FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__X__New Course ____Modification

Department/School: Department of Healthcare Administration Date: 09/04/2026

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: DHHS 301
Title: Interprofessional Practice, Communication, and Health Equity in Oral Health

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: None

Enrollment expectation: 25

Indicate any course for which this course is a (an):
Modification: N/A
(proposed change in course title, course description, course content or method of instruction)

Substitute: N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Amy Martin/Dr. Sarah Kershner

Department Chairperson's/Dean's Signature: Karen K. Bittings

Provost's Signature:

Date of Implementation: Fall 2027

Date of School/Department Approval: 09/04/2026

Catalog description:
This course examines interprofessional collaboration, communication, and health equity within oral health and healthcare settings. Students explore the roles of healthcare and community professionals, cultural humility, health literacy, and social and structural factors that influence health, healthcare access, and utilization. Emphasis is placed on care coordination, medical-

dental integration, referral systems, and collaborative approaches that address the needs of diverse populations. Through applied cases and community-based perspectives, students develop strategies for working across professions and systems to support equitable, person-centered, and whole-person care. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in oral health, interprofessional practice, and health equity.

Purpose:
This course is required for students enrolled in the Bachelor of Science in Dental Hygiene degree completion program, which is a fully online program that prepares licensed dental hygienists for nontraditional roles in dental hygiene, oral health promotion, education, advocacy, community and public health, program development, leadership, and healthcare delivery. The curriculum was designed jointly by Francis Marion University's School of Health Sciences and the Medical University of South Carolina's College of Dental Medicine to integrate dental hygiene knowledge and practice with the study of research, epidemiology, population health, healthcare systems, leadership, information technology, ethics, policy, and interprofessional collaboration.

Teaching method planned:
This on-line class is taught by following the required readings and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook and/or materials planned (including electronic/multimedia):
To be determined.

Course Content:
Introduction to Dental Public Health and Policy Foundations
The U.S. Health Care System and Oral Health
Legislative Processes and Government Structure
State Dental Practice Acts and Scope of Practice
Public Financing: Medicaid, CHIP, and Safety-Net Clinics
Oral Health Inequities and Contributing Factors
The Role of the Dental Hygienist as an Advocate
Access to Care Barriers in Vulnerable Populations
Community-Based Oral Health Programs and Grant Writing
Ethics, Law, and Public Health Decision-Making
Policy Considerations for Special Populations
Global Dental Health Policies and Comparisons

When completed, forward to the Office of the Provost.

School of Health Sciences **Bachelor of Science Degree Completion in Dental Hygiene**	
Course Title:	**DHHS 301 Interprofessional Practice, Communication, and Health Equity in Oral Health**
Credit Hours:	**3 Semester Hours**
Semester / Year:	**TBD**
Faculty:	**Traci Willimon, EdD, MHA/ED, RDH, CDA, CDHC**
Office Number:	
Office Phone:	
Email:	
Office Hours:	*Virtual meetings can be scheduled. Email for appointment.*

Catalog description: This course examines interprofessional collaboration, communication, and health equity within oral health and healthcare settings. Students explore the roles of healthcare and community professionals, cultural humility, health literacy, and social and structural factors that influence health, healthcare access, and utilization. Emphasis is placed on care coordination, medical-dental integration, referral systems, and collaborative approaches that address the needs of diverse populations. Through applied cases and community-based perspectives, students develop strategies for working across professions and systems to support equitable, person-centered, and whole-person care. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in oral health, interprofessional practice, and health equity.

Program Outcomes:
The Bachelor of Science in Dental Hygiene degree-completion program prepares graduates to:

1. Critically evaluate and apply research and evidence-based practices to inform decision-making in dental hygiene practice, community-based programs, and population health.
2. Analyze epidemiologic and population-level data to identify oral health needs, inequities, and opportunities for disease prevention and health improvement.
3. Analyze health and non-health-related factors that influence oral health, healthcare access, utilization, and health equity.
4. Analyze oral healthcare systems, financing, workforce, regulatory, and policy factors and apply advocacy strategies to support improvements in access, delivery, and population oral health.
5. Communicate and collaborate effectively with healthcare professionals, community partners, individuals, and populations to support coordinated, equitable, and person-centered care.

6. Apply leadership, informatics, quality improvement, and organizational principles to support effective dental hygiene care delivery, programs, and professional practice.
7. Apply ethical reasoning and professional values to complex issues in dental hygiene practice, education, public health, and healthcare systems while considering human dignity, equity, and diverse perspectives.
8. Apply dental hygiene knowledge and skills across diverse and evolving professional roles and settings to support education, program development, innovation, and improvement in oral health.

Course Outcomes: At the completion of this course, the student will be able to:

1. Apply principles of interprofessional collaborative practice, including role clarity, team communication, shared decision-making, and professional responsibilities and boundaries to oral and whole-person care.
2. Demonstrate communication approaches that reflect cultural humility, linguistic responsiveness, health literacy principles, and respectful engagement with individuals, families, and communities.
3. Analyze social and structural determinants of health, including individual social needs and broader structural drivers, and their influence on healthcare access, utilization, and oral health outcomes.
4. Develop person-centered care coordination and navigation strategies that incorporate community resources, appropriate referral pathways, and closed-loop referral processes to address barriers and support continuity of care.
5. Apply principles of medical-dental integration and interprofessional case management across clinical, public health, and community settings.
6. Apply person-centered communication and counseling strategies, including motivational interviewing techniques, to support behavior change, navigation, and shared decision-making.
7. Integrate interprofessional practice, communication, community engagement, and health equity principles to propose solutions for complex oral health needs involving individuals, populations, communities, and systems.

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to https://blackboard@fmarion.edu. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: This online class is taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments, and Bb participation.

Textbook(s):
TBD

Methods of Evaluation: In order to progress in the ***Bachelor of Science in Dental Hygiene program***, the student must receive a grade of "D" (1.0 on a 4.0 scale) to receive credit for the course.

Course Evaluation Methods:

Assignment	Percentage
Discussion Board	**10%**
Weekly Assignments/Quiz	**60%**
Final Integrative Case Study	**30%**

Grading Scale:

Alphabetic	Raw Score
A	90-100
B	80-89
C	70-79
D	60-69
F	60 or below

Only FINAL course grades will be rounded; final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 59.5, rounded to a 60. Extra credit assignments are **not** guaranteed and should not be expected to be offered.

Online Attendance Policy: To be considered present, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk of failing the course.

Grading Rubrics: Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

Work Turned in Late: Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10-point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted. In the event of a medical and/or personal emergency, valid documentation must be provided to the instructor within **5 days of the deadline for the missed assignment**. Deadlines will not be waived or extended for documentation sent after 5 days of the missed assignment and the assignment grade will be deducted 10 points per day for late submission. Valid documentation may include a school excuse signed by a healthcare provider or an obituary for a loss in the family.

Extra Credit and Missed Assignments: Extra credit assignments are **not** guaranteed and should not be expected to be offered. Extra points will not be provided unless a test item analysis indicates poorly expressed test items. There are no make-up assignments or extra assignments offered and therefore these opportunities should not be expected. Be sure to download the syllabus and review the schedule of assignments. Students are responsible for

keeping up with due dates and submitting work by the deadline. Late quizzes will not be accepted and make-up quizzes will not be offered unless there is evidence of a medical or personal emergency.

Course Withdrawal: Prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from the course at any time during a semester prior to the submission of final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

Discussion Board Participation: The student will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion boards. Students are responsible for reading ALL postings within the discussion board, responding to student questions directed to the student individually, and meeting the discussion board criteria shown below.

Communication Policy for Blackboard: Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check email daily and discussion board at least every two days for student posts and faculty updates.
- Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone.
- Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.
- Students should not dominate the discussion. If a student has something to address that is off topic, email the person directly.
- Abusive comments will not be tolerated. The student may lose points, or this may be grounds for being asked to leave the course.
- Typing in Word before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
- Reference all information used in a post that is not the student's own knowledge.

- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

Definition of Unprofessional Behavior: Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language and/or behavior
- Physical assault or threat thereof, and/or intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Diversity, Equity and Inclusion: The School of Health Sciences is committed to advocating for the welfare of our students regardless of race, color, ethnicity, gender identity, physical disability, religious or political beliefs, culture, age, sexual orientation, marital and military status; in addition to socioeconomic status. We are committed to embracing diversity and equity and ensuring inclusion. We see strength in our differences and we are committed to providing a quality education to all students that promotes their academic success by providing a respectful, safe, caring and compassionate environment.

Artificial Intelligence (AI) Policy: This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by instructions. This policy indicates the following constitute cheating or plagiarism: a student has another person or entity do the work of a graded assignment for them, including purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). The faculty reserves the right to question any assignment that is suspected of AI and the student may receive a grade of zero for the assignment.

Disciplinary Action for Unprofessional Behavior: Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows. All warnings are cumulative throughout the program.

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to the course coordinator. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Chair of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook.*
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

Written Paper Requirements:

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).*

Feedback on submitted assignments: The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be some cases where faculty need additional time to review and assign grades for larger assignments such as research papers and PowerPoint presentations but this will be communicated with the students when necessary.

Disclaimer: Faculty members have the prerogative to schedule extra learning activities, change course content and due dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA): If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. If during the

semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Student Responsibilities: Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook.* Each student is responsible for maintaining the grade point average required, and meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Grievance Procedure: The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog.* Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. It the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook.*

Academic Dishonesty: See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).* All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).*

Email: Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected with 72 hours. In return, faculty will email students within 72 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner."

Social Network/Photo Policy: Students are encouraged to use their most professional judgment in regards to social networking sites and photos. Information and/or pictures about clinical or patient information is not appropriate on social networking sites. Information and/or pictures about faculty and/or other students in any format must receive prior approval from faculty before posting to social media. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy: Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Computer Use: Students are required to have access to a laptop or computer. The minimum configuration should include updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint, wireless internet access, and other software specifications as directed by the faculty.

Computer Access on Campus: FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet: Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing: Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

Computerized Testing:
Respondus and Respondus Monitor:
Respondus LockDown Browser is used for computerize testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" https://download.respondus.com/lockdown/download.php?id=124750885

Respondus Lockdown Browser requires high-speed Internet access. Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. ** It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Sidney Coker, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263

Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

Course Content Outline:

Week	Topic	Readings	Assignments Due
Week 1	**Course Orientation** **Social and Structural Determinants of Health:** • Poverty and economic barriers • Rurality and geography • Transportation, housing, food security, etc. • Social needs versus social determinants Community Dental Health Coordinator (CDHC) Module 1: Advocacy and Outreach Lesson 1: Definitions and Determinants of Health and Wellness		*SPENT Reflection and Discussion *Discussion Board
Week 2	**Social and Structural Determinants of Health:** • SDOH frameworks • Structural barriers within healthcare • Effects on access, utilization, and oral health outcomes CDHC Module 1: Advocacy and Outreach Lesson 2: Establishing a Framework for Community Health Prevention Strategies		*Short Answer Quiz
Week 3	**Interprofessional Practice and Collaboration:** • Roles and scopes of healthcare and community professionals • Principles of Interprofessional collaborative practice • Team communication and shared decision-making CDHC Module 1: Advocacy and Outreach Lesson 3: The CDHC as a Community Health Worker		*Discussion Board *Advancing the Role of Community Health and Dental Workers Knowledge and Action
Week 4	**Interprofessional Practice and Collaboration:** • Professional boundaries and role clarity • Building effective clinical/community partnerships CDHC Module 1: Advocacy and Outreach Lesson 4: Community Diagnostics		*Community Oral Health Profile
Week 5	**Care Coordination and Systems Integration:** • Care coordination and navigation • Medical-dental integration • Interprofessional case management CDHC Module 1: Advocacy and Outreach Lesson 5: Community Networking and Patient Navigation		*Resource Directory *Community Meeting Summary *Discussion Board
Week 6	**Care Coordination and Systems Integration:** • Working across clinical, public health, and community settings • Referral pathways and closed-loop referrals CDHC Module 1: Advocacy and Outreach Lesson 6: Community Outreach		*Outreach Activities *Personal Safety Plan Lesson 7: Oral Health Advocacy *Oral Health Advocacy Toolkit Questions

Week 7	**Care Coordination and Systems Integration:** • Community resources and partnerships Lesson 8: Community Resource Mapping and Partnership Development		*Community Resource Map Tools *Discussion Board
Week 8	**Communication and Cultural Humility:** • Cultural humility versus cultural competence CDHC Module 2: Communication and Culture Lesson 1: Cultural Humility and Cultural Competence		*Cultural Humility TED talk and essay
Week 9	**Communication and Cultural Humility:** • Cross-cultural communication CDHC Module 2: Communication and Culture Lesson 2: Verbal and Non-Verbal Communication		*Written Communication Essay *Discussion Board
Week 10	**Communication and Cultural Humility:** • Advanced oral health/health literacy • Linguistic considerations CDHC Module 2: Communication and Culture Lesson 3: Oral Health Literacy		*Oral Health Essay in Plain Language *Discussion Board
Week 11	**Communication and Cultural Humility:** • Communicating with individuals, families, and communities CDHC Module 2: Communication and Culture Lesson 4: Health Promotion Presentations (age-related learning)		*Oral Health Presentation Recording and Evaluation Tool
Week 12	**Communication and Cultural Humility:** • Trust and respectful engagement CDHC Module 3: Interviewing Skills Lesson 1: Human Behavior and Health; The Spirit of Motivational Interviewing Lesson 2: Client-Centered Counseling Skills		*Self-Reflection – Change in My Own Life *Client-Centered Communication Lesson Prompts *Discussion Board
Week 13	**Communication and Cultural Humility** CDHC Module 3: Interviewing Skills Lesson 3: OARS and VASE-R Lesson 4: Rolling with Resistance		*Helpful Response Questionnaire *VASE-R Video Answer Sheet *Part 1 Lesson Prompts and Part 2 Client Responses
Week 14	**Communication and Cultural Humility** CDHC Module 3: Interviewing Skills Lesson 5: Implementing OARS in Assessment/Evaluation		*Mock Interview Questions and Reflection *Discussion Board
Week 15	**Final Integrative Case Study**		

Assignments and Rubrics:

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__X__New Course ____Modification

Department/School: Department of Healthcare Administration Date: 09/04/2026

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: DHHS 302
Title: Oral Health Systems and Delivery

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: None

Enrollment expectation: 25

Indicate any course for which this course is a (an):
Modification: N/A
(proposed change in course title, course description, course content or method of instruction)

Substitute: N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Amah Riley/Dr. Sarah Kershner

Department Chairperson's/Dean's Signature: Karen K. Gittings

Provost's Signature:

Date of Implementation: Spring 2028

Date of School/Department Approval: 09/04/2026

Catalog description:
This course examines the systems, structures, financing, workforce, and regulatory environments that shape oral healthcare delivery in the United States. Students explore private, public, safety-net, and community-based delivery models; dental insurance and public financing; workforce and supervision models; and emerging approaches including value-based care and teledentistry.

The course also examines how dental information systems, documentation, quality measures, and operational data support care delivery, quality improvement, and organizational decision-making. Emphasis is placed on understanding how financing, regulation, technology, workforce, and organizational structures influence access to and delivery of oral healthcare. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in oral health.

Purpose:
This course is required for students enrolled in the Bachelor of Science in Dental Hygiene degree completion program, which is a fully online program that prepares licensed dental hygienists for nontraditional roles in dental hygiene, oral health promotion, education, advocacy, community and public health, program development, leadership, and healthcare delivery. The curriculum was designed jointly by Francis Marion University's School of Health Sciences and the Medical University of South Carolina's College of Dental Medicine to integrate dental hygiene knowledge and practice with the study of research, epidemiology, population health, healthcare systems, leadership, information technology, ethics, policy, and interprofessional collaboration.

Teaching method planned:
This on-line class is taught by following the required readings and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook and/or materials planned (including electronic/multimedia):
There is no required textbook purchase for this course. Selected readings from the following text will be provided through Blackboard:
Mascarenhas, A. K., Okunseri, C., & Dye, B. A. (Eds.). (2021). *Burt and Eklund's dentistry, dental practice, and the community* (7th ed.). Elsevier.

Course Content:
Understanding the U.S. Oral Healthcare System
· Course overview and systems perspective
· Oral health within the broader U.S. healthcare system
· Access, utilization, and the dental care delivery system
· Introduction to the four course domains
Oral Healthcare Delivery Models I: Traditional and Evolving Practice Models
· Solo and group private practice
· Corporate dentistry and dental service organizations (DSOs)
· Comparison of organizational and delivery structures
Oral Healthcare Delivery Models II: Safety-Net and Community-Based Care
· FQHCs and community health centers
· Public health dental programs
· School-based care
· Mobile and portable dentistry
· Other community-based models
Integrated and Emerging Models of Care
· Medical-dental integration

- Collaborative and integrated care models
- Teledentistry as a delivery strategy
- Emerging approaches to extending access

Dental Benefits and the Financing of Oral Healthcare
- How dental care is financed in the U.S.
- Dental insurance and benefit structures
- Employer-sponsored and individual coverage
- Patient cost sharing and out-of-pocket payment
- Relationship between coverage, affordability, and access

Public Financing: Medicaid and CHIP
- Medicaid and CHIP structure
- Adult and pediatric dental benefits
- Federal-state relationships
- Provider participation and reimbursement
- Implications for access and delivery

Reimbursement and Emerging Payment Models
- Fee-for-service reimbursement
- Reimbursement incentives and limitations
- Value-based care
- Alternative payment models
- Burt & Eklund, Ch. 7 — selected reimbursement sections
- ADA — current dental reimbursement/payment resources
- Relationship between payment and care delivery

The Oral Health Workforce
- Composition and distribution of the oral health workforce
- Dentists, dental hygienists, dental assistants, and emerging workforce models
- Geographic and setting-based workforce distribution
- Workforce capacity and utilization

Regulation, Licensure, and Scope of Practice
- State regulation of dental practice
- Dental practice acts and boards of dentistry
- Licensure
- Scope of practice
- Variation across states

Supervision and Evolving Dental Hygiene Practice
- Supervision models
- Public health/direct access models
- Expanded and emerging dental hygiene roles
- Regulatory influences on workforce utilization and access

Quality in Oral Healthcare
- Defining and measuring quality
- Structure, process, and outcome measures
- Dental quality measures
- Patient safety and outcomes
- Quality improvement principles, implementation, and monitoring

Using Data to Improve Oral Healthcare Delivery

· Clinical versus operational data
· Dental EHR and practice management data
· Documentation, coding, and data accuracy
· Operational metrics and key performance indicators
· Dashboards and performance monitoring
· Using practice/program data for QI and decision-making

Technology-Enabled Oral Healthcare Delivery

· Dental information systems
· EHR/PMS functionality
· Interoperability and information exchange
· Teledentistry technology
· Emerging technologies and implications for delivery

Oral Healthcare Systems: Integration and Application

· Connecting delivery models, financing, workforce, regulation, operations, quality, and technology
· How system components interact to influence access to and delivery of oral healthcare
· Organizational performance and sustainability
· Current challenges and emerging directions in U.S. oral healthcare delivery
· Application of course concepts through an integrative systems case

When completed, forward to the Office of the Provost.

School of Health Sciences **Bachelor of Science Degree Completion in Dental Hygiene**	
Course Title:	**DHHS 302 Oral Health Systems and Delivery**
Credit Hours:	**3 Semester Hours**
Semester / Year:	**TBD**
Faculty:	**Amah Riley, DHSc, MPH-D, RDH, CDHC**
Office Number:	
Office Phone:	
Email:	
Office Hours:	*Virtual meetings can be scheduled. Email for appointment.*

Catalog description: This course examines the systems, structures, financing, workforce, and regulatory environments that shape oral healthcare delivery in the United States. Students explore private, public, safety-net, and community-based delivery models; dental insurance and public financing; workforce and supervision models; and emerging approaches including value-based care and teledentistry. The course also examines how dental information systems, documentation, quality measures, and operational data support care delivery, quality improvement, and organizational decision-making. Emphasis is placed on understanding how financing, regulation, technology, workforce, and organizational structures influence access to and delivery of oral healthcare. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in oral health.

Program Outcomes:
The Bachelor of Science in Dental Hygiene degree-completion program prepares graduates to:

1. Critically evaluate and apply research and evidence-based practices to inform decision-making in dental hygiene practice, community-based programs, and population health.
2. Analyze epidemiologic and population-level data to identify oral health needs, inequities, and opportunities for disease prevention and health improvement.
3. Analyze health and non-health-related factors that influence oral health, healthcare access, utilization, and health equity.
4. Analyze oral healthcare systems, financing, workforce, regulatory, and policy factors and apply advocacy strategies to support improvements in access, delivery, and population oral health.
5. Communicate and collaborate effectively with healthcare professionals, community partners, individuals, and populations to support coordinated, equitable, and person-centered care.

6. Apply leadership, informatics, quality improvement, and organizational principles to support effective dental hygiene care delivery, programs, and professional practice.
7. Apply ethical reasoning and professional values to complex issues in dental hygiene practice, education, public health, and healthcare systems while considering human dignity, equity, and diverse perspectives.
8. Apply dental hygiene knowledge and skills across diverse and evolving professional roles and settings to support education, program development, innovation, and improvement in oral health.

Course Outcomes: At the completion of this course, the student will be able to:

1. Compare oral healthcare delivery models across private, public, safety-net, community-based, and emerging practice settings and examine their roles in meeting population oral health needs.
2. Analyze dental financing and payment structures, including private insurance, Medicaid, CHIP, reimbursement, and emerging payment models, and their influence on access to and delivery of oral healthcare.
3. Examine the regulatory and legal structures governing the oral health workforce, including licensure, scope of practice, supervision, and dental practice acts, and their implications for workforce utilization and access to care.
4. Analyze oral health workforce models and emerging professional roles in relation to changing population needs and oral healthcare delivery.
5. Evaluate the role of quality measures and quality improvement processes in improving oral healthcare delivery, organizational performance, and patient outcomes.
6. Interpret clinical and operational oral health data to identify performance trends and support quality improvement and organizational decision-making.
7. Evaluate the role of technology and innovation, including teledentistry, electronic dental information systems, and other technology-enabled approaches, in supporting oral healthcare delivery, coordination, and organizational operations.

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to https://blackboard@fmarion.edu. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: This on-line class is taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook(s):

There is no required textbook purchase for this course. Selected readings from the following text will be provided through Blackboard:

Mascarenhas, A. K., Okunseri, C., & Dye, B. A. (Eds.). (2021). Burt and Eklund's dentistry, dental practice, and the community (7th ed.). Elsevier.

Additional required readings and resources will be provided in Blackboard throughout the course. These may include current reports, peer-reviewed articles, professional and governmental

resources, policies and regulations, data resources, and other materials relevant to oral healthcare delivery. Assigned readings and resources are considered required course content and should be reviewed as part of each corresponding course module and prior to completing related activities and assignments

Methods of Evaluation: In order to progress in the ***Bachelor of Science in Dental Hygiene program***, the student must receive a grade of "D" (1.0 on a 4.0 scale) to receive credit for the course.

Course Evaluation Methods:

Assignment	**Percentage**
Discussion Board	**10%**
Weekly Assignments/Quiz	**60%**
Final Integrative Case Study	**30%**

Grading Scale:

Alphabetic	**Raw Score**
A	90-100
B	80-89
C	70-79
D	60-69
F	60 or below

Only FINAL course grades will be rounded, final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 59.5, rounded to a 60. Extra credit assignments are **not** guaranteed and should not be expected to be offered.

Online Attendance Policy: To be considered present, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk of failing the course.

Grading Rubrics: Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

Work Turned in Late: Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10-point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted. In the event of a medical and/or personal emergency, valid documentation must be provided to the instructor within **5 days of the deadline for the missed assignment**. Deadlines will not be waived or extended for documentation sent after 5 days of the missed assignment and the assignment grade will be

deducted 10 points per day for late submission. Valid documentation may include a school excuse signed by a healthcare provider or an obituary for a loss in the family.

Extra Credit and Missed Assignments: Extra credit assignments are **not** guaranteed and should not be expected to be offered. Extra points will not be provided unless a test item analysis indicates poorly expressed test items. There are no make-up assignments or extra assignments offered and therefore these opportunities should not be expected. Be sure to download the syllabus and review the schedule of assignments. Students are responsible for keeping up with due dates and submitting work by the deadline. Late quizzes will not be accepted and make-up quizzes will not be offered unless there is evidence of a medical or personal emergency.

Course Withdrawal: Prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from the course at any time during a semester prior to the submission of final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

Discussion Board Participation: The student will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion boards. Students are responsible for reading ALL postings within the discussion board, responding to student questions directed to the student individually, and meeting the discussion board criteria shown below.

Communication Policy for Blackboard: Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check email daily and discussion board at least every two days for student posts and faculty updates.
- Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone.
- Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.

- Students should not dominate the discussion. If a student has something to address that is off topic, email the person directly.
- Abusive comments will not be tolerated. The student may lose points, or this may be grounds for being asked to leave the course.
- Typing in Word before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
- Reference all information used in a post that is not the student's own knowledge.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

Definition of Unprofessional Behavior: Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language and/or behavior
- Physical assault or threat thereof, and/or intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Diversity, Equity and Inclusion: The School of Health Sciences is committed to advocating for the welfare of our students regardless of race, color, ethnicity, gender identity, physical disability, religious or political beliefs, culture, age, sexual orientation, marital and military status; in addition to socioeconomic status. We are committed to embracing diversity and equity and ensuring inclusion. We see strength in our differences and we are committed to providing a quality education to all students that promotes their academic success by providing a respectful, safe, caring and compassionate environment.

Artificial Intelligence (AI) Policy: This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by instructions. This policy indicates the following constitute cheating or plagiarism: a student has another person or entity do the work of a graded assignment for them, including purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or

using generative AI tools (such as ChatGPT). The faculty reserves the right to question any assignment that is suspected of AI and the student may receive a grade of a zero for the assignment.

Disciplinary Action for Unprofessional Behavior: Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows. All warnings are cumulative throughout the program.

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to the course coordinator. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Chair of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook.*
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

Written Paper Requirements:

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).*

Feedback on submitted assignments: The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be some cases where faculty need additional time to review and assign grades for larger assignments such as research papers and PowerPoint presentations but this will be communicated with the students when necessary.

Disclaimer: Faculty members have the prerogative to schedule extra learning activities, change course content and due dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA): If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. If during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Student Responsibilities: Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook*. Each student is responsible for maintaining the grade point average required, and meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Grievance Procedure: The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog.* Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. It the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook.*

Academic Dishonesty: See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).* All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).*

Email: Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected with 72 hours. In return, faculty will email students within 72 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner."

Social Network/Photo Policy: Students are encouraged to use their most professional judgment in regards to social networking sites and photos. Information and/or pictures about clinical or patient information is not appropriate on social networking sites. Information and/or pictures about faculty and/or other students in any format must receive prior approval from faculty before posting to social media. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy: Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Computer Use: Students are required to have access to a laptop or computer. The minimum configuration should include updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint, wireless internet access, and other software specifications as directed by the faculty.

Computer Access on Campus: FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet: Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing: Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

Computerized Testing:
Respondus and Respondus Monitor:
Respondus LockDown Browser is used for computerize testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" https://download.respondus.com/lockdown/download.php?id=124750885

Respondus Lockdown Browser requires high-speed Internet access. Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. ** It is recommended that students manually check for

Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Sidney Coker, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

Course Content Outline

Week	Content	Resources & Evaluation Methods
Week 1 **Jan.**	**Understanding the U.S. Oral Healthcare System** • Course overview and systems perspective • Oral health within the broader U.S. healthcare system • Access, utilization, and the dental care delivery system • Introduction to the four course domains	• Burt & Eklund, Ch. 3, Access to Dental Care - selected sections • Current national oral healthcare access/utilization data **Systems reflection/discussion**
Week 2 **Jan**	**Oral Healthcare Delivery Models I: Traditional and Evolving Practice Models** • Solo and group private practice • Corporate dentistry and dental service organizations (DSOs) • Comparison of organizational and delivery structures	• Burt & Eklund, Ch. 5, Delivery of Oral Health Care in the United States - selected sections • ADA Health Policy Institute - current dental practice modality and DSO data **Practice model comparison/application activity**
Week 3 **Jan**	**Oral Healthcare Delivery Models II: Safety-Net and Community-Based Care** • FQHCs and community health centers • Public health dental programs • School-based care • Mobile and portable dentistry • Other community-based models	• Burt & Eklund, Chs. 3 & 5 - selected sections • HRSA Health Center Program - current data/resources • Current examples of community-based oral healthcare delivery models **Community-based delivery model case activity**
Week 4 **Jan**	**Integrated and Emerging Models of Care** • Medical-dental integration • Collaborative and integrated care models • Teledentistry as a delivery strategy • Emerging approaches to extending access	• HRSA - Integration of Oral Health and Primary Care Practice, selected sections • Current medical-dental integration models/resources • ADA - current teledentistry policy/resources **Is This Really Integration?**
Week 5 **Jan**	**Dental Benefits and the Financing of Oral Healthcare** • How dental care is financed in the U.S. • Dental insurance and benefit structures • Employer-sponsored and individual coverage • Patient cost sharing and out-of-pocket payment • Relationship between coverage, affordability, and access	• Burt & Eklund, Ch. 7 - selected sections • ADA HPI - current dental coverage, expenditure, and utilization resources • Sample dental benefit documents **Dental benefit and patient cost-sharing application**
Week 6	**Public Financing: Medicaid and CHIP** • Medicaid and CHIP structure	• Burt & Eklund, Ch. 7 - selected Medicaid/CHIP sections

	• Adult and pediatric dental benefits • Federal-state relationships • Provider participation and reimbursement • Implications for access and delivery	• CMS - current Medicaid and CHIP dental benefit resources • ADA HPI - current Medicaid dental benefits, reimbursement, participation, and utilization data **State Medicaid dental program analysis**
Week 7	**Reimbursement and Emerging Payment Models** • Fee-for-service reimbursement • Reimbursement incentives and limitations • Value-based care • Alternative payment models • Relationship between payment and care delivery	• Burt & Eklund, Ch. 7 — selected reimbursement sections • ADA — current dental reimbursement/payment resources • CareQuest Institute — value-based care and alternative payment model resources **Payment model and delivery incentive application**
Week 8	**The Oral Health Workforce** • Composition and distribution of the oral health workforce • Dentists, dental hygienists, dental assistants, and emerging workforce models • Geographic and setting-based workforce distribution • Workforce capacity and utilization	• Burt & Eklund, Ch. 8 - selected sections • ADA HPI - current oral health workforce data • BLS - current dental workforce data • HRSA - Dental Health Professional Shortage Area data **State oral health workforce data analysis**
Week 9	**Regulation, Licensure, and Scope of Practice** • State regulation of dental practice • Dental practice acts and boards of dentistry • Licensure • Scope of practice • Variation across states	• Burt & Eklund, Ch. 8 - selected regulation/licensure sections • State dental practice acts and regulatory board resources • Current national scope-of-practice comparison resources **AI-assisted state scope-of-practice verification activity**
Week 10	**Supervision and Evolving Dental Hygiene Practice** • Supervision models • Public health/direct access models • Expanded and emerging dental hygiene roles • Regulatory influences on workforce utilization and access	• Burt & Eklund, Chs. 3 and 8 - selected workforce utilization and dental hygiene practice sections • ADHA - current scope-of-practice and direct-access resources • Selected current state regulatory examples **Dental hygiene workforce utilization case analysis**
Week 11	**Quality in Oral Healthcare** • Defining and measuring quality • Structure, process, and outcome measures • Dental quality measures • Patient safety and outcomes • Quality improvement principles, implementation, and monitoring	• Dental Quality Alliance - oral healthcare quality measures and resources • Selected readings/resources on healthcare quality and quality improvement • Selected dental patient safety resources **Dental quality measure interpretation/application activity**
Week 12	**Using Data to Improve Oral Healthcare Delivery** • Clinical versus operational data • Dental EHR and practice management data • Documentation, coding, and data accuracy • Operational metrics and key performance indicators	• Dental Quality Alliance — selected data and measurement resources • Current dental EHR/practice management and data-quality resources • Instructor-provided dental dashboard and practice/program data examples

	• Dashboards and performance monitoring • Using practice/program data for QI and decision-making	**Dental data and performance dashboard analysis**
Week 13	**Technology-Enabled Oral Healthcare Delivery** • Dental information systems • EHR/PMS functionality • Interoperability and information exchange • Teledentistry technology • Emerging technologies and implications for delivery	• ADA — current teledentistry and dental technology resources • Current federal health information exchange/interoperability resources • Selected contemporary examples of technology-enabled oral healthcare delivery **Technology-enabled oral healthcare delivery case analysis**
Week 14	**Oral Healthcare Systems: Integration and Application** • Connecting delivery models, financing, workforce, regulation, operations, quality, and technology • How system components interact to influence access to and delivery of oral healthcare • Organizational performance and sustainability • Current challenges and emerging directions in U.S. oral healthcare delivery • Application of course concepts through an integrative systems case	• Selected current oral healthcare delivery resources • Course materials from Weeks 1–13 • Instructor-provided integrative oral healthcare systems case **Integrative oral healthcare systems case analysis**
Week 15	**Final Examination**	

Assignments and Rubrics:

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__X__New Course ____Modification

Department/School: Department of Healthcare Administration Date: 09/04/2026

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: DHHS 303
Title: Professional Pathways in Dental Hygiene

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: Admission to the Dental Hygiene Program

Enrollment expectation: 25

Indicate any course for which this course is a (an):
Modification: N/A
(proposed change in course title, course description, course content or method of instruction)

Substitute: N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Amah Riley/Dr. Sarah Kershner

Department Chairperson's/Dean's Signature: Karen K. Bittinger

Provost's Signature: T. Theresa Nt

Date of Implementation: Summer 2028

Date of School/Department Approval: 09/04/2026

Catalog description:
(Prerequisite: Admission to the Dental Hygiene Program). This course comprehensively explores professional pathways and career opportunities in non-traditional practice settings for dental hygienists. Students examine evolving roles and opportunities in community-based and alternative care settings, education, public health, and program development. Content introduces

foundations of teaching and learning in dental hygiene education, adaptation of dental hygiene practice across diverse care environments, and strategies for developing innovative and sustainable oral health programs and services. Students also explore funding and grant development fundamentals, program implementation, and the use of evaluation and quality improvement findings to support program growth and sustainability. Emphasis is placed on expanding students' understanding of how dental hygiene knowledge and skills can be applied across diverse professional roles and settings.

Purpose:
This course is required for students enrolled in the Bachelor of Science in Dental Hygiene degree completion program, which is a fully online program that prepares licensed dental hygienists for nontraditional roles in dental hygiene, oral health promotion, education, advocacy, community and public health, program development, leadership, and healthcare delivery. The curriculum was designed jointly by Francis Marion University's School of Health Sciences and the Medical University of South Carolina's College of Dental Medicine to integrate dental hygiene knowledge and practice with the study of research, epidemiology, population health, healthcare systems, leadership, information technology, ethics, policy, and interprofessional collaboration.

Teaching method planned:
This on-line class is taught by following the required readings and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook and/or materials planned (including electronic/multimedia):
To be determined.

Course Content:
Professional Roles and Career Pathways
- Professional pathways and career opportunities in dental hygiene
- Transferable dental hygiene knowledge and skills
- Qualifications and preparation for selected professional pathways
- Professional development and continuing education
- Graduate education and credential considerations
- Identifying personal interests, strengths, and development needs

Foundations of Dental Hygiene Education
- Faculty roles
- Adult learning, educational theory, learner characteristics
- CODA and accreditation standards
- Curriculum mapping: program competencies, course learning outcomes, content

Instructional Strategies and Assessment
- Instructional design and lesson planning
- Writing measurable learning objectives
- Didactic teaching, classroom management, active learning, and flipped classroom strategies
- Clinical teaching, psychomotor learning, and simulation
- Assessment, including writing high-quality examination questions and rubrics
- Feedback and remediation

Program Innovation, Funding and Grant Development

· Recognizing opportunities for innovation within professional roles
· Identifying funding opportunities and potential funding sources
· Organizational support and resource considerations
· Reading and interpreting funding announcements/RFPs
· Fundamentals of grant/proposal development
· Budget development and justification
· Measurable deliverables and funder expectations Communicating the value and feasibility of a proposed project

Quality Improvement, Accountability, and Sustainability

· Distinguishing quality improvement from program evaluation
· Foundations of continuous quality
· PDSA and other basic approaches to testing change
· Using data and feedback to guide quality improvement
· Using outcomes to demonstrate and communicate program value
· Accountability and reporting to organizations and funders
· Sustainability considerations
· Communicating and disseminating outcomes

When completed, forward to the Office of the Provost.

School of Health Sciences **Bachelor of Science Degree Completion in Dental Hygiene**	
Course Title:	**DHHS 303 Professional Pathways in Dental Hygiene**
Credit Hours:	**3 Semester Hours**
Semester / Year:	**Summer**
Faculty:	**TBD**
Office Number:	
Office Phone:	
Email:	
Office Hours:	*Virtual meetings can be scheduled. Email for appointment.*

Catalog description: This course comprehensively explores professional pathways and career opportunities in non-traditional practice settings for dental hygienists. Students examine evolving roles and opportunities in community-based and alternative care settings, education, public health, and program development. Content introduces foundations of teaching and learning in dental hygiene education, adaptation of dental hygiene practice across diverse care environments, and strategies for developing innovative and sustainable oral health programs and services. Students also explore funding and grant development fundamentals, program implementation, and the use of evaluation and quality improvement findings to support program growth and sustainability. Emphasis is placed on expanding students' understanding of how dental hygiene knowledge and skills can be applied across diverse professional roles and settings. This course is required for, and limited to, students enrolled in the Bachelor of Science in Dental Hygiene degree program.

Program Outcomes:
The Bachelor of Science in Dental Hygiene degree-completion program prepares graduates to:

1. Critically evaluate and apply research and evidence-based practices to inform decision-making in dental hygiene practice, community-based programs, and population health.
2. Analyze epidemiologic and population-level data to identify oral health needs, inequities, and opportunities for disease prevention and health improvement.
3. Analyze health and non-health-related factors that influence oral health, healthcare access, utilization, and health equity.
4. Analyze oral healthcare systems, financing, workforce, regulatory, and policy factors and apply advocacy strategies to support improvements in access, delivery, and population oral health.
5. Communicate and collaborate effectively with healthcare professionals, community partners, individuals, and populations to support coordinated, equitable, and person-centered care.

6. Apply leadership, informatics, quality improvement, and organizational principles to support effective dental hygiene care delivery, programs, and professional practice.
7. Apply ethical reasoning and professional values to complex issues in dental hygiene practice, education, public health, and healthcare systems while considering human dignity, equity, and diverse perspectives.
8. Apply dental hygiene knowledge and skills across diverse and evolving professional roles and settings to support education, program development, innovation, and improvement in oral health.

Course Outcomes: At the completion of this course, the student will be able to:

1. Identify and compare professional pathways and career opportunities for dental hygienists in education, public health, community programs,, administration, research, industry, professional organizations, and other professional roles beyond traditional clinical practice.
2. Analyze how dental hygiene knowledge, skills, and professional responsibilities can be adapted to roles and practice environments beyond traditional clinical practice.
3. Evaluate personal professional interests, transferable skills, qualifications, and development needs to formulate a plan for advancement within a selected dental hygiene professional pathway.
4. Apply foundational principles of adult learning, learning-centered education, and curriculum alignment to the development of dental hygiene educational experiences, and explain how accreditation standards inform dental hygiene education.
5. Develop measurable learning objectives, instructional strategies, and assessment methods appropriate for didactic, clinical, community, or professional learning environments.
6. Analyze factors that influence organizational support and resource needs for oral health or educational initiatives within professional dental hygiene roles.
7. Apply foundational funding and grant-development principles to identify appropriate funding opportunities and develop key components of a proposal for an oral health-related project.
8. Apply foundational quality-improvement principles and strategies to identify opportunities for improvement and support the effectiveness and sustainability of oral health-related projects.

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to https://blackboard@fmarion.edu. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: This on-line class is taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook(s):

TBD

Methods of Evaluation: In order to progress in the ***Bachelor of Science in Healthcare Administration program***, the student must receive a grade of "D" (1.0 on a 4.0 scale) to receive credit for the course.

Course Evaluation Methods:

Assignment	Percentage
Professional Pathway Self-Evaluation	10%
Discussion Board	10%
Educational Foundations Application	10%
Instructional Design Mini-Portfolio	15%
Grant/Program Development Assignment	20%
Final Professional Pathways Project and Presentation	35%

Grading Scale:

Alphabetic	Raw Score
A	90-100
B	80-89
C	70-79
D	60-69
F	60 or below

Only FINAL course grades will be rounded, final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 59.5, rounded to a 60. Extra credit assignments are **not** guaranteed and should not be expected to be offered.

Online Attendance Policy: To be considered present, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk of failing the course.

Grading Rubrics: Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

Work Turned in Late: Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10-point deduction for each day the work is not**

submitted. If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted. In the event of a medical and/or personal emergency, valid documentation must be provided to the instructor within **5 days of the deadline for the missed assignment**. Deadlines will not be waived or extended for documentation sent after 5 days of the missed assignment and the assignment grade will be deducted 10 points per day for late submission. Valid documentation may include a school excuse signed by a healthcare provider or an obituary for a loss in the family.

Extra Credit and Missed Assignments: Extra credit assignments are **not** guaranteed and should not be expected to be offered. Extra points will not be provided unless a test item analysis indicates poorly expressed test items. There are no make-up assignments or extra assignments offered and therefore these opportunities should not be expected. Be sure to download the syllabus and review the schedule of assignments. Students are responsible for keeping up with due dates and submitting work by the deadline. Late quizzes will not be accepted and make-up quizzes will not be offered unless there is evidence of a medical or personal emergency.

Course Withdrawal: Prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from the course at any time during a semester prior to the submission of final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

Discussion Board Participation: The student will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion boards. Students are responsible for reading ALL postings within the discussion board, responding to student questions directed to the student individually, and meeting the discussion board criteria shown below.

Communication Policy for Blackboard: Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check email daily and discussion board at least every two days for student posts and faculty updates.
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- Typing in Word before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
- Reference all information used in a post that is not the student's own knowledge.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

Definition of Unprofessional Behavior: Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language and/or behavior
- Physical assault or threat thereof, and/or intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Diversity, Equity and Inclusion: The School of Health Sciences is committed to advocating for the welfare of our students regardless of race, color, ethnicity, gender identity, physical disability, religious or political beliefs, culture, age, sexual orientation, marital and military status; in addition to socioeconomic status. We are committed to embracing diversity and equity and ensuring inclusion. We see strength in our differences and we are committed to

providing a quality education to all students that promotes their academic success by providing a respectful, safe, caring and compassionate environment.

Artificial Intelligence (AI) Policy: This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by instructions. This policy indicates the following constitute cheating or plagiarism: a student has another person or entity do the work of a graded assignment for them, including purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). The faculty reserves the right to question any assignment that is suspected of AI and the student may receive a grade of a zero for the assignment.

Disciplinary Action for Unprofessional Behavior: Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows. All warnings are cumulative throughout the program.

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to the course coordinator. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Director of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook.*
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

Written Paper Requirements:

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).*

Feedback on submitted assignments: The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be

some cases where faculty need additional time to review and assign grades for larger assignments such as research papers and PowerPoint presentations but this will be communicated with the students when necessary.

Disclaimer: Faculty members have the prerogative to schedule extra learning activities, change course content and due dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA): If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. If during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Student Responsibilities: Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook*. Each student is responsible for maintaining the grade point average required, and meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Grievance Procedure: The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog.* Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. It the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook.*

Academic Dishonesty: See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).* All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).*

Email: Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected with 72 hours. In return, faculty will email students within 72 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner."

Social Network/Photo Policy: Students are encouraged to use their most professional judgment in regards to social networking sites and photos. Information and/or pictures about clinical or patient information is not appropriate on social networking sites. Information and/or pictures about faculty and/or other students in any format must receive prior approval from faculty before posting to social media. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy: Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Computer Use: Students are required to have access to a laptop or computer. The minimum configuration should include updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint, wireless internet access, and other software specifications as directed by the faculty.

Computer Access on Campus: FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet: Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing: Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

Computerized Testing:
Respondus and Respondus Monitor:

Respondus LockDown Browser is used for computerize testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" https://download.respondus.com/lockdown/download.php?id=124750885

Respondus Lockdown Browser requires high-speed Internet access. Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. ** It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Sidney Coker, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

Course Content Outline:

Week	Topic	Readings	Assignments Due
Week 1	**Orientation** **Professional Roles and Career Pathways** • Professional pathways and career opportunities in dental hygiene • Transferable dental hygiene knowledge and skills • Qualifications and preparation for selected professional pathways • Professional development and continuing education • Graduate education and credential considerations • Identifying personal interests, strengths, and development needs		*Professional Pathway Self-Assessment *Discussion Board
Week 2	**Foundations of Dental Hygiene Education** • Faculty roles • Adult learning, educational theory, learner characteristics • CODA and accreditation standards • Curriculum mapping: program competencies, course learning outcomes, content		*Education Foundations Application
Week 3	**Instructional Strategies and Assessment:** • Instructional design and lesson planning • Writing measurable learning objectives • Didactic teaching, classroom management, active learning, and flipped classroom strategies • Clinical teaching, psychomotor learning, and simulation • Assessment, including writing high-quality examination questions and rubrics • Feedback and remediation		*Instructional Design Mini-Portfolio: objective, flipped-learning plan, 5 exam questions, rubric/feedback plan *Discussion Board
Week 4	**Program Innovation, Funding and Grant Development** • Recognizing opportunities for innovation within professional roles • Identifying funding opportunities and potential funding sources • Organizational support and resource considerations • Reading and interpreting funding announcements/RFPs • Fundamentals of grant/proposal development • Budget development and justification • Measurable deliverables and funder expectations Communicating the value and feasibility of a proposed project		*Funding and Grant Development Assignment
Week 5	**Quality Improvement, Accountability, and Sustainability**		*Final Professional Pathways Project and Presentation

	• Distinguishing quality improvement from program evaluation • Foundations of continuous quality improvement • PDSA and other basic approaches to testing change • Using data and feedback to guide quality improvement • Using outcomes to demonstrate and communicate program value • Accountability and reporting to organizations and funders • Sustainability considerations • Communicating and disseminating outcomes		

Assignments and Rubrics:

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__X__New Course ____Modification

Department/School: Department of Healthcare Administration Date: 09/04/2026

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: DHHS 401
Title: Dental Public Health, Policy, and Advocacy

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: None

Enrollment expectation: 25

Indicate any course for which this course is a (an):
Modification: N/A
(proposed change in course title, course description, course content or method of instruction)

Substitute: N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Amy Martin/Dr. Sarah Kershner

Department Chairperson's/Dean's Signature: Karen K. Gittings

Provost's Signature: [signature]

Date of Implementation: Fall 2028

Date of School/Department Approval: 09/04/2026

Catalog description:
This course equips learners with the knowledge and skills to examine population oral health and the policies that influence oral health outcomes, access to care, and the delivery of oral health services. Students apply epidemiologic concepts to examine oral disease patterns, disparities, surveillance systems, and population-level oral health data. The course explores federal, state,

and local policy processes; workforce and financing policy; and the use of evidence to analyze oral health policy issues. Emphasis is placed on advocacy, stakeholder engagement, coalition building, and effective communication of evidence to support policy and systems change that improves oral health and advances health equity. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in dental public health issues.

Purpose:
This course is required for students enrolled in the Bachelor of Science in Dental Hygiene degree completion program, which is a fully online program that prepares licensed dental hygienists for nontraditional roles in dental hygiene, oral health promotion, education, advocacy, community and public health, program development, leadership, and healthcare delivery. The curriculum was designed jointly by Francis Marion University's School of Health Sciences and the Medical University of South Carolina's College of Dental Medicine to integrate dental hygiene knowledge and practice with the study of research, epidemiology, population health, healthcare systems, leadership, information technology, ethics, policy, and interprofessional collaboration.

Teaching method planned:
This on-line class is taught by following the required readings and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook and/or materials planned (including electronic/multimedia):
To be determined.

Course Content:
Introduction to Dental Public Health and Policy Foundations
The U.S. Health Care System and Oral Health
Legislative Processes and Government Structure
State Dental Practice Acts and Scope of Practice
Public Financing: Medicaid, CHIP, and Safety-Net Clinics
Oral Health Inequities and Contributing Factors
The Role of the Dental Hygienist as an Advocate
Access to Care Barriers in Vulnerable Populations
Community-Based Oral Health Programs and Grant Writing
Ethics, Law, and Public Health Decision-Making
Policy Considerations for Special Populations
Global Dental Health Policies and Comparisons

When completed, forward to the Office of the Provost.

School of Health Sciences **Bachelor of Science Degree Completion in Dental Hygiene**	
Course Title:	**DHHS 401 Dental Public Health, Policy & Advocacy**
Credit Hours:	**3 Semester Hours**
Semester / Year:	**TBD**
Faculty:	**Amy Martin, DrPH, MSPH**
Office Number:	
Office Phone:	**843-792-8270**
Email:	**martinamy@musc.edu**
Office Hours:	**TBD**

Catalog description: This course equips learners with the knowledge and skills to examine population oral health and the policies that influence oral health outcomes, access to care, and the delivery of oral health services. Students apply epidemiologic concepts to examine oral disease patterns, disparities, surveillance systems, and population-level oral health data. The course explores federal, state, and local policy processes; workforce and financing policy; and the use of evidence to analyze oral health policy issues. Emphasis is placed on advocacy, stakeholder engagement, coalition building, and effective communication of evidence to support policy and systems change that improves oral health and advances health equity. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene, it may also appeal to students interested in dental public health issues.

Program Outcomes:
The Bachelor of Science Degree Completion Program in Dental Hygiene prepares the graduate to:

1. Critically evaluate and apply research and evidence-based practices to inform decision-making in dental hygiene practice, community-based programs, and population health.
2. Analyze epidemiologic and population-level data to identify oral health needs, inequities, and opportunities for disease prevention and health improvement.
3. Analyze health and non-health-related factors that influence oral health, healthcare access, utilization, and health equity.
4. Analyze oral healthcare systems, financing, workforce, regulatory, and policy factors and apply advocacy strategies to support improvements in access, delivery, and population oral health.
5. Communicate and collaborate effectively with healthcare professionals, community partners, individuals, and populations to support coordinated, equitable, and person-centered care.
6. Apply leadership, informatics, quality improvement, and organizational principles to support effective dental hygiene care delivery, programs, and professional practice.
7. Apply ethical reasoning and professional values to complex issues in dental hygiene practice, education, public health, and healthcare systems while considering human dignity, equity, and diverse perspectives.

8. Apply dental hygiene knowledge and skills across diverse and evolving professional roles and settings to support education, program development, innovation, and improvement in oral health.

Course Outcomes: At the completion of this course, the student will be able to:

1. Analyze population-level oral health needs and the public health strategies used to address them.
2. Analyze local, state, and national legislative processes that affect dental health care delivery.
3. Evaluate public financing mechanisms, safety-net systems, and community-based programs that influence access to oral health care.
4. Identify systemic oral health inequities and socioeconomic barriers in diverse populations.
5. Analyze an oral health policy and develop an advocacy strategy addressing a specific community oral health need.
6. Examine gaps in care among low-income, rural, geriatric, and minority populations.
7. Develop effective communication strategies for engaging policymakers and community stakeholders in oral health advocacy.

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to https://blackboard@fmarion.edu. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: This on-line class is taught by following the required readings and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook(s): To be determined.

Methods of Evaluation: In order to progress in the ***Bachelor of Science in the Dental Hygiene program***, the student must receive a grade of "D" (1.0 on a 4.0 scale) to receive credit for the course.

Course Evaluation Methods:

Assignment	Percent of Final Grade
Policy Analysis	15%
Advocacy Project Presentation	25%
Midterm Examination	30%
Final Examination	30%

Grading Scale:

Alphabetic	Raw Score

A	90-100
B	80-89
C	70-79
D	60-69
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- Refusal to cooperate with others
- Conduct that constitutes sexual harassment

- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
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2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Director of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook.*
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- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
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Respondus and Respondus Monitor:
Respondus LockDown Browser is used for computerize testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" https://download.respondus.com/lockdown/download.php?id=124750885

Respondus Lockdown Browser requires high-speed Internet access. Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. ** It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

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Course Content Outline:

Week	Topic	Readings	Assignments Due
Week 1:	Introduction to Dental Public Health and Policy Foundations	TBD	
Week 2:	The U.S. Health Care System and Oral Health	TBD	
Week 3:	Legislative Processes and Government Structure	TBD	
Week 4:	State Dental Practice Acts and Scope of Practice	TBD	
Week 5:	Public Financing: Medicaid, CHIP, and Safety-Net Clinics	TBD	
Week 6:	Oral Health Inequities and Contributing Factors	TBD	
Week 7:	Midterm Examination		
Week 8:	The Role of the Dental Hygienist as an Advocate	TBD	
Week 9:	Access to Care Barriers in Vulnerable Populations	TBD	
Week 10:	Community-Based Oral Health Programs and Grant Writing	TBD	Policy Analysis Due
Week 11:	Ethics, Law, and Public Health Decision-Making	TBD	
Week 12:	Policy Considerations for Special Populations	TBD	
Week 13:	Global Dental Health Policies and Comparisons	TBD	
Week 14:	Student Advocacy Project Presentations		
Week 15:	Final Examination		

Assignments and Rubrics:

To be developed.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__X__New Course ____Modification

Department/School: Department of Healthcare Administration Date: 09/04/2026

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: DHHS 402
Title: Ethics and Human Experience in Oral Health

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: Admission to the Dental Hygiene Program

Enrollment expectation: 25

Indicate any course for which this course is a (an):
Modification: N/A
(proposed change in course title, course description, course content or method of instruction)

Substitute: N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Amy Martin/Dr. Sarah Kershner

Department Chairperson's/Dean's Signature: Karen K. Sittings

Provost's Signature: V. Elena M

Date of Implementation: Spring 2028

Date of School/Department Approval: 09/04/2026

Catalog description:
(Prerequisite: Admission to the Dental Hygiene Program). This course examines ethical theories, moral reasoning, and the human dimensions of health and healthcare as they relate to oral health practice, populations, and society. Students explore how values, culture, lived experience, professional obligations, and social conditions shape perspectives on health, illness, access to

care, and healthcare decision-making. Through philosophical inquiry, narrative, and analysis of contemporary ethical issues, students examine questions of autonomy, dignity, justice, equity, professional responsibility, and competing individual and societal interests. Emphasis is placed on developing and defending reasoned ethical perspectives on complex issues encountered in oral health, healthcare systems, public health, and professional practice.

Purpose:
This course is required for students enrolled in the Bachelor of Science in Dental Hygiene degree completion program, which is a fully online program that prepares licensed dental hygienists for nontraditional roles in dental hygiene, oral health promotion, education, advocacy, community and public health, program development, leadership, and healthcare delivery. The curriculum was designed jointly by Francis Marion University's School of Health Sciences and the Medical University of South Carolina's College of Dental Medicine to integrate dental hygiene knowledge and practice with the study of research, epidemiology, population health, healthcare systems, leadership, information technology, ethics, policy, and interprofessional collaboration.

Teaching method planned:
This on-line class is taught by following the required readings and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook and/or materials planned (including electronic/multimedia):
To be determined.

Course Content:
Ethical theories and social philosophy
Code of Ethics for dental practitioners
Confidentiality including HIPAA, Informed Consent, Refusal and Assent
Values, beliefs, and morals: influence on ethical practice & decision-making
Application of ethical frameworks in hygiene practice
Principles of participatory ethics and community-engagement
Introduction to Jurisprudence Duties of Provider and Patient
Introduction to solving ethical dilemmas
Ethical principles in oral health promotion and disease prevention
Ethical considerations related to risk assessments in clinical and public health programs
Modern ethical principles of research & historical context
Ethical implications of using AI in dental diagnostics and treatment
ADA's Principles of Ethics in oral health advocacy

When completed, forward to the Office of the Provost.

School of Health Sciences Bachelor of Science Degree Completion in Dental Hygiene	
Course Title:	**DHHS 402 Ethics & Human Experience in Oral Health**
Credit Hours:	**3 Semester Hours**
Semester / Year:	**TBD**
Faculty:	**Amy Martin, DrPH, MSPH**
Office Number:	
Office Phone:	**843-792-8270**
Email:	**martinamy@musc.edu**
Office Hours:	**TBD**

Catalog description: This course examines ethical theories, moral reasoning, and the human dimensions of health and healthcare as they relate to oral health practice, populations, and society. Students explore how values, culture, lived experience, professional obligations, and social conditions shape perspectives on health, illness, access to care, and healthcare decision-making. Through philosophical inquiry, narrative, and analysis of contemporary ethical issues, students examine questions of autonomy, dignity, justice, equity, professional responsibility, and competing individual and societal interests. Emphasis is placed on developing and defending reasoned ethical perspectives on complex issues encountered in oral health, healthcare systems, public health, and professional practice. This course is required for, and limited to, students enrolled in the Bachelor of Science in Dental Hygiene degree program.

Program Outcomes:
The Bachelor of Science Degree Completion Program in Dental Hygiene prepares the graduate to:

1. Critically evaluate and apply research and evidence-based practices to inform decision-making in dental hygiene practice, community-based programs, and population health.
2. Analyze epidemiologic and population-level data to identify oral health needs, inequities, and opportunities for disease prevention and health improvement.
3. Analyze health and non-health-related factors that influence oral health, healthcare access, utilization, and health equity.
4. Analyze oral healthcare systems, financing, workforce, regulatory, and policy factors and apply advocacy strategies to support improvements in access, delivery, and population oral health.
5. Communicate and collaborate effectively with healthcare professionals, community partners, individuals, and populations to support coordinated, equitable, and person-centered care.
6. Apply leadership, informatics, quality improvement, and organizational principles to support effective dental hygiene care delivery, programs, and professional practice.
7. Apply ethical reasoning and professional values to complex issues in dental hygiene practice, education, public health, and healthcare systems while considering human dignity, equity, and diverse perspectives.

8. Apply dental hygiene knowledge and skills across diverse and evolving professional roles and settings to support education, program development, innovation, and improvement in oral health.

Course Outcomes: At the completion of this course, the student will be able to:

1. Apply ethical frameworks to identify, evaluate, and resolve clinical and public health dilemmas.
2. Apply the principles of autonomy, justice, beneficence, and non-maleficence to ethical decision-making.
3. Assess the ethical considerations in policy development and advocacy for oral health equity and access.
4. Evaluate the influence of personal, professional, and community values on ethical decision-making in oral health practice.
5. Understand and apply ethical principles in the design, implementation, and evaluation of dental public health research.
6. Differentiate ethical, legal, and professional responsibilities in clinical and public health practice.
7. Effectively communicate ethical decisions and reasoning to stakeholders, including patients, communities, and professional peers.

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to https://blackboard@fmarion.edu. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: This on-line class is taught by following the required readings and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Bb participation.

Textbook(s): To be determined.

Methods of Evaluation: In order to progress in the ***Bachelor of Science in the Dental Hygiene program***, the student must receive a grade of "D" (1.0 on a 4.0 scale) to receive credit for the course.

Course Evaluation Methods:

Assignment	Percent of Final Grade
Ethical Case Study Analyses (5 @ 10% each)	50%
Midterm Examination	25%
Final Examination	25%

Grading Scale:

Alphabetic	Raw Score
A	90-100

B	80-89
C	70-79
D	60-69
F	60 or below

Only FINAL course grades will be rounded, final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 59.5, rounded to a 60. Extra credit assignments are **not** guaranteed and should not be expected to be offered.

Online Attendance Policy: To be considered present, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk of failing the course.

Grading Rubrics: Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

Work Turned in Late: Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10-point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted. In the event of a medical and/or personal emergency, valid documentation must be provided to the instructor within **5 days of the deadline for the missed assignment**. Deadlines will not be waived or extended for documentation sent after 5 days of the missed assignment and the assignment grade will be deducted 10 points per day for late submission. Valid documentation may include a school excuse signed by a healthcare provider or an obituary for a loss in the family.

Extra Credit and Missed Assignments: Extra credit assignments are **not** guaranteed and should not be expected to be offered. Extra points will not be provided unless a test item analysis indicates poorly expressed test items. There are no make-up assignments or extra assignments offered and therefore these opportunities should not be expected. Be sure to download the syllabus and review the schedule of assignments. Students are responsible for keeping up with due dates and submitting work by the deadline. Late quizzes will not be accepted and make-up quizzes will not be offered unless there is evidence of a medical or personal emergency.

Course Withdrawal: Prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from the course at any time during a semester prior to the submission of final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

Communication Policy for Blackboard: Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check email daily and discussion board at least every two days for student posts and faculty updates.
- Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone.
- Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.
- Students should not dominate the discussion. If a student has something to address that is off topic, email the person directly.
- Abusive comments will not be tolerated. The student may lose points, or this may be grounds for being asked to leave the course.
- Typing in Word before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
- Reference all information used in a post that is not the student's own knowledge.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

Definition of Unprofessional Behavior: Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language and/or behavior
- Physical assault or threat thereof, and/or intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences

- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Diversity, Equity and Inclusion: The School of Health Sciences is committed to advocating for the welfare of our students regardless of race, color, ethnicity, gender identity, physical disability, religious or political beliefs, culture, age, sexual orientation, marital and military status; in addition to socioeconomic status. We are committed to embracing diversity and equity and ensuring inclusion. We see strength in our differences and we are committed to providing a quality education to all students that promotes their academic success by providing a respectful, safe, caring and compassionate environment.

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Week 2:	Code of Ethics for dental practitioners	TBD	
Week 3:	Confidentiality including HIPAA, Informed Consent, Refusal and Assent	TBD	
Week 4:	Values, beliefs, and morals: influence on ethical practice & decision-making	TBD	Ethical Case Study Analysis #1 Due
Week 5:	Application of ethical frameworks in hygiene practice	TBD	

Week 6:	Principles of participatory ethics and community-engagement	TBD	
Week 7:	Introduction to Jurisprudence Duties of Provider and Patient	TBD	Ethical Case Study Analysis #2 Due
Week 8:	Introduction to solving ethical dilemmas	TBD	
Week 9:	Midterm Examination		
Week 10:	Ethical principles in oral health promotion and disease prevention	TBD	
Week 11:	Ethical considerations related to risk assessments in clinical and public health programs	TBD	Ethical Case Study Analysis #3 Due
Week 12:	Modern ethical principles of research & historical context	TBD	
Week 13:	Ethical implications of using AI in dental diagnostics and treatment	TBD	
Week 14:	ADA's Principles of Ethics in oral health advocacy	TBD	Ethical Case Study Analysis #4 Due
Week 15:	Final Examination		

Assignments and Rubrics:

To be developed.