MEMORANDUM

DATE: March 11, 2010

TO: Heidi Anderson, Ph.D.
   Associate Provost for Faculty Affairs
   Chair, Healthcare Colleges Council
   Deans, Department Chairs, Members of the University Senate

FROM: Sharon Turner, D.D.S., J.D.
       Dean, College of Dentistry

RE: CDS 828, Profession of Dentistry II, Major Course Change

The Curriculum Committee, acting on behalf of the Faculty Council of the College of Dentistry, has approved and submits for your consideration and approval an application for a change in existing course:

Course Change: CDS 828, Profession of Dentistry II
Course Director: Dr. David A. Nash

The rationale for a change in the existing course, CDS 828 is based on a review conducted by the course director of the three ethics courses currently taught in the DMD program. The three ethics courses, CDS 818, CDS 828 and CDS 838 are each 16 hours in length for a total of 48 professional hours in ethics. This combined total number of hours in ethics taught in the DMD program exceeds the number of hours in ethics taught at other dental schools.

The course director has evaluated the courses for content and determined that it is appropriate to reduce the total number of hours from 48 to 36 by expanding the number of hours in CDS 828 by four hours and eliminating the third year course, CDS 838. In support of eliminating the CDS 838, the course director was able to remove the inefficiency with guest speakers and the repetition in CDS 828 and 838. Two areas, jurisprudence and the State Board of Dentistry part were already being covered in the fourth year dental practice management course.

In summary, by eliminating an introductory session and final exam, deleting some redundancies and inefficiencies and combining some activities, the course director felt
that he could essentially cover the same material and be sure that the students have the same objectives and competencies.

C: Karen Novak, D.D.S., M.S., Ph.D.
   Interim Associate Dean for Academic Affairs, College of Dentistry

   Dr. David A. Nash, D.M.D., M.S., Ed.D.
   Division of Pediatric Dentistry
   Department of Oral Health Science

Attachments: CDS 828, Application for Change in Existing Course
             CDS 828, Proposed Syllabus
REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.
   a. Submitted by the College of: Dentistry
      Today’s Date: November 5, 2009
   b. Department/Division: Pediatric Dentistry
   c. Is there a change in “ownership” of the course? YES ☐ NO ☑
      If YES, what college/department will offer the course instead? ________
   d. What type of change is being proposed? ☐ Major ☑ Minor ☐ place cursor here for minor change definition
   e. Contact Person Name: David Nash
      Email: danash@email.uky.edu
      Phone: 3-2026
   f. Requested Effective Date: ☑ Semester Following Approval OR ☐ Specific Term: ________

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: CDS 828
      Proposed Prefix & Number: CDS 828
   b. Full Title: The Profession of Dentistry II
      Proposed Title: no change
   c. Current Transcript Title (if full title is more than 40 characters): no change
   d. Current Cross-listing: ☑ N/A OR ☐ Currently Cross-listed with (Prefix & Number): ________
      Proposed – ☐ ADD 6 Cross-listing (Prefix & Number): ________
      Proposed – ☐ REMOVE 6 Cross-listing (Prefix & Number): ________
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours 5 for each meeting pattern type.
      Current: 16 Lecture ☐ Laboratory ☐ Recitation ☐ Discussion ☐ Indep. Study
      __________________________________________________________
      Clinical ☐ Colloquium ☐ Practicum ☐ Research ☐ Residency
      __________________________________________________________
      Seminar ☐ Studio ☐ Other – Please explain: ________
      Proposed: 16 Lecture ☐ Laboratory ☐ Recitation ☐ Discussion ☐ Indep. Study
      __________________________________________________________
      Clinical ☐ Colloquium ☐ Practicum ☐ Research ☐ Residency
      __________________________________________________________
      Seminar ☐ Studio ☐ Other – Please explain: ________
   f. Current Grading System: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail
      Proposed Grading System: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail
   g. Current number of credit hours: 1
      Proposed number of credit hours: ______

1 See comment description regarding minor course change. Minor changes are sent directly from dean’s office to Senate Council Chair. If Chair deems the change as “not minor,” the form will be sent to appropriate academic Council for normal processing and contact person is informed.
2 Change in this course title or description which does not imply change in content of course.
3 Change in prerequisites which does not imply change in content of course.
4 Change in course title or description which does not imply change in content or prerequisites which is made necessary by the elimination or significant alteration of the prerequisite(s) or a cross-listing of a course.
5 Undergraduate: at least 3.0 E or semester of 1.0 grade point average.
6 For the specific purposes of this minor proposed only, the 500-799 courses are the same “hundred level,” as long as the other minor change requirements are satisfied with. (PC 2/5/09)

Rev 8/09
### REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

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<td>h.</td>
<td><strong>Currently, is this course repeatable for additional credit?</strong></td>
<td>YES ☑</td>
<td>NO ✗</td>
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<td>Proposed to be repeatable for additional credit?</td>
<td>YES ☑</td>
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<td>If YES: Maximum number of credit hours:</td>
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<td>If YES: Will this course allow multiple registrations during the same semester?</td>
<td>YES ☑</td>
<td>NO ☑</td>
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<td>l.</td>
<td><strong>Current Course Description for Bulletin:</strong></td>
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<td>Proposed Course Description for Bulletin:</td>
<td>no changes</td>
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<td>j.</td>
<td><strong>Current Prerequisites, if any:</strong> Profession of Dentistry I, CDS 818</td>
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<td>Proposed Prerequisites, if any:</td>
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<td><strong>Current Distance Learning (DL) Status:</strong></td>
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<td>☐ N/A ☐ Already approved for DL* ☐ Please Add* ☐ Please Drop</td>
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<td>*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.</td>
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<td>l.</td>
<td><strong>Current Supplementary Teaching Component, if any:</strong></td>
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<td>☐ Community-Based Experience ☐ Service Learning ☐ Both</td>
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<td>Proposed Supplementary Teaching Component:</td>
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<td>☐ Community-Based Experience ☐ Service Learning ☐ Both</td>
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<td><strong>Currently, is this course taught off campus?</strong></td>
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<td>Proposed to be taught off campus?</td>
<td>YES ☑</td>
<td>NO ☑</td>
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<td><strong>Are significant changes in content/teaching objectives of the course being proposed?</strong></td>
<td>YES ☑</td>
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<td>If YES, explain and offer brief rationale:</td>
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<td>Four hours of course material from Profession of Dentistry III, CDS 838 will be incorporated into this course and CDS 838 discontinued. It is proposed that the residual course content of CDS 838 be offered as a day long colloquium in the fourth year of the curriculum.</td>
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<td>5.</td>
<td><strong>Course Relationship to Program(s).</strong></td>
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<td>a.</td>
<td><strong>Are there other depts and/or pgms that could be affected by the proposed change?</strong></td>
<td>YES ☑</td>
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<td>If YES, identify the depts. and/or pgms:</td>
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<td><strong>Will modifying this course result in a new requirement for ANY program?</strong></td>
<td>YES ☑</td>
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<td>If YES, list the program(s) here:</td>
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<td>6.</td>
<td><strong>Information to Be Placed on Syllabus.</strong></td>
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<td>a.</td>
<td>Check box if changed to 400G or 500.</td>
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<td>If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)</td>
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* You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

* In order to change a program, a program change form must also be submitted.
REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: CDS 828
Proposal Contact Person Name: David A. Nash  Phone: 3-2026  Email: danash@email.uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Chair/Oral Health Science</td>
<td>3/11/10</td>
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<td>Chair/Curriculum Committee</td>
<td>3/12/10</td>
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<td>Dean/College of Dentistry</td>
<td>3/15/10</td>
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External-to-College Approvals:

| Council                          | Date Approved | Signature | Approval of Revision*
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<td>Undergraduate Council</td>
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<td>Graduate Council</td>
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<td>Health Care Colleges Council</td>
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<td>Senate Council Approval</td>
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<td>University Senate Approval</td>
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Comments:


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* Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.

Rev 8/39
About the Syllabus...

This copy of the course syllabus is reproduced from The Profession of Dentistry Curriculum's website which is:

http://webteach.mc.uky.edu/prodent

Complete information concerning the The Profession of Dentistry Curriculum, each of its courses, and all of their components, can be obtained there.

The learning objectives, reading assignments, out of class exercises, class exercises, learning resource materials, case scenarios, and PowerPoint presentations, for each of the sessions, are available at the website.

You are encouraged to use the website for gaining the information necessary to excel in achieving the learning goals for this course.

The User ID for the website is: profdent (for Profession of Dentistry)
The Password is: socrates

Should you have any questions regarding any aspect of the course, the website, or any suggestions for improving either, please do not hesitate to contact me.

The official form of communication for this course is electronic mail.

David A. Nash
Office Telephone: 859.323.2026
Office Location: MN 456
Residence Telephone: 859.269.6833
Email: danash@email.uky.edu
THE PROFESSION OF DENTISTRY II

"How Do Dentists Interact With Their Patients for the Good of Both?"
"How Does Society and the Profession Interact for the Good of the Public and the Profession?"

Course Description

In the life of a health-care clinician circumstances arise daily which are ethical in nature. The dentist, and the patient, must respond to these circumstances in ways that result in the best for all parties concerned. Additionally, as society has granted the profession of dentistry a virtual monopoly to practice, the profession assumes an obligation to ensure that access to oral health care is available to all. The public at large becomes the profession's patient. In the profession's interaction with society and the individual dentist's interaction with a patient there tensions emerge that must be resolved such that all are able to receive the goods good possible. In this, questions of good and evil, right and wrong, ought and ought not emerge, the words of the classical moral vocabulary.

This course will explore the duties assumed by dentists in becoming a provider of oral health care for patients, as well as the duties of the profession at large in caring for the public's oral health. What obligations does the dentist incur to ensure the oral health of his or her patient(s)? What are patient's responsibilities? What is justice and what is its relationship to the profession and to individual dentists? Who decides when there are conflicts between patient and clinician? What are the consequences should the dentist or patient violate their prescribed duties? What is the profession's obligations to ensure the oral health of society? How is the relationship managed between the profession and society in order to ensure that each are treated justly, that is, fairly? The major and overarching questions addressed will be: "How do dentists interact with their patients for the good of both?" and "How does the profession and society interact for the good of both?"

In achieving the goals of The Profession of Dentistry curriculum and developing College competencies in ethics, class discussions will address the following questions:

- What are appropriate attitudes of dentists toward their patients?
- What are patients' expectations of dentists?
- What models exist for relating to patients?
- What are the obligations of dentists to their patients?
- How does a dentist gain a patient's valid consent to benefit their oral health?
What are the cultural tensions between understanding dentistry as a profession and dentistry as a business?

What is justice and what is its relevance to the profession and to individual dentists in the context of serving society?

Is health care a good, and therefore a right?

What is fraud in dentistry?

What constitutes patient abandonment?

What are the ethical obligations of a dentist to society as advanced by the American Dental Association's Principles of Ethics and Code of Professional Responsibility?

In dealing with these issues, the course will draw on the answers provided by philosophers of professional ethics and on clinical experiences. The course should provide an introduction to the ethical implications of practice such as to prepare student dentists for the increasing responsibilities they have in caring for patients.
Session One

"Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and the unbearable pining for the suffering of mankind."

Bertrand Russell
English philosopher
1872 - 1970

"Medicine is the most humane of the sciences, and the most scientific of the humanities."

Ed Pellegrino
Medical Educator and Philosopher

THE PATIENT AS A PERSON I

"Is The Health Professional's Attitude Toward Patients Relevant to Quality Clinical Care?"

Terminal/Clinical Objective:

- The dentist will treat patients as s/he would want to be treated in like circumstances, and in such a manner that contributes to and supports quality patient care.

Enabling Objectives:

The student dentist will be able to:

1. describe characteristics of the health professional which are not conducive to positive health professional/patient interaction and to quality patient care.
2. characterize the attitudes of the health professional which facilitate a positive relationship between the health professional and patient, and are conducive to quality patient care.

Learning Format:

- Movie, "The Doctor," starring William Hurt
- ...and Pizza
Session Two

"The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education."

John Gardner
American educator

"The secret of the care of the patient is in caring for the patient."

Francis W. Peabody, M.D.
in *Journal of American Medical Association*, 1927

THE PATIENT AS A PERSON II

"What Are Appropriate Attitudes of Dentists Toward Their Patients?"

"How Can We Define the 'Good' Dentist?"

Terminal/Clinical Objectives:

- The dentist will choose to display a humane, caring, and empathic attitude toward his/her patients.
- The dentist will understand and choose to affirm the qualities of a good dentist and seek to operationalize them in his/her practice.

Enabling Objectives:

The student dentist will be able to:

1. name and characterize the constellation of 4 dispositions discussed in class essential to a dentist treating patients humanely.
2. define "reification" and give examples of how patients can be "reified" in the dental office.
3. state eight basic assumptions with which a dentist must operate if s/he is to provide humane care.
4. distinguish between sympathy and empathy.
5. write a brief essay describing and justifying at least five qualities of a 'good' dentist.
Learning Format:

- Discussion of "The Doctor"
- Review of the Course Syllabus
- "Defining the Good Dentist"—an interactive exercise
- PowerPoint: "The Patient As A Person"
- Learning Resource: "Dos and Don'ts: Operationalizing A Humanistic Approach to Care"

Assignment for Session Three

- Read "Ethics, Empathy, and the Education of Dentists," which is located under Reading at the Session Three webpage.
- Complete the out of class exercise, "Patient's Expectations," and have ready to submit at Session Three. Please see instructions at the Session Three webpage.
"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

Aristotle
Greek philosopher
384-322 BC

THE DENTIST/PATIENT RELATIONSHIP

"What Are Patients' Expectations of Dentists?"

"What are the Explicit Ethical Duties of a Dentist?"

"What Models Exist for the Dentist/Patient Relationship?"

Terminal/Clinical Objectives:

- The dentist will understand and strive to meet and/or exceed the expectations of his/her patients.
- The dentist will benefit his/her patients, while respecting the autonomy as self-determining human beings, treating them fairly by providing quality care that is within the standards of care of the profession.
- The dentist will become a partner with his/her patients in providing care, using a "deliberative model of interaction."

Enabling Objectives:

The student dentist will be able to:

1. list and characterize patients' expectations of dentists.
2. state commonly expressed concerns/complaints patients identify regarding dentists.
3. compare and contrast four models of the dentist/patient relationship: paternalistic, informative, interpretative, deliberative.
4. explain the thirteen identified duties of a dentist, referencing them to the moral rules/ideals as presented in The Profession of Dentistry I, CDS 818.
5. write a brief essay explaining the three basic principles of professional ethics: beneficence, respect for autonomy, and justice, giving examples of their relevance and application to the clinical practice of dentistry.
6. describe the steps in thinking critically about a clinical case—"The Ethics Workup."
Reading:


Out of Class Exercise:

"Patient Expectations"

Learning Format:

- Quiz on reading assignment
- Discussion of reading assignment
- "Patient's Expectations" -- an interactive exercise
- Three PowerPoints

Assignment for Session Four:

Read the article "Informed Consent and Refusal" by Odom and Bowers. It is located at the Session Four webpage. There will be a quiz covering the content of the article.
Session Four

"Change is the law of life. And those who look only to the past or present are certain to miss the future."

"Ask not what your country can do for you; rather ask what you can do for your country."

John F. Kennedy
Thirty-fifth American president
1917-1963

INFORMED CONSENT

How Do I Gain a Patient's Valid Consent to Care for Their Oral Health?

Terminal/Clinical Objective:

- The dentist will benefit his/her patients, while respecting the autonomy as self-determining human beings, treating them fairly by providing care that is within the standards of care of the profession.
- The dentist will always respect the autonomy of the patient by gaining a morally valid informed consent prior to caring for the patient.

Enabling Objectives:

The student dentist will be able to:

1. write a brief essay explaining the three basic principles of professional ethics: beneficence, respect for autonomy, and justice, giving examples of their relevance and application to the clinical practice of dentistry.
2. describe the three ingredients of an informed consent.
3. define "competency" and specify categories of patients "incompetent" to grant an informed consent.
4. characterize ways in which a dentist may coerce a patient.
5. discuss the concept of "adequate information" giving clinical examples of same.
6. describe the steps in thinking critically about a clinical case—"The Ethics Workup."
Learning Format:

- Quiz on reading assignment
- Clinical case scenarios
- PowerPoint 1: "Informed Consent"
- Learning Resource: "The Ethics Workup"
"Nothing is more wondrous than a human being when he begins to discover himself."

Chinese proverb

THE CONCEPT OF JUSTICE

"What is Justice?
What is the Relationship of Justice to Professional Life?

Terminal/Clinical Objective:

- The dentist will choose to treat his/her patients and the community s/he serves justly (fairly), and will choose to do so based on a sound theoretical understanding of the reciprocal nature of social life, concepts of justice, and justice in the social contract.

Enabling Objectives:

The student dentist will be able to:

1. discuss justice in classical (Aristotelian) terms, including in the discussion his distinction between justice as equality and justice as equity.
2. list and characterize the three meanings of "justice as fairness."
3. describe the three contemporary conceptions of democratic justice: libertarian, egalitarian, and contractarian.
4. describe John Rawls concept of the "veil of ignorance" and its relationship to his theory of justice, including the three principles he believes would be applied in developing a hypothetical society behind a "veil of ignorance."
5. Develop an argument for the assertion, "extremes in inequalities in social well-being create a threat to the stability of the social contract."

Learning format:

- PowerPoint 1: "Concept of Justice"
- PowerPoint 2: "Contemporary Views of Justice and the Social Contract"

Reading Assignment

- Please read the two articles by Dr. Nash under Readings at the Session Six webpage: "A Tension Between Two Cultures: Dentistry as a Profession and Dentistry as Proprietary," and "Societal Expectations: The Profession and Health Care Reform." There will be a quiz covering the content of the articles.
Session Six

"Everyone is called to one common human vocation... that of being a good citizen and a thoughtful human being."

Mortimer Adler
American philosopher

"Although dental problems don't command the instant fears associated with low birth weight, fetal death, or cholera, they do have the consequence of wearing down the stamina of children and defeating their ambitions. Bleeding gums, impacted teeth, and rotten teeth are routine matters for children I have interviewed... Children get used to feeling constant pain. They go to sleep with it; they go to school with it... To me, most shocking is to see a child with an abscess that has been inflamed for weeks, and that he has simply lived with and accepts as a routine part of life."

Jonathan Kozol
in his book, Savage Inequalities

JUSTICE AND HEALTH CARE ACCESS

"Is Health Care a Good... a Right?"

"What Responsibility Does the Profession (And Individual Members Thereof) Have to Ensure Access to a Reasonable Level of Oral Health Care for Others?"

Terminal/Clinical Objective:

- The dentist will choose to practice in such a manner as to facilitate access to oral health care for all members of his/her community.
- The dentist will choose to be actively involved with the profession in advocating for access to a decent, basic minimum of oral health care for all.

Enabling Objectives:

The student dentist will be able to:

1. articulate values foundational to a just system of health care.
2. characterize different orientations to providing health care based on socio-political theory.
3. distinguish between the concepts of 'social' good and 'market' good.
4. debate whether health care is a 'social' good or a 'market' good.
5. argue both for and against oral health care being a 'social' good.
6. justify society limiting health care services.
7. give at least one definition of "decent, basic minimum" of health care.
8. discuss the problems associated with public insurance (Medicaid), and suggest ways to address these problems so as to ensure access to care for individuals so insured.

Learning format:

- Quiz on Reading Assignment
- Discussion of Reading Assignment
- Discussion of public insurance generally, and Medicaid and Children's Health Insurance (CHIP) in Kentucky specifically.

Key Words: values, social good, market good, health care allocation
Session Seven

"That which does not kill me makes me stronger."

Friedrich Nietzsche
German philosopher
1844-1900

Patient Abandonment, Fraud and Federal Data Banks

"What Role Does Fidelity Play in the Dentist/Patient Relationship, and What Constitutes Patient Abandonment?"

"What Matters are Considered Fraudulent and Abusive Practices in Dentistry?"

"What is the National Practitioner Data Bank, and What Relevance Does It Have to the Individual Practitioner?"

"What is the Health Integrity and Protection Data Bank, and What Relevance Does It Have for the Dentist?"

Enabling Objectives:

1. Discuss the role, function, and relevance of the National Practitioner Data Bank and the Health Integrity and Protection Data Bank.
2. Define abandonment (of patients by dentists) and describe practice management strategies that must be taken to ensure fidelity to patients and obeying the law.
3. Discuss specific examples of what constitutes fraud and abuse in dental practice.

Learning Format:

- PowerPoint presentation by Dr. Turner
- Learning Resource: National Practitioner Data Bank Website

Reading Assignment:

Whistleblowing in Dentistry: What are the Ethical Issues?" David A. Baab, and David T. Ozar, Journal of the American Dental Association, 125:199-205,
1994. There will be a quiz covering the reading material.

*Key Words:* National Practitioner Data Bank, Health Integrity and Protection Data Bank, abuse, patient abandonment
Session Ten

Final Examination
and
Competency Assessment
Evaluation

Evaluation in CDS 828 will be based on:

- Class Attendance
- Class Participation
- Out-of-Class Assignments
- Quiz(zes) and Final Examination

The "mastery model" as discussed in "My Philosophy of Education" will be employed in measuring these dimensions of evaluation.

Due to the nature of the materials, class attendance is required. Any required absences should be discussed with Dr. Nash before such an absence. Attendance will be monitored and students are expected to arrive at class promptly. All students will be expected to participate in discussions which occur in class. Any out-of-class assignments must be submitted for review. All assignments must earn a satisfactory (mastery) evaluation. Finally, each student will be required to complete the quizzes and the final written course examination at a mastery level.

Grades assigned will be "A", "B+", or "E". A "B+" (defined by the College's grading policy as a "high level of performance") will be assigned for class attendance and participation, completing out-of-class assignments that meet defined expectations, and for satisfactory (mastery) completion of quiz(zes) and the final examination. Mastery is defined as scoring 85% or higher. All students are expected (and required) to perform at a "high level." Failure to achieve mastery of the learning objectives will result in the either remediation or an "E" grade. If it is judged that the inadequate level of performance is due to a "learning problem," remediation will be conducted with Dr. Nash. All remediation must be completed within two weeks of the courses completion. If there is evidence of an "attitudinal problem"—the student has not applied him or herself, then an "E" grade will be assigned, and the student will be required to repeat the course the following year.

An "A" grade (defined by the College's grading policy as an "exceptional level of performance") can be earned by any student who earns a "B+" grade and, in addition, completes the "Enrichment Objective." The "Enrichment Objective" states:

The student will be able to demonstrate a knowledge of one dimension of the course's content such that his/her comprehension of that area is superior to that of his/her peers.

Fulfillment of the "Enrichment Objective" is limited to reading a book related to the topic of ethics and/or professional ethics, and writing a book review. A list of
acceptable books is available at the webpage References. Successful completion of the book review will result in the awarding of an "A" grade for the course. Please note that not all of the references would be appropriate for the book review. Those recommended are indicated in bold. All Enrichment Projects are to be submitted electronically, and are to be approximately ten typewritten pages, with 75% of the content a summary of the book, and 25% a personal reflection of the relevance of the reading to the student's personal/professional life. If you have questions, please discuss with Dr. Nash.

There is no specific deadline for the Enrichment Objective; it can be accomplished any time prior to graduation. An appropriate grade change will be submitted when the Enrichment Objective is fulfilled.