APPLICATION FOR NEW COURSE

1. Submitted by College of Dentistry ___________________________ Date January 10, 2005

Department/Division offering course Department of Oral Health Science/Division of Pediatric Dentistry

2. Proposed designation and Bulletin description of this course

a. Prefix and Number CDS 613

b. Title* Contemporary Leadership in Dentistry

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Leadership in Dentistry

c. Lecture/Discussion hours per week 2

d. Laboratory hours per week 0

e. Studio hours per week 0

f. Credits 1

g. Course description

The course will explore the current leadership dilemma in the health professions (specifically). The purpose is to prompt the extension of the role of oral health professionals to serve as leaders who engage a richer 'public good' agenda as part of their role as doctor/teacher. The course will concentrate on important issues such as leadership development and theories of leadership; team building; personality preferences and leadership; peer assessment; transformational and transactional leadership; stress management; leading change; negotiation; and giving and receiving feedback.

h. Prerequisites (if any)

Enrollment in one of the College of Dentistry's post-doctoral programs.

i. May be repeated to a maximum of ___________________________ (if applicable)

4. To be cross-listed as

Prefix and Number ___________________________ Signature, Chairman, cross-listing department

5. Effective Date Summer Session II 2005 (semester and year)

6. Course to be offered

□ Fall  □ Spring  □ Summer

7. Will the course be offered each year? (Explain if not annually)

□ Yes  □ No

8. Why is this course needed?

Through effective leadership, oral health professionals have the potential to improve the oral health of their respective communities. No other course in the College's post-doctoral curriculum focuses on leadership development.

9. a. By whom will the course be taught?  Dr. Jeffrey T. Johnson, Assistant Professor, Division of Pediatric Dentistry

b. Are facilities for teaching the course now available? If not, what plans have been made for providing them?

□ Yes  □ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 5-10

11. Will this course serve students in the Department primarily? □ Yes □ No
Will it be of service to a significant number of students outside the Department? □ Yes □ No
If so, explain.

The course may be taken by other students enrolled in the College of Dentistry's post-doctoral programs.

Will the course serve as a University Studies Program course? □ Yes □ No
If yes, under what Area?

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;
☐ relatively new, now being widely established
☒ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? □ Yes □ No

14. Is this course part of a proposed new program:
If yes, which?

☑ Yes □ No

15. Will adding this course change the degree requirements in one or more programs?*
If yes, explain the change(s) below

☒ Yes □ No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name: Jeffrey T. Johnson  Phone Extension: 3-2787

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signature]
Department Chair

[Signature]
Dean of the College

1-19-05
Date

2-9-05
Date

Date of Notice to the Faculty

Date

Date

Date

Date

Date

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

*If applicable, as provided by the Rules of the University Senate

Rev 3/04
APPLICATION FOR NEW COURSE

Signatures of Approval:

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<th>Signature</th>
<th>1-19-05</th>
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<tbody>
<tr>
<td>John L. Chen</td>
<td>Date</td>
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<tr>
<td>Department Chair</td>
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<td>Dean of the College</td>
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*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)  

*If applicable, as provided by the Rules of the University Senate

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
Contemporary Leadership for Dentistry
Syllabus

Seminar Rationale and Description

Leadership is the means by which things get done in organizations. A manager may establish goals, strategize, relate to others, communicate, collect information, make decisions, plan, organize, monitor, and control; but without leadership, nothing happens. Leadership inevitably requires using power to influence the thoughts and actions of other people. It is the process through which an individual attempts to intentionally influence another individual or group in order to accomplish a goal.

- Leadership is a process. It is an action word, not a noun. Leadership manifests itself in doing; it is a performing art.
- The locus of leadership is a person. Inanimate objects do not lead, groups do not lead, and organizations do not lead; only individuals do.
- The focus of leadership is other individuals or groups. A leader cannot exist without followers.
- Leadership entails influencing others—their thoughts, their feelings, and/or their actions. Influence is leadership's center of gravity and most critical element.
- Goal accomplishment is the objective of leadership. Leadership is instrumental; it is done for a purpose.
- Leadership is intentional not accidental.

Dental and oral health care has traditionally been marginalized in the deliberations of health policy makers, the health insurance industry, and the political deal-makers. It has been asserted that a logical consequence of this marginalization is the lack of access to and appropriate use of oral health care, especially among some segments of the population, including special needs populations, underrepresented minorities, the working poor, lower socioeconomic groups, and immigrants. Improvement in oral health, especially oral health care access, will take leadership.

Dr. DePaola, president of The Forsythe Institute, has suggested that oral health professionals often fail to achieve improvements in the oral health of the community because they are not provided or lack the skills necessary to share their knowledge and expertise with those beyond the dental office, the dental school, or the university setting.

The overriding purpose of the Seminar is to explore the current leadership dilemma in the health professions (specifically dentistry) and to prompt extension of the role of oral health professionals to serve as leaders who engage a richer "public good" agenda as part of their role as "doctor/teacher." The Seminar will be a collaborative effort and will integrate specialty knowledge in the form of invited guest discussion leaders from the University of Kentucky College of Dentistry, University of Kentucky College of Medicine, the Gatton College of Business and Economics, the University of
Kentucky Center for Rural Health, the University of Kentucky School of Public Health, leaders in private industry and policy makers and lobbyists. Service learning opportunities will be integral components of the Seminar. The Seminar will concentrate on important issues such as leadership development and theories of leadership; team building; personality preferences and leadership; peer assessment; transformational and transactional leadership; mentoring; personal leadership; stress management; leading change; negotiation; and giving and receiving feedback.

Goals

1. To prepare post-graduate students in various dental specialties for roles of leadership in the community, the academic arena or in government service.
2. To increase the number of leaders who will address critical and emerging problems in oral health, such as health disparities, access to care in rural areas and needed research areas.
3. To afford each participant opportunities for peer assessment of leadership and management values, attitudes, and behaviors. Combined with personal assessment, the peer appraisals will guide the participant in the creation of a personal development plan, including a set of short and long-term professional goals.
4. To actively engage post-graduate students/residents in service learning opportunities which bridge the classroom and the community by engaging learners in the application of theory to service.

Seminar Topics

1. Assessment of development
   a. Myers-Briggs Form Q
   b. Peer Assessment
   c. IQ vs. EQ
2. Leadership Theories (Zaleznic, Cleveland, Vaill, Bennis, Garner)
3. Professional Responsibility
4. Cultural Competency
5. The study of organizations
   a. Creating the dental team
   b. Working in a division/department
6. Effective Communication Strategies
7. Participatory management
8. Managing organizational effectiveness
9. Strategic Planning
10. Mentoring
11. Trends in Policy/Legislation
12. Planning for the future
    a. Personal goal setting
    b. Professional goal setting
13. Academic Dentistry/Pediatric Dentistry
Seminar Requirements

The Seminar requirements reflect the amount of effort adequate for a graduate-level class as determined by the Seminar director. It will be critical to attend each class meeting. To facilitate the achievement of the goals of the Seminar, guest discussion leaders, post-graduate student presentations, organized lectures, and service learning experiences will be commonplace throughout the Seminar schedule. It is not meant to be a passive Seminar; the Seminar instructors and discussion leaders will rely heavily on interaction and dialogue with and between participants.

Since there is no objective method by which to measure leadership skills gained/improved through the Seminar, each participant will be required to develop a capstone paper for the class near the end of the semester. The manuscript should reflect insights gained from the in-class discussions and reading assignments. Detailed information regarding the preparation of the paper will be distributed at the second class session.

Evaluation

Evaluation in the Seminar will be based on:

**Class Attendance**  
(40% of grade)

Much of the learning associated with the Seminar will be as a result of discussion among class colleagues; attendance is expected at all sessions. Should extraordinary circumstances prevent attendance at a given session, please discuss with the Seminar director in advance if at all possible.

**Class Preparedness and Participation**  
(40% of grade)

The Seminar will require that students prepare themselves to participate fully in class discussions. Following are the criteria which will be applied in evaluation of preparedness and participation:

**A:** Always prepared; makes frequent comments based on assigned readings; actively and respectfully listens to the comments of others; asks frequent, thoughtful questions.

**B:** Sometimes prepared; makes occasional comments, but not necessarily based on assigned readings; actively and respectfully listens to the comments of others; asks occasional questions.
**Unsatisfactory:** Usually not, or never, prepared; rarely, or never, makes comments; does not actively listen to the discussions; is disrespectful of the comments of others; doesn't ask questions.

<table>
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<th>Assignments: in-class and out-of-class</th>
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<td>(20% of grade)</td>
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Individual students will be asked to review and lead the discussion on a variety of topics associated with assigned readings. In addition, the Seminar will have some out-of-class exercises to complete. These are expected to be accomplished within the framework of the instructions provided for each.

Grades will be assigned in keeping with the Graduate School’s policy of:

- **A** - High Achievement
- **B** - Satisfactory Achievement
- **C** - Minimum Passing
- **E** - Failure
- **I** - An incomplete is assigned if a part of the work remains incomplete and there is reasonable possibility that a passing grade will result from completion of the work.
- **S** - A satisfactory may be assigned for students in graduate seminars, independent work, or research courses which extend beyond the limits of a semester or summer term.

**College Code**

All activities in this Seminar are conducted under the college of Dentistry Code. The College has high expectations of each student concerning their professional and academic responsibilities including self-governance. If you have questions about expected standards of behavior, it is your responsibility to discuss and clarify these questions with the Seminar director.

**Statement on Plagiarism and Cheating**

Participating faculty/discussion leaders will enforce and administer rules concerning plagiarism as set forth in *Students Rights and Responsibilities*.

6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.
When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Attendance

Attendance is required in this Seminar. The University of Kentucky attendance policy can be found in Sections V-2.41 and 2.42 in Student Rights and Responsibilities Handbook.

V-2.4.2 Excused Absences: (US: 11/11/85; 2/9/87) The following are defined as excused absences:

A. Illness of the student or serious illness of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.

B. The death of a member of the student's immediate family. The instructor shall have the right to request appropriate verification. * Children of students are considered members of the immediate family (RC: 11/9/94)
C. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.

D. Major Religious Holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

E. Any other circumstances which the instructor finds reasonable cause for nonattendance. (US: 4/23/90)

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and RC: 11/20/87]

If attendance is required or serves as a criterion for a grade in a Seminar, and if a student has excused absences in excess of one-fifth of the class contact hours for that Seminar, a student shall have the right to petition for a "W", and the faculty member may require the student to petition for a "W" or take an "I" in the Seminar. [US: 2/9/87; RC: 11/20/87]

* If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements. (RC: 8/20/87)

**Statement on Disabilities**

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this Seminar, you must provide me with a *Letter of Accommodation* from the Disability Resource Center (room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.