**University of Detroit Mercy School of Dentistry**

Division of Integrated Biomedical Sciences

## Course Syllabus

### General and Oral Histology

**DBS 8020**

**Course Information**

**Web Address:** http://blackboard.udmercy.edu

**Course Director:**

|  |
| --- |
| Michelle Wheater, Ph.D.Office: Clinic Building 430Office Hours by appointment or contact Crystal Becker Administrative Assistant.Phone: 313-494-6634Email: wheatemi@udmercy.edu |

**Term Offered**: Fall Term 2016

**Student Level**: DS1 Class of 2020

**Time and Location:** Tuesday 2:30 - 5:30 pm Classroom 2470 (examinations only)

**Credit Hours:** 3.0

**Prerequisites:** None

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Lecture/Seminar/Online** | **PreClinic/Simulation/Lab** | **Clinic** |
| **Total Clock Hours:** | **45 online lecture hrs**  | **0** | **0** |

***Course Director Guidance****: 1 hour of online or face to face lecture per week for 15 weeks= 1 credit hour; 3 hours of lab, pre clinic, or clinic per week for 15 weeks=1 credit hour*

**Lecturers/Support Faculty**

**Lecturers/contact information:**

Michelle Wheater, Ph.D., Email: wheatemi@udmercy.edu

Others: email@udmercy.edu

**Preclinical/Clinical Faculty:**

N/A

**Note:**

**Contents of this syllabus are subject to change. Important messages (such as cancellation of a class session) will be communicated through Blackboard and/or Detroit Mercy email addresses.**

***Course Director Guidance****:* ***Keep the highlighting above***

**Academic Policies:**

All policies in the School of Dentistry Academic Policies Handbook including but not limited to academic integrity, mandatory attendance, professional decorum & dress code, identification (ID) badges, preclinical and classroom decorum, use of cell phone and electronic devices, examination policies, clicker use and exam/quiz absences apply. For more information see:

<http://dental.udmercy.edu/_files/pdf/Academic_Policies_Handbook.pdf>

**Religious Observances:**

It is the policy of the University of Detroit Mercy to respect the faith and religious obligations of each student. Students with exams and classes that conflict with their religious observances should notify their instructor at the beginning of the semester in order to work out a mutually agreeable alternative. Please note that, regardless of whether an absence is “excused” or “unexcused,” the student is responsible for all missed course content and activities.

**Title IX:**

Sexual violence and sexual harassment are contrary to our core values and have no place at the University of Detroit Mercy. In accordance with Title IX and related laws, Detroit Mercy prohibits sex and gender-based discrimination including discrimination toward pregnant/parenting students. If you experience sexual violence or sexual harassment that limits your ability to participate in this course or any other Detroit Mercy program or activity, there are resources and options available. Please be aware that I am not a confidential resource, and that I will need to disclose alleged incidents of sex or gender-based discrimination to the University Title IX Coordinator. You may contact the Title IX Coordinator directly by calling 313.993.1802 or emailing titleix@udmercy.edu to learn about supportive measures and options that are available to students alleging or alleged to have engaged in sex or gender-based discrimination. *(Syllabus statement revised: Nov. 2020).*

***Course Director Guidance****: update with latest policies as they become available*

**Disability and Accessibility Support Services:**

If you require an accommodation due to a disability, pregnancy, emergency medical condition, or need to make special arrangements in case the building evacuation, please contact:

Laura Bagdady

Assistant Director Disability & Accessibility Support Services

Student Success Center, Room 319

McNichols Campus Library

Email:  bagdadlm@udmercy.edu

Phone:  313-993-1158

You must be registered with Disability & Accessibility Support Services (DAS), and faculty must receive official notification from their office before accommodations can be implemented. It is important for students to be proactive in this process by requesting their accommodations before the start of every semester. If you feel your accommodations are not being honored in the classroom setting, please contact DAS. (*Syllabus statement revised: 6/18/2020*).

<https://www.udmercy.edu/current-students/support-services/disability.php>

**Course Copyright Policy:**

All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor’s express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be subject to discipline, and/or liable under Federal and State laws. In addition, distributing essays, labs, homework, or other assignments created for a course constitutes possible disciplinary action.

**Recording of Class Sessions:**

Video/audio recordings of class sessions (face-to-face or online) may be recorded for the benefit of students in the class. Recordings will be shared via platforms with access limited to other members of the class. Consent from students will be obtained if recordings of student comments or images will be shared with a broader audience.

#### Student Evaluation of Instruction:

Student course feedback is valued by faculty and administration and formally peer reviewed each semester. All students are required to complete the School of Dentistry’s on-line course evaluation by a specified date in order to earn an “A” grade of record for completion of all course evaluations completed by the third semester of each year. Failure to comply by the posted deadline dates will result in the receipt of an “F” grade of record for the Evaluation Responsibility Course based on the posted criteria as stated in the Academic Policy Handbook. Only constructive, professional student recommendations will be reported and considered.

**Course Improvements:**

*Succinctly describe how you improved this course from last year or over the years…PROVIDE INFORMATION THAT WILL MAKE STUDENTS WANT TO PROVIDE FEEDBACK.*

***Course Director Guidance:*** *Consider the following before moving on to the next sections on Course Description, Goals and Learning outcomes. For an instructive website on developing Course Description, Course Goals and Course Learning outcomes, see Winegarden, BJ “Writing Instructional Learning outcomes” at:*[**https://meded.ucsd.edu/index.cfm/ugme/oede/educational\_development/curriculum\_development/how\_to\_write\_goals\_and\_learning outcomes**](https://meded.ucsd.edu/index.cfm/ugme/oede/educational_development/curriculum_development/how_to_write_goals_and_objectives))

* ***Course Description*** *tells what the course is about.*
* ***Goals:*** *Overarching principle that guides decision making; broad educational statements fitting the mission & description of the course.*
* ***Learning outcomes:*** *Specific, measurable step(s) that can be taken to meet a goal; performance you want learner to be able to exhibit upon successful completion of course. Consider the structure of learning outcomes: 1) Who, 2) Will do, 3) How much (how well), 4) Of what, 5) By when. For example: The student will be able to take an impression of their classmate that satisfies 7 of 8 listed criteria by the end of the course.*
* ***Should be organized as***
* *Goal 1…..*
* *Learning outcome 1.1….*
* *Learning outcome 1.2….*
* *Goal 2…..*

# Course Description:

**Purpose of the course:**

This course consists of a General Histology component and an Oral Histology component. The purpose of General Histology is to provide foundation knowledge of the structure-function relationships between cells, tissues, and organs of the human body. The purpose of Oral Histology is to provide foundation knowledge of the development and related developmental abnormalities of the orofacial region and the teeth, and of structure-function relationships of the hard and soft tissues of the oral cavity. This course consists of a General Histology component and an Oral Histology component.The goal of General Histology is to engage the dental student in learning the key foundation concepts of the relationship of structure to function in human cells, tissues, and organs as well as relating function to the oral cavity when appropriate. The systematic application of this foundation knowledge will be applied to pathological conditions and clinical situations in succeeding courses.

***NOTE: Please list learning outcomes under each applicable course goal if there is more than one goal.***

**Course Goal(s):**

The goal of Oral Histology is to engage the dental student in learning the key foundation concepts of the embryological development of the face, oral cavity, and teeth, and of the structure and function of the hard and soft tissues of the teeth and oral cavity. The systematic application of this foundation knowledge will be applied to pathological conditions and clinical situations in succeeding courses.

**Learning Outcomes:**

At the conclusion of this foundational level course, the dental student will be able to define, describe, and distinguish:

* + - The structure and function of cellular organelles
		- The characteristics of the four basic tissues of the human body
		- The types, distribution, specializations and products of epithelium, and its formation into glands
	+ Key events in the embryologic development of the face and oral cavity and
	+ Abnormalities in development of the face and oral cavity
		- The types, cells, products, and functions of connective tissue, and the characteristics of extracellular matrix
		- The characteristics of bone with respect to cells, organization, methods of formation, and mechanism of healing
		- The types, intercellular components, innervation, and associated connective tissues of muscle
		- The morphology of the neuron and its organization in the central and peripheral nervous systems
		- The tissue components, organization, and function of the organ systems
		- Concepts of tissue morphology and function in the oral cavity
	+ Major morphological and physiological stages in odontogenesis
	+ Abnormalities in tooth structure related to defects in odontogenesis
	+ The formation, structure, and mineralization of dentin
	+ The formation, structure, and mineralization of enamel
	+ The formation, structure, and mineralization of cementum
	+ The formation of the tooth root
	+ The histological layers of pulp, and innervation and vascular patterns
	+ The development, structural components, and function of the PDL
	+ The development, structure, and functional changes of the alveolar process
	+ The histological and functional features of the mucosal areas of the oral cavity

**Instructional and Educational Methodology:**

***Course Director Guidance:*** *Select each of the instructional methodologies utilized in your course from the list below. Please also provide a written description of how instruction in the course will be conducted.*

Instructional and Educational methods utilized in the course include *(check all that apply)*:

|  |  |
| --- | --- |
| [x]  Lecture[ ]  Seminar[ ]  Small Group Discussion[x]  Case-Based Learning (CBL)[ ]  Problem-Based Learning (PBL) [ ]  Small Group Discussions and/or Group Projects[ ]  Individual Research and/or Projects[ ]  Faculty Team Teaching[ ]  IPE Team Teaching  | [ ]  General Lab[ ]  Simulation Lab (Typodont)[ ]  Standardized Patients[ ]  Clinical Lab (Peer-to-Peer)[ ]  Clinical Patient Care (Patient Care)[ ]  Community-Based Patient Care[ ]  Community-Based Service Learning Projects[ ]  Online and computer based[ ] Other: |

The course is designed as online self-paced instruction. Material is introduced to the student using narrated PowerPoint presentations that are posted on Blackboard in addition to relevant readings and web-based materials. Assessment of student learning is online (self-administered by a stated deadline) and in-class (dates scheduled and posted). A web site is maintained on the Detroit Mercy Instructional Design Studio (IDS) Blackboard system for this course. This site will be used for posting lecture materials, relevant web-based materials, assignments, announcements, and course information.

**Distance Education/HyFlex Course Delivery**

To provide an inclusive learning environment for all student learning styles, unique needs, or abilities in a comprehensive academic environment, the School of Dentistry is committed to offering students both in-person and online distance education delivery. Synchronous in-person lectures will be supplemented with simultaneous online delivery via Blackboard Collaborate (or similar application) to provide the option of attending remotely. Synchronous lectures will also be recorded. Asynchronous online delivery of prerecorded lectures will occur when circumstances do not allow for synchronous delivery of instruction. All recorded lectures (synchronous and asynchronous) will be posted to the course website to provide the option of viewing asynchronously. All assessments (in-person and online) will be administered via Blackboard utilizing Respondus Lockdown Browser. Online assessments will be proctored remotely utilizing Respondus Lockdown Browser and Respondus Monitor. In-person attendance is required for all simulation, clinical patient care, and any course work or learning exercise that the course director deems appropriate. It is the student’s responsibility to master all knowledge and skills and demonstrate the same level of expected competency regardless of chosen delivery format. Failure to attend classes in any delivery format, laboratory sessions, or clinical assignments may jeopardize student progress and delay graduation.

**Student Identity Verification:**

Students are responsible for ensuring that required coursework and examination/quiz submissions are of their own creation and may only collaborate with peers when explicitly allowed by the course director. In order to assure that the student who is enrolled in the course is the same student who participates in and completes the course (including assessments), the following methods will be utilized: 1) a secure login and pass code; 2) remote proctored examinations; and/or technologies and practices that are effective in verifying student identity; and 3) the use of Blackboard Safe Assign for determining any use of plagiarism for completed assignments. Students involved in an alleged act of academic dishonesty will be reviewed in accordance with University of Detroit Mercy School of Dentistry Academic Misconduct Policies.

**Course Protocols:**

 *Course Director Guidance: Other policies for consideration by the course director, in addition to those listed in the School of Dentistry Academic Policies Handbook. It is recommended that course directors, lecturers, bench instructors and others associated with a course be familiar with appropriate School of Dentistry policies including but not limited to professional decorum, dress code, identification badges, and examination protocol*

***Examples of what may be included in this section:***

“Students will abide by Office of Educational Technology and Professionalism & Academic Integrity policies located the Academic Policies Handbook, regarding all academic activities that utilize technology. This would include but not be limited to, the use clickers in the classroom and course participation using Blackboard.”

Faculty Expectations… describe the type of usage, frequency, and exception policies

Grading… any and all grading policies related to clicker use and penalties

Policy… clearly state the consequences for cheating, missing clicker, or other misuse by student

***For example:***

*Expected use of Blackboard or additional websites or electronic resources*

*Protocol for missed quizzes, exams, project due dates, competencies*

*\*Please note that specific policy about “excused” vs. “unexcused” absences and impact on examinations and quizzes are published in the Detroit Mercy Dental Academic Policies Handbook and are mandatory for all classes.*

*Tardiness and/or behaviors during class e.g. (policy on food and beverages, restroom breaks, disruptive behavior, etc.)*

*Examination policies: (specific guidelines for a student late for an examination) Tablet PC utilization expectations e.g. prior to class meeting, downloading of handouts, utilization during the lecture including inappropriate use)*

*Applicable expected clicker use policies*

# *Course director may outline additional policies specific to the laboratory, preclinical setting or clinic.*

* *Use of Blackboard:* All course materials will be posted on Blackboard. Narrated PowerPoint presentations, videos or relevant online topic-related resources, and evidence-based references will be available on Blackboard for student review and assessment. A portion of course assessments will be administered online for students to complete at their own pace by a scheduled and posted deadline. Course information will be disseminated through Blackboard announcements.
* *Protocol for missed exams:* All notifications of absences or illnesses must be made to the Course Director in addition to the Office of Academic Administration. Email notification that an in-class exam will be missed is acceptable if received before the exam begins. Make-up exams in the event of an excused absence will be given within one week of the scheduled exam. Failure to take an exam will result in a zero (0) grade.
* *Tardiness and/or behaviors during class:* This is an online course. However standard expected behaviors apply to other courses. Students who are late for class will not enter the classroom after the lecture has started. If there is a pause in the lecture, entrance may be made with a minimum of disturbance. If a student’s behavior is such that it is disturbing other students in the class, that student may be asked to leave the class. There will be no active cell phones, audible beepers, food, or restroom breaks allowed during class. Drinks are permissible.
* *Examination protocols:* During in-class exams, the student will place book bags, backpacks, notes, coats, and hats in a designated area of the room. No caps or hats with brims are to be worn during the examination. All cell phones will be off and stored during the examination. No internet capable or other devices with screens are permitted during the exam, unless otherwise directed by a course director.Students who arrive late to a scheduled exam will be permitted to take the examination unless other students have completed the exam and have already left the examination room.

Clickers (personal response systems) are not utilized in this course.

* *Tablet PC utilization expectations:* Tablet PCs are well-utilized in this course. Histology is a visual discipline, and concepts are best understood using a combined text and image approach. PowerPoint presentations will be posted on Blackboard.
* *Attendance Policy:* This is an online course however standard Detroit Mercy Dental attendance policies apply.

**Textbook and Resource Materials:**

* *Textbooks (complete citations)*
* *Reserve materials*
* *Complete Web citations, including date*
* *CD/DVD*
* *Course manual (hard copy or online resources)*

*Suggested supplementary materials: (complete citations) Textbooks, Journal articles,* ***Websites for reference or study***

* *Recommended textbook:* Any general histology text is useful for students who want more detailed information regarding histological techniques or staining characteristics of human tissues. The following general histology text contains cased-based exercises: Alan Stevens and James Lowe, Human Histology, Fourth Edition, Mosby. ISBN-10: 0723435022 published 2014
* A recommended textbook for the oral histology component of the course is: Antonio Nanci, Author. Ten Cate’s Oral Histology: Development, Structure, and Function. Eighth Edition, Mosby. ISBN 9780323078467 published 2012
* *Course manual:* All course materials are available on Blackboard.
* *Online resource:* Blue Histology <http://www.lab.anhb.uwa.edu.au/mb140/> is an online repository of histology images. There are other histology atlases on line or at MedEdPortal.

##### Evaluation and Grading:

##### *NOTE: Preclinical and clinical courses do not have “D” grades! For these courses, the “D” column must be removed and the criterion for “F” must be changed to < 70%.*

##### *ALSO, NO CHANGES IN CRITERION GRADING CATEGORIES! E.G. ≥ 90% – < 94% = A- ALWAYS*

##### Grading Scale

|  |  |
| --- | --- |
| **A** | ≥ 94% |
| **A-** | ≥ 90% – < 94% |
| **B+** | ≥ 87% – < 90% |
| **B** | ≥ 83% – < 87% |
| **B-** | ≥ 80% – < 83% |
| **C+** | ≥ 77% – < 80% |
| **C** | ≥ 73% – < 77% |
| **C-** | ≥ 70% – < 73% |
| **D**  | ≥ 60% – < 70%  |
| **F** | < 60% |
| **W** | Withdraw, no credit |
| **I** | Incomplete, a temporary grade not of record |

##### Course Grade Components

|  |  |  |  |
| --- | --- | --- | --- |
| *Type of Assessment* | *Number of Assessments* | *Points* | *Percentage*  |
| Weekly Quizzes | 15 at 10 points each | 150 |  15% (1% per quiz) |
| Assessment #1 |  1 |  50 |  20% |
| Assessment #2 |  1 |  50 |  15% |
| Final Examination |  1 |  50 |  35% |
| Case-Based Quizzes |  5 at 10 points each |  50 |  15% (3% per quiz) |
|  |  | 350 | 100% |

##### Course Evaluation Methods:

##### *Course Director Guidance: Before completing the next section on Course Evaluation Methods, please consider the following list of assessment categories and formats that are typically utilized in dental education.*

##### *For an overview of assessment and an assessment toolbox see:*

##### *Albino, JEN, et al. Assessing Dental Students’ Competence: Best Practice Recommendations in the Performance Assessment Literature and Investigation of Current Practices in Predoctoral Education, J Dent Educ 2008; 72(12): 1405-1435.*

##### *Kramer, GA, et al. Dental Student Assessment Toolbox, J Dent Educ 2009; 73(1):12-35.*

|  |  |
| --- | --- |
| ***Assessment Categories*** | ***Assessment Formats*** |
| 1. *Written Assessment*
 | *Assessment formats include: a) multiple choice questions (MCQ), b) short answer, c) structured essay, d) research reports and e) critically appraised topic summary (CATS).* |
| 1. *Faculty Assessment by Observation*
 | *Assessment formats include: a) longitudinal / global evaluation over extended periods of time; b) daily clinical evaluation; c) structured observation such as clinical competency examinations; and d) standardized oral examinations; and e) presentations* |
| 1. *Student Self-Assessment*
 | *Critical assessment of one’s own performance and reflection on ways to enhance subsequent performance often with feedback from external sources that may need to be reconciled with self-assessment; may include standard rubrics* |
| 1. *Independent Assessment*
 | *Independent assessments are often used in conjunction with other methods to provide a well-rounded perspective on the students’ progression toward competence, including: a) Peer Assessment; b) Patient Survey; and c) Standardized Patients.* |
| 1. *Simulation*
 | *Assessments formats include: a) Virtual Reality (computer-based clinical scenarios); and b) Typodont Models/Mannequins.* |
| 1. *Multi-Competency, Comprehensive Assessments*
 | *Assessment formats include: a) Learning outcome Structured Clinical Examination (OSCE); and b) Triple Jump Exercise.* |
| 1. *Work Samples*
 | *Assessment formats include: a) Portfolios; and b) Records Reviews (chart simulated review)* |

**Weekly Quizzes**

There are a total of 15 online quizzes. The quizzes can be completed at any time up until the posted due date. Each quiz will consist of 20 questions worth 0.5 points each. Quizzes can be taken only once and you have 30 minutes to complete each quiz. Each quiz is worth 1% of the course grade for a total of 15% of the course grade.

**Assessment #1**

This assessment is worth 50 points and 20% of the course grade. This assessment will be taken in class by the entire class at the same time - **Tuesday September 13 from 2:45-3:45pm**. This assessment will cover material in: *Epithelium, Connective Tissue, and Bone*. The test will include MCQ, short answer questions, case-based short answer questions, multiple answer questions, fill in the blank, and true/false questions.

**Assessment #2**

This assessment is worth 50 points and 15% of the course grade. This assessment is due **Tuesday October 25 at midnight**. This assessment will cover material in ALL of the Organ Systems lectures. This assessment will be completed individually and posted to Blackboard by the due date. This assessment will be in the form of testlets that require a short answer.

**Final Examination**

This assessment is worth 50 points and 35% of the course grade. This final examination will be taken in class during finals week (**date and time TBD**) in a pencil and paper format (no clickers). This examination will be completed by each student individually. The material covered on the final exam includes: 1) Embryology I and II, 2) Oral Cavity, 3) Tooth I and II, and 4) Periodontium. The revised lectures posted under the “Final Exam Information” button on Blackboard will contain the specific information to be tested. The test will include MCQ, short answer questions, multiple answer questions, fill in the blank, and true/false questions.

**Online case-based quizzes**

There will be a total of 5 cased-based quizzes relating to the information on oral histology posted on Blackboard to assess student recall of foundation knowledge. Quizzes will cover topics in oral histology and will be available during the entire semester. Quizzes will consist of 10 questions in various formats. Quizzes can be taken up to three times, with the score for the last quiz taken as the score of record. The online case-based quizzes are worth 10 points each, 3% of the course grade for each, for a total of 15% of the course grade.

**Remediation**

Remediation of the course is at the discretion of the Course Director and/or Academic Performance Committee and may include retaking of some or all assessments or re-taking the entire course the next time that it is offered.

**Detroit Mercy School of Dentistry Course Competency Table and Competency-Based Education:**

The general dentist is the primary oral health care provider, integrated in a team of dental specialists, allied dental professionals, and other health care providers. The general dentist will address health care issues beyond traditional oral health care and must be able to independently and collaboratively practice evidence-based comprehensive dentistry with the ultimate goal of improving the health of society. The general dentist must have a broad integrated biomedical, behavioral, and clinical education and be able to demonstrate professional and ethical behavior as well as effective communication and interpersonal skills. In addition, he/she must have the ability to evaluate and use emerging technologies, continue professional development, and use problem-solving and critical thinking skills effectively to address current and future issues in health care.

Competency is a complex behavior or ability essential for the general dentist to begin independent, unsupervised dental practice. Competency includes knowledge, experience, critical thinking and problem-solving skills, professionalism, ethical values, and technical and procedural skills. These components become an integrated whole during the delivery of patient care by the competent general dentist. Competency assumes that all behaviors are performed with a degree of quality consistent with patient well-being and that the general dentist can self-evaluate treatment effectiveness. In competency-based dental education, what students learn is based upon clearly articulated competencies. All behaviors/abilities are supported by foundation knowledge and psychomotor skills in biomedical, behavioral, ethical, clinical dental science and informatics areas that are essential for independent and unsupervised performance as an entry-level general dentist.

Competencies serve as a framework for the curriculum. Both learning experiences and assessment tools are guided by the competency statements. Formative feedback serves as the basis for developing competence. Summative assessment serves as the basis for demonstrating competence.

THE ENTIRE COMETENCY TABLE MUST ALWAYS BE INCLUDED IN DENTAL SYLLABI.

|  |
| --- |
| ***Course Director Guidance****: Check Boxes in the Course Competency Table.*1. *Double click with your mouse on the “Check box” you wish to check;*
2. *A small dialog window will open (titled “Check Box Form Field Options”);*
3. *Change the “Default Value” to “checked”; and*
4. *Close the small dialog window by clicking on “OK”.*
5. *If you need to uncheck a box, just follow the same steps and change the Default Value to “not checked”*
 |

|  **School of Dentistry** **Competencies of the Graduating Dental Student** | **Competency Addressed***(Foundation / Experiential / Competence Assessed)****(Check all that apply)*** | **Competency Evaluated***(Progress / Certify Competence / No)****(All that apply)*** | **Methods of Evaluation***(see Key)****(List all methods utilized)*** |
| --- | --- | --- | --- |
| **1. Critical Thinking**  |
| **1.1** Evaluate and integrate emerging trends in health care, as appropriate. | **[x] F [ ] E [ ] C [ ] NA** | **[x] P [ ] CC [ ] No** | **MCQ-CF, MCQ-CB, Short Answer** |
| **1.2** Utilize critical thinking & problem-solving skills. | **[x] F [ ] E [ ] C [ ] NA** | **[x] P [ ] CC [ ] No** | **MCQ-CF, MCQ-CB, Short Answer** |
| **1.3** Evaluate and integrate best research outcomes with clinical expertise and patient values for evidence-based practice. | **[x] F [ ] E [ ] C [ ] NA** | **[x] P [ ] CC [ ] No** | **MCQ-CF, MCQ-CB, Short Answer** |
| **2. Professionalism** |
| **2.1** Apply ethical and legal standards in the provision of care. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **2.2** Practice within one’s scope of competence and consult with or refer to professional colleagues when indicated. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **3. Communication** |
| **3.1** Apply appropriate interpersonal and communication skills. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **3.2** Apply psychosocial and behavior principles in patient-centered health care. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **3.3** Communicate effectively with individuals from diverse populations. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **4. Health Promotion** |
| **4.1** Provide prevention, intervention, and educational strategies. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **4.2** Participate with dental team members and other health care professionals in the management and health promotion for all patients. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **4.3** Recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practice settings. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **5. Practice Management & Informatics** |
| **5.1** Evaluate and apply contemporary and emerging information including clinical and practice management technology resources. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **5.2** Evaluate and manage current models of oral health care management and delivery. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **5.3** Apply principles of risk management, including informed consent and appropriate recordkeeping in patient care. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **5.4** Demonstrate effective business, financial management, and human resource skills. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **5.5** Apply quality assurance, assessment, and improvement concepts. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **5.6** Comply with local, state and federal regulations including OSHA and HIPAA. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6A. Patient Care – Assessment, Diagnosis, and Treatment Planning** |
| **6.1** Manage the oral health care of patients throughout all stages of life as well as the unique needs of geriatric and special needs patients. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.2** Prevent, identify, and manage trauma, oral diseases, and other disorders. | **[x] F [ ] E [ ] C [ ] NA** | **[x] P [ ] CC [ ] No** | **MCQ-CF, MCQ-CB, Short Answer** |
| **6.3** Select, obtain, and interpret patient / medical data including a thorough intra/extra oral examination and use these findings to accurately assess and manage patients. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.4** Select, obtain, and interpret diagnostic images for the individual patient. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.5** Recognize the manifestations of systemic disease and how the disease and its management may affect the delivery of dental care. | **[x] F [ ] E [ ] C [ ] NA** | **[x] P [ ] CC [ ] No** | **MCQ-CF, MCQ-CB, Short Answer** |
| **6.6** Formulate a comprehensive diagnosis, treatment, and/or referral plan for the management of patients. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6B. Patient Care – Establishment and Maintenance of Oral Health** |
| **6.7** Utilize universal infection control guidelines for all clinical procedures. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.8** Prevent, recognize, and manage medical and dental emergencies. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.9** Recognize and manage patient abuse and/or neglect. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.10** Recognize and manage substance use disorder. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.11** Evaluate outcomes of comprehensive dental care. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.12** Prevent, diagnose, and manage pain and anxiety in the dental patient. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.13** Prevent, diagnose, and manage periodontal disease. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.14** Prevent, diagnose, and manage caries. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.15** Manage restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function, are esthetic, and promote soft and hard tissue health. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.16** Diagnose and manage developmental or acquired occlusal abnormalities.  | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.17** Manage the replacement of teeth for the partially or completely edentulous patient. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.18** Diagnose, identify, and manage pulpal and periradicular diseases. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.19** Diagnose and manage oral surgical treatment needs. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |
| **6.20** Diagnose, identify, and manage oral mucosal and osseous diseases. | **[ ] F [ ] E [ ] C [x] NA** | **[ ] P [ ] CC [x] No** |  |

**Key: Course Competency Table**

**Competency Addressed Column:**

* “F” = **F**oundational Knowledge / **F**oundational Clinical Skills – Typically includes didactic, simulation in lab and clinic, peer-to-peer activities, and standardized patients.
* “E” = **E**xperiential – Typically includes clinical patient care and service learning activities.
* “C” = Certification of **C**ompetence is Addressed – Course includes competency assessment that determines the student is ready for unsupervised practice.
* “NA” = **N**ot **A**pplicable

**Competency Evaluated Column:**

* “P” = Measures **P**rogress towards Competence – Course includes assessment of foundational knowledge, foundational clinical skills and/or experiential patient care and service learning activities.
* “CC” = **C**ertifies **C**ompetence - Course includes assessment that is utilized to certify competence (e.g.: ready for unsupervised practice). May be a singular assessment or one of several assessments that combine to certify competence (e.g.: triangulation).
* “N” = **N**o assessment – Although the course may address the competency statement, it does not include any assessment of the student’s competence in that area.

**Methods of Evaluation Column:**

* **Written Assessment**:
	+ **“MCQ-CF”** = Multiple Choice Question-Context Free
	+ **“MCQ-CB**” = Multiple Choice Question-Case-based
	+ **“CBCC”=** Case Based Clinic Competency
	+ **“BFE”= Brief Focused Essay**
	+ **“Short Answer”** = Written Short Answer or Fill-in
	+ **“Essay”** = Structured Essay
	+ **“Research”** = Investigative Research Report
	+ **“CATs”** = Critically Appraised Topics
* **Faculty Assessment by Observation**
	+ **“Global Eval”** = Longitudinal, Global, Comprehensive or Summary Evaluation
	+ **“Daily Eval”** = Daily Evaluation
	+ **“Clinic Comp” or “CC”** = Clinical Competency Examination
	+ **“Clinic** **Sim”=** Clinical Typodont Competency Examination
	+ **“Oral Exam”** = Standardized Oral Examination
	+ **“Present” =** Individual or GroupPresentation
	+ **“SGD”= Small Group Discussion participation**
* **Self-Assessment**
	+ **“Self-Assess”** = Student Self-Assessment
	+ **“Reflect” =** Reflective Writing
* **Independent Assessment**
	+ **“Peer Assess”** = Peer Assessment
	+ **“Pt Survey”** = Patient Survey
	+ **“Std Pt”** = Standardized Patients
* **Simulation**
	+ **“Virtual”** = Virtual Reality (Computer-based Clinical Scenarios)
	+ **“Lab Sim”** = Typodont and/or Mannequin examination
* **Multi-competency Comprehensive Assessments**
	+ **“OSCE”** = Learning outcome Structured Clinical Examination
	+ **“TJE”** = Triple Jump Assessment
* **Work Samples**:
	+ **“CP” = Case Presentation**
	+ **“Portfolio”** = Portfolio
	+ **“Record Rev” or “CA” =** Records Review or Chart Audit-Simulation Review
* **Other**: (include description)

# COURSE SCHEDULE: GENERAL AND ORAL HISTOLOGY (subject to change\*)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DATE | **TOPICS** | **INSTRUCTOR** | **FORMAT** | **ASSESSMENTS** | **READINGS** |
| **FT WK 1: AUG 23** | Introduction to the course Stains and OrganellesBasic Tissue: Epithelium |  | PowerPoints | **Online Quiz 1** | **Required *vs*****Recommended** |
| **FT WK 2: AUG 30** | Basic Tissues: Connective Tissue and Bone |  | PowerPoints | **Online Quiz 2 and Quiz 3** |  |
| **FT WK 3: SEPT 6** | Basic Tissues: Nerve and Muscle |  | PowerPoints | **Online Quiz 4** |  |
| **FT WK 4: SEPT 13** | **Assessment #1** |  |  | **In Class Assessment** **2:45-3:45 pm Room 2470****Quizzes 1-4 due Sept 13 by Midnight** |  |
| **FT WK 5: SEPT 20** | Organ Systems I |  | PowerPoints | **Online Quiz 5** |  |
| **FT WK 6: SEPT 27** | Organ Systems II |  | PowerPoints | **Online Quiz 6** |  |
| **FT WK 7: OCT 04** | Organ Systems III |  | PowerPoints | **Online Quiz 7** |  |
| **FT WK 8: OCT 11** | Organ Systems IV |  | PowerPoints | **Online Quiz 8** |  |
| **FT WK 9: OCT 18** | Organ Systems V |  | PowerPoints | **Online Quiz 9** |  |
| **FT WK 10: OCT 25** | **Assessment #2** |  |  | **Assessment #2 and** **Quizzes 5-9** **due Oct 25 by Midnight** |  |
| **FT WK 11: NOV 1** | Embryology I and II |  | PowerPoints | **Online Quiz 10** |  |
| **FT WK 12: NOV 8** | Oral Tissues |  | PowerPoints | **Online Quiz 11** |  |
| **FT WK 13: NOV 15** | Tissues of the Tooth I |  | PowerPoints | **Online Quiz 12** |  |
| **FT WK 14: NOV 22** | Tissues of the Tooth II |  | PowerPoints | **Online Quiz 13** |  |
| **FT WK 15: NOV 29** | Periodontium |  | PowerPoints | **Online Quiz 14 and Quiz 15** |  |
| **FT WK 16: Dec 6** | Review or Final Exam  |  |  | **Quizzes 10-15 due Dec 6 by Midnight** |  |
| **FT WK 16: Dec 9** | Review or Final Exam |  |  |  |  |
| **FINALS WEEK** |  | **Final Exam****ALL case-based quizzes due by December 09 at Midnight** |  |

\*Occasionally the schedule may need to change due to instructor availability or educational outcome assessment. Important messages (such as cancellation of a class session) will be communicated through Blackboard and/or Detroit Mercy email addresses.

***Course Director Guidance****: leave the above statement highlighted and in red.*