SYLLABUS
DHYG 453/553 – Inclusive Patient Care
Fall – 2 Credit Hours

COURSE INFORMATION
Erik Mutterer, RDH, MA
East Hall 125C
Office Hours: Live Blackboard Every Thursday, 5:30-6:30pm. During the work day I can be reached at the following number.
Phone: (605) 658-5966
Email: erik.j.mutterer@usd.edu
I will respond to emails no later than 24 hours on the weekdays, or by the end of the day on Monday, if you email me during the weekend.

PREREQUISITES
This course is available to an associate-degree graduate of a CODA-approved dental hygiene program, to a currently enrolled student in a CODA-approved dental hygiene program who has successfully completed one year of DHYG coursework, and to a graduate level student interested in a DHYG Graduate Certificate or elective coursework toward a master’s degree.

GETTING STARTED:
Links to your course material and information
http://my.usd.edu
D2L  http://d2l.sdbor.edu

COURSE DESCRIPTION:
This course will explore the specific alterations in dental hygiene care provision as it relates to changes in age, culture, religion and geographic location.

REQUIRED COURSE MATERIALS:
- Syllabus
- Online Materials (links will also be made available on D2L):
  - Microsoft PowerPoint or PowerPoint Reader
- Textbook: None required

COURSE GOALS & OBJECTIVES:
1. Recognize treatment alterations needed in the dental care setting for patients of all ages with pre-existing medical conditions.
2. Understand trauma management for adult and primary dentition.
3. Identify periodontal problems that may occur in both the pediatric and geriatric population.
4. Explore the different health care models that can be found throughout the world.
5. Understand how an interdisciplinary team functions and what role a hygienist has
6. Identify different cultural health beliefs and how it corresponds to patient behaviors

**EVALUATION & PROCEDURES:**
Methods of Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (11)</td>
<td>110</td>
<td>44%</td>
</tr>
<tr>
<td>Online Quizzes and Exam (3)</td>
<td>29</td>
<td>18%</td>
</tr>
<tr>
<td>State and Local Agencies Research Assignment</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>339</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>305-339 points</td>
</tr>
<tr>
<td>B</td>
<td>84 - 92%</td>
<td>285-304 points</td>
</tr>
<tr>
<td>C</td>
<td>75 - 83%</td>
<td>254-284 points</td>
</tr>
<tr>
<td>D</td>
<td>66 - 74%</td>
<td>224-253 points</td>
</tr>
<tr>
<td>F</td>
<td>0 - 65%</td>
<td>0-223 points</td>
</tr>
</tbody>
</table>

**Overview of assignments:**

Discussion Boards: There will be 10 discussion boards for this course and can be found in the course schedule. These discussion boards will be required and used to evaluate attendance and participation. Students are expected to contribute an initial discussion post and response to a classmate. While posting, it will be required to use “netiquette” and follow the guidelines provided to you in the “Netiquette” document available on D2L. Grading criteria can be found in the discussion board rubric on D2L.

Online quizzes: There will be 3 online quizzes for this course and can be found in the course schedule. These quizzes will take place on D2L and will be available for a limited amount of time. Quiz questions will be based on assignments and reading material from previous modules.

Final Project: At the undergraduate level, the student will have a final project that is in the form of creating a brochure, while graduate level students will need to create a business plan that could be used for a dental office in your local area.

Brochure Creation Undergraduate Level Only:
To create a comprehensive brochure for patients with language barriers or cultural differences. This brochure will provide patients with a reference manual for the treatment of the pediatric to adult patient. The brochure must be a single page, so that it can be folded and used to hand to your patients. The page must have print on both sides, so that when folded it will create the brochure.
Graduate Level Only:
The business plan should describe how to attract and retain patients for the culture pockets that are in your region. An example would be to list all the options that a patient would have for assistance in your region. List practices that could help in the scheduling and retention of the cultures in your area and how staff should be sensitized to the patient’s views and needs. What alterations to treatment protocol might need to occur in the office in order to adapt to the cultures in your area? This business plan should include graphs and charts to illustrate your point across. Typical plan is around 6 to 10 pages in length with graphs included.

MAKE UP POLICY:
Instructors will schedule and announce the dates of evaluations and assignments in the course syllabus schedule. The instructor may change dates of these evaluations for any valid reason, so long as the students are given adequate notice. Students will be expected to participate in these evaluations, and a violation will result in a “0” grade. Individual requests for changes to scheduled evaluations may be granted at the discretion of the instructor, and must be approved prior to absence or on emergency basis.

LATE ASSIGNMENT POLICY:
Assignments are due on the date indicated by the instructor and are located in the syllabus. If an assignment is turned in late, there is a 10% penalty for each day it is late. After a period of 10 days the assignment will no longer be accepted and a 0% grade will result.

GRADE REPORTING:
All grades will be received through your D2L account. Feedback may also be given by means of email. I will have all your assignments graded by one week after the final submission date has passed.

TECHNICAL STANDARDS:
You will find information on technology requirements and support in the Online Orientation Packet found at http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf or in the course D2L site on the left side of the home page or under Content. If you are unsure as to whether or not your computer meets these requirements, or if you require any technical assistance, please contact the ITS Help Desk at 877.269.6837, 605.658.6000, or helpdesk@usd.edu

Please contact the Help Desk immediately so that your questions/problems can be resolved as soon as possible. It is your responsibility to resolve any issues with access to the course so that you can begin to participate in the course on the first day of the semester.
**ATTENDANCE:**
Students are expected to participate in all online discussion boards, read all course materials, and watch all course videos. If you are unable to participate in “Live” office hours or lecture videos, they will be recorded for you to view at a later time. Participation in all of these activities is considered “attendance” and will be evaluated as such.

**COURSE NOTICES:**
Information regarding this course will be posted on D2L News for this course and/or sent to you via university email. The students are responsible for all notices.

**FREEDOM IN LEARNING:**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center Room 119; 677-6389) as early as possible in the semester.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**ACADEMIC HONESTY:**
Academic Honesty: As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Acts of dishonesty most applicable to this course include, but are not limited to the following are:

- Cheating, which is defined as, but not limited to, the use or giving of any unauthorized assistance in taking quizzes, tests, or examination; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or
carrying out other assignments; or acquisition, without permission, of tests or other academic material belonging to a member of the faculty or staff.

Unless told differently by your course instructor, all work (homework, in-class work) for the course must be done by the individual student, alone.

- Plagiarism, which is defined as, but not limited to, the following: the use of paraphrase or direct quotation, of published or unpublished work of another person without full and clear acknowledgement, use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

- All required activities for any course in the USD DH curriculum must be done independently without the assistance of another student(s) unless otherwise specified in the course syllabus or by the course instructor. Any evidence of improper group work will be considered an act of academic dishonesty and treated as such. If there is ever a question about whether an assignment can be done with another student or in a group, it is the responsibility of the student to ask the instructor.

Violation of the University Academic Honesty Policy could result in disciplinary action, which includes a failing grade for the course, suspension, or expulsion by the University.

ACCOMMODATIONS:
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605)677-6389; www.usd.edu/ds; dservices@usd.edu.

DIVERSITY AND INCLUSION STATEMENT:
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

EARLY ALERTS:
This course will be utilizing the Starfish Early Alert system. Starfish is a web-based tool that will enhance communication between and among students and their instructors, advisors, and support services. Our goal is to improve student support and services through an integrated approach to track academic progress, flag concerns, and connect students with services they may need. Through the Starfish system, you will be able to:

- Know immediately when your instructor or a staff member at the institution has a concern about your academic performance and which support services are available to help you;
- Receive notifications from the institution in a variety of convenient methods, including email, text, and Facebook messages;
- Get motivated as a result of receiving positive, encouraging messages from instructors and staff.

You can access Starfish through Web Advisor or D2L. You will want to log into Starfish and set up your profile. Instructions were emailed to you and can also be found in the student portal and in a special D2L course entitled “Starfish Student Orientation.”

**OTHER COURSE POLICIES:**

Policies and procedures covering this course are detailed in the *Online Study Student Handbook*.

### DHYG 453/553 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic:</th>
<th>Assignment:</th>
<th>Due:</th>
</tr>
</thead>
</table>
| 1    | Introduction to the course format and material. Student sign in and introduction | *Student Introduction*  
*Assignment: Online Discussion Board* |                  |
| 2    | Pediatric Oral Medicine and Pathology                                 | *Review online PowerPoint*  
*Assignment: Online Discussion Board* |               |
| 3    | Trauma Management  
Oral Signs of Child Abuse                                                  | *Review online PowerPoint and take the Online Quiz for Material to this Point*  
*Assignment: Online Discussion Board* |                   |
| 4    | Medically Compromised Children                                         | *Review online PowerPoint*  
*Assignment: Online Discussion Board* |                |
| 5    | Genetic Disorders and Syndromes  
Periodontal Disease in Pediatric Patients                                 | *Review online PowerPoint and take the Online Quiz for Material to this Point*  
*Assignment: Online Discussion Board* |         |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Clinical Assessment &amp; Communication in the Geriatric Patient</td>
<td>Review online PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Online Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>Care of Elderly Patients with Disabilities</td>
<td>Review online PowerPoint</td>
</tr>
<tr>
<td></td>
<td>Caries &amp; Periodontal Disease in the Aging</td>
<td>Assignment: Online Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>The Biological, Physiological &amp; Immunological Basis of Aging</td>
<td>Review online PowerPoint and take the Online Quiz for Weeks 6-8 Only</td>
</tr>
<tr>
<td></td>
<td>Pharmacology &amp; the Elderly</td>
<td>No online Discussion this week</td>
</tr>
<tr>
<td>9</td>
<td>A Glimpse of Health Care Systems Around the World</td>
<td>Review online PDF document</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Online Discussion Board</td>
</tr>
<tr>
<td>10</td>
<td>Cultural Health Beliefs and Patient Behaviors</td>
<td>Review the following online articles <a href="#">Reading Between the Head Nods</a> and <a href="#">Culturally-based Attitudes About Healthcare Contribute to Patient “No-Show” Rates</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Online Discussion Board</td>
</tr>
<tr>
<td>11</td>
<td>Cultural Health Beliefs and Patient Behaviors</td>
<td>Review the following online articles <a href="#">How Culture Affects Oral Health Beliefs and Behaviors</a> and <a href="#">Culturally-based Beliefs About Illness Causation</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Online Discussion Board</td>
</tr>
<tr>
<td>12</td>
<td>Research Your State and Local Oral Health Care Agencies and Clinics Near You</td>
<td>Start creating a report from your research. Report should list your findings and include information about what services are found at the agencies and the address and contact information for these agencies.</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Finish your report and turn in your material.</td>
</tr>
<tr>
<td>14</td>
<td>Continue Previous Weeks Work</td>
<td>Share your findings of your research with others in the class and indicate any successes or shortcomings your found.</td>
</tr>
</tbody>
</table>
Assignment: Online Discussion Board

<table>
<thead>
<tr>
<th>15</th>
<th>Course Final</th>
</tr>
</thead>
</table>

Undergraduate Level: Create a brochure for a specific culture that could be used for a general introduction to standard dental procedures.

 Graduate Level: Create a business plan on how to attract and retain patients for the culture pockets that are in your region. Example would be list all the options that patient have for assistance in your region. List practices that could help in the scheduling and retention of the cultures in your area and how staff should be sensitized to the patient’s views and needs. What alterations to treatment protocol might need to occur in the office in order to adapt to the cultures in your area?

Week 2 – Pediatric Oral Medicine and Pathology

Upon completion of this module the student will be able to:

1. Distinguish between the different types of orofacial infections.
2. Identify and distinguish between different types of ulcerative and vesiculobullous lesions.
3. Identify pigmented, vascular and red lesions.
4. Identify epulides and exophytic lesions.
5. Identify gingival enlargements.
6. Recognize premature exfoliation of primary teeth.
7. Identify abnormal oral pathology in the newborn.
8. Identify the diseases of the salivary glands and the signs and symptoms they present.

Week 2— Trauma Management

Oral Signs of Child Abuse

Upon completion of this module the student will be able to:

1. Gain knowledge on how to manage maxillofacial injuries.
2. Gain knowledge about common soft-tissue injuries.
4. Recognize the signs of abuse when doing an extra/intra oral exam.
Week 4—Medically-Compromised Children

1. Understand bleeding disorders and dental hygiene appointment modifications.
2. Understand immunodeficiency disorders and dental hygiene appointment modifications.
3. Understand organ transplantation and dental hygiene appointment modifications.
4. Understand respiratory diseases and dental hygiene appointment modifications.
5. Understand neurologic diseases and dental hygiene appointment modifications.

Week 5—Genetic Disorders and Syndromes

Upon completion of this module the student will be able to:

1. Recognize common oral findings in patients with genetic disorders.
2. Understand dental hygiene appointment modifications for patients with genetic disorders.
3. Gain an understanding of personality characteristics in patients with specific genetic disorders.
4. Identify prepubertal periodontitis and its disease classification.
5. Become familiar with systemic disorders associated with pediatric periodontal disease.

Week 6—Clinical assessment & communication in the geriatric patient

Upon completion of this module the student will be able to:

1. Identify characteristics found in the geriatric’s perception of health.
2. Describe the relationship between function and disease as it relates to daily living.
3. Categorize the steps of the geriatric medical assessment.
4. Define communication, including nonverbal, the importance of success, and sensory changes.

Week 7—Care of Elderly patients with Disabilities

Upon completion of this module the student will be able to:

1. Identify the types of paralysis.
2. Compare and contrast self-transfers, one person transfers, and tow person transfers.
3. Discuss susceptibility of periodontitis in the geriatric patient.
4. Examine the changes in enamel in aging.
5. Compare and contrast active and inactive caries lesions.

Week 8—The Biological, Physiological & Immunological Basis of Aging

Pharmacology & the Elderly
Upon completion of this module the student will be able to:

1. Compare and contrast aging vs. disease/environmental influence.
2. Discuss age-related changes in the CNS, Senses, Respiration, Kidneys and Endocrine systems.
3. Compare and contrast the causes of aging in the hierarchical levels of organization.
4. Explain polypharmacy and the impact it has on an individual.
5. Discuss how the aging of the body has an impact on the effectiveness of drugs.

Week 9— A Glimpse of Health Care Systems Around the World

Upon completion of this module the student will be able to:

1. Explain the universal health systems around the world
2. Describe the differences between the U.S health system and those found around the world
3. Describe the similarities between the U.S health system and those found around the world

Week 10—Cultural Health Beliefs and Patient Behaviors

Upon completion of this module the student will be able to:

1. Understand some key aspects of how language and culture can affect interactions with patients and families who have come to this country from other cultures.
2. Discuss how language barriers can play a role in patient compliance
3. List reasons that patients may not explain their health concerns to us as health providers
4. Discuss some of the most common contributing factors for patient no show rates

Week 11—Cultural Health Beliefs and Patient Behaviors

Upon completion of this module the student will be able to:

1. List some major reasons that the article states about how beliefs affect patients views on oral health
2. Discuss the few dominant theories of illness causation and how they may change how a patient seeks treatment

Week 12— Research Your State and Local Oral Health Care Agencies and Clinics Near You. Look at all the resources that are available for both the underserved population in your area and non-traditional medical and dental clinics. Look for agencies that may provide assistance to a specific culture or a broad range of cultures.

Week 13— Create a report from the results of your research in your state and local community. This report will be posted next week for discussion among others in the class

Week 14—Post your reports and read and respond to at least 3 other student’s postings. Discuss any facts that you came across that stood out as an effective health system or any voids
you currently see in the medical system in your area. What changes would you see as necessary to the health care system for the cultural pockets in your area?

Week 15—Final Projects Due