

**Periodontics Department
Division of Dental Hygiene
Professional Communication
DENH 5024
Spring 2024**

CLASS DAYS and TIME: This is a fully online, asynchronous, course with no set times or dates for classes. Classes start January 8th and ends June 28th There will be a time set for presentations.

CLASSROOM: This is a fully online course which has no campus classroom locations.

COURSE FACULTY: Melanie V. Taverna MSDH, RDH

OFFICE LOCATION and HOURS: School of Dentistry, Periodontics Dept. Division of Dental Hygiene 2.500.U on the Long Campus. Office hours: Email for appt. Mon or Weds 1-4:30 PM

EMAIL: Taverna@UTHSCSA.edu

TELEPHONE: 210-567-3858 Cell 210-573-4723 (emergencies only)

READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS.

COURSE DESCRIPTION AND OBJECTIVES

Course rationale:

The nature of professional communication is divergent and is found in all aspects of the program and professional life of the graduate student. Topics within the Prof. Com. course, while they are independent build on each other to develop skills in verbal and written professional communication behaviors. The subject of Professional communication is cognitive but requires that skills be developed in utilization of technologies appropriate to the communication in question. Gathering and analyzing data requires computer skills and experience in the use of annotation software. Whereas presentation skills require the use of presentation tools available by way of searching the internet for resources.

Graduate Dental Hygiene Program Aims and Outcomes:

This course fulfills the following ADEA Program Aims and Outcomes for the Master of Science in Dental Hygiene Program:

Access, Diversity & Inclusion: Integrate cultural competency and inclusion in all professional endeavors.

- Provide effective, equitable, understandable, and respectful quality care that is responsive to diverse cultural health beliefs, preferred language, and health literacy.
- Promote diversity and inclusion in research, teaching, service, advocacy, policy, administration, and public health.

Interprofessional Collaboration & Integrated Care: Integrate dental hygiene into multidisciplinary teams.

- Through communication- Establish partnerships to enhance health care and education.

Scholarship & Research: Increase the dental hygiene body of knowledge through original research.

- Disseminate research findings through professional venues.

Pre-requisites – Acceptance into the Master of Science in Dental Hygiene Program or acceptance into the Graduate School of Biomedical Sciences. This is a cross-enrolled course with the Graduate School of Biomedical Sciences.

Semester credit hours – 3 semester hours / 48 “contact” hours

This course provides the student with opportunities to gain experience in:

Information skills:

Locating, applying, compiling, managing, analyzing, and evaluating information

Communication skills:

Verbal communication for dissemination of information in culturally appropriate manner

Demonstrating ethical and professional behavior and values

Use of ethical behavior in the gathering and dissemination of information

Use of ethical behavior in interpersonal and professional interactions

Develop skills to engage in life-long learning to promote professional behavior.

Develop skills of self-motivation and independent learning

COURSE OUTCOMES

The Professional Communication Course will foster critical reading and communications skills based on self-reflection, peer discourse and personal life experiences. The student will demonstrate an understanding of the use of good communication skills in verbal, visual and written professional settings, strong ethical behavior, and skills of life-long learning.

COURSE ORGANIZATION

The main teaching modalities used in this course include:

The teaching methods used in this course will be a combination of web-based instruction, discussion-board peer and faculty review, on-line research, and synchronous presentations. Regular posting in CANVAS (learning management system) will provide instructor formative and summative feedback for discussion and/or grading purposes and describe student participation. This course is focused on student centered learning. Inherent to this format is the possibility for individualized approaches to learning. Because students have differing interests, are from different programs, and learn on differing time tables, the management of the course material will be the responsibility of the student. There are three important points the student should remember when managing the course material:

- The student is expected to complete all assignments and submit them to the appropriate destination.
- No late work will be accepted.
- It is the responsibility of the student to inform the course director should the student need assistance during the semester for any reason.

COURSE REQUIREMENTS:

All students will have the opportunity to demonstrate professionalism by:

- Completing assignments on time
- Being respectful of others learning environment

All students will have the opportunity to demonstrate integrity by:

- Completing assignments individually when required
- Providing equal input in group work
- Collaborating with others through postings and chats to enhance the learning experience

All students will have the opportunity to demonstrate the principles of life-long learning by:

- Researching and developing products either by expanding upon current knowledge and skills or acquiring new knowledge and skills.

Specific requirements are outlined in content of each Module and in the Assignment Manager.

Learning Outcomes

Foundational Knowledge:

Learners will gain foundational knowledge in ethical, non-biased behavior in verbal and written communication. They will apply this knowledge during activities of behavior modification, the gathering of data, and the dissemination of information. Learners will do this by integrating their life experiences with added information from the course.

Working through the information will provide the learners opportunities to gain insight into themselves as professionals and others in healthcare or education as team members. They will have the support and guidance of their cohort peers. They will develop enhanced confidence in their communications skills to facilitate the future development and presentation of a thesis project.

This course will also serve to field and support inquiry and provided structure to address the feasibility of the concepts they are building for their future research. They will integrate information from their previous course work and will use their new knowledge to move forward in the program.

Learning-How-to-Learn Outcomes

To be successful in this class and the program the learner is encouraged to be a self-directed learner, to research concepts and resources presented. Many of the activities include requiring the learners to find resources that helped them beyond the materials presented. To aid the learners in success, the course has a clear timeline.

This Spring the course will have the added aspect of learner's choice in how they want to fulfill certain activities. The learning tasks will be clearly aligned with the learning, course, and program outcomes. This course will also present itself in its entirety because there will be large projects along with incremental ones. The learners will have the opportunity to make decisions early about how they want to pursue specific learning goals. **(Schedule attached)**

LEARNING ACTIVITIES

Students will be required to read the online material presented through the course, locate and post additional online resources, and participate in online postings and assignments. Additional activities include:

- Interpersonal and professional communication
 - interpersonal communications inventory
- Electronic communication etiquette
 - Student generated code of etiquette
- Patient Communication
 - Behavior modification communication
 - Motivational Interviewing
- Research (Journal Club)
 - Searching databases
 - Annotated bibliography
 - Written review of literature
 - Ethical Behavior and Plagiarism
 - Development of a question-driven paper
 - Communicating statistical findings
 - Journal selection
- Online collaborative tools

- Voice-over presentation

Materials – All course materials will be referenced or provided online in CANVAS Learning Management System.

Computer Access:

Prof. Com. will require an understanding of the use of computers included but not limited to:

1. Reliable internet access (wi-fi)
2. A computer or device with Microsoft Office Suite (Word, Excel, PowerPoint)
3. Student email and access
4. Camera, Microphone and Speakers
5. Computer knowledge for the use of the above
6. Ability to navigate the Learning Management System CANVAS
7. Ability and technology to create a presentation
8. Acceptance as a graduate student in the Graduate School of Biomedical Sciences
9. The student may also be required to create accounts in Google or other sites that are of no charge.

Reading Assignments –All required reading will be posted in modules of the course on CANVAS.

ATTENDANCE

There is no attendance policy in online education. However, participation will be graded. Student participation will consist of: Discussion Board interactions, quality of interactions in response to comments by the Course Director in Assignments. It will also be monitored by the timeliness of all submissions and by monitoring the course analytics.

TEXTBOOKS

Required: “Publication Manual of the American Psychological Association”, APA, Seventh Edition, published by the APA, Copyright 2020 ISBN-13: 978-1433832161 or ISBN-10: 143383216X

This is accessible, free through the website [PurdueOWL.com](https://owl.purdue.edu) apa

(Required) Excerpt provided in CANVAS: This text can also be downloaded on PDFdrive.com

“From Numbers to Words: Reporting Statistical Results for the Social Sciences.” First Edition, Susan E. Morgan, Tom Reichert, Tyler R. Harrison, Routledge, Taylor & Francis Group. Copyright 2016. ISBN: 978-1-138-63808-2 (paperback) ISBN: 978-1-315-63801-0 (e-bk)

Recommended: For reference

“Surviving Your Dissertation,” Third Edition, Kjell Erik Rudestam and Rae R. Newton, Sage Publications, Copyright 2007.

“American Medical Association Manual of Style”, AMA, Tenth Edition, Oxford, Copyright 2007.

GRADING POLICIES AND EXAMINATION PROCEDURES

There are no examinations in this course. There will be multiple graded activities and monitored participation.

The final grade will be based on a possible total of 1000 points as follows:

• Interpersonal and professional communication (4)	25
○ interpersonal communications inventory	
• Electronic communication etiquette (4)	25
○ Student generated code of etiquette	
• Patient Communication (3)	75

○ Behavior modification communication	50
○ Motivational Interviewing	25
● Research (Journal Club)	575
○ Journal selection	25
○ Searching databases	
▪ PICO/FINER Question & Hypothesis/Research Question	100
○ Annotated bibliography	
○ Written review of literature (2)	150
○ Ethical Behavior and Plagiarism	
○ Communicating statistical findings (2)	100
▪ Statistical Analysis Plan	
○ Submission of a Quick Poll (PBRN) (1)	200
● Online collaborative tools	300
○ Online tools	50
○ Voice-over presentation (1)	250

Evaluation Criteria:

The final grade will be based on a total of 1000 points. Various activities utilizing review, analysis, and synthesis of literature along with writing and presentations skills will be presented for individual and peer work. Learners will be evaluated on their efforts and not a comparison with the cohort. Evaluation will include rubrics with assessment scale of unsuccessful, needs improvement, and successful, with a point spread within based on the scoring of the activity.

Grading Policies

There are no examinations in this course. There are multiple varied graded activities and monitored participation. Learning is scaffolded from lower level to highest level of learning. Each higher level of learning carries a higher assessment value. The learner has a choice in the format of the final oral presentation. The choices are 1). presentation of a lecture, 2) presentation of a poster, and 3) presentation of a short talk in a “conference.”

The grading system will be used to provide formative feedback with summative grades to track learner’s levels of understanding. Continuous formative feedback allows the instructor to have a clear picture of learners’ understanding, provides opportunities for guidance. The summative grade allows a culmination of a bundle and or module. It becomes a place to move on from and provides a benchmark of understanding. Learners will be assessed based on criteria versus each other. Rubrics will be used to clarify criteria and for assessing.

Scaffolded learning entails increased layers of learning.

Lowest level = 4, Grey

Moderate level = 3, Blue

Moderately high level = 2, Yellow

Highest level = 1, Green

The graduate student (MS and PhD) must receive a grade of $\geq 70\%$ (C) to pass the course and must maintain an overall “B” average to remain in the program(s).

Grading System

GRADING SCALE

Students must receive a grade of $\geq 70\%$ (C) to pass the course.

900-1000	points=A
800-899	points=B
700-799	points=C
000-699	points =F

The graduate student must maintain a “B” (80) average to remain in the program.

REQUESTS FOR ACCOMODATIONS FOR DISABILITIES

In accordance with policy 4.2.3, **Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA)**, any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100). to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at <http://uthscsa.edu/eeo/request.asp>.

ACADEMIC INTEGRITY AND PROFESSIONALISM

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at <http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/scholasticdishonestypolicy/>

TITLE IX AT UTHSCSA

Title IX Defined:

Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

University of Texas Health Science Center San Antonio’s Commitment:

University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at <http://students.uthscsa.edu/titleix/>

EMAIL POLICY

Every student is issued a University email address and account at the time of enrollment. This account is disabled if it is not accessed regularly. It is the student’s responsibility to establish, maintain, and regularly access their email account. Per the UTHSCSA policy, only the students’ University email address shall be used for any electronic institutional communication of an official nature. If students need help with their email accounts, they must contact Computing Resources/triage at 567-7777.

USE OF RECORDING DEVICES

Online learning has no restriction on the use of recording devices

ELECTRONIC DEVICES

DENH 5024 Professional Communication Course Schedule

Read this carefully, it provides the open and due dates for all activities in the course. You are free to prepare ahead. However, it is vital that you maintain the schedule for interactions.

	Topic	Details	Open and Due Dates	Notes
Module 1	Class Orientation	<ul style="list-style-type: none"> • Introductions Discussion Board-discuss the course and introduce selves. 	1/09/2023-1/11/2023 Conference Meeting for Introductions date TBD	Welcome Presentation and review of the course. Develop familiarity with the course and course goals. Discuss your plans and expectations.
Module 2	Interpersonal & Professional Communications	<ul style="list-style-type: none"> • Learning Styles Inventory • Temperament & Cognitive Inventories • Interpersonal Communications Inventory Discussion Board interaction	1/09/2023- 1/15/2023	Lower level of learning used to scaffold into moderate to higher levels Complete the inventories, reflect on the findings, and discuss them with the class
	Student Generated Code of Ethics	<ul style="list-style-type: none"> • Bias training • Online etiquette • Various readings in the module • Develop a code of conduct for the class 	1/17/2023-1/29/2023 Use of Hypothes.is in some of the reading. Conference meeting for Code of Conduct	Lower level of learning used to scaffold into moderate to higher levels Develop a code of conduct by reflecting on the bias training taken by all students, the reading, and expectations of behavior in class and in their personal workplace
Module 3	Patient Communication	<ul style="list-style-type: none"> • Behavior Modifications Presentation • Motivational Interviewing • Personal Behavior Change Review the material and develop a personal behavior modification idea.	1/30/2023-02/26/2023 Conference meeting to demonstrate and learn these concepts.	Moderate levels of learning use to scaffold to higher levels Create a thread for each student and have the cohort support each other using tools like OARS, and concepts of MI to support. 21 days Write a reflection on the process.
Mod 4	Written Communication			
		<ul style="list-style-type: none"> • Journal Selection • Searching Databases 	03/01/2023-05/14/2023 different due dates for different pieces. See	Combination of lower levels of learning and moderate to moderately high levels to culminate in higher level of learning VOP.

		<ul style="list-style-type: none"> ○ FINER 	<p>Assignments in CANVAS</p> <p>different journal articles to review, use of PurdueOWL (Online Writing Lab)</p> <p>Use of Evidenced-based webpage on UTHSCSA</p> <p>Conference meeting</p>	<p>Select a journal appropriate for your topic and present the author guidelines. Develop a research question (FINER) and keywords for a search of databases.</p> <p>Save your searches and organize your resources into an annotated bibliography. Present.</p> <p>Write a review of literature to answer your hypothesis</p> <p>Develop a statistical plan for a proposed research project on your topic. Present it.</p>
		<ul style="list-style-type: none"> ○ Hypothesis/Research Questions 		
		<ul style="list-style-type: none"> ● Annotated Bibliography 		
		<ul style="list-style-type: none"> ● Written Review of Literature ● Ethical Behavior & Plagiarism ● Communicating statistical findings ○ Statistical Analysis Plan 		
		<ul style="list-style-type: none"> ● PBRN Quick-Poll Research 		
Module 5	Online Collaborative Tools	<ul style="list-style-type: none"> ● Online Tools 	<p>05/15/2023-06/17/2023</p> <p>Conference Meeting for presentation</p>	<p>Use of lower level of learning to share presentation tools and ideas. Culminates in the final VOP</p> <p>Individually search for appropriate presentation tools for your chosen presentation style.</p> <p>Develop your review of literature into a presentation. This will be voice over and presented to the class online. You are limited to 30 minutes. This will be a peer reviewed project.</p>
		<ul style="list-style-type: none"> ● Voice-Over Presentation (VOP) 		