

Matrix of DH Global Encounters Objective	Courses	I. Global Engagement	II. Diversity	III. Sustainability
1. The development of leadership skills by participating in community projects at the local, national and international levels	DH 370, 373, 470	X	X	
2. The demonstration of effective interpersonal skills with individuals within diverse populations	DH 373, external rotations	X	X	
3. The demonstration of ability to assess oral health needs of a community at the local, national and international levels	DH 373	X	X	
4. The implementation of strategies that promote health and that are appropriate for the specific community served	DH 373	X	X	X
5. Act as a change agent to improve community oral health	DH 373	X	X	
6. The advancement of the profession of dental hygiene through service activities and affiliations with professional organizations	DH 227/ 228, 319/320, 370/470, 425/426,	X		
7. The promotion of values of oral and general health and wellness	DH 227/ 228, 319/320, 373, 425/426,		X	
8. The assessment of community oral health needs and resources	DH 373, DH 495	X	X	
9. The demonstration of knowledge of theories/models of cultural competence	DH 373, DH 495	X	X	
10. The appropriate use of interpreters when communicating with non-English speaking individuals	DH 227/ 228, 319/320, 425/426, External rotations	X		X
11. The practice of good cross cultural communication skills that accept and embrace differences	DH 227/ 228, 319/320, 425/426, external rotations	X	X	X
12. The demonstration of respect for others by understanding and accepting differences	DH 227/ 228, 319/320, 425/426, external rotations	X	X	X
13. The demonstration of knowledge of the legal, ethical and professional aspects of dental hygiene practice	DH 227/ 228, 319/320, 425/426, external rotations	X	X	X
14. The demonstration of professional and ethical behavior (in accordance with the ADHA code of ethics including: competence, fairness, responsibility, integrity,	DH 227/ 228, 319/320, 425/426, external rotations	X	X	X
15. The demonstration of legal behavior by coordinating patient care consistent with the dental hygiene parameters of care and the AZ statutes, rules and regulations	DH 227/ 228, 319/320, 425/426, external rotations	X		X
16. The demonstration of skills necessary to maintain asepsis and manage a break in chain of asepsis (including exposure to blood borne pathogens) appropriately	DH 227/ 228, 319/320, 425/426, external rotations		X	
17. The demonstration of skills necessary to correctly and economically manage sterilization processes and equipment (e.g., package instruments, manage	DH 227/ 228, 319/320, 425/426, external rotations		X	
18. The demonstration of skills necessary to effectively document appropriate patient record information in a paper-less computerized system	DH 227/ 228, 319/320, 425/426, external rotations		X	
19. The demonstration of skills necessary to utilize digital radiographic equipment for intra-oral radiographs	DH 227/ 228, 319/320, 425/426, external rotations		X	

**THE DEPARTMENT OF DENTAL HYGIENE
COLLEGE OF HEALTH AND HUMAN SERVICES
SUMMARY REPORT
THE GLOBAL LEARNING INITIATIVES COMMITTEE
AUGUST 2010**

PARTICIPATING TEAM MEMBERS

Team participants include: **Marge Reveal**, RDH, M.B.A., Department Chair; **Maxine Janis**, RDH, MPH, Assistant Professor; **Jennifer Klaus**, RDH, MAdmin, Assistant Professor.

The Department of Dental Hygiene, at Northern Arizona University, is committed to the development of a global learning environment. Our faculty team brings its own source of global diversity with differing ethnicities, educational backgrounds, international experiences and grant projects. For example, Ms. Reveal is actively involved in the International Federation of Dental Hygienists' seeking to collaborate abroad in global engagement. Ms. Klaus has been examining environmental sustainability issues in the dental hygiene clinic settings seeking alternative "Going Green" methods. Additionally, Ms. Janis's continues an ongoing engagement around diversity initiatives, hence creating a blueprint for change in dental hygiene education.

Our abilities and interdisciplinary knowledge provide a unique vision of outcomes for student global learning. The department is currently developing a complete revision of curriculum and will incorporate the global learning initiative within the core of the program. The diverse team of faculty members will expand core curricula with the infusion of global learning.

CURRICULUM STRATEGY DEVELOPMENT PROCESS

Upon acceptance of our proposal from the Global Learning Subcommittee of the Task Force on Global Education, our team completed a comprehensive review of our core curriculum to determine where our students were having significant learning experiences with diversity, global engagement, and environmental sustainability, and where our curricula could implement additions to weave within the program. This process included:

1. Review of master syllabi for all DH courses
2. Review of the core competencies within the Department of Dental Hygiene
3. Meetings with DH faculty related to curriculum implementation
4. Adaptation of new core competencies within the Department of Dental hygiene

GLOBAL INITIATIVE COMPREHENSIVE LEARNING OBJECTIVES

Enduring Understanding: Students will demonstrate the following knowledge, skills and dispositions in the three global initiative categories.

i. Global Engagement: Student learning in the Department of Dental Hygiene will occur in the context of global engagement. The process of globalization integrates student learning of the skills required for international oral health projects, effective interpersonal skills among global populations, and an understanding of effective oral health promotion and disease prevention techniques at international sites based on those populations' needs and resources. This includes, for example, the following:

- a. the development of leadership skills by participating in community projects at the international levels
- b. the demonstration of effective interpersonal skills with individuals from diverse populations
- c. the demonstration of ability to assess oral health needs of an international community
- d. the understanding of strategies that promote health and that are appropriate for the global community served based on their resources
- e. the recognition of requirements to act as a change agent to improve international oral health
- f. the advancement of the profession of dental hygiene through service activities and affiliations with international professional organizations
- f. the understanding and promotion of differing cultural values of oral and general health and wellness

ii. Diversity: Student learning in the Department of Dental Hygiene will occur in the context of diversity in the process of understanding. Through diversity students will recognize the value of effective oral health and its impacts upon globally diverse populations. The understanding of global diversity will provide a forum for the exploration of the concepts to become dental hygienists who are capable of providing resources for assessing and developing cross-cultural competence. This includes, for example, the following:

- a. the demonstration of knowledge of theories/models of cultural competence
- b. the appropriate use of interpreters when communicating with non-English speaking individuals
- c. the practice of good cross cultural communication skills that accept and embrace differences
- d. the demonstration of respect for others by understanding and accepting differences

iii. Sustainability: Student learning will integrate an understanding of the issues surrounding the use of resources related to eco-friendly dentistry. This includes, for example, the following:

- a. the demonstration of skills necessary to maintain asepsis and manage a break in chain of asepsis (including exposure to blood borne pathogens) appropriately
- b. the demonstration of skills necessary to correctly and economically manage sterilization processes and equipment (e.g., package instruments, manage biological monitoring)
- c. the demonstration of skills necessary to effectively document appropriate patient record information in a paper-less computerized system
- d. the demonstration of skills necessary to utilize digital radiographic equipment for intra-oral radiographs

GLOBAL STRATEGIC ENCOUNTERS FOR DH STUDENTS

The DH team has proposed strategic encounters to infuse the global learning objectives within the curriculum core. Course names and numbers will change upon adaptation of the newly revised curriculum. The matrix exhibits current courses to address the three learning objectives of the global initiative; global engagement, diversity, and sustainability.

ASSESSMENT METHODS

The Department of Dental Hygiene faculty will develop assessments to measure student understanding and application of the global learning initiatives. Several assessment categories have currently been chosen and more will be developed with the revised curriculum.

1. Pre/Post assessment of cultural values, diversity and global awareness [develop and implement yearly pre-post questions (of in-coming and exiting students in the dental hygiene program) to assess achievement of learning objectives]
2. HRSA assessment tool for cultural understanding (certificate upon completion)
3. Clinical experience on rotations and externships (self and mentor assessments and journaling of experiences)
4. Alumni survey questions addressing employment locations of recent graduates over a ten year period

BACKWARD DESIGN PROCESS

Dental Hygiene Global Learning

Essential Questions

What is worthy and requiring understanding in Global Learning?

What is the evidence of understanding in Global Learning?

What learning experiences and teaching promote understanding, interest, and excellence in Global Learning?

Dental Hygiene Design Criteria

Opportunities for authentic disciplined-based work

Uncovering and engaging enduring ideas

WHERE model

Where is it going?

Hook the students.

Explore and equip.

Rethink and revise.

Exhibit and evaluate.

What the final design accomplishes in dental hygiene education.

Global learning will be framed around enduring understanding and essential questions.

Global learning will be anchored in credible and educationally vital evidence of the desired understandings.

Coherent learning and teaching experiences, which will evoke and develop the desired understandings, promote interest around global engagement, diversity, and sustainability.

Dental Hygiene Global Learning - Completed Design

Feasible and appropriate given overall global learning priorities

Proposed global learning assessment plan is sound

Evidence of the desired global learning understandings

PROFILE OF A GLOBALLY COMPETENT STUDENT OF DENTAL HYGIENE

1. Demonstrates cross-cultural sensitivity and adaptability
2. Exhibits the ability to provide effective dental hygiene care to all individuals of in a sensitive manner
3. Understands the national and international dimensions of his/her major field of study
3. Communicates effectively in another language and/or cross-culturally
4. Exhibits cross-cultural sensitivity and adaptability
5. Displays a diverse and knowledgeable world perspective
6. Incorporates global competencies throughout life
7. Promotes the use of procedures and materials that are “environmentally friendly” in dental clinics.