Sensitivity**

1. Illustrate some ways to gain understanding of the many different cultural beliefs and health literacy of patients you might encounter.
  2. Identify treatment modifications needed to treat patients with special cultural beliefs in the dental office.
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3. Examine how keeping your patient's cultural beliefs and oral health literacy at the center of your treatment plan and care can aid in maintaining their autonomy.

**Week 7:**
**Communication with Patients with Special Healthcare Needs**

1. Identify and define what special healthcare needs means and patients who have them.
2. Describe the unique challenges communicating with patients identified as having special healthcare needs. And how to manage these challenges in dental hygiene care.
3. Identify treatment modifications needed to treat patients with special healthcare needs.

**DDHS 3310 HEBS Course Outline**

*Assignments are due on the specified due date by 11:59PM*

Week	Topic	Required Reading/ Assignment
1 1/9	Course Overview/ Syllabus Patient-Centered Care/ Intro to Cultural Awareness Worksheet	Course Syllabus Agreement via Canvas due by <b>Mon, 1.15</b>
2 1/16	Effective Health Communication Intro to Clinical Educational Service and Self-Assessment Paper	Wilkins' Ch 3 <b>7 Strategies for Clear Communication Worksheet due Tuesday, 1/16 by 11:59 PM</b>
3 1/23	Motivational Interviewing & Behavior Change Intro to Role Play Video Presentations	Wilkins' Chapter 24; Darby Chapter 5 Cultural Awareness Worksheet due <b>Mon, 1.29</b>
4 1/30	Culture & Patient Care	Darby Ch 6
5 2/6	The Fearful Patient- <b>Prof. Spittle</b>	Darby Ch 6
6 2/13	Oral Health Literacy & Cultural Sensitivity	Bring completed worksheet to class discussion
7 2/20	The Special Needs Patient- <b>Prof. Reed</b>	Darby Chapter 59 Role Play preparations (see Ms. Pam Hines if props are needed)
8 2/27 <b>NO CLASS- Group Work</b>	Group Time for Role-Play Videos Role-Play Video Presentations	



9 3/5 <b>NO CLASS- Group Work</b>	Group Time for Role-Play Videos Role-Play Video Presentations	DUE: <b>FRIDAY, 3.8</b> Role-Play Video Presentations
<b>3/5 is our last class period (your theory class will move to this time period, however, you will still continue to submit assignments for the remainder of the semester!</b>		DUE <b>MONDAY, 3/25:</b> Role-Play Self-Assessment Evaluations DUE: <b>MONDAY, 4/26:</b> Clinical Education Service Rubric DUE: <b>FRIDAY, 5/3</b> Self-Assessment Paper

**Course Agreement & Statement of Understanding**

This must be signed and turned in by the end of the first week of class.

By signing my name below, I, **(print name)** \_\_\_\_\_, acknowledge and agree with the following statements below.

- I received a copy of the course syllabus, outline, and professionalism document for **DDHS 3310 Health Education and Behavioral Sciences**
- I read the syllabus and understand the expectations and policies outlined for the course.
- The course director reviewed the syllabus in class, and I have had the opportunity to ask questions about it.
- I understand that when I have a question, my first step is to refer to the syllabus for assignments and policies, and my next step is to contact the course director.
- I agree to abide by the course syllabus, outline, and professionalism document
- I understand the University's Academic Honesty policies and agree to abide by the policies, including avoiding plagiarism and cheating, and doing my own work.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*\*Scan and upload THIS PAGE ONLY to the appropriate assignment submission in Canvas by the due date.\**