SYLLABUS
DHYG 454/554 - Collaborative Dental Hygiene Practice
Spring 2018 – 1 Credit Hour

COURSE INFORMATION
Tasha Wendel RDH, MPH Instructor
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East Hall 125C
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COURSE DESCRIPTION:
This course will expose the student to various options for dental hygiene practice in the US, primarily focusing on collaborative partnership opportunities with a dentist. This course will feature the current option in South Dakota as delineated in the Dental Practice Act. Topics will include the defining laws for this type of practice, the rules associated with the codified laws, other requirements/equipment needed for practice, aspects of practice management, as well as practice advantages and disadvantages as compared to employment in other settings. Successful completion of this course is required for the Certificate in DH Leadership, but is also intended to provide guidance for anyone interested in obtaining a Collaborative Practice Permit in South Dakota.

REQUIRED COURSE MATERIALS:
Syllabus
Online Materials (links will also be made available on D2L):
There is no textbook required for this course!

GETTING STARTED LINKS:
http://my.usd.edu http://d2l.sdbor.edu
http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx

COURSE GOALS & OBJECTIVES:
1. Appreciate varying models of collaborative dental hygiene practice (CDHP) across the US.
2. Understand the need for this type of care in a variety of settings.
3. Identify the requirements and necessary criteria for licensure as a collaborative practice hygienist in SD.
4. Recognize the role of the facility and the health policies associated with patients, guardians, caretakers, and Powers of Attorney.
5. Discuss the role of the collaborative dentist.
6. Identify examples of patient care protocols/standing orders that could be included in a Policy and Procedure Manual for this type of practice.
7. Recognize recording and evaluation mechanisms required for collaborative practice.
8. Recognize equipment, supplies, and space necessary for practice in non-traditional settings.
10. Understand reimbursement mechanisms associated with collaborative practice.

**EVALUATION & PROCEDURES:**

Methods of Evaluation:

- Syllabus Quiz (1) 5 Points
- Introduction 10 Points
- Discussion Boards (5) 60 points (20 pts each)
- Online Quiz (1) 50 points
- Class Activity (Investigation/Application) 75 points
- Final Reflection 90 points

Total 330 points

Grading Scale:

- A 93 – 100% (308-330 points)
- B 84 - 92% (275-307 points)
- C 75 - 83% (246-274 points)
- D 66 - 74% (217-245 points)
- F 0 - 65% (0-216 points)

Evaluation Procedures:
Grading criteria for discussion boards and classroom activities can be found in the rubrics on the “Content” section of D2L for this course. All grades will be posted on the “Grades” section of D2L for this course. Grades will be posted in a timely manner. If you turn in an assignment earlier than the deadline, I will try to get your grade to you sooner! Expect discussion board grades and class activity to be posted within the following week, and the quiz and final reflection to be posted by the end of finals week. I will try to respond to emails and messages within a 24-48 hour timeframe.

Overview of Assignments:
Discussion Boards: There will be 5 discussion boards and an introduction post 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 a response to a classmate. For maximum points, you should respond to more than one peer. You are required to post an initial post before being allowed to read other posts. In order to get full credit, you must provide at least one reference to your posts. While posting, it will be required to use “netiquette” and follow the guidelines provided to you in the “Netiquette” document available on D2L.

**Discussion Board Rubric**

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Competent</th>
<th>Novice</th>
<th>Beginner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Topic</td>
<td>In-depth research and thought put into the topic. Creativity used in writing discussion post that expresses understanding of the topic. Posts in a timely manner (within first 2-3 days) (6)</td>
<td>Adequate research and thought put into the topic and discussion post. Delayed post. (3-5)</td>
<td>Minimal research and/or thought put into the topic and discussion post shows no understanding of the topic. Last minute posting. (2)</td>
</tr>
<tr>
<td>Clarity and Relevance</td>
<td>Expresses thoughts clearly. Provides examples to illustrate points. Thoughts are connected to the purpose of the topic. (6)</td>
<td>Most thoughts are clear, but some are ambiguous or unclear. Some examples are occasionally used. Most thoughts have a bearing on the topic. (3-5)</td>
<td>Most thoughts are unclear and examples are not used. Thoughts have an obscure connection or are unrelated to the purpose of the activity or assignment. (2)</td>
</tr>
<tr>
<td>Discussion</td>
<td>Replies to two or more of peer’s discussions and gives thoughtful answers and insights into the topic. Done in a timely manner.(4)</td>
<td>Replies to one peer discussion post and contributes little to the discussion. Waits to post or reply until the last few days. (1-3)</td>
<td>No reply. (0)</td>
</tr>
<tr>
<td>APA style and Grammar</td>
<td>References are properly cited within the discussion post. At least one reference or justified personal experience is listed. Minimal to no grammatical errors(4)</td>
<td>Many grammatical errors. References not cited correctly. (1-3)</td>
<td>References are not properly cited.No reference utilized. Poor grammar.(0)</td>
</tr>
</tbody>
</table>
Online quizzes: There will be 1 online course quiz and a syllabus quiz for this course and both can be found in the course schedule under assessments—quizzes. This quizzes will take place on D2L and will be available for a limited amount of time. The syllabus quiz is offered unlimited until you get all the answers correct. Quiz questions will be based on assignments and reading material from previous modules.

Activity: The activity assignment for this course will be in the form of investigation of the requirements for collaborative practice in a state of choice. At the undergraduate level, the student will choose a state and outline the steps/requirements for licensure. Graduate level students will complete the application process for licensure in a state of choice.

Activity Rubric

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<tbody>
<tr>
<td>Investigation of State with Collaborative Agreement</td>
<td>In-depth research and thought put into the topic. Creativity used in writing discussion post that expresses understanding of the topic. (20)</td>
<td>Adequate research and thought put into the topic. (15)</td>
<td>Minimal research and/or thought put into the topic and discussion post shows no understanding of the topic. (10)</td>
</tr>
<tr>
<td>Clarity and Relevance</td>
<td>Expresses thoughts clearly. Provides examples to illustrate points. Thoughts are connected to the purpose of the topic. (20)</td>
<td>Most thoughts are clear, but some are ambiguous or unclear. Some examples are occasionally used. Most thoughts have a bearing on the topic. (15)</td>
<td>Most thoughts are unclear and examples are not used. Thoughts have an obscure connection or are unrelated to the purpose of the activity or assignment. (10)</td>
</tr>
<tr>
<td>Outlines Steps and Requirements</td>
<td>States requirements easily understood. (20)</td>
<td>Some discussion on requirements to obtain collaborative agreement. (15)</td>
<td>Minimal understanding of steps and requirements for a collaborative agreement. (10)</td>
</tr>
<tr>
<td>APA style and format</td>
<td>At least 2 pages. 12 point font. References are properly cited and referenced. (15)</td>
<td>Less than 2 pages. References are listed with minor errors. (10)</td>
<td>References are not properly cited or referenced. (5)</td>
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Final: The requirement for the final in this course will be in the form of a reflection paper. Papers should be written in Times New Roman 12 point font. The final paper should be between 3-5 pages in length. I would like students to try using a google document as a form of creating this paper. If you have any questions about this, please let me know. All students will be required to formulate a synopsis of information learned regarding the topic of collaborative practice highlighting lessons learned from each week in class (Please provide references for each week). This can be done easily by starting the process in week one and then adding information as the weeks go on. It should also include the advantages and disadvantages of a particular state’s option for licensure (preferably the one you are interested in). The reflection paper will be completed individually and will be graded using the following rubric:

**Content:**
Central idea clearly and effectively introduced; thesis developed and supported with specific details; insightful and convincing conclusion;

**Organization and Clarity:**
Assignment shows planning; outline prepared if required; development of ideas supported in orderly and logical fashion and moves reader through paper; effective transitions maintain coherence and provide links between paragraphs; information presented in concise manner and not unnecessarily repeated; writer conveys understanding and knowledge of topic;

**Grammar, Diction, Spelling, Sentence Structure:**
Strict attention to correct grammar with fewer than 1-2 errors per page; terminology appropriate; appropriate word choice; correct punctuation; active voice predominant; no misspelled words; variation in sentence types;

**Assignment Guidelines:**
Directions followed, topics included/appropriate; length of paper appropriate; font and format guidelines met; deadline met, submitted to Dropbox

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<tr>
<td></td>
<td>Demonstrates thorough understanding of the topics presented each week. (18)</td>
<td>Demonstrates some understanding of the topics presented each week. (14)</td>
<td>Demonstrates little knowledge of the topics presented each week. (9)</td>
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<tr>
<td>Explains advantages and disadvantages of their states option for collaborative practice thoroughly. (18)</td>
<td>Adequate explanation of the advantages and disadvantages for collaborative practice in their state. (14)</td>
<td>Minimal explanation of the advantages and disadvantages for collaborative practice in their state. (9)</td>
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<tr>
<td>Expresses views clearly and how they have changed since beginning of course. Uses critical thinking to tie opinions with facts. (18)</td>
<td>Adequate views are discussed and evidence of moderate critical thinking is apparent. (14)</td>
<td>Vague views are discussed and little evidence of critical thinking is apparent. (9)</td>
<td></td>
</tr>
<tr>
<td>Follows font and page length requirements. Uses complex and varied sentence structure. Effective word choice. Transitions are used. (18)</td>
<td>Approximates the font and page length. Minimal errors in grammar, sentence structure, spelling, or usage. Transitions are used occasionally. (14)</td>
<td>No sense of the scientific writing style. Lack of communication of needed information. Persistent errors in grammar, sentence structure, spelling, or usage. Transitions are not used. (9)</td>
<td></td>
</tr>
<tr>
<td>Expresses thoughts clearly. Provides examples to illustrate points. Thoughts are connected to the purpose of the activity or assignment. (9)</td>
<td>Most thoughts are clear, but some are ambiguous or unclear. Some examples are occasionally used. Most thoughts have a bearing on the purpose of the activity or assignment. (6)</td>
<td>Most thoughts are unclear and examples are not used. Thoughts have an obscure connection or are unrelated to the purpose of the activity or assignment. (2)</td>
<td></td>
</tr>
<tr>
<td>References are properly cited within the paper. Reference page is properly completed with a few errors. Paper includes a title page, headings and page numbers at the top right. Paragraphs and double-spacing are used in the text. (9)</td>
<td>References within the paper and on the reference page contain errors. Minor revisions needed to APA style and format. (6)</td>
<td>Reference style does not follow the APA format. Major revisions needed. Paper format is not followed and key components are missing. Unacceptable APA style and format. (2)</td>
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**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.

**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.

Here is the Spring USD Calendar for 2019

- **Classes Start** Monday, January 7
- Last day to add/drop 1st 8 week course with refund Thursday, January 10
- Last day to add/drop full term course with refund Wednesday, January 16
- **Martin Luther King, Jr. Day Holiday(no classes)** Monday, January 21
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<tr>
<th>Event</th>
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<tr>
<td>Last day to drop 1st 8 week course with &quot;WD&quot;</td>
<td>Wednesday, February 13</td>
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<tr>
<td>President's Day Holiday (no classes)</td>
<td>Monday, February 18</td>
</tr>
<tr>
<td>Spring Break Begins at 5 p.m. (no classes)</td>
<td>Friday March 1</td>
</tr>
<tr>
<td>Spring Break Ends. Classes resume at 8 a.m.</td>
<td>Monday, March 11</td>
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<tr>
<td>Midterm</td>
<td>Monday, March 11</td>
</tr>
<tr>
<td>Second 8-Week Classes Begin</td>
<td>Monday, March 11</td>
</tr>
<tr>
<td>Last day to add/drop 2nd 8 week course with refund</td>
<td>Thursday, March 14</td>
</tr>
<tr>
<td>Last day to drop full term course with &quot;WD&quot;</td>
<td>Monday, April 1</td>
</tr>
<tr>
<td>Last day to drop 2nd 8 week course with &quot;WD&quot;</td>
<td>Tuesday, April 16</td>
</tr>
<tr>
<td>Easter Recess Begins</td>
<td>Friday, April 19 (5 a.m.)</td>
</tr>
<tr>
<td>Easter Recess Ends. Classes Resume</td>
<td>Monday, April 22 (8 a.m.)</td>
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**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:**
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**ACADEMIC ACCOMODATIONS:**
Any student who feels she or he may need academic 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.

Disability Services is located in Room 119 of the Service Center, or through:

- Website: Disability Services
- Email: disabilityservices@usd.edu
- Phone: 605-677-6389

**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.

Here is a link with more information https://www.sdbor.edu/policy/Documents/2-33.pdf

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. 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.

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. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

EARLY ALERTS:
This course will be utilizing the Coyote Connections Early Alert system. Coyote Connections 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 Coyote Connections 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 Coyote Connections through Web Advisor or D2L. You will want to log into Coyote Connections 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 “Coyote Connections Student Orientation.”

OTHER COURSE POLICIES:
Policies and procedures covering this course are detailed in the Internet Study Student Handbook. Please note that the time zone for D2L submissions due are in Central Time Zone!

DHYG 454/554 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic:</th>
<th>Assignment:</th>
<th>Assignment Due:</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review of Health Disparities and Access to Dental Care</td>
<td>Introduction: Discuss an access to dental care issue Syllabus Quiz</td>
<td>Introduction and Syllabus Quiz Due January 13, 2019 by 11:59 PM CT</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to Collaborative Dental Hygiene Practice (CDHP)</td>
<td>Google Slideshow</td>
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<tr>
<td>Weeks 3-4</td>
<td>CDHP models across the United States</td>
<td>ADHA Website Discussion Board 1</td>
<td>DB 1 Due February 3, 2019 by 11:59 PM CT</td>
</tr>
<tr>
<td>Weeks 5-6</td>
<td>Participants and Roles associated with CDHP</td>
<td>Read articles and watch video. Discussion Board 2</td>
<td>DB 2 Due February 17, 2019 by 11:59 PM CT</td>
</tr>
</tbody>
</table>
### Discussion Boards (DB):

1. Research the various types of CDHP models across the United States. Utilize the ADHA website as a primary resource. Briefly describe major differences and/or similarities. Pose a question to your peers regarding the various options.
2. Imagine starting your own collaborative practice. Identify the population you would see and what setting it would be in. Identify possible participants and roles. When responding to peers, help identify any additional participants and roles.
3. Investigate the requirements for collaborative practice licensure in a state of your choice. Pose a question to your peers regarding your thoughts about the licensure requirements.
4. Create a bad example of documentation that has/could have happened in a clinic chart note. When responding to peers, respond with suggestions for a correct chart note, or identify questions you may have about their note.
5. Research the options available regarding the advantages and disadvantages of portable equipment and related supplies and materials. Pose a question to your peers about your preferences.