

# T672 - Community-based Education II - Part II Syllabus Elective International Service-Learning Section

Spring Semester – 2014



## 1. General Course/Module Information

<b>Course Director:</b>	E. Angeles Martinez-Mier, DDS, MSD, PhD.
<b>Course Credit Hours:</b>	0.5 to 3.
<b>Section Director:</b>	Elective International Service-Learning Odette Aguirre-Zero, DDS Timothy J Carlson, DDS, MSD Lawrence Garetto, PhD John Loeffler, DDS E. Angeles Martinez-Mier, DDS, MSD, PhD Armando E Soto, DDS, MPH Karen M. Yoder, PhD
<b>Section Credit Hours:</b>	Elective International Service-Learning 3.0

## 2. Purpose of the Course/Module

The IUSD service programs (Community Based Education) aim at connecting meaningful community service experiences with academic and personal growth, as well as civic responsibility. Several of these programs utilize the service learning pedagogy, which includes additional components. For those programs, service learning is integrated into the curriculum and so provides structured time for reflection, enhances teaching and learning, and fosters civic responsibility.

The objectives of the international programs have been set to have an impact on dental student's competencies by enhancing linguistic and cultural skills through an immersion experience and by informing students about health care systems in other countries.

The Indiana University School of Dentistry's (IUSD) International Service-Learning (ISL) Program began in 2000 in partnership with towns in two countries and has steadily grown to include multiple locations, numerous IUSD faculty members and a continuously growing number of IUSD students. The goals of IUSD International Service-Learning Programs are to:

- Foster intercultural understanding and respect
- Provide needed services as identified by partner countries
- Foster learning outcomes appropriate to the dental educational curriculum
- Provide opportunities for student and faculty personal and professional development
- Promote the development of an oral health workforce with the skills to work effectively with diverse people in diverse environments and with greater understanding of the impact of culture on health

## 3. Goals of the Course/Module

This course will provide fundamental information for competencies #2 and 3 and supporting information for competencies #6, 11, 14, 16, and 18

2. Graduates must be competent in treatment planning.
3. Graduates must be competent to communicate and collaborate with individuals and groups to prevent oral disease and promote oral and general health in the community.
6. Graduates must be competent in detection, diagnosis, risk assessment, prevention, and management of dental caries.
11. Graduates must be competent in the diagnosis and management of oral mucosal and osseous disorders.
14. Graduates must be competent in discerning and managing ethical issues and problems in dental practice.
16. Graduates must be competent in behavioral patient management and interpersonal skills.
18. Graduates must be competent in performing and supervising infection control procedures to prevent transmission of infectious diseases to patients, the dentist, the staff and dental laboratory technicians.

#### **4. Expected Outcomes/ Objectives**

##### Educational Objectives

- Common learning objectives for all service learning and community service activities are:
- Upon completion of the course the successful student will:
- Explain treatment and program planning designed to meet community needs and clinical setting
- Comprehend biases and pre-conceptions to avoid cultural generalizations while caring for patients from diverse backgrounds
- Explain the potential outcomes of the activity in the community
- Explain disparities in health care access and health outcomes faced by underserved populations
- Explain differences in communication styles among community partners and dental patients from diverse socioeconomic, cultural, and language societies.
- Explain differences in demographics of the communities served
- Explain the missions, form, and functions of diverse social service agencies
- Explain the major forces that influence the oral health of individuals and populations around the world
- Discuss the role of dentists as advocates for improving the health of patients and populations in their communities and around the world
- Discuss cultural and dental health practices of diverse underserved populations

##### Service Objectives:

Upon completion of the course the successful student will:

- Partner with on-site community organizations to incorporate their assets in both service and learning aspects of the program.
- Provide dental services and oral health education to underserved populations worldwide in response to their needs
- Participate in a collaborative, interdisciplinary, cross-cultural and international format for training, providing clinical services, and conferencing among the health professions

#### **5. Learning Resources**

- Oral Health in America: A Report of the Surgeon General. Executive Summary. May 2000.  
<http://www.surgeongeneral.gov/library/oralhealth/>
  - National Call to Action to Promote Oral Health  
<http://www.surgeongeneral.gov/topics/oralhealth/nationalcalltoaction.htm>
  - Healthy People 2010 Oral Health Objectives:  
<http://www.healthypeople.gov/Document/HTML/Volume2/21Oral.htm>
  - American Dental Association Principles of Ethics and Code of Professional Conduct  
<http://www.ada.org/prof/prac/law/code/index.asp>
  - Fadiman, Anne. The Spirit Catches You and You Fall Down, Farrar, Straus and Girous Publishers, 1997 <http://www.spiritcatchesyoud.com/>
- Book chapters:  
Burt BA, Eklund SA, Dentistry, Dental Practice and the Community. Sixth Edition. 2005 Elsevier Publishers.

## 6. Overview of Student Evaluation Methods

### Grading Scale:

Pass/Fail.

### Evaluation Components:

The Service Learning and Community Service sections will be assessed on a Pass/Fail basis. In order to pass the students will have to: 1. Submit application essay; 2. Complete Pre-departure and Post-departure Questionnaires; 3. Participate in all portions of experience, including orientation sessions, fundraising and on-site activities; 4. Participate in daily onsite group debriefing sessions and a post participation reflection forum; 5. Complete assignments: Assignments and assignment due dates will be posted in the Oncourse. The online assignments of this course are to be completed on your own.

### Attendance Policy:

Attendance to service activities is required. Attendance will be verified by signing a roster supplied by the instructor. Students are responsible for signing the roster on the day of the activity. Students are responsible for keeping track and reporting the hours and events they provide service in. A survey has been designed to help you report your activities. You must use the Tests and Surveys tool

### Late Assignments Policy:

N/A.

### Missed/make-up Exam Policy:

N/A

### Disagreement over Examination Questions Policy:

N/A.

**Policy for Extra Credit Work:**

N/A.

**7. Additional Course/Module Policies and Procedures****Faculty Contact Information:**

Dr. E. Angeles Martinez Mier  
415 Lansing Street  
Office phone: (317) 274 8822  
[esmartin@iupui.edu](mailto:esmartin@iupui.edu)

**Remediation Methods:**

The student remediation program for the curriculum revolves around a process of early identification of the student having difficulties followed by an "in-flight correction." In other words, the heart of the program involves identifying students having difficulties and then, based on the problems that are identified, making the appropriate adjustments on an individual basis as quickly as possible (DDS Program Handbook pp. 57-58).

**Unprofessional Behavior:**

Professional behavior is expected in all aspects of course interactions including attendance and any assessments (quizzes, exams, etc.). Any professional misconduct will be pursued via the Student Professional Conduct Council. See the DDS Student Handbook for further details.

**Lecturer Absence Policy:**

If the scheduled lecturer is not present by 5 minutes after the schedule start of the class, students should contact the department of the course for which the lecture is being provided. If the lecturer is absent 15 minutes after the scheduled start of the class and students have not been informed to remain, class is cancelled and students may leave. In this case, the class president or his/her designee should contact the Office of Academic Affairs (278-1194 or 278-0106).

**Equal Educational Opportunity Policy**

Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241.

Visit <http://aes.iupui.edu/> for more information.

**Additional Policies or Procedures:**

Students will be responsible for completing reports for each one of the service activities they participate in

## 8. Instructional Sessions/Calendar

Class will meet Wednesdays from 5:00 to 6:30 PM

<b>CLASS SCHEDULE Date</b>	<b>Topic</b>	<b>Faculty</b>	<b>ROOM LOCATIONS</b>
	Program specific sessions	Program directors	
	Service learning models	Dr. Mary Price	
	Triage and dental treatment planning skills	Dr. Armando Soto	
	Cross cultural patient/provider encounters	Dr. Angeles Martinez-Mier	
	Ethics in international service learning	Drs. Lawrence Garetto, Timothy Carlson, and Michael Kowolik	
	Program specific sessions and final preparations	Program directors	
	ISL experience for spring programs	Program directors	
	Post experience evaluation and reflection for spring programs	Drs. Tim Carlson and Angeles Martinez Mier	

The program specific sessions will cover the following topics:

Topics for all programs:

- 1) History and internal politics
- 2) Historical and current relations with the US
- 4) Economics I (Industries, imports/exports, tourism, housing, utilities, and transportation systems)
- 5) Economics II (Standard of living, migration in and out of country, and occupations)
- 5) Geography (Major cities, rivers, mountains, roads, access to water)

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- 6) Key cultural points (Ethnic identity, communication patterns, activities of daily living, orientation to time, food practices, family relationships, birth and death rituals, spiritual/religious orientation, illness beliefs, high-risk behaviors)
  - 7) Medical and Dental education
  - 8) Provision of Health/Dental Care and access to care practices and social dimensions of health
  - 9) Major public health problems (sanitation), contagious diseases (water borne, vector borne, solutions)

#### Haiti Specific Sessions

- 1) Historical structures in North: Citadelle Laferriere and Sans-Souci palace
- 2) Haiti religions -Voodoo-Christianity - effects
- 3) Recent natural disasters in Haiti (past 5-10 years) status of foreign aid, solutions
- 2) Haiti/historical France debt/reparations, effect on development

#### Mexico Specific Sessions

- 1) History of Mexican immigration in to the US
- 2) Mayan vs. Mestizo/Spanish culture in Yucatan
- 3) Dental terminology in Mayan

#### Vietnam Specific Sessions

- 1) The Vietnam War and its effect on US/Vietnam relationships