

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Dental Assisting</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>DNTA 1202</u>								
<b>COURSE TITLE</b>	<u>Communication and Behavior in the Dental Office</u>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;">:</td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>2</u>	<u>2</u>	:	<u>0</u>	Credits	Lec		Lab
<u>2</u>	<u>2</u>	:	<u>0</u>						
Credits	Lec		Lab						

**I. Catalog Description**

Presents the study of human interaction and communication in the dental office. Studies motivation and learning experiences as related to health professionals, and human behavior. A grade of “C” or better is required in this course to take the next course. **(2:0)**.

**II. Course Objectives**

- A. Unit I. Health Care Provider
  - 1. Discuss the challenges of becoming a health care provider.
  - 2. Explain the value of high standards for a health care professional.
  - 3. Explain the philosophy of individual worth.
  - 4. Discuss some general behaviors of multicultural patient populations.
  - 5. Discuss the term empowerment.
  
- B. Unit II. Striving to Understand Human Behavior
  - 1. Explain how people are alike and yet different
  - 2. Explain how the environment can affect development.
  - 3. Discuss Maslow’s Hierarchy and how it applies to health care and to dentistry.
  - 4. Describe the ways a health care provider can use knowledge about emotions to deal with patients.
  - 5. Discuss standards of behavior
  - 6. Discuss rapport.
  
- C. Unit III. Behavior and Problems in Living
  - 1. Describe how to recognize some problems that might be due to substance dependence by patients.
  - 2. Discuss types of inner conflict.
  - 3. Discuss milestones in life that can threaten adjustment.
  
- D. Unit IV. Striving to Become an Effective Health Care Provider
  - 1. Discuss the physical effects of illness.

2. Discuss the emotional effects of illness.
3. Explain the guidelines for improving health care provider/patient relationships.
4. Discuss some behavior problems manifested by patients.
5. Describe feelings of acceptance for, concern for, and willingness to learn about all patients.
6. Discuss different communication techniques that can be utilized to make appropriate responses to patients.

E. Unit V. Practicing Effective Communication Skills

1. Discuss non-verbal and verbal communication.
2. Discuss non-verbal communication and describe how it might be interpreted by a patient or other members of the health care team.
3. Discuss how non-verbal communication can be improved to better serve patients.
4. Discuss what the term “communication breakdown” means
5. Discuss how to effectively communicate with patients and other members of the health care team.
6. Discuss the importance of effective listening techniques in the communication with patients and other members of the health care team.
7. Discuss selective observing.
8. Discuss how defense mechanisms can inhibit communication.

F. Unit VI. Communication with the Generations

1. Discuss how the generations differ.
2. Discuss how the baby boomer generation may differ from generations “X” and “Y.”

G. Unit VII. Trends in Health Care

1. Discuss the relationship between emotional states and the immune system.
2. Explain the importance of stress management to the health process.
3. Discuss the relaxation process and methods.

### III. THECB Learning Outcomes (WECM)

Upon successful completion of this course, students will:

1. Recognize human behaviors.
2. Demonstrate techniques required to communicate effectively with patients and health professionals.

### IV. Evaluation

#### Progress Assessment

Unit examinations, skills competencies, assignments, and a comprehensive final will be announced on the course calendar. Quizzes may be administered at the instructor’s discretion and will not appear on the course calendar. This course may include special projects and/or work within the community if possible.

#### Grade Distribution

Assignments	10%
Quizzes	25%
Exams	30%
Final Exam	<u>35%</u>
	100%

### **Grading Scale**

93 – 100	A
83 – 92	B
75 – 82	C
74 or below	F

### **Remediation**

Graded assignments will be returned to the student in a timely manner for the student's use in estimating his/her progress in the course. Additionally, the instructor will conduct periodic progress discussions with each student. However, it is the student's responsibility to schedule an individual conference with the instructor should either party feel that the student is not meeting at least the minimum passing standard for the course. The instructor may provide remediation opportunities which may include but are not limited to: supplemental assignments, reexamination, presentations, community projects, etc.

The student must make a "C" or better to continue in the Dental Assisting Program.

### **V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

### **VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.