



VCU Relevant, Experiential and Applied Learning

Applicant Name (last name, first name): McGregor, Michelle

Course Title: Clinical Service-Learning

Course Number: DENH 457

Date of application: July 28, 2021

LEVEL 4

Note: Level 4 involves hands-on learning as well as a high level of both reflection and mentoring. Additionally, evidence of integration of learning must be present. Answer all questions below.

Hands-on

1. Describe the hands-on activity or activities that students complete during the semester

Students provide patient care outside the school at external rotation sites.

2. Estimate the amount of time students will spend on this active/hands-on experience

55-65 clinical sessions

3. Describe how this experience reinforces one or more of the learning goals of the course

The clinical experience allows them to provide service to a diverse population of patients. They use didactic knowledge learned previously to work more independently.

Reflection

4. Describe how reflection will be purposefully embedded throughout this course:

Reflections are required on the experience of providing service to diverse populations.

5. Indicate the specific learning objective(s) that the planned reflection activities/assignments will reinforce

Students reflect on how their ability to promote health and disease prevention activities for diverse populations in a variety of settings. They examine their biases, changes in behaviors, and understanding of health disparities.

6. Explain how the reflection activities/assignments will be used to evaluate student learning

Students will be provided feedback on their reflections. Students will share and provide peer feedback on the course Padlet Posts.

7. Describe the proposed format for the reflection activity/activities in this course (e.g., discussions, journaling, etc.)

Students will complete a pre-course statement of intent during the first week of class answering the following questions:

What are some of your perceptions or beliefs about the population you will be serving?
What fear, if any, do you have about working in the community?
What do you hope to gain from this experience?

Then two reflection journals will be completed using prompts. The first will be a critical incident journal and the second will follow the "What, So What, Now What" format. At the end of the course the students will receive their pre-course statement of Intent back and submit a final reflective journal using their choice of format between a letter, a photo essay, video or postcard assignment. Ongoing discussions on the Padlet Posts are encouraged but not required.

8. Describe the way(s) in which reflection in this course will challenge students to think more critically

Students are provided guidelines to critically reflect and evaluate their experience. The prompted questions help them better examine their beliefs, concepts learned and interaction with the community.

Mentoring

9. Describe how weekly points of reciprocated exchange between mentee and mentor will occur

Students are provided ongoing feedback from mentors at the external rotation sites. Some of this occurs formally using the online External Site Evaluation of Students form and some informally during patient care.

10. List the guiding principles or parameters of mentoring that are being used in this course

Affiliate faculty outside of the school mentor students through clinical activities to include clinic skills, patient management, communication and ethical behaviors. Affiliate faculty duties are outlined in the faculty appointment letter.

11. Describe the strategy that will be used to evaluate the effectiveness of the mentoring used in this course

Students submit a final reflection at the end of the course compared to the initial pre-reflection work that serves as a self-assessment. Reflections are evaluated with a rubric.

Integrated Learning

12. Describe the assignments and exercises that will be used to promote critical thinking, synthesis, and transfer

Students utilize previous didactic and pre-clinical knowledge to provide care in diverse clinical environments to patients in underserved areas. Students synthesize clinical experiences from school clinics and apply to situations in real world settings.

13. Describe the artifact of learning (e.g., e-portfolio, capstone project) used in this course that will demonstrate how students have integrated their hands-on experience with academic/disciplinary knowledge

Students will receive feedback on performance at external rotations from site supervisors using the student evaluation form. The site supervisor will communicate to the student and information will be shared with the students clinical group leader and faculty advisor so they can award achievements and provide mentorship/remediation as needed.

14. Explain the ways in which students will present/demonstrate their learning from this course.

Reflections on service activities as the semester progresses. Comparison of a pre-course statement of intent with a final reflective exercise at the end of the course.

15. Describe which of the explicitly stated learning outcomes/goals for this course relate to integrative learning

Students demonstrate the ability to provide comprehensive care and health promotion in diverse settings using knowledge obtained from school.

16. Explain how students' integration of learning will be assessed (e.g., AAC&U Integrative Learning VALUE rubric, etc)

Students are evaluated using the external site evaluation form. Students meet with the course director, group leaders and mentors in the School of Dentistry as needed. Course learning outcomes demonstrated in the reflection activities. Students incorporate knowledge gained, understanding of health disparities, and any changes in tolerance or biases they obtained from the experience. The final reflection activity reinforces the course purpose to understand their role as dental professionals in the community they serve. .

**STANDARDIZED COURSE
SYLLABUS**

GENERAL COURSE INFORMATION

Course Number & Title: DENH 457 SL Clinical Service-Learning
Academic Year: 2022-2023
Semester: Fall and Spring
Credit Hours: 2
Contact Hours & Type: 48-50 sessions, experiential

COURSE DIRECTOR

Name: Michelle McGregor
Department: Dental Public Health and Policy
Email: mrmcgregor@vcu.edu
Phone: 804-628-2918
Office Location: Perkinson 3100 B
Office Hours/Scheduling Appointment: Monday 10:00-2:00 or by appointment

Other Course Faculty:

Faculty for this course are community professionals, appointed as honorary adjunct faculty, with ties to affiliated community partner sites. Currently the community-based sites include: Community Dental Clinic, Martinsville; Crossover Ministry, Richmond; Free Clinic of Central Virginia, Lynchburg; Goochland Free Clinic and Family Services; Hanover Interfaith Free Clinic, Mechanicsville Christian Center Dental Clinic, Mechanicsville; Richmond; Lucy Corr Village, Chesterfield; Northern Neck-Middlesex Free Health Clinic, Kilmarnock; Park Place Dental Clinic Norfolk; and The Virginia Home, Richmond.

In addition, course faculty also is the private dental practitioner who has an active affiliation agreement and is appointed as adjunct faculty to the School of Dentistry.

ABOUT THIS COURSE

Course Bulletin Description

Clinical Service-Learning is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets community-identified needs. During the course, students are assigned rotations in clinical practice settings in underserved areas. In these settings, students are exposed to patients of varied ethnic, socioeconomic, and demographic backgrounds as well as special patient populations not typically encountered in the School of Dentistry clinics. While

continuing clinical education, students have the opportunity to make oral health care more accessible to marginalized groups. These experiences can enhance understanding of social determinants of health and disparities in health care. Throughout this unique learning experience, students are exposed to the benefits of potential practice in Public Health Dentistry.

Students will reflect on the service activity to increase understanding and application of course content and to enhance a sense of civic responsibility.

This course is a year-long, two semester course.

VCU Statement Service of -Learning:

Service-learning at Virginia Commonwealth University is a course-based, credit-bearing educational experience in which students participate in organized service activities that meet community-identified needs. Service activities vary based on the individual course, but may:

- be direct (e.g., mentoring youth, volunteering with patients, working in community gardens) or indirect (e.g., creating research reports, designing online or print materials);
- be individual or group-based;
- occur either on- or off-campus;
- be scheduled at varying times of the week/day;
- be focused in different parts of the city or state;
- and involve a single community partner or a variety of community organizations.

While individual service-learning classes do not offer all of these options, there may be some flexibility within the service partnerships and/or activities to be completed by individual students. Students are expected to familiarize themselves with the service activity options that are available in this class and, with their faculty member, to select from available options. Students in all VCU service-learning classes participate in reflection activities that are designed to increase students' understanding and application of course content and to enhance their sense of civic responsibility.

VCU Statement of REAL Experiences:

This course/experience has been approved by the REAL Council as a: REAL Level 4 Course/Experience and offers the following REAL components:

A course or non-course activity that engages students in a clearly defined experiential learning activity that incorporates reflection, mentoring, and integrative learning as both a pedagogy and a learning outcome.

Pre-requisites

Enrolled in the Dental Hygiene Program

Course Purpose Statement

This course is designed to assist students in learning about their roles as dental professionals through the provision of patient care and related services in community-based and/or private practice settings.

Course Instructional Map

Learning Objective <i>At the end of this course, students will be able to:</i>	How Objective is Taught (specific lecture, lab exercise, clinical assignment etc.)	How Student Learning is Measured (for each objective)	Related School Competency Statement (this learning objective is a building block towards ...) ...
Plan, implement and evaluate a comprehensive dental hygiene care plan that is educational, preventive, and therapeutic in nature.	Padlet Posts Service-learning activities	Two Reflective Essays and final reflection activity on Service-learning Student performance off site is evaluated by site supervisor using the external site evaluation form and communicated to the student and course director	5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4
Promote health and disease prevention activities for diverse populations in a variety of settings	Padlet Posts Service-learning activities	Two Reflective Essays and final reflection activity on Service-learning Student performance off site is evaluated by site supervisor using the external site evaluation form and communicated to the student and course director	8.1, 8.2, 8.8, 8.9
Students will describe any change in tolerance or biases they experienced or observed through service provided and describe their understanding of inequalities in oral health care.	Clinical service-learning activities	Two Reflective Essays and final reflection activity on Service-learning	1.1, 1.3, 1.6

Program Student Learning Outcomes (Align with the Competencies for the Entry Level Dental Hygienist)							
1. The dental hygiene graduate will demonstrate commitment to the legal and ethical practice of dental hygiene, demonstrating integrity, honesty, and confidentiality with colleagues, patients, and the community.	2. The dental hygiene graduate will demonstrate competence in interpersonal and communication skills and in the evaluation, synthesis and application of information and technology as resources in contemporary dental hygiene practice.	3. Systematically collect, accurately record and analyze data on the general, oral and psychosocial health status of a variety of patients using methods consistent with medico-ethico-legal principles.	4. The dental hygiene graduate will use critical thinking and decision-making skills to reach conclusions about the patient's dental hygiene treatment needs based on an analysis of all available assessment data and evidence from current scientific literature.	5. The dental hygiene graduate will collaborate with the patient, guardian, and/or other health care professionals, be able to formulate an individualized comprehensive dental hygiene care plan based on assessment findings and the dental hygiene diagnosis.	6. The dental hygiene graduate will provide and implement specialized care that includes educational, preventive and therapeutic services designed to minimize risk and optimize oral health as well as assist the patient in achieving and maintaining oral health goals.	7. The dental hygiene graduate will evaluate the outcomes of dental hygiene care, which occur throughout the process of care, and modify as necessary.	8. The dental hygiene graduate will initiate and assume responsibility for health promotion and disease prevention activities for diverse populations in a variety of settings.
Supporting Competency 1.1-1.7	Supporting Competency 2.1-2.3	Supporting Competency 3.1-3.7	Supporting Competency 4.1-4.7	Supporting Competency 5.1-5.4	Supporting Competency 6.1-6.6	Supporting Competency 7.1-7.4	Supporting Competency 8.1-8.9

- The definition of the Dental Hygiene Program Major Competencies for the Entry Level Dental Hygienists and the supporting competencies can be found at: https://portal.dentistry.vcu.edu/docs/competencies_for_new_dentalthygienist.pdf

Changes Made Since Last Course Offering

The course was changed from a P/F course to a standard grade and moved to a yearlong course. An online evaluation of students activities by the sites in the community was added and evaluation of sites by the students. A final reflective assignment was added to capture cumulative achievement of course objectives and demonstrate understanding of health disparities and any changes in tolerance or biases they obtained from the experience.

COURSE BOOKS & MATERIALS

Textbook(s): No text required for this course.

Cost: None.

Other materials: *Clinical Service-Learning Manual*. Accessed SOD intranet at <https://policies.dentistry.vcu.edu/audience/students>

Cost: None.

COURSE SCHEDULE

Course meeting schedule and topics for each session are:

Each student's schedule is different and independent of other student's schedules. Students are responsible for each assigned rotation.

ASSIGNMENTS, EXAMS, AND GRADING

Assignment	Percentage of Grade
Pre-course statement of Intent	P/F
Two reflective journals (10% each)	20%
Attendance to all rotations	70%
Final reflective assignment	10%
Total	100%

Points	Grade
90-100	A
80-89	B
70-79	c
<69	F

Students are required to complete the following assignment(s) and/or examination(s) in accordance with the timeframe and parameters provided below:

Completion of all assignments is required to pass the course. Course assignments are detailed in the Clinical Service-Learning Manual:

<https://policies.dentistry.vcu.edu/audience/students>

and on the CANVAS site for this course:

<https://viriniacommonwealth.instructure.com/courses/42628>

The following assignments are required:

- Pre-course statement of Intent
- Two reflective journals
- Attendance to all rotations
- Final reflective assignment of choice (postcard/letter/photography/video)

All assignments are required to pass the course. A pre-course Statement of Intent is due a week after orientation. Three reflective journals must be submitted. One reflective journal must be submitted prior to the end of the fall semester (no later than the last day of classes). Students are encouraged to post on Padlet to share information with classmates on the sites. One reflective journal must be submitted in the spring semester (no later than the last day in March). The final reflective journal assignment should be a reflection of the overall service-learning experience. Assignments submitted past the assignment dates will not be accepted and may result in failure of the course. **Reflective journals should be submitted via word document emailed to the course director using this format: LastName_FirstName_Reflection1, 2 or Final.**

Rotation Assignments:

The external community-based sites include: Community Dental Clinic, Martinsville; Free Clinic of Central Virginia, Lynchburg; Goochland Free Clinic and Family Services; Hanover Interfaith Free Clinic, Mechanicsville Christian Center Dental Clinic, Mechanicsville;Richmond; Lucy Corr Village, Chesterfield; Northern Neck-Middlesex Free Health Clinic, Kilmarnock; and The Virginia Home, Richmond.

Grading Scale and Criteria

This is a graded course. Each student is expected to demonstrate positive behavior and display conduct and ethical behaviors reflective of professionals in a healthcare or community setting including but not limited to:

- Preparation for assigned/scheduled service-learning activity
- Consistent punctuality
- Respectful treatment of dental staff and patients
- Refraining from behavior that detracts from the profession of dentistry
- Responsible and timely communication with the Department of Oral Health Promotion and Community Outreach and the community site about absences, conflicts, or problems that may affect program experiences
- **Completion of course assignments by established deadlines**

Failure to meet the above criteria may result in point deductions and/or failure of DENH 457 Clinical Service-Learning.

Point Deductions:

Minor infractions will result in a 3-point deduction from the overall grade. Examples of minor infractions include but are not limited to: lack of preparation for an assigned rotation (not providing the site with your contact information when indicated; late arrival; lack of appropriate notice (24 hours) for interviews that result in faculty securing coverage for an assigned rotation; late submission [**per day**] of assignments, etc.).

Major infractions will result in a 20-point deduction from the overall grade. Examples of major infractions include but are not limited to: habitual offenses in punctuality; unexcused/unauthorized absences; failure to complete assignments, etc. Depending on the severity, major infractions may result in failure of the course.

Should a student earn a failing grade for this course, he or she may have the opportunity to remediate or repeat the course based on the decision of the Academic Progress Committee (APC). Remediation or repetition will only occur after APC has met and issued its decision.

****In addition to this course's academic criteria, you must meet all Technical Standards. https://intranet.dentistry.vcu.edu/docs/technical_standards.pdf Failure to meet Technical Standards will result in a course failure.***

Course Failure:

A student earning a failing grade (F) may be dismissed, or required to repeat or remediate the course. Remediation may include, but not limited to: 1) re-examination, 2) additional assignments, 3) repetition of part of the course. A student offered remediation will be enrolled in an "Individual Plan of Study" course equivalent to the course credit hours of the failed course. The student will be financially responsible for the course. The original failing grade remains on the student transcript. For a student earning a failing grade, remediation or repetition of a course will not be allowed until approval is granted by the Academic Progress Committee (APC). APC will also set a deadline for completion of the remediation or repetition of the failed course.

COURSE-SPECIFIC POLICIES

Attendance & Participation

Students are expected to prepare for, attend, and participate in all scheduled and assigned service-learning sessions. If an absence is unavoidable or an emergency arises, the student **must** contact the

community-based site director or private practitioner, the Department of Dental Public Health and Policy and course director.

Any absence from an assigned/scheduled rotation will require the student to arrange, in advance, coverage for the assigned/scheduled session. Students who switch rotations are responsible for coverage of the rotation switch agreed upon. A rotation change form must be completed by the student(s) and signed by the appropriate supervisor(s) prior to the scheduled session. The rotation change form is located on the School of Dentistry intranet under Policies and Documents and on the CANVAS site. Any student unable to attend a rotation and find coverage, will take equivalent leave sessions from clinic and cannot be scheduled patients in the school clinics

Unexcused/unauthorized absences will result in failure of the course.

UNIVERSITY & SCHOOL POLICIES

All courses, students, and faculty are governed by and accountable to the following University and School policies. Students and faculty are strongly encouraged to review all policies at the beginning of each semester. Enrollment and participation in a School of Dentistry course indicates your awareness of these policies. Policies are available on the web at the two links below.

University

Students should visit <http://go.vcu.edu/syllabus> and review **all** syllabus statement information. The full university syllabus statement includes information on safety, registration, the VCU Honor Code, student conduct, withdrawal and more.

School of Dentistry Policies

<https://policies.dentistry.vcu.edu/category/courses>

1. Guidelines for the Evaluation of Student Performance and Academic Status
2. Technical Standards for Dental Education Programs
3. Guidelines Governing Examinations and Laboratory Assignments
4. Tutoring Policy
5. Grade Review Procedure
6. Academic Calendar
7. COVID-19 Syllabus Statements

Service-Learning Reflective Exercises

1. **Pre-Course Statement of Intent:** You experienced some of the external rotation in DENH 337, this course will reflect deeper on your thoughts, feelings, and skill based on the experiences. Think about your current clinical skills and patient management experience and briefly answer the following questions. (no more than one page, due the first Friday of the start of the semester by COB)
 - What are some of your perceptions or beliefs about the population you will be serving?
 - What fear, if any, do you have about working in the community?
 - What do you hope to gain from this experience?

2. **Fall Reflection Journal (due no later than the last day of classes, can submit earlier)**

Critical Incident Journal:

Incidents could be positive or negative events, which the student participated in or witnessed and thus did not play an active role in. Write a reflective essay about a particular incident that occurred during a rotation; respond to the following: *How did you or others around the event feel about it; what was everyone thinking? *What did you do, or what was the first thing that you considered doing? *How do you think the incident relates to professional responsibility? *If you were placed in the same situation again, would you have the same reaction? *What conclusions can you draw?

3. **Spring Reflection Journal (due the last day of March)**

What?, So What, Now What?"

Guided reflection is grounded in individual practice, and can provide deeply meaningful insights into self-development and professional care. The process results in a reflexive narrative, which highlights key issues for enhancing health care practice and professional care.

Students should address the following questions:

*What service did you do? * Why was the service needed? *What else is needed now? *What role did you take on? *What about you did you share with others? *What did others share with you? *Are there other sites in the community that have similar goals? *What factors affected the need? *Was the service useful? *Was the service "successful"? *What strategies might solve the problem, eliminate the need or sustain the results *Is it important for me to stay involved in the community? *What did you learn? *Relate this to personal values.

4. **Final Reflective Journal:** A reflection of the overall service-learning experience discussing how you changed as a result of this service experience and how will these changes influence your future behaviors? . (Due the third Friday in April COB) Choose one of the formats below.

The Letter: Write a letter to a D1 or D2 describing the service experience and what it meant to you. What would you want them to know if they were going to participate in the same experience? What useful skills did you discover while serving, did you refine existing skills or develop new ones.

Photo Essay This is an alternative approach to reflection, which allows you to use figurative and literal “lenses” to view the service experience. Use photographs, images and words to reflect on the service experience and weave a main theme or concept learned to actual photo documents. Demonstrate what you learned about yourself and the communities you served.

Video: Shoot a brief video 3-5 minutes about the service experience. It can be images you narrate, a voice over PPT, or a video of you discussing the overall experience. Describe how this new learning translate into your life beyond this class, i.e., how will you apply this learning after this course ends

The Postcard: Write a postcard to a friend or relative describing the service experience. Talk about what surprised you about the patients, the community, your behaviors or reactions. Explain how it has changed your perspective and how you will incorporate lessons learned into your future work.

External Site Evaluation of Students

As you assist and mentor students, please provide any feedback that could be important or useful for the student and for faculty, pre-doctoral group leaders or administration at the SOD to prepare students for independent practice.

***** Please discuss any concerns or share accolades with the student before submitting*****

* Required

1. Clinical Site *

2. Student Name *

3. Rate the student's ability to communicate and manage diverse patient populations:

Check all that apply.

Competent

Progressing

Marginal

Inadequate

4. Rate the student's ability to collaborate with other members of the team:

Check all that apply.

- Competent
- Progressing
- Marginal
- Inadequate

5. Rate the student's ability to gather assessments, diagnose, prepare and communicate treatment plans:

Check all that apply.

- Competent
- Progressing
- Marginal
- Inadequate

6. Rate the student on organization, infection control and cleanliness:

Check all that apply.

- Competent
- Progressing
- Marginal
- Inadequate

7. Rate the student's clinical skills providing care for patients:

Check all that apply.

- Competent
- Progressing
- Marginal
- Inadequate

8. Discussion with the student and any other comments:

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Google Forms

	Advanced reflective practitioner (25pts)	Proficient and aware practitioner (20 Pts)	Developing and reflective novice (15pts)	Beginner (10Pts)
Relevance to course goals	The learning experience being reflected upon is relevant and meaningful to student and course learning goals	The learning experience being reflected upon is relevant and meaningful to student and course learning goals	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader	Most of the reflection is irrelevant to student and/or course learning goals
Reflective thinking and analysis	The reflection explains the student's own thinking and learning processes, as well as implications for future learning. The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline and community need.	The reflection explains the student's thinking about his/her own learning processes. The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process. The reflection attempts to analyze the learning experience, but the value of the learning to the student or others is vague and/or unclear.	The reflection does not address the student's thinking and/or learning. The reflection does not move beyond a description of the learning experience
Identification of the effect and impact the service had to self and the community	Articulates transformation of their perspective of themselves or about a particular issue/concept/ problem because of the experience. Pre-existing assumptions/biases are identified and challenged.	Articulates new understanding/insights about self or particular issue/concept/ problem because of the experience. Some assumptions or biases addressed.	Limited/superficial insight about self or particular issue/concept/ problem as a result of experience. No assumptions or biases addressed.	No evidence of insights about self or particular issue/concept/ problem as a result of experience. No assumptions or biases addressed.
Writing	Free of grammar and syntax errors.	Minor grammar and syntax errors.	There may be some grammar and syntax errors, but these do not compromise readability.	Grammar and/or syntax errors interfere with the reader's ability to follow and/or comprehend the assignment

Date

Dr. Name

Address

Address

Dear Dr. Name:

I take pleasure in offering you a courtesy appointment, as an External Affiliate Instructor, in the Department of Oral Health Promotion and Community Outreach at Virginia Commonwealth University School of Dentistry. This appointment is for the academic year from (Month, Year) to (Month, Year).

DUTIES:

The principal duties of the External Affiliate Instructor (Instructor) shall include, but not be limited to, those listed below. These duties shall be performed within the bounds of agency policies and procedures established by the Board of Directors, its appointed Committees, and the Executive Director at assigned community partner sites(s).

Preceptor for Dental and Dental Hygiene Students

1. Instruct dental and/or dental hygiene students in the applicable clinical procedures of dentistry.
2. Provide clinical instruction and supervision to dental and/or dental hygiene students in the assigned community partner site.
3. Provide each assigned student with an orientation to the site, including a copy of pertinent rules and regulations pertaining to the community partner site.
4. Provide each assigned student with appropriate supervision during the community experience to include, but not limited to:
 - a. review medical history and confirm appropriate plan of action
 - b. review treatment plan and procedures scheduled for the appointment with the student
 - c. review and authorize any deviation from the accepted treatment plan
 - d. provide constructive and corrective feedback to students during treatment procedures
 - e. evaluation of completed procedure to ensure adequacy and compliance with standards of care
 - f. provide countersignature for evaluation completed for and discussed with students
7. Retain ultimate responsibility for providing appropriate care to individuals receiving dental care services at community partner site(s).
8. Evaluate the performance of assigned students in writing, using the forms provided or approved by the School of Dentistry.

Although this appointment provides no financial compensation in any form, nor any standard benefits or rights of an employee of the university, it is offered because we do wish to acknowledge your participation in student supervision at the School's affiliated community partner sites. Your appointment is governed by VCU's policy on Affiliate Faculty Appointments and all other applicable VCU policies.

To accept this appointment, please sign and return the original of this letter to VCU School of Dentistry, Department of Dental Public Health and Policy.

In anticipation of your favorable response, I do wish to express my pleasure in formalizing this relationship.

Cordially,

Michelle McGregor, RDH, BS, M.Ed.
Director Community and Collaborative Partnerships
Associate Professor
VCU School of Dentistry
Department of Dental Public Health and Policy

Enclosures

I accept under the terms and conditions stated above.

Signature

Date