DEH 100
CURRENT ISSUES
AND
ETHICS IN DENTAL HYGIENE

PRESENTED AND APPROVED: JANUARY 10, 2013

EFFECTIVE: SPRING 2012-13
INSTRUCTION
Course Package

Prefix & Number  DEH 100

<table>
<thead>
<tr>
<th>Purpose of this submission:</th>
<th>☑ New  ☑ Change/Updated  ☑ Retire</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this is a change, what is being changed? (Check all that apply)</td>
<td>☑ Update Prefix  ☑ Course Description  ☑ Title  ☑ Format Change  ☑ Credits  ☑ Prerequisite  ☑ Competencies  ☑ Textbook/Reviewed Competencies-no changes needed</td>
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<tr>
<td>Does this course require additional fees?</td>
<td>☑ No  ☑ Yes If so, please explain. Dental Hygiene Program Fee</td>
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<tr>
<td>Is there a similar course in the course bank?</td>
<td>☑ No  ☑ Yes (Please identify) DEH 100</td>
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<tr>
<td>Articulation: Is this course or an equivalent offered at other two and four-year universities in Arizona?</td>
<td>☑ No  ☑ Yes (Identify the college, subject, prefix, number and title:</td>
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<td>Is this course identified as a Writing Across the Curriculum course?</td>
<td>☑ No  ☑ Yes</td>
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**Course Assessments**

| Description of Possible Course Assessments (Essays, multiple choice, etc.) | Quizzes, exams, discussion board, autobiography, cultural diversity presentation, discussion |
| Exams standardized for this course? | Are exams required by the department? |
| ☑ Midterm | ☑ No  ☑ Yes |
| ☑ Final | If Yes, please specify: |
| ☑ Other (Please specify): | |

Where can faculty members locate or access the required standardized exams for this course? | (Contact Person and Location) |
Example: NCK – Academic Chair Office

**Student Outcomes: Identify the general education goals for student learning that is a component of this course.**

<table>
<thead>
<tr>
<th>Check all that apply:</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. Communicate effectively.</td>
<td>Discussion board, autobiography paper, cultural diversity project</td>
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<tr>
<td>a. Read and comprehend at a college level. ☑</td>
<td></td>
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<tr>
<td>b. Write effectively in a college setting. ☑</td>
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<tr>
<td>2. Demonstrate effective quantitative reasoning and problem solving skills.</td>
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<td>3. Demonstrate effective qualitative reasoning skills. ☑</td>
<td>Ethical decision making model</td>
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<td>4. Apply effective methods of inquiry.</td>
<td>Cultural diversity project</td>
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<tr>
<td>a. Generate research paper by gathering information</td>
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</table>
### INSTRUCTION
Course Package

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<th>from varied sources, analyzing data and organizing information into a coherent structure.</th>
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<tr>
<td>b. Employ the scientific method.</td>
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<th>5. Demonstrate sensitivity to diversity</th>
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<tbody>
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<td>a. Experience the creative products of humanity.</td>
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<td>b. Describe alternate historical, cultural, global perspectives.</td>
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| Cultural diversity project |

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Office of Instruction Use only:

CIP Code:

ONET Code:

Minimum Qualifications:
COURSE INFORMATION

Initiator: Tracy Gift
Date of proposal to Curriculum Committee: 1/10/2013

Effective Semester/Year          Fall          Spring 2013          Summer
Prefix & Number: DEH 100

Full Title: (100 character limit)
Current Issues and Ethics in Dental Hygiene
Short Title: (30 character limit)
Ethics

Catalog Course Description: Discusses current issues in dental hygiene and heightens student’s awareness of ethical issues and choices for action. Also includes an orientation to dentistry, a library project and an opportunity to facilitate discussion.

SUN  Course Number:
Credit Hours: 1          Lecture Hours: 1          Lab Hours: 0

Prerequisite(s) Appropriate standing the Dental Hygiene Program
Co-requisite(s)

Intended Course Goals

By the end of the semester, students will be able to:

1. Achieve heightened awareness of cultural diversity, especially as it relates to dentistry. C1, C4, C5, C6,C10, C12, HP2, HP4, HP5
2. Discuss issues and concepts of ethics as they relate to responsibility in dental hygiene care. C1, C5, C6, HP5
3. Describe the current ADHA Code of Ethics. C1, C12
4. Describe methods for facilitating a good discussion. C5, C6, C10
5. Present research finding and facilitate a discussion. C4, C5, C6, C10
6. Apply an ethical decision-making model to identify possible solutions to common ethical dilemmas seen in dentistry. C1, C2, C4, C10, C12, HP2
7. Understand the Arizona Dental Practice Act as it relates both to dental hygiene and dentistry. C1, C2, C4, PDG1
8. Describe the professional aspects and traits of a dental hygienist. C5, C6, C12, HP5, CM5, PDG1
Program Competencies and Objectives

By the end of the semester, students will be able to:

<table>
<thead>
<tr>
<th>Program Competencies</th>
<th>Forward</th>
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<tbody>
<tr>
<td>This document describes the abilities expected of a dental hygienist entering the profession. The competency statements were originally drafted by The American Association of Dental Schools (now named ADEA), Section of Dental Hygiene Education Competency Development Committee, and presented in 1998. MCC has adapted the updated competencies approved in 2010 and implemented in 2011 to encompass the competencies we feel our graduates should possess.</td>
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<tr>
<td>As an integral member of the healthcare team, a major role of the hygienist is to assist patients to achieve and maintain optimal oral health. We feel the competencies listed below describe the desired combination of knowledge, psychomotor skills, communication skills, and attitudes, as well as the standards used to measure the hygienist’s independent performance.</td>
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Competency 1
Core Competencies (C)

The dental hygienist must possess the ethics, values, skills, and knowledge integral to all aspects of the profession. These competencies are foundational to all of the roles of the dental hygienist.

OBJECTIVES:

| C.1 | Apply a professional code of ethics in all endeavors. |
| C.2 | Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care. |
| C.3 | Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness. |
| C.4 | Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care. |
| C.5 | Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care. |
| C.6 | Continuously perform self-assessment for lifelong learning and professional growth. |
| C.7 | Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services. |
| C.8 | Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations. |
| C.9 | Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care. |
| C.10 | Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity. |
| C.11 | Record accurate, consistent, and complete documentation of oral health services provided. |
| C.12 | Initiate a collaborative approach with all patients when develop individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning. |
| C.13 | Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments. |
| C.14 | Manage medical emergencies by using professional judgment, providing life support, and utilizing required CPR and any specialized training or knowledge. |
Competency 2
Health Promotion and Disease Prevention (HP)

Since Health Promotion and Disease Prevention is a key component of health care, changes within the healthcare environment require the dental hygienist to have a general knowledge of wellness, health determinants, and characteristics of various patient communities. The hygienist needs to emphasize both prevention of disease as well as effective health care delivery.

OBJECTIVES:

HP.1 Promote the values of overall health and wellness to the public and organizations within and outside the profession.
HP.2 Respect the goals, values, beliefs, and preferences of all patients
HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive patient evaluation.
HP.4 Identify individual and population risk factors and develop strategies that promote health-related quality of life.
HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
HP.6 Utilize methods to ensure the health and safety of the patient and the oral health professional in the delivery of care.

Competency 3
Community Involvement (CM)

The dental hygienist must appreciate his/her role as a health professional at the local, state, and national levels. This role requires the graduate dental hygienist to assess, plan, and implement programs and activities to benefit the general population. In this complex role, the dental hygienist must be prepared to influence others to facilitate access to care and services.

OBJECTIVES:

CM.1 Assess the oral health needs of the community to determine action plans and availability of resources to meet the health care needs.
CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system.
CM.3 Provide community oral health services in a variety of settings.
CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.
CM.5 Evaluate reimbursement mechanisms and their impact on the patient’s access to oral health care.
CM.6 Evaluate the outcomes of community-based programs and plan for future activities.
CM.7 Advocate for effective oral health care for underserved populations.

Competency 4
Patient Care (PC)

Because the dental hygienists’ role in patient care is ever changing, yet central to the maintenance of health, dental hygiene graduates must use their skills to assess, diagnose, plan, implement, and evaluate treatment

OBJECTIVES:

Assessment
| PC.1 | Systematically collect, analyze, and record data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles. |
| PC.2 | Recognize predisposing and etiologic risk factors that require intervention to prevent disease. |
| PC.3 | Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes. |
| PC.4 | Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency. |

**Dental Hygiene Diagnosis**

| PC.5 | Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs. |

**Planning**

| PC.6 | Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan. |
| PC.7 | Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment. |
| PC.8 | Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan. |
| PC.9 | Obtain the patient’s informed consent based on a thorough case presentation. |

**Implementation**

| PC.10 | Provide specialized treatment that includes educational, preventive and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals. |

**Evaluation**

| PC.11 | Evaluate the effectiveness of the provided services, and modify care plans as needed. |
| PC.12 | Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals. |
| PC.13 | Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved. |

**Competency 5**

**Professional Growth and Development (PGD)**

Dental hygienists must be aware of a variety of opportunities for professional growth and development. Some opportunities may increase patient access to dental hygiene; others may offer ways to influence the profession and the changing healthcare environment. A dental hygienist must possess transferable skills, e.g., in communication, problem-solving, and critical thinking, to take advantage of these opportunities.

**OBJECTIVES:**

| PGD.1 | Pursue career options within health care, industry, education, research, and other roles as they evolve for the dental hygienist. |
| PGD.2 | Develop practice management and marketing strategies to be used in the delivery of oral health care. |
| PGD.3 | Access professional and social networks to pursue professional goals. |
**By the end of the semester, students will be able to:**

**Learning Unit Topic 1:** Moral Philosophy and Reasoning/Professionalism  
Competency: C1, C5, C6, C10, PDG1  
Objectives:  
1. Define the term ethics.  
2. Describe deontology and teleology.  
3. Distinguish between the ethical theory of utilitarianism and Kant’s ethical theory.  
4. Compare rule utilitarianism with act utilitarianism.  
5. Contrast a right with a duty and a right with a privilege.  
6. Discuss the role of social justice in determining ethical behavior.  
7. Describe the aspects of a true profession.  
8. Discuss the theory of competency and skill acquisition for the dental hygienist.  
9. Identify the traits of a professional dental hygienist.  
10. Compare a choice and an ethical dilemma.  
Activities/Assignments: Read Ch. 1; PowerPoint presentation; group discussion; online discussion board; autobiography paper

**Learning Unit Topic 2:** Ethical Principles and Core Values  
Competency: C1, C5, C6, C10, C12, HP2  
Objectives:  
1. Identify the core values found in the Code of Ethics of the American Dental Hygienists’ Association.  
2. Compare the code of ethics found in the dental hygiene profession with other professions.  
3. Recognize the terms autonomy, confidentiality, societal trust, nonmaleficence, beneficence, justice, veracity, fidelity, paternalism, and utility.  
Activities/Assignments: Ch. 2; group discussion; online discussion board; autobiography paper

**Learning Unit Topic 3:** Informed Consent  
Competency: C1, C2, C10  
Objectives:  
1. Articulate the criteria necessary for informed consent.  
2. Describe the three forms of informed consent.  
3. Describe informed refusal.  
4. Outline the exceptions for the rule of informed consent.  
5. Relate conditions for not obtaining informed consent.  
6. Compare the ethical principles found in codes of ethics, informed consent, patient’s bill of rights, and other documents related to patient care.  
7. Integrate the MCC Patient Bill of Rights, Dental Hygiene Treatment Plan and Patient Standards of Care.  
Activities/Assignments: Ch. 3; MCC Clinic Manual; group discussion; online discussion board

**Learning Unit Topic 4:** Decision-Making  
Competency: C1, C4, C10  
Objectives:  
1. List the steps involved in ethical decision making.  
2. Solve ethical dilemmas using a decision-making process.  
3. Determine core values and principles used to solve an ethical dilemma.  
4. Identify the most common ethical dilemmas that face dental hygienists.  
5. Discuss the role of laws in determining alternatives for solving an ethical dilemma.  
Activities/Assignments: Ch. 4; PowerPoint presentation; small group activities; online discussion board; group discussion

**Learning Unit Topic 5:** Jurisprudence  
Competency: C1, C2, C4  
Objectives:  
1. Compare the concepts of civil law with criminal law, utilizing examples found in dental hygiene practice.  
2. List the types and circumstances of supervision.  
3. State the conditions necessary for a contract between a patient and a dental hygienist with regard to

MCC Form EDU 0007 (rev. 102212)
4. **Distinguish between the following terms:** intentional tort and unintentional tort; malpractice and negligence; libel and slander; assault and battery; implied contract and expressed contract.

5. **Discuss the rights of patients protected by law and duties of providers regulated by law from both ethical and legal perspectives.**

6. **Define preceptorship and predict consequences to dental hygiene if this happens nationally.**

7. **Differentiate between a bachelor’s and associate’s dental hygiene degree.**

Activities/Assignments: Ch. 5; PowerPoint presentation; group discussion; online discussion board.

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**Learning Unit Topic 6: State Practice Act**

**Competency:** C1, C2, C4, PDG1

**Objectives:**
1. Discuss the theory of competency and skill acquisition for the dental hygienist.
2. Identify and describe the permissible duties of a dental hygienist in Arizona.
3. Describe possible conflicts of interest delivering comprehensive dental hygiene care when a dental hygienist is an employee of a dentist.
4. Identify the types of licenses.
5. Identify the types of supervision in Arizona for hygienists.

Activities/Assignments: Arizona Revised Statutes and Rules found at [www.azdentalboard.org](http://www.azdentalboard.org); group discussion; online discussion board

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**Learning Unit Topic 7: Social Issues**

**Competency:** C1, C12, CM5, HP5

**Objectives:**
1. Identify legislation that protects and aids the patient and the dental hygienist against discrimination in dentistry.
2. Describe how HIPPA protects patient confidentiality.
3. List barriers to access to care and reasons for disparities in oral health care.
4. Discuss the advantages and disadvantages of various reimbursement or insurance plans as they pertain to access to care and distributive justice issues.
5. Use critical thinking skills to raise questions and facilitate good discussion on a topic.

Activities/Assignments: Ch. 6; group discussion; online discussion board; student derived sources

---

**Learning Unit Topic 8: Cultural Diversity**

**Competency:** C10, HP2, HP4, HP5, CM5

**Objectives:**
1. Discuss and write about a current cultural diversity topic.
2. Have identified, read and analyzed the topic from at least 4 sources.
3. Be familiar with as many pros and cons of your topic as you can be.
4. Raise two questions on your topic that would require further research.
5. List 5 barriers to assimilating this group into American culture.
6. Determine cultural differences that affect this group’s perception of healthcare.
7. Discuss health disparities that are found in this group.
8. List 3 medical/dental conditions that are commonly found in this group.
9. Develop a 15 minute presentation on your research.
10. Turn in your sources and an outline of your presentation.
11. Prepare a food item(s) to share with the class that is indicative of this culture.
12. Facilitate a good discussion with classmates based on library findings.
13. Offer peer review to classmates by giving feedback after discussions.

Activities/Assignments: Student presentations; Class discussion
# Current Course Textbook, Materials and Equipment

<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Title</th>
<th>Ethics, Jurisprudence, &amp; Practice Management in Dental Hygiene</th>
<th>3rd edition</th>
</tr>
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<tbody>
<tr>
<td>Author(s)</td>
<td>Vickie J. Kimbrough &amp; Charla J. Lautar</td>
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<tr>
<td>Publisher</td>
<td>Pearson Prentice Hall</td>
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<tr>
<td>ISBN#</td>
<td>0-13-170822-8</td>
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| Software/Equipment | Microsoft Word, PowerPoint |

# PROPOSED New Course Textbook, Materials and Equipment

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