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Semester effective:

Dental Hygiene (DNLT) 4030 Foundation of Interprofessional Health Care Practice (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program and credit for DNLT 3075 Dental Health Careers and Research

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: Promotes the development of skills and attitudes needed to function effectively in an interprofessional healthcare community. Students will increase their knowledge in the four core competencies of interprofessional work as outlined by the Interprofessional Education Collaborative (IPEC). Competencies include: interprofessional communication, team dynamics and professionalism, roles and responsibilities, and values and ethics for interprofessional practice (<https://ipecollaborative.org/>). Students will incorporate understanding of the fundamentals of diversity, equity, and inclusion as they can be enacted within those competencies. The course includes strategies for respectful and effective team building in a multicultural and interprofessional environment.

Type of Class/Course: Degree Credit

Textbooks:

Interprofessional Education Collaborative Expert Panel. *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel*. Interprofessional Education Collaborative, 2016 update. [https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97\\_2](https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97_2)

Kimbrough-Walls, Vickie, and Charla Lauter. *Ethics, Jurisprudence and Practice Management in Dental Hygiene*. Pearson Education, 2021.

Additional Required Materials:

Course Objectives:

By the end of the course, a successful student will be able to:

1. Demonstrate an understanding of a coordinated effort across the health professions to embed essential content in all health professions education curricula,
2. Guide professional and institutional curricular development of learning approaches and assessment strategies to achieve productive outcomes,
3. Analyze the need for continued learning in interprofessional development across the professions and promote lifelong learning,

4. Link evaluation and research work to strengthen allied health relationships,
5. Examine the four core competencies for interprofessional collaborative practice.

#### Course Scope and Content:

- Unit I            Values and Ethics
- A. Interprofessional ethics
    - a. Patient Centered
    - b. Shared purpose to support the common good in health care
    - c. Commitment to creating safer, more efficient and effective systems of care.
  - B. Respecting the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
  - C. Embracing the cultural diversity and individual differences that characterize patients, populations, and the health care team.
  - D. Respecting the unique cultures, values, roles/responsibilities, and expertise of other health professions.
  - E. Working in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.
  - F. Developing a trusting relationship with patients, families, and other team members.
  - G. Demonstrating high standards of ethical conduct and quality of care in one's contributions to team-based care.
  - H. Managing ethical dilemmas specific to interprofessional patient/population centered care situations.
  - I. Acting with honesty and integrity in relationships with patients, families, and other team members.
  - J. Maintaining competence in one's own profession appropriate to scope of practice.
- Unit II            Roles and Responsibilities for Collaborative Practice
- A. Communicating one's roles and responsibilities clearly to patients, families, and other professionals.
  - B. Recognizing one's limitations in skills, knowledge, and abilities.
  - C. Engaging diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
  - D. The roles and responsibilities of other care providers and how the team works together to provide care.
  - E. Using the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.
  - F. Communicating with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
  - G. Forging interdependent relationships with other professions to improve care and advance learning.
  - H. Engaging in continuous professional and interprofessional development to enhance team performance.
  - I. Using unique and complementary abilities of all members of the team to optimize patient care.
- Unit III            Interprofessional Communication

- A. Choosing effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- B. Organizing and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- C. Expressing one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.
- D. Listening actively and encourage ideas and opinions of other team members.
- E. Giving timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- F. Using respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.
- G. Recognizing how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships.
- H. Communicating consistently the importance of teamwork in patient centered and community-focused care.

#### Unit IV

#### Teamwork and Team-Based Healthcare

- A. Describing the process of team development and the roles and practices of effective teams.
- B. Developing consensus on the ethical principles to guide all aspects of patient care and teamwork.
- C. Engaging other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.
- D. Integrating the knowledge and experience of other professions—appropriate to the specific care situation—to inform care decisions, while respecting patient and community values and priorities/preferences for care.
- E. Applying leadership practices that support collaborative practice and team effectiveness.
- F. Engaging self and others to constructively manage disagreement about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.
- G. Sharing accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- H. Reflecting on individual and team performance for individual, as well as
- I. team, performance improvement.
- J. Using process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.
- K. Using available evidence to inform effective teamwork and team-based
- L. practices.
- M. Performing effectively on teams and in different team roles in a variety of settings.

#### Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals 50-100 pages per week.
2. Evaluate interprofessional relationships, related to medicine and dentistry.
3. Communication with others on interprofessional care.
4. Final assignment/term project: work with an independently or in a small group to prepare and present a case study using interprofessional providers.

#### Methods of Instruction

1. Lecture
2. In-class discussion
3. Individual and collaborative activities in and out of class
4. Research and writing assignments

#### Methods of Evaluation

1. Written assignments
2. Case Study presentations
3. Discussions
4. Individual or group projects

#### Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course

Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Dental Technology or Healthcare or Business Administration