Dental Assisting A Comprehensive Approach 5th edition Phinney Solutions Manual

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CHAPTER 2

Psychology, Communication, and Multicultural Interaction

SPECIFIC INSTRUCTIONAL OBJECTIVES

1. Define psychology and paradigm.
2. Describe the components of the communication process.
3. List the skills used in listening.
4. Differentiate the terms used in verbal and nonverbal communication.
5. Demonstrate how the following body language is used in nonverbal communication behavior: spatial, posture, facial expression, gestures, and perception.
6. Discuss how Maslow's hierarchy of needs is used and how it relates to communication in today's dental office.
7. Discuss how defense mechanisms can inhibit communication.
8. Identify and explain dental patient phobias and concerns.
9. Describe how the baby boomer generation may differ from generations X, Y, and Z.
10. Identify office stress and demonstrate how to achieve conflict resolution.
11. Describe some general behaviors of multicultural patient populations.

PREPARATORY

Personnel

Primary instructor who is knowledgeable about psychology, communication, and multicultural interactions, and understands the information the dental assistant needs to know when caring for and interacting with dental patients and other dental team members.

Suggested Audiovisual and Resource Materials

DVDs or videos demonstrating skills such as communicating with patients and coworkers, verbal versus nonverbal communication, body language, and behaviors exhibited by various cultures and generations. Videos and resources on patient dental phobias.

- ***Workbook:*** Chapter 2.
- ***MindTap:*** Chapter 2. Online reading, exercises, and quizzing.
- ***Computerized Test Bank:*** Provides test questions for Chapter 2 and related material on the Dental Assisting National Board (DANB) examination.

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- ***Delmar's Dental Assisting Exam Review, 2e:*** Provides additional review material, test questions, and rationales to provide practice for the ***DANB*** examination.
- ***Recommended Minimum Time to Complete Chapter 2:*** 3 to 4 hours, depending on the depth of information the instructor wishes to provide.

LECTURE OUTLINE CORRELATED TO INSTRUCTOR PRESENTATIONS IN POWERPOINT

The presentations provided contain lecture notes. The notes can be viewed in PowerPoint when viewing the slides in either the normal or outline view. To print the slides with the notes: From your print box look for the "Print What" and change the drop-down to "Notes Pages." A new feature called "Dental Checks" has been interspersed throughout the presentations to keep the student engaged in the materials during the lecture. This feature contains a quick question followed by the answer to stimulate a brief discussion.

1. Psychology and Understanding Individual Paradigms—define and explain psychology and paradigms. (Slide 2)
2. Communication (Slide 3)
    a. Verbal
    b. Nonverbal
    c. Listening
3. Communication Process—explain the sender, message, channel, receiver, and feedback concepts, providing examples of each. Have two students demonstrate an interaction and have the class determine whether the communication cycle occurred and whether communication was effective. (Slides 4 and 5)
    i. Sender
    ii. Message
    iii. Channel
    iv. Receiver
    v. Feedback
4. Listening Skills—discuss the various barriers to communication—have students role-play to demonstrate various barriers that may be encountered. (Slide 6)
    a. Telephone listening skills—play answering machine messages and have students write down what they hear. (Slide 7)
5. Verbal and Nonverbal Communication—explain and provide examples of the various nonverbal clues people will exhibit when communicating. Have students role-play these situations. (Slide 8)
    i. Territoriality or Spatial Relation
    ii. Posture and Position
    iii. Facial Expression
    iv. Gestures
    v. Perception

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6. Maslow's Hierarchy of Needs—discuss each of the levels of the hierarchy. Provide examples for each. Create a PowerPoint presentation that provides a scenario and have students determine what level of the hierarchy it exemplifies. (Slides 10 through 12)
    i. Survival or Physiological Needs
    ii. Safety Needs
    iii. Belongingness and Love Needs
    iv. Prestige and Esteem Needs
    v. Self-Actualization
7. Defense Mechanisms—discuss the various defense mechanisms that can block effective communication. Have students role-play scenarios where these mechanisms are exhibited. (Slide 14)
8. Dental Phobias and Concern (Slide 15)
    a. fear of dentistry or dental care
    b. may require professional help
    c. causes may be direct or indirect
9. Understanding Different Generations (Slide 16)
    a. Baby Boomers
    b. Generation X
    c. Generation Y
    d. Generation Z
10. Stress in the Dental Office (Slide 17)
    a. stress-causing factors
    b. conflicts
    c. conflict resolution
11. Culture, Ethnicity, and Race—explain the differences among the terms. (Slide 18)
12. Multicultural Interaction—provide examples of typical behaviors customary to a particular group of people and discuss ways to accommodate the behaviors to foster effective communication. (Slide 19)

TEACHING STRATEGIES

1. The students can be organized into groups, with each group being responsible for preparing and delivering a presentation on people of a specific culture or generation. Presentations can cover beliefs, behavior, attitudes, customs, languages, symbols, ceremonies, rituals, knowledge, and practices that are distinctive to the particular grouping. The students can present information about the geographical area, economy, and dentistry specifics, including the use of audiovisual aids such as PowerPoint text and images.
2. A quiz or a game such as the word search on the MindTap or a Web assignment can be required of the students to again review the material and broaden their knowledge base.

CASE STUDY ANSWERS

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1. The levels of Maslow's hierarchy of needs that are addressed in this scenario are the lower three levels. The survival or physiological needs as well as the safety needs are due to her home being lost. The belongingness and love needs level is due to her husband leaving.

2. There is always discussion on this topic, but many do feel that the basic levels need to be met before seeking a higher level. In this case study, there are several aspects involving different levels. The first area that would need to be addressed would be to find a home and have a place to live.

3. The level in the hierarchy of needs in which the dental office teamwork belongs is the third level, belongingness and love needs.

TEXTBOOK REVIEW ANSWERS

Multiple Choice

1. c 2. d 3. d 4. c 5. b 6. b 7. c 8. c

9. d 10. b

Critical Thinking

1. Defense mechanisms may be denial, regression, and rationalization for justification. To overcome the defense mechanisms, the root reason for the defensive behavior needs to be identified. Once the reason for the defensive behavior is identified, it can be addressed in a manner that engages the individual and educates the individual about how to move forward. Individual answers may vary related to how individual students may have responded to this behavior in their own experiences.

2. Some nonverbal forms of communication that may be observed in the dental office include the patient tightening his or her hands on the arms of the chair, a look that may indicate a need the patient has, the patient's posture in the chair, or a muffled noise the patient makes. The intent may be to let the dental assistant know that the patient may need something or is uncomfortable with the treatment.

3. Self-actualization is the highest level on Maslow's hierarchy of needs. At this level, individuals seek to be the best they can be. These individuals show spontaneity in their ideas and actions; they are creative, interested in solving problems, appreciate life, harbor no prejudices, and embrace the facts and realities of the world.

4. Refer to Figure 2-7 in the textbook.

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