1. **Course Information**
   a. FAMD:8484:0800, Practice Management Lecture/DAU  
      **Course Director(s):**  
      Dr. Larry J. Squire  
      331 DSB S  
      **Credit Hours:**  2
   b. **Office Hours:**  
      By Appointment  
      Appointments are best reserved by e-mail.  
      335-6662  
      larry-squire@uiowa.edu
   c. **Additional Faculty:**  
      Mr. Steven Olson, Dr. Steven Rabedaux, Ms. Susan McFadden, Mr. Calvin Capranos, Ms. Christine White, Ms. Deb Hoyle, Mr. Christopher Graw, Mr. Randy Pribyl, Dr. Patty Meredith, Dr. Sherry Timmons, Dr. David Holmes, Ddr. Cheryl Morarend, Mr. Brian Sedars,, Dr. Sara Stuefen, Mr. Rod Warren, Mr. Greg Egbers, Dr. Adam Unterbrunner, Dr. Douglas Horton, Ms. Beth Jones, Ms. Eileen Caccioppo, Ms. Penni Ryan and Guest Lecturers from ADA Success Seminars.  Clinical portion – Dr.’s Larry Squire, Chad Stevenson, and Doug Horton.  
      See addendum for Practice Management Lecture Series on page 9/10.
   d. **Purpose**  
      **Course Description:**  
      Development of a dental practice; economics, managerial principles, personnel management, leadership styles, marketing and communication, computerization, decision making, time utilization; insurance needs, banking, accounting, legal considerations, risk management, and entering into an associate contract.  Integration of all concepts into clinical practice setting for 2 week rotations.

2. **Course Goals, Outcomes and Objectives:**

   **Program Goals**  
   At the end of this course the student will be able to demonstrate…

   **Knowledge of:**  
   Career alternatives; Personality Type; searching for and evaluating practices; marketing; interviewing techniques; employment and payroll law; OSHA; staff retention and motivation; today’s business climate and why dental practices are different; dental insurance; personal finance and insurance; malpractice and risk management and practice all of the above in a clinical setting.

   **Psychomotor skills by:**  
   Clinical practice in private practice facility.

   **Cognitive skills by:**
Developing an awareness of their personality type and how this might influence their interaction with staff, patients, and others.

**Desire for self-improvement/self-directed learning by:**
Being made aware of multiple management resources.

**Principles of four-handed dentistry:**
The clinical opportunity to become familiar with delivering dental care to your patients while utilizing a trained chairside dental assistant.

**Purpose And Objectives Of The Clinical Rotation**
The primary purpose of the DAU clinical rotation is to provide the dental student with practice in the principles of four-handed dentistry. This includes planning, communication, people and time management, and chairside techniques. DAU principles are based on the premise that attention to the process increases the quality and quantity of the result while reducing stress and fatigue.

The rotation provides an opportunity for the student to work as a dental team, primarily with a dental assistant. The overall purpose of the rotation is reflected in the program objectives listed below.

**Program Objectives:**

1. Demonstrates an understanding of efficient utilization of a chairside dental assistant by effectively applying the principles of work simplification, motion economy, instrument transfer and positioning of providers and patients.

2. Demonstrates an understanding of the team approach to delivering dental care by effectively applying principles and concepts relating to task delegation and quality assurance.

3. Demonstrates an understanding of personnel management in a dental practice by effectively applying principles and concepts relating to leadership and supervision, staff communication and task delegation. To increase the awareness that working effectively with a chairside assistant is a product of good management skills on the part of the student.

4. Demonstrates an understanding of time management through efficient appointment scheduling and procedure prioritization.
3. Evaluation Methods Overview:

Grading Scale:
Primarily based on attendance, clinical performance in DAU, production, dental assistant job description, and written exam.

Evaluation Components:
1) Attendance
2) P/F projects/exercises
3) Participation in DAU Clinic – 2 week rotation and daily clinical evaluations and production reports.

Course Grades:
You will receive your course grade at the end of your senior year in Family Dentistry. It will appear on your transcript. The course grade is a compilation of each of the five graded criteria as listed below. Grade description and definition is as set forth by the University of Iowa and College of Dentistry Collegiate Academic and Professional Performance Manual. Final course grade is a letter grade as A, B, C, D, or F. A letter grade of F requires course remediation prior to graduation.

A  Significantly higher than satisfactory professional performance  
   (85-100)
B  Higher than satisfactory professional performance  
   (75-84)
C  Average performance  
   (65-74)
D  Meets minimum essential requirements  
   (55-64)
F  Achievement level unsatisfactory  
   (below 54)

Course Grade Criteria:

1. DAU Evaluation of Student Performance
Your assigned DAU dental assistant will fill out an evaluation of your performance during the rotation. This evaluation has sections for each of the areas stressed during DAU. These evaluations are only of your DAU performance and not evaluations of your dental skills and abilities. Please review this form (Appendix, Page 29) prior to the seminar so that you are fully aware of the areas being evaluated. Your DAU assistant will discuss these evaluations with you at the completion of the DAU rotation. Forms must be initialed by the student and assistant.

2. Course Director’s Appraisal (see Appendix, Page 39)
The Course Director, Dr. L. J. Squire, will observe your preparation in advance of the DAU rotation; attitude and performance during the DAU rotation; attendance and participation; promptness in meeting deadlines; completion of paperwork, abilities in communication and delegation; interaction with DAU assistants faculty and patients.

3. RVU Production
You will be awarded RVU’s for your efforts consistent with Family Dentistry Protocol.

4. Chairside Dental Assistant Job Description (see Appendix, Page 43)
You are to write a job description for a chairside dental assistant. This job description would resemble the description you would develop for placement in an Office Policy Manual. The outline in Appendix, Page 35 is a summation of the areas that the job description should address. Your job description is NOT a help wanted ad but a detailed description of the qualifications, the duties, and the responsibilities of your chairside dental assistant. The job description is to be typed neatly.

5. Written Examination
There will be a written examination administered approximately the last day of the rotation. The examination time has been blocked out of your schedule for this examination. Topics covered will be the principles and concepts of four-handed dentistry, materials covered in the procedures manual and syllabus, material presented during the orientation seminar. Some of the questions may be taken from the reference text, *Four-Handed Dentistry in Clinical Practice* by Dr. Joseph E. Chasteen.

**Clinical Evaluation**

Clinical evaluation in the DAU rotation is performed by the DAU Course Director/Instructor with input from the teaching staff assistants. Evaluations will be done at the end of the clinical DAU rotation using the criteria shown in this manual (see Appendix, Page 29). These evaluations are meant to provide you with immediate feedback on your progress.

4. **Course Evaluation Methods:**

*Evaluation components:*

Evaluation of the clinical performance in Family Dentistry will be both objective and subjective by a group of faculty who will observe your progress through this clinical experience. Passing marks and satisfactory completion of each area of the above is required.

Each instructor will make a written evaluation of your activity, for each one half day of contact. You may also expect each instructor to give you as much verbal feedback as time and situation permits. Should you feel that there is inadequate time at the chair or away from the chair for feedback, please feel free to request a specific time during the day to discuss with your instructor anything you feel pertinent. If you have availed yourself of every opportunity to gain verbal feedback, your first interim grade should not come as a surprise. At the end of approximately 8 weeks, your Group Leader and other faculty that worked with you, will meet and discuss your strong points as well as make recommendations for assisting you in gaining strength in areas in which you either have not had the opportunity to show competency, or have shown a definite weakness. After this evaluation session has been completed, your Group Leader will discuss this evaluation with you as to areas the faculty felt were your strengths and weaknesses, with suggestions for areas of concentration. The goal is to gain self-assessment skills and independence in all domains.

A suggestion as to your approach to the instructors to best demonstrate your organizational knowledge, and your knowledge of the procedures would be as follows:

You should approach the instructor with a comment similar to "In my judgment this step is complete. Please evaluate it so I may proceed to the next step, which is _________." (Stating what should follow.) Should you as a student wish an opinion, you could phrase your comment, such as, "This step is not complete. An unusual situation has arisen and I feel I should proceed in the following manner for these reasons. Do you agree?"
PLEASE NOTE:
It is important to point out that the grade given in Family Dentistry is process, not product, oriented. You are evaluated on the organization and knowledge of procedures to be accomplished as well as patient rapport, professionalism, self-evaluation independence and time utilization. After the eighth week evaluation, you will receive two additional evaluations as well as daily feedback. Again, we would like to stress the importance of the immediate feedback. If your instructor is busy and other students demand his/her time, preventing your opportunity to receive that feedback at the instant that you most like, it will be your responsibility to contact the instructor at a later time that day to get the information that you feel important. Should you receive a daily feedback mark of “N”, the daily feedback page will be copied and given to your Group Leader, who may speak with you regarding that situation. The daily written feedback pages are kept on file. You should review these comments often. Should you receive an “N” on any procedure, you should seek out the instructor and ask for a detailed discussion of the situation so you may correctly and accurately identify those points of the procedure that were acceptable as well as those points that the instructor felt were not acceptable.

Evaluation:

1. Each instructor will make a written assessment of the student’s performance in patient activity in seven domains (Diagnosis, Treatment Planning, Sequencing, Execution; Communication & Interpersonal Skills; Health Promotion; Practice Management; Technical Skills; Professionalism; and Critical Thinking) for each one half day of clinical contact.
2. Toward the end of each 10-week quarter, (three times during the year for each student) each faculty member that has worked with the student in clinical patient contact makes a summary subjective evaluation on an ordinal scale of 0 - 10 in the above named seven domains.
3. The Group Leader will assemble all the evaluations of the faculty involved and determine the student’s progress and progression through the senior year.
4. Toward the end of each 10-week quarter, the student will complete a self-evaluation, using the ordinal scale of 0 - 10 of the above named seven domains. This self-evaluation will be submitted to the Group Leader in advance of the evaluation session.
5. After each evaluation session the Group Leader meets with the student to discuss their strong and weak points in patient treatment and if necessary make recommendations to the student on how they may enhance their performance.
6. The grade given in Family Dentistry is more process than product oriented. The process evaluated is the organization and knowledge of procedures to be accomplished as well as patient rapport, professionalism, independence and time utilization.
**Grading scale:**
Because of the subjective element of this evaluation of clinical competency, it is impossible to provide a precise mathematical formula for the letter grade. In light of daily clinical competency evaluations and the quarterly summary evaluations, the following general criteria will be used for assignment of a final letter grade:

**A**  
Student always behaves in a professional and ethical manner. Student consistently demonstrates competency in all aspects of comprehensive dental treatment of patients. Student consistently demonstrates complete conceptual understanding of clinical concepts. Student demonstrates critical self-evaluation, recognizing areas of deficiency in clinical skills and conceptual understanding, and seeks consultation or referral when appropriate. Student consistently demonstrates outstanding clinical skills and independent clinical judgment.

**B**  
Student always behaves in a professional and ethical manner. Student consistently demonstrates competency in all aspects of comprehensive dental treatment of patients. Student consistently demonstrates conceptual understanding of clinical concepts. Student demonstrates critical self-evaluation, recognizing areas of deficiency in clinical skills and conceptual understanding, and seeks consultation or referral when appropriate. Student demonstrates acceptable clinical skills and acceptable clinical judgment.

**C**  
Student always behaves in a professional and ethical manner. Student consistently demonstrates competency in all aspects of comprehensive dental treatment of patients. Student consistently demonstrates conceptual understanding of clinical concepts.

**F**  
Student has not always behaved in a professional and ethical manner and/or has not consistently demonstrated competency in all aspects of comprehensive dental treatment of patients.

5. **Collegiate Competencies addressed in this course:**

<table>
<thead>
<tr>
<th>Collegiate Competency</th>
<th>Instructional Methods</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>2.1 Apply ethical and legal standards in the provision of dental care. <em>Ethical decision making and conflicting obligations, Legal and regulatory principles and standards</em></td>
<td>Clinical experience, Patient care</td>
<td>Observation by faculty, Self-assessment, Nominal group process</td>
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<tr>
<td>3.1 Apply appropriate interpersonal and communication skills. <em>Communication theory and skills (interpersonal communication principles, verbal &amp; nonverbal principles conflict resolution, reflective listening), Collaborative teamwork, Emotional &amp; behavioral development &amp; sensitivity, Physiological and psychological indications of anxiety &amp; fear, Addressing patient concerns/issues/problems, Behavior modification &amp; motivation techniques, Special needs/diversity of patients, Health literacy, Language barriers, Cognitive barriers</em></td>
<td>Clinical experience, Patient care</td>
<td>Observation by faculty, Self-assessment, Nominal group process</td>
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5.1 Evaluate and apply contemporary and emerging information including clinical and practice management technology resources. Data analysis for disease trends, basic understanding of computer software, Basic computer utilization skills, Evidence-based literature on practice management, Models of dental practice and types of delivery systems, Application of contemporary electronic information systems, Computer systems for practice management

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<tr>
<th>Clinical experience, Patient care</th>
<th>Observation by faculty, Self-assessment, Nominal group process</th>
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5.3 Apply principles of risk management including informed consent and appropriate record keeping in patient care. Principles of record keeping/documentation, Concepts of professional liability, Risk management protocols, Legal responsibilities in patient care management, Management of patient information, Quality assurance

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<tr>
<th>Clinical experience, Patient care</th>
<th>Observation by faculty, Self-assessment, Nominal group process</th>
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6. Learning Resources

Handout

Recommended

Handouts, workbooks, and informational packets are distributed by all speakers or the course director. Most Powerpoint presentations are accessible on ICON.

7. Policy & Procedures

a. Attendance policy:
   Mandatory/Required

b. Cheating and plagiarism:
   Exercises and projects are take home and/or open book.

c. Late assignments policy:
   Projects/Exercises due at end of Spring Semester. Grade affected as stated above for missing projects.

d. Missed/makeup policy:
   Excused absences are not counted. Missed lectures and projects affect grade as described. Projects will required for missed days. Handouts, Powerpoints, etc. available from course director.

e. Remediation:
   As guest speakers are involved remediation can only be accomplished by repeating course the following year.

f. Policy for extra credit work:
   N/A
Faculty-Student Communications:
Appointments are best reserved by e-mail.
335-6662
larry-squire@uiowa.edu

g. Special accommodations procedures – If you are a student with a disability and require academic accommodations, please contact the Associate Dean for Student Affairs, College of Dentistry

8. Additional Notation:
Changing class times/exams:
As guest speakers, many from some distance away, have arranged to come to the College, and as there are a limited number of days in which the entire D-4 class can be present, it is not possible to change times. Should weather, illness, etc., prevent a speaker from traveling to the COD, the course director will contact the students as soon as possible.

Due Date for Assignments:
1. DAU Evaluation of Student Performance: collected by dental assistant at end of rotation
2. Student Self-Evaluation of Performance: collected by dental assistant at the end of rotation
3. Job Description: prior to the end of rotation
4. Written Examination: Time will be blocked off on your schedule the last day of the rotation

College of Dentistry
ACADEMIC MISCONDUCT STATEMENT

Compliance should reflect expectations outlined in collegiate and University policies. Students are expected to maintain standards of professionalism in regard to their academic performance and are expected to protect the integrity of their work at all times during the course, whether in the classroom, laboratory or clinic. For further information and examples, students should refer to the College of Dentistry Student Handbook [link], the University of Iowa Code of Student Life [link], or the Graduate College Manual of Rules and Regulations [link].

The Course Director will report cases of alleged academic misconduct to the Associate Dean for Student Affairs who may refer the matter to the Collegiate Academic and Professional Performance Committee (CAPP Committee) or to the Graduate College depending on the student’s enrollment status. Students are encouraged to seek discussion with the Course Director if they have any doubt about approaches and procedures that might result in charges of academic misconduct against them.

9. Day-by-day schedule of instructional sessions:

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Time</th>
<th>Room</th>
<th>Topic</th>
<th>Assignment</th>
<th>Goals</th>
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<tbody>
<tr>
<td>Aug through</td>
<td>9:00 am-</td>
<td>Clinic</td>
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<tr>
<td>May</td>
<td>11:30 am</td>
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1:00 pm – 4:30 pm
July 22, 2016
8:00-8:15 am Practice Management Intro Dr. L.J. Squire
8:15-8:45 am CV and Resume Building Ms. Christine White/Ms. Deb Hoyle
8:45-10:15 am Financial Planning/Insurance Mr. Christopher Graw
10:15-10:30 am BREAK
10:30-11:30 am Personal Financial Mgmt Mr. Randy Pribyl
11:30-noon AGD Dr. Patty Meredith
Noon Lunch
1:00 – 2:00 pm Infection Control Dr. Sherry Timmons
2:00-5:00 pm Licensure Exam Orientation Dr. D.C. Holmes

October 3, 2016
8:00 – 8:15 am
8:15 am – noon Risk Management Sue McFadden, CNA Noon
Lunch
1:00 – 1:15 pm Con EdPenni Ryan
1:15 – 5:00 pm Pearls from the Real World Dr. Steven Rabedeaux

November 4, 2016
Galagan 14B
8:00-8:30 am AGD Dr. Patty Meredith
8:30 - 9:00 am Tx Planning Survey Dr. Cheryl Morarend
9:00 - 11:00 am Primus Dental, Medix Doug Horton & Jason Drewelow
11:00 – 11:30 Delta Dental Beth Jones
Noon Lunch
1:00 - 4:00 pm Sullivan-Schein Dental Nathan Johnston
4:00 - 5:00 pm Infection Control Dr. Sherry Timmons

November 7, 2016
Galagan 14A
8:00 – 9:00 am Licensure Dr. Brian Howe
9:00-10:30 am Risk Management Mr. Rod Warren/Mr. Greg Egbers
10:30-11:00 am BREAK
11:00 – noon Personal Banking Mr. Steve Olsen
Noon Lunch
1:00 – 5:00 pm Optimal Esthetics for Maxillary Anterior Implant Brent Ludens
November 8, 2016
8:00 – 8:30 am  IDA - New Dentist Committee
8:30 – noon  ADA Success Program
Noon  Lunch
1:00 – 5:00 pm  Licensure Exam Orientation

March 20, 2017
8:00 – 10:00 am  Getting Started
10:15 – noon  The Impaired Dentist
Noon  Lunch
1:00 – 1:15 pm  Cont Ed.
1:15 – 4:30 pm  Patterson Dental
4:30 – 5:00 pm  Juris Prudence

Galagan 14B
Dr. Sara Stuefen
TBA

Galagan 14B
Dr. Adam Unterbrunner
IBDE - Phil McCullom

Penni Ryan
TBA
Eileen Caccioppo, IBDE