



CDM 3080 - Behavioral Science

I. Course Information

Course: CDM 3080 - Behavioral Science
Semester and Year: Winter 2021
Course Start and End Dates: 01/04/2021 - 04/25/2021
Course Reference Number: 31884
Semester Credit Hours: 2.0

II. Instructor Information

Professor: Keith Robert Lit
Email: kl676@nova.edu
Office Hours:
 By appointment

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
W	01/06/2021 - 04/21/2021	4:10 PM - 4:59 PM	Ft Lauderdale/Davie Campus	-

IV. Course Description

This course provides Dental Students with interviewing strategies, communication skills and an introduction to the theories and research pertaining to anxiety with specific interventions geared to reduce tension and fear. Students will be exposed to various interviewing and communication techniques as well as theories regarding the etiology of anxiety. Students will gain familiarity with psychological and physiological indices of arousal. It is the goal of this course to acquaint Dental Students with well-established interventions including progressive muscle relaxation, systematic desensitization, biofeedback and the relationship of anxiety/stress to pain syndromes.

V. Course Objectives / Learning Outcomes

Course Learning Outcomes

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

1. Observe and interpret nonverbal behavior
2. Appropriately provide feedback to patient
3. Demonstrate attentive listening skills
4. Accurately reflect patients' communications
5. Recognize and respond to visual cues
6. Appropriately respond to patients' concerns in a genuine manner
7. Maintain appropriate focus on patients' communications
8. Identify and reduce anxiety Provide appropriate explanation and clarification of anticipated procedures

9. Provide appropriate explanation and clarification of anticipated procedures
10. Demonstrate interventions geared toward anxiety reduction (i.e., diaphragmatic breathing, imagery)
11. Understand behavioral foundations of dentistry related to pain, fear, anxiety, oral habits and adherence
12. Recognize impact of diversity on communication and treatment of patients

COLLEGE OF DENTAL MEDICINE COMPETENCY STATEMENTS Faculty Note: Use the most updated version of the CDM Predoctoral Competency document to select the corresponding competencies for this course. Be sure to select the number of the competency statement and the verbatim competency statement as it appears on the competency document. For each competency indicate the type of assessment (formative or summative) that will be employed to measure the attainment of the competency

Core Competencies:

Related Competencies (as defined by educational outcomes):

5. Graduates must be competent in local anesthesia, and pain and anxiety control, including consideration of the impact of prescribing practices and substance use disorder.

[CODA Predoctoral Standard 2-24(e)]

Formative Assessments

16. Graduates must be competent in providing oral health care within the scope of general dentistry to patients in all stages of life.

[CODA Predoctoral Standard 2-23]

Formative Assessments

17. Graduates must be competent in assessing the treatment needs of patients with special needs.

[CODA Predoctoral Standard 2-25]

Formative Assessments

20. Graduates must be competent in the application of the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving and maintaining oral health.

[CODA Predoctoral Standard 2-16]

Formative Assessments

21. Graduates must be competent in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment.

[CODA Predoctoral Standard 2-17]

Formative and Summative Assessments

24. Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.

[CODA Predoctoral Standard 2-20]

Formative Assessments

- This refers to the same as the items in the CDM Competency Document; please see them listed below.

FOUNDATION KNOWLEDGE

STATEMENTS FOR THE GENERAL DENTIST

FK9: Apply knowledge of sociology, psychology, ethics and other behavioral sciences in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

Foundation Knowledge disciplines covered by FK9 include: Sociology, Psychology,

Philosophy and Ethics, Cultural Competence, Ergonomics, Applied Nutrition, Communication Skills, Emotional Intelligence and other Behavioral Sciences, etc.

Clinical Science areas where FK9 may have relevance include: all major clinical disciplines where patient interaction is anticipated including Speech Therapy and Clinical Nutrition, Nicotine Replacement Therapy, and Practice Management including Access to Care and Patient Education and Compliance.

FK9-1: Apply principles of sociology, psychology, and ethics in making decisions regarding the management of oral health care for culturally diverse populations of patients. (Encompasses Sociology, Psychology, Ethics, Cultural Competence, Emotional Intelligence, Communication Skills, Community Health, Public Health, etc.).

Select examples include:

- understand patient responses to treatment recommendations based on beliefs associated with cultural or ethnic background
- assess community-based interventions for prevention of oral disease

FK9-2: Apply principles of sociology, psychology and ethics in making decisions and communicating effectively in the management of oral health care for the child, adult, geriatric, or special needs patient. (Encompasses Sociology, Psychology, Ethics, Communication Skills, Child Psychology, Geriatric Medicine, Patients with Special Needs, Applied Nutrition, Speech Therapy, etc.).

Select examples include:

- use of behavior modification techniques in treatment of young children
- use of appropriate methods for tobacco cessation education
- use of appropriate methods for dietary counseling

FK9-3: Apply principles of sociology, psychology, and ethics in managing fear and anxiety and acute and chronic pain in the delivery of oral health care. (Encompasses Sociology, Psychology, Ethics, Applied Pharmacology, Psychotherapy, etc.).

Select examples include:

- management of pain and anxiety in patients with history of substance abuse
- understand the implications of transference and projection in the doctor-patient relationship

FK9-4: Apply principles of sociology, psychology, and ethics in understanding and influencing health behavior in individuals and communities. (Encompasses Sociology, Psychology, Ethics, Public Health, Community Health, Medical and Dental Informatics, etc.).

Selected examples include:

- develop effective strategies for achieving water fluoridation in a community
- understand reasons for avoidance of professional dental care

VI. Materials and Resources

Course Required Texts and Materials:

Ayer, W. A. (2005). *Psychology and Dentistry*. New York: Haworth Press.

Faculty Note: Please indicate the textbooks that are **required** for the class and if available, a hyperlink to the textbook. Also, indicate if there are articles or links to **required readings** that are required for the class *and* the site where the articles are available for the student (such as: Canvas, library, database).

Course Supplemental Materials:

Supplemental journal readings will be assigned through the Blackboard course.

Aldrich, C. K., (1993), *The Medical Interview: Gateway to the Doctor-Patient Relationship*, The Parthenon Publishing Group, New York, N. Y.

Benjamin, A., (1981), *The Helping Interview, Third Edition*, Houghton Mifflin Company, Boston, Ma.

Bernstein, L., Bernstein, R. S., (1985), *Interviewing: A Guide For Professionals*, Appleton-Century-Crofts, Norwalk, Ct.

Coulehan, J. L., Block, M. R., (1987), *The Medical Interview: A Primer for Students of the Art*, F. A. Davis Company, Philadelphia, Pa.

DePiano, F. A., Salzberg, H. C., Editors, (1986), *Clinical Applications of Hypnosis*, Ablex Publishing Co., Norwood, N. J.

Dworkin, S., Ference, T. & Giddon, D. (1978). *Behavioral Science and Dental Practice*, St. Louis, MO: C.V. Mosby Co.

Egan, G., (1998), *The Skilled Helper: A Problem Management Approach to Helping, Sixth Edition*, Brooks/Cole Publishing Co., Pacific Grove, Ca.

Evans, D. R., Hearn, M. T., Uhleman, M. R., Ivey, A. E., (1998), *Essential Interviewing, a Programmed Approach to Effective Communication Fifth Edition*, Brooks/Cole Publishing Co., Pacific Grove, Ca.

Hassett, J., (1978), *A Primer of Psychophysiology*, W. H. Freeman and Company, San Francisco

Humphris, G. & Ling, M. (2000) *Behavioural Sciences for Dentistry*, New York, NY: Harcourt Publishers

Ingersoll, B. (1982). *Behavioral Aspects in Dentistry*, Norwalk, CT: Appleton-Century-Crofts

Jameson, C. (2002). *Great Communication Equals Great Production*, Tulsa, OK: Penwell Corporation.

Michelson, L., Ascher, L. M., Editors, (1987), *Anxiety and Stress Disorders: Cognitive-Behavioral Assessment and Treatment*, The Guilford Press, New York, N. Y.

Schwartz, M.S. and Associates, (1995), *Biofeedback: Practitioner's Guide*, The Guilford Press, New York, N. Y.

- Supplemental, Recommended, Optional, NOT required.

The access to all instructional resources included in this course, such as, lectures, handouts, manuals, PowerPoint presentations, videos, photographs, pictures, articles and web links is limited to students who are enrolled in the course and is not for public distribution. The use of these instructional resources is exclusively for non-commercial and non-profit educational use. Students are recommended to download the instructional resources provided in the course, UNLESS, the course director instructs NOT to download specific files. We recommend that all students download, save, and keep the instructional materials from all the courses. These instructional resources will be very helpful references as you progress from year to year in the program.

VII. Course Schedule and Topic Outline

Course Schedule:

Session#	WEEK OF:	Topic	Assignments
1	1/06	Introduction/Overview Live Class Meeting: Zoom	
2	1/13	Effective communication	Chapter 7 and Canvas readings
3	1/20	Effective communication	Chapter 11
4	1/27	Difficult patient interactions	Canvas readings
5	2/03	Educating dental patients	
6	2/10	Mental Status	Canvas readings
7	2/17	Dental anxiety	Chapter 4
8	2/24	Pain	Chapter 3
9	3/03	Spring Break	
10	3/10	Hypnosis	Chapter 10
11	3/17	Adherence to Treatment and Behavior Change	Chapter 6 Canvas readings
12	3/24	Cultural competence	Canvas readings
13	3/31	Domestic violence	Text Pages 73-77 Canvas readings
14	4/07	TBD	
15	4/14	Final Exam – 5:30pm Location TBD	

“Important note – Please note that due to the current Coronavirus pandemic, course schedules and course activities may be modified now and in future. Faculty and students are responsible for keeping apprised of these changes and adjusting their schedules accordingly.”

VIII. Assignments

Description of Assignments, Point Value and Rubrics

Weekly discussion questions based on lecture and assigned readings will be posted on Canvas. Students are required to post their written responses to the questions each week.

All assignments, exams, works, patient care - written, laboratory, oral, clinical must be done as the independent work of each individual student. Plagiarism, copying or sharing the work of another or altering documentation to reflect something is your own work that is not; reflect false attendance, are considered serious offenses that will not be tolerated. THESE ACTIONS WILL BE CONSIDERED IN VIOLATION OF THE CDM CODE OF BEHAVIORAL CONDUCT AND WILL BE REFERRED FOR APPROPRIATE ACTION. Students who need assistance in their learning goals should communicate with the appropriate NSU-CDM course director and/or faculty.

Remediation Policy:

Please refer to appropriate pages of the NSU-CDM 2019-2020 Predoctoral Student Handbook.

Attendance Policy:

Attendance during the weekly evening lab groups is mandatory.

Please refer to appropriate pages of the NSU-CDM 2019-2020 Predoctoral Student Handbook.

IX. Grading Criteria

Provide a List of all the graded work in the course (Assessments, Class Activities, Classwork and Assignments) with Point or Percentage Values, or required Completion item.

Grading Scale:

Students are expected to participate in weekly online lecture postings. Students are required to post a weekly response to questions from the lectures. Students will have one week to respond to the posted lecture for the week. Once the new lecture for the week is posted, the previous week's lecture will be closed and students will be unable to respond to the previous week's question(s). Detailed discussion regarding participation requirement will be posted on Week 1. ***Online discussions will be worth 25% of final grade and will be rated for quality of response. (Formative Assessments)***

Students are required to attend lab once a week for 4 weeks. Lab assignments will be made by the students during the first 3 weeks of the course. For each week's meeting, students will receive a "0" if they fail to attend their assigned lab or if they show to the lab more than 15 minutes late. Students will be evaluated on quality of lab discussions as well as performance on specific tasks such as appropriate use of relaxation strategies. ***Attendance and performance in labs is worth 25% of final grade. (Formative Assessments)***

A written final examination worth 25% and a practical examination worth 25% will be given. In the written examination, students will demonstrate knowledge regarding principles of effective communication skills, psychosocial factors that can affect anxiety/fear and pain/pain management and the importance of recognizing diversity in working with patients. In the practical examination, students will demonstrate appropriate clinical interactions with dental patients based on effective patient management strategies learned during the course. (Summative Assessments)

Course Final Grade Mode for the course (Pass/Fail, PR/NPR or Letter Grade). For a continuum course, please specify the grade mode for each semester.

Grade Mode:

Letter grade

Course Grading Scale

Letter Grade	GPA	Equivalence
A	4	93 to 100
A-	3.75	90 to < 93
B+	3.5	86 to < 90
B	3	83 to < 86
B-	2.75	80 to < 83

C+	2.5	76 to < 80
C	2	70 to < 76
F	0	<70

X. Course Policies

COURSE ATTENDANCE REQUIREMENTS, REMEDIATION POLICY, ALL CDM POLICIES

Attendance Policy : Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook.

Link to the handbook:

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20a2020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0>

Remediation Policy: Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook.

“Successful completion of each CDM course requires compliance with the CDM Code of Behavioral Conduct.”

CDM College Attendance Policy Please note that, the Office of Admissions, Student Affairs and Services manages excused absences including sick days, mission trips, dental meetings, externships, interviews, family events, and other personal leave time, etc. and all student absences will continue to be tracked in axiUm. (Please refer to NSU Wide Religious Holidays Policy in the Student Handbook.) • Planned excused absences: please fill out the appropriate paperwork, with backup documentation (e.g. physician’s note), and submit on the online portal for the Office of Student Services prior to the scheduled absence, so that we can approve the leave time, and help you map out a plan to make up the work. It is the student’s responsibility to inform the course director for any courses you will be missing, your team leader for any clinic sessions that will be missed and/or the Coordinator of Extramural Programs (Dr. Mairelina Godoy), etc. of your planned absence(s). • Unplanned excused absences: please email Dr. Galka at agalka@nova.edu with a cc to cdmservices@nova.edu to report that you will be out, the reason for your absence and to also let us know if you plan to return to school the following day. You should also email the course director for any courses you will be missing, Dr. Mairelina Godoy mg1189@nova.edu for any rotations you will be missing and/or your team leader for any clinic sessions scheduled for that day. You must continue to email us daily to keep us updated if you will be out additional days and you can submit your SREA form together with backup documentation when you know the date you will return to school. • The student will be responsible for making up all missed rotations, all material presented in lectures, all laboratory projects, all written and practical examinations (including OSCEs) and must fulfill all didactic and clinical responsibilities as outlined in the individual course syllabi. Also, please review the attendance policy in the individual course syllabi. • Please do not schedule externships or interviews when you are scheduled for an examination or rotation. • Remember, it is your responsibility to reach out to our office for any unexcused absences to see if these fall under excused absences and/or to see how the unexcused absence will be managed. Also, please contact Dr. Mairelina Godoy directly to arrange makeup of any and all missed rotations, which will take place during optional clinicweeks. • Every student will be able to take 1 Personal Day/per Semester (3 Personal Days/Academic Year) with NO BACKUP DOCUMENTATION REQUIRED, provided the day(s) are not taken when you are scheduled for a rotation, written examination, practical/competency examination, OSCE or taken directly before/after a school holiday, etc. These absences will be managed through our office and designated as excused absences, provided our office is notified by email in advance or on the day of the absence. (Please indicate in the email if you will be using a personal day and designate D-1, D-2, D-3 or D-4 student.) For any additional absences to the 1 Personal Day/per semester, or in the event that you will be missing a written examination, a preclinical or clinical practical/competency examination, including an OSCE, or rotation, backup documentation WILL be required. Again, it is the student’s responsibility to notify all course

directors, team leaders, and/or the Coordinator of Extramural Programs, etc. affected by your absence(s). Please check your individual schedule before requesting a personal day, to be sure that you will not be missing a rotation or an exam. A personal day will be recorded as a full day. (Half days cannot be requested.) A personal day must be requested on or before the day in question and cannot be used retroactively. **COVID-19 Protocol (subject to change)**1. NO STUDENT IS TO COME TO SCHOOL SICK- if you do not feel right- please do NOT come to school. Email Dr. Galka- Assistant Dean for Admissions, Student Affairs and Services (agalka@nova.edu) 2. If a student has had direct/close contact with someone who has been infected with COVID-19 or is experiencing COVID-like symptoms- immediately self- isolate/quarantine. Email Dr. Galka and Dr. Schweizer- Director Infection Prevention Programs (schweize@nova.edu). a. Direct Exposure/ Asymptomatic: test on day 7- if negative test result- can come back after 10 days : if NO test- quarantine 14 days b. Symptomatic (with or without Direct Exposure): test immediately and then again on day 7- if negative test result on day 7- can come back after 10 days : NO test- quarantine 14 days and must be symptom-free for 72 hours3. If a student tests positive for COVID-19: remain self-isolated. To return to school: student needs to have 2 consecutive negative test results in a row (at least 24 hours apart). 4. Students who are in quarantine, need to contact both Dr. Galka and Dr. Hernandez (marher@nova.edu) to determine if they can participate in online courses during this time

XI. University Policies

Academic Integrity: Cheating or inappropriate behavior during any written examination, quiz, any assignment, any project; plagiarism of any work(s), or other unethical behavior will not be tolerated; the student risks receiving a grade of zero (0) for said examination, quiz, assignment, project and may be referred to the Associate Dean for Academic Affairs and the Student Progress Committee. Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook. and the NSU Student Handbook located at

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20and%202020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0> .

Plagiarism Policy: All assignments, exams, works, patient care - written, laboratory, oral, clinical must be done as the independent work of each individual student. Plagiarism, copying or sharing the work of another or altering documentation to reflect something is your own work that is not; reflect false attendance, are considered serious offences that will not be tolerated. THESE ACTIONS WILL BE CONSIDERED IN VIOLATION OF THE UNIVERSITY AND THE CDM CODE OF BEHAVIORAL CONDUCT AND WILL BE REFERRED FOR APPROPRIATE ACTION. Students who need assistance in their learning goals should communicate with the appropriate NSU-CDM course director and/or faculty. Please refer to appropriate pages of the NSU and the CDM 2020-2021 Student Handbook. Following a link to the NSU Student Handbook

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20and%202020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0>

University Policy

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation,

and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

Title IX/Sexual Misconduct: Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experience(s) sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at www.nova.edu/title-ix. Please be aware that as an instructor, I am not a confidential resource, and I will need to report any incidents of sexual misconduct to the NSU Title IX Coordinator. You can also contact Laura Bennett, NSU's Title IX Coordinator directly at laura.bennett@nova.edu or 954-262-7858.