Texas A&M University College of Dentistry

Course Number and Name: DDHS 4210/8370 Professional Ethics

Course Type: Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2017-2018 Fall ____ Spring ____ Summer Session

Course Director(s): Stanton W. Cobb, B.S., M.A.B.S., D.D.S.
Associate Professor
Brent Hutson, B.S., D.D.S., M.S
Associate Professor

Other Participating Faculty:

Guest Lecturers: Brent Hutson, B.S., D.D.S., M.S., Fixed Prosthodontics, Staff Dentist at Baylor’s Cancer Center, Forensic Dentist, Commander U.S. Navy, Consultant to many Lawyers and Malpractice Insurance Co.

Small Group Seminar: Amp Miller D.D.S.
Fixed Prosthodontics
Barbara H. Miller D.D.S.
Director of Admissions
Steve Karbowski, D.D.S.
Chair, Department of Restorative Sciences
Brent Hutson D.D.S.
Associate Director of Ethics Education
Chris Beninger D.D.S.
Director of Operative Clinic
George Cramer D.D.S
Director of Operative Dentistry
Stan Cobb, D.D.S.
Director of Ethics Education
Beverly York D.D.S
Evidence Based Dentistry
Associate Professor of Restorative Sciences

Course Description:
The didactic lecture course and case-based small group decision making exercises draw from general ethics, bioethics, dental-specific ethics and obligations of healthcare professionals.

Course Objectives:
At the end of the course, the third-year dental student and second-year dental hygiene student will be able to:
1. Differentiate between terms ethical and legal, and moral/ ethical
2. Differentiate between the commercial and normative picture of professional obligation.
3. Choose the model of the profession that he or she would recommend
4. Identify and list the central values of dentistry
5. Analyze ethical issues in practice using Ozar’s five-step model to help in decision-making when faced with an ethical problem.
6. Discuss how ethical theory relates to dental practice.
7. Discuss the complex ethical issues of informed consent and dentistry including issues of patient autonomy, truth telling and paternalism.
8. Discuss the ethical issues of whistle blowing as they relate to the incompetent, impaired or unethical colleague. Describe support services such as the peer-assistance programs for the impaired colleague, local peer-review committees and actions by the State Board of Dental Examiners regarding the incompetent or unethical colleague.
9. Discuss ethical issues of practice such as the obligation to treat patients with infectious diseases, and ethical dilemmas related to managed care.

Learning Outcomes/Related Competencies:

Dental:
1.0 Ethics: The new dentist must be able to discern and deal with the ethical and legal issues of dental practice with professional responsibility.
   1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
   1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.

Dental Hygiene:
1.0 Ethics. The dental hygienist must be able to discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.
Specifically, the dental hygienist must
   1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
   1.2 Comply with state and federal laws governing the practice of dentistry and dental hygiene.

Evaluation Criteria/Methods:
Cases are turned in before lecture starts at 8:00 AM.

Cases are 10 points.(there are five)
*Case Studies will be assigned for many classes and will be due at the beginning of each class.
*Case studies may be typed or handwritten.
*The Final Case Study will be e-portfolio to go with file
*They must be in the appropriate form, as delivered in the manual, 3 holes punched and stapled.
*Papers that are not neat, with complete sentences, and legible to the instructor will result in failure (ZERO) and is not remediable.

Five Cases- a numerical grade will be given.

Quizzes will be given at 8:00 AM
Quizzes will cover assigned reading, case studies or both. Quizzes are **10 points** each, and will be fill-in-the-blank, multiple choice, short answer and essay. There are five Quizzes. **Five Quizzes- a numerical grade** will be given.

*Missed Quizzes* due to illness may be remediated by writing an **Ethics Paper** on the instructor’s choice of topics (not to be less than three pages with proper footnotes, grammar, etc.) and must be completed within 10 days of missing class. *If you are late and notified the appropriate school authority you may write an Ethics Paper on the instructor’s choice of topics (not to be less than three pages with proper footnotes, grammar, etc.) and must be completed within 10 days of missing class.*

There is **one Comprehensive Final. This must be passed in order to pass the course.**

**Handouts will be provided in a notebook,**
**You may not work on the computer during class this including texting on your phone**

**No Telephone calls or text messaging will be allowed in class (Exceptions are limited to students with pregnant spouses, and terminally ill parents or sick family)**

Only the course director will determine if an absence other than a rotation is excused. Students who miss a class due to rotations or an excused absence will be given a make-up paper to be determined by the course director. **THE MAKE-UP QUIZ/Papers MUST OCCUR WITHIN 10 DAYS OF THE ABSENCE** unless prior arrangements are made with the course director.

Academic dishonestly will result in the grade “F” as per BCD’s Disciplinary Due Process procedures.

First Five Quizzes (10 points each)+
First Five Cases (10 points each)=100points and 40% of the final Grade

Comprehensive Final = 60% of the final Grade

Papers, Cases, Quizzes and Small Group Participation that are considered completion exercises contribute to the success of satisfactorily completing Professional Ethics and are considered requirements necessary to pass the course.

**IF you are failing the course for any reason you will be contacted immediately by me by email...**

The course grades will be determined by the Quizzes, Case Studies, Participation in the small groups and Final. **Attendance is intricately tied to the work. Failure to attend class will result in failure of the course. Small Group attendance is mandatory.**
Grading Scale:
Grading for Dental Students- Same as used throughout the school
Grading for Dental Hygiene Students for B.S. in Dental Hygiene:

A= 90-100   B= 80-89   C= 75-79   D= 70-74   F= <70

Learning Materials:
Ozar, DT and Sokol DJ.  Dental Ethics at Chairside
Clinic cases from “Ethical Dilemma” column, Texas Dental Journal
Jos VM Welie, Editor.  Justice in Oral Health Care

Various article related to ethics

Remediation Policy:
If a student fails the course, he or she may remediate the course during the following year, if approved by due process of the institution. Remediation may include reading assignments related to the identified deficiencies with corresponding written assignments. Remediation may also include writing a formal case report/paper as per the standards and time frame stated by the course director.

Attendance and Make-up Policy:
The attendance policy for this course includes bonus points for attendance as follows:
- no unexcused absences = +2% point not to exceed 100 points for the course
- two unexcused absences = failure of the course

In order to track attendance you must be in your assigned seat at the beginning of class. You will be given a new assigned seat for this course. If you are not in your seat at 8 AM, or if you leave class early without a health issue, you will be recorded as absent. Tardiness is equated with absence. For university excused absences, refer to Student Rule 7 for details (http://student-rules.tamu.edu/rule07).

Laboratory/Clinic Policies and Procedures:
BCD Standard of Care 2004

Special Accommodation for Persons with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Paul Dechow, Associate Dean for Academic Affairs, Room 514, or call 214-828-8208 for additional information.
Academic Integrity Statement and Policy:

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the honor Code, to accept responsibility, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

http://aggiehonor.tamu.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
<th>Content</th>
<th>Instructor</th>
<th>Assignment(Due Date)</th>
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</thead>
</table>
| Lec. #1 | Course Overview Ethical Issues in Dental Practice | 1. Course syllabus  
2. Academic Integrity | Cobb       | For next time  
Read Syllabus and pages up to and History of Ethics  
Complete Case 1 |
| Lec #2 | History of Ethics (open pluralism) | 1. History of Ethics in Medicine and Dentistry  
2. Culture  
Purpose-To understand the history of Ethics, the fact that our own personal beliefs, religious or non-religious & held views can actually undergird what we believe, this influences behavior in practice. Explanation for Case 1 | Cobb       | Due at 8 AM  
Case 1  
For Next time  
Read Four Models  
Practice Quiz 1  
• Ozar chapters 1-4: The Relationship Between Patient and Professional |
| Lec #3 | Four Models | 1. Compare and contrast the four models of the dentist patient relationship.  
Purpose- to better understand the practice models in the U.S. marketplace. And to know what the ADA endorses as best practices | Cobb       | Due at 8 AM  
Quiz 1 Define Ethics, Pre-Decision, Social Media Nevers, True Knowledge, Universals from Oathes  
Next time read  
Read: Ethical Theory and Dental Practice  
Handout-Ethical Reasoning Matthews pages 51-56  
Case 2 |
<p>| Lec #0 | Labor Day | Labor Day | Labor Day | Labor Day |</p>
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<tr>
<th>Lec #4</th>
<th>Ethical Theory and Dental Practice</th>
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<td>1. Quiz 2 before lecture the four models of practice</td>
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<td>2. Ethical decision-making theory</td>
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<td>3. Define principalist, consequentialist and their subcategories, ethical egoist, utilitarian, formalist and authoritarian.</td>
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<td>Purpose to understand ourselves, patients and culture</td>
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<th>Lec #5</th>
<th>Central Values</th>
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<td>Quiz 3 (previous lectures definitions- Define principalist, consequentialist and their subcategories, ethical egoist, utilitarian, formalist and authoritarian.</td>
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<td>1. Define, List and Rank the Six Central Values of Dentistry</td>
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<td>2. Review the Six Central Values of Dentistry Using Cases</td>
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<td>Purpose to define and rank the important values of the profession.</td>
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Due at 8 AM
Case 2
Quiz 2
Next time read Central Values
Ozar chapter 5: The Central Values of Dental Practice

Due at 8 AM
Quiz 3 previous lectures definitions- Define principalist, consequentialist and their subcategories, ethical egoist, utilitarian, formalist and authoritarian.

Next time read ADA and ADHA Codes and Principles of ethics They can be found at the ADA website

- [Case 3 Cont. next Page](http://www.ada.org/sections/about/pdfs/ada_code.pdf)
- [ADA Code of Ethics Continued next page](http://www.adha.org/aboutadha/codeofethics.htm)
| Lec #6 | ADA and ADHA Codes and Principles of ethics | Quiz 4- Define, List and Rank the Six Central Values of Dentistry | Cobb | • **Due at 8 AM**  
Case 3  
• Quiz 4 Define, List and Rank the Six Central Values of Dentistry  
• **Next time read** Ozar’s Decision Making Model  
*Ozar chapter 6: Ethical Decision Making and Conflicting Obligations*  
Case 4 |
|---|---|---|---|---|
| Lec #7 | Ozar’s Decision Making Model | 1. Quiz 5 ADA’s five principle Duties (8:00-8:10)  
2. List the Five Steps in Ozar’s Decision Making Model  
3. Discuss Ozar’s Decision Making Model  
4. Sacrifice/Patient’s Well-Being | Cobb | Quiz 5 ADA five principle duties |
| Lec #8 | Geriatric Issues | 1. Chapter 7 Ozar  
Guest lecturer Senior Dental Care 87-95 | Brent Hutson | **Due at 8 AM**  
Case 4  
Read Ozar Chapter 7  
Handout Provided |
| Lec #9 | Small Group Seminars | 2. Attendance Required 8AM  
3. Please be in your assigned room on time | Group Leaders | Advanced reading if required Individual small groups |
| Lec #10 | Sexual Boundaries and Social Media | Dentists Gone Wild  
Sexual misconduct/penalty  
Social Media  
Course Wrap-up | Cobb | **NEXT CLASS SLEEP!** |
| Lec #11 | Sleep | | | |
| Lec #12 | Small Group Seminars | Attendance Required 8AM | Group Leaders | • Advanced reading if required  
Individual small groups |
<table>
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<tr>
<th>Lec #13</th>
<th>Detailed Informed Consent</th>
<th>1. Informed Consent for the Dental Professions 96-99</th>
<th>Brent Hutson</th>
<th>• Handout Provided</th>
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<tr>
<td>Lec #13</td>
<td>Sleep</td>
<td>Fall Break</td>
<td>Fall Break</td>
<td>Happy Thanksgiving</td>
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<td>Happy Thanksgiving 2016</td>
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<td>Lec #14</td>
<td>Small Group Seminars</td>
<td>Please be in your assigned room on time Attendance</td>
<td>Group Leaders</td>
<td>• Advanced reading if required</td>
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<td>Required 8AM</td>
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<td>Lec #15</td>
<td>Final</td>
<td>Comprehensive Written Final</td>
<td>Cobb</td>
<td>Due -Case 5 in writing and upload to blackboard</td>
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