

Community Dentistry (DHYG 1315.1A1) (DHYG 1315.5A1)



**LAMAR INSTITUTE
OF TECHNOLOGY**

CREDIT

3 Semester Credit Hours (2 hours lecture, 3 hours lab)

MODE OF INSTRUCTION

Hybrid

PREREQUISITE/CO-REQUISITE:

Prerequisite: Admittance to the Dental Hygiene Program; DHYG 1301; DHYG 1431; DHYG 1304; DHYG 1227; DHYG 1219; DHYG 1235; DHYG 2301; DHYG 1207; DHYG 1260; DHYG 2261; DHYG 1311; DHYG 2331; DHYG 1339

Co-requisite: DHYG 2153; DHYG 2262

COURSE DESCRIPTION

The principles and concepts of community public health and dental health education emphasizing community assessment, educational planning, implementation, and evaluation including methods and materials used in teaching dental health education in various community settings.

END-OF-COURSE OUTCOMES:

Design a community dental health educational program that meets the needs of a target population; differentiate the governmental, sociological, environmental, and cultural concerns of the community; and describe the principles and concepts of community dental health education and evaluation.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

- Identify the structure, principles, and current issues of public health practice and their relationship to community dental programs.
- Analyze public health programs according to the principles and practices of community dentistry.
- Plan, implement and evaluate a community dental health program.
- Utilize and interpret the methods of epidemiology.
- Describe the epidemiology of dental diseases and conditions and relate it to program planning.
- Utilize dental indices for assessment and evaluation related to community dental health programming and oral health research.
- Discuss the issues of consumerism, access to care, utilization of care, dental personnel, structure of dental practice, financing of care and quality of assurance in relation to community health programs.
- Express knowledge and respect for the unique differences of all populations in community programs as they relate to community dental health programming.

Approved:

- Apply and use written and electronic oral health resources for community dentistry.
- Communicate orally and in writing on community dental health programming.
- Evaluate scientific literature in terms of study design, sampling, data analysis methods, results, discussion, and conclusion.
- Demonstrate and apply knowledge and skills in dental health education and health promotion strategies as they relate to community-based needs.
- Compare the effectiveness, efficiency, practicality, and economic feasibility of preventive measures when applied to community based dental programs.
- Establish channels of communication to promote community cooperation.
- Participate in community activities as an oral health educator and promoter.

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Kristina Mendoza

Email: kmmendoza@lit.edu

Office Phone: 409-247-5070

Office Location: MPC 208

Office Hours: Wednesdays 1:00pm-3:30pm; Thursdays 8:00am-12:00pm
Fridays: 9:00am-10:00am

REQUIRED TEXTBOOK AND MATERIALS

Nathe, Christine N, *Dental Public Health and Research*, 4th edition, Boston: Pearson, 2017. ISBN 0-13-425546-1.

RECOMMENDED READINGS

Texts/References

- Geurink, Kathy Voigt, *Community Oral Health Practice for the Dental Hygienist*, 4th edition. St. Louis, MO, 2017.
- Gagliardi, Lori. *Dental Health Education*. 2nd edition. Upper Saddle River, NJ: Waveland Press, Inc, 2014
- Boyd, Linda, Mallonee, Lisa, Wilkins' *Clinical Practice of the Dental Hygienist*, 14th edition, Jones & Bartlett Learning, 2024

WEBSITES

- Healthy People 2030, <https://health.gov/healthypeople>
- Oral Health in America: A Report of the Surgeon General, <https://health.gov/healthypeople/tools-action/browse-evidence-based-resources/oral-health-america-report-surgeon-general>
- National Institute of Dental and Craniofacial Research, www.nidcr.nih.gov
- Advancing Oral health in America, <http://www.iom.edu/Reports/2011/Advancing-Oral->

Health-in-America.aspx

- Association of State and Territorial Dental Directors (ASTDD), www.astdd.org
- Centers for Disease Control and Prevention, www.cdc.gov/nccdphp/oh
- World Health Organization, www.who.org

COURSE CALENDAR

DATE		TOPIC	ASSIGNMENT
<u>WEEK 1</u> Wednesday, Jan 17	Lecture On Campus	Syllabus Dental Public Health: Overview Cultural and Diversity Awareness Project discussion	<u>Read:</u> DHYG 1315 Syllabus Chapter 1: Dental Public Health: An overview
Wednesday, Jan 17	Laboratory On Campus	The Prevention Movement	<u>Read:</u> Chapter 2: The Prevention Movement <u>Activity:</u> Bring laptop to class and start working on Resource Websites
<u>WEEK 2</u> Monday, Jan 22	Lecture Online	Dental Care Delivery in the US	<u>Read:</u> Chapters 3: Dental Care Delivery in the United States <u>Watch:</u> The Community Dental Health Coordinators <u>Course Contract due @ 10:30 PM</u>
Wednesday, Jan 24	Lecture On Campus	Financing of Dental Care	<u>Read:</u> Chapter 5: Financing of Dental Care <u>Assignment: Watch:</u> What is UCR?
Wednesday, Jan 24	Laboratory On Campus	Financing of Dental Care (cont'd) Resources for Community Health	<u>Read:</u> Chapter 5: Financing of Dental Care <u>Student Presentation:</u> Student will present in class and write-up on websites due @ 12nn to be submitted in Blackboard Cultural and Diversity Awareness Project Slide submission due @ 10:30 PM
<u>WEEK 3</u> Monday, Jan 29	Lecture Online	Exam 1	Chapters 1, 2, 3, 5 (Respondus Browser and Monitor Required) Opens 1/29/24 at 8:00 am due 1/30/24 at 10:30 pm
Wednesday, Jan 31	Lecture On Campus	Target Populations	<u>Read:</u> Chapter 10 Target Population *Oral Health Program Site finalized @ 9:00 AM
Wednesday, Jan 31	Laboratory	Program Planning	<u>Read:</u> Chapter 12: Program Planning

	On Campus		Needs Assessment, Goals and Objectives, Rationale, Program Design, Evaluation
<u>WEEK 4</u> *Monday, Feb 5 12:00pm – 12:55pm	Lecture On Campus	Program Evaluation	Read: Chapter 13: Program Evaluation
Monday, Feb 5	Lecture Online	Program Planning (cont'd)	Read: Chapter 12 Program Planning Quiz: Chapter 12: Quiz (opens 2/5/2024 @ 8:00 am due on 2/6/2024 @ 10:30 pm)
Wednesday, Feb 7	At Oral Health Program Site	Program Assessment	Complete the Needs Assessment for your Oral Health Program You may schedule this with your agency any day this week.
<u>WEEK 5</u> Monday, Feb 12	Lecture Online	Program Evaluation (cont'd)	Read: Chapter 13 Program Evaluation Quiz: Chapter 13: Dental Indices (opens 2/12/2024 @ 8:00 am due on 2/13/2024 @ 10:30 pm)
Wednesday, Feb 14	Lecture On Campus	Program Evaluation (cont'd) Dental Health Education and Promotion	Read: Chapter 13 Program Evaluation (cont'd) Chapter 8: Dental Health Education and Promotion
Wednesday, Feb 14	Laboratory On Campus	Oral Health Program	Develop Oral Health Program – bring laptop to class
<u>WEEK 6</u> Monday, Feb 19	Lecture Online	Dental Health Education and Promotion (cont'd)	Read: Chapter 8: Dental Health Education and Promotion Discussion Board: The Theories (opens 2/19/2024 @ 8:00 am due on 2/20/2024 @ 10:30 pm)
Wednesday, Feb 21	Lecture On Campus	Lesson Plan Development	Read: Chapter 9: Lesson Plan Development
Wednesday, Feb 21	Laboratory On Campus	Oral Health Program	Develop Oral Health Program – bring laptop to class
<u>WEEK 7</u> Monday, Feb 26	Lecture Online	Exam 2	Chapters 8, 9, 10, 12, 13 (Respondus Browser and Monitor Required) Opens 2/26/24 at 8:00 am to 2/27/24 at 10:30 pm
Wednesday, Feb 28	Lecture On Campus	Research in Dental Hygiene	Read: Chapter 14: Research in Dental Hygiene
Wednesday, Feb 28	Laboratory On Campus	Oral Health Program	Development Oral Health Program – bring laptop to class

DATE		TOPIC	ASSIGNMENT
<u>WEEK 8</u> Monday, March 4	Lecture Online	Research in Dental Hygiene (cont'd)	<u>Read:</u> Chapter 14: Research in Dental Hygiene <u>Quiz:</u> Chapter 14 Quiz (opens 3/4/2024 @ 8:00 am due on 3/5/2024 at 10:30 pm)
Wednesday, March 6	Lecture On Campus	Ethical Principles in Research	<u>Read:</u> Chapters 15: Ethical Principles in Research
Wednesday, March 6	Laboratory On Campus	Research Process	<u>Read:</u> Chapter 16: Research Process *Part 1 of Oral Health Program due @ 10:30 PM
March 11 – 15	No Class	Spring Break	
<u>WEEK 9</u> Monday, March 18	Lecture Online	Oral Epidemiology	<u>Read:</u> Chapter 18: Oral Epidemiology <u>Watch:</u> Chapter 18 with Narration video <u>Assignment:</u> Oral Epidemiology Assignment (opens 3/18/2024 @ 8:00 am due on 3/19/2024 @ 10:30 pm)
Wednesday, March 20	Lecture On Campus	Oral Epidemiology (cont'd) Current Oral Epidemiologic Findings	<u>Read:</u> Chapter 18: Oral Epidemiology Chapter 19: Current Oral Epidemiologic Findings
Wednesday, March 20	Laboratory On Campus	Biostatistics	<u>Read:</u> Chapter 17: Biostatistics
<u>WEEK 10</u> *Monday, March 25 12:00pm – 12:55 pm	Lecture On Campus	Biostatistics (cont'd)	<u>Read:</u> Chapter 17: Biostatistics <u>Watch:</u> The Normal Distribution Placebo Effect, Control Groups and the Double-Blind Experiment Null Hypothesis, p-Value, Statistical Significance, Type 1 Error and Type 2 Error
Monday, March 25	Lecture Online	Biostatistics (cont'd)	<u>Read:</u> Chapter 17: Biostatistics <u>Watch:</u> Chapter 17 video then do <u>Quiz:</u> Chapter 17 Quiz (opens 3/25/2024 @ 8:00 am due on 3/26/2024 @ 10:30 pm)
Wednesday, March 27	Laboratory Online	Exam 3	Chapters 14, 15, 16, 17, 18, 19 (Respondus Browser and Monitor required) Opens 3/27/24 at 8:00 am to 3/28/24 at 10:30 pm

DATE		TOPIC	ASSIGNMENT
<u>WEEK 11</u> *Monday, April 1 12:00pm – 12:55pm	Lecture On Campus	Advocacy in Dental Care	<u>Read:</u> Chapter 7: Advocacy in Dental Care Community Rotation Write-Up due at 10:30 pm
Monday, April 1	Lecture Online	Advocacy in Dental Care (cont'd)	<u>Read:</u> Chapter 7: Advocacy in Dental Care and the article, "Dental Hygienists' Role in Advocacy". <u>Discussion Board:</u> Advocacy in Dental Care (opens 4/1/2024 @ 8:00 am due on 4/2/24 @ 10:30 pm)
Wednesday, April 3	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
<u>WEEK 12</u> *Monday, April 8 12:00pm – 12:55pm	Lecture On Campus	Cultural Competency	<u>Read:</u> Chapter 11: Cultural Competency
Monday, April 8	Lecture Online	Cultural Competency (cont'd)	<u>Read:</u> Chapter 11: Cultural Competency <u>Video:</u> Culture, Healing and Recovery and What is Cultural Competency? *Scientific Article Evaluation due at 10:30 pm
Wednesday, April 10	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
<u>WEEK 13</u> *Monday, April 15 12:00pm – 12:55pm	Lecture On Campus	Dental Public Health Careers	<u>Guest Speaker</u> *E-Portfolio: Community Dentistry (2) due date at 10:30 pm
Monday, April 15	Lecture Online	Evaluation of Scientific Article and Dental Products	<u>Read:</u> Chapter 20: Evaluation of Scientific Article and Dental Products <u>Watch:</u> Evaluating Scientific Article and ADA Seal of Acceptance <u>Quiz:</u> Chapter 20 Quiz (opens 4/15/2024 at 8:00 am due on 4/16/2024 @10:30 pm)
Wednesday, April 17	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
<u>WEEK 14</u> Monday, April 22	Lecture Online	Careers in Dental Public Health	<u>Read:</u> Chapter 21: Careers in Dental Public Health <u>Watch:</u> Kaltura Lecture Video on Chapter 21

			Quiz: Chapter 21 Quiz (opens 4/22/2024 @ 8:00 am due on 4/23/2024 @ 10:30 pm)
Wednesday, April 24	Lecture On Campus	Careers in Dental Public Health (cont'd) Strategies for Creating DH Positions in Public Health Setting	Read: Chapter 21: Careers in Dental Public Health Chapter 22: Strategies for Creating DH Positions in Public Health Setting
Wednesday, April 24	Laboratory On Campus	Oral Health Program	Complete Part 2 of your Oral Health Program - Bring laptop to class
<u>WEEK 15</u> Monday, April 29	Lecture Online	Dental Hygiene Care Delivery in the Global Community	Read: Chapter 4: Dental Hygiene Care Delivery in the Global Community Watch: Chapter 4 Lecture Video
Wednesday, May 1	Lecture On Campus	Oral Health Program presentation	P*arts 2 and 3 of your Oral Health Program due at 9:00 am *Oral Health Program Presentation
<u>WEEK 16</u> Thursday, May 2		Exam 4	Chapters 4, 7, 11, 20 ,21, 22 (Respondus Lockdown Browser and Monitor Required) Opens 5/2/24 at 8:00 am to 5/4/24 at 10:30 pm

IMPORTANT DATES TO REMEMBER	
January 22 @ 10:30 PM	Course Contract due
January 24 @ 12:00 NN	Resource Website Worksheet due
January 24 @ 10:30 PM	Cultural and Diversity Awareness Project Slide due
January 31 @ 9:00 AM	Oral Health Program Site finalized
February 7 @ Program Site	Complete the Needs Assessment for your Oral Health Program
March 6 @ 10:30 PM	Part 1 of Oral Health Program due
April 1 @ 10:30 PM	Community Rotation Write-Up due
April 8 @ 10:30 PM	Scientific Article Evaluation due
April 15 @ 10:30 PM	E-portfolio (2) due
May 1 @9:00 AM	Part 2 and Part 3 of Oral Health Program due

***Please check Blackboard Learn for other resources or materials that are not listed under "Assignments", please check the modules for additional videos, reading assignments or websites regarding the chapters.

***Please allow at least 3 days for Dr. Mendoza to grade assignments.

*** You can post your any questions about this class on Blackboard Learn through the Virtual Discussion Board.

***Schedule may be adjusted as deemed necessary.

ATTENDANCE POLICY

Absenteeism

In order to ensure the students in the dental hygiene program achieve the necessary didactic and clinical competencies outlined in the curriculum, it is necessary that the student complete all assigned lecture classes, clinical and laboratory hours. It is the responsibility of the student to attend class, clinic or lab. The instructor expects each student to be present at each session. It is expected that students will appear to take their exams at the regularly scheduled examination time. Make-up examinations will be given **only** if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the instructor.

If students are unable to attend lecture class, clinic or lab, it is **mandatory that you call the appropriate instructor prior to the scheduled class, clinic or lab time. An absence will be considered unexcused if the student fails to notify the course faculty prior to the start of class, clinic, or lab. Attendance through Blackboard Collaborate is considered an absence. The course instructor must be notified at least one hour prior to the beginning of class/lab if the student plans to attend through Blackboard Collaborate.** The student is responsible for all material missed at the time of absence. Extenuating circumstances will be taken into account to determine if the absence is excused. Extenuating circumstances might include but are not limited to funeral of immediate family member, maternity, hospitalization, etc. If the student has surgery, a debilitating injury, or an extended illness, a doctor's release will be required before returning to clinic.

a. **Fall/Spring Semesters:**

Dental hygiene students will be allowed **two excused absences** in any lecture, clinic or lab. Absences must be accompanied by a written excuse on the next class day. In the event that a student misses class, clinic or lab beyond the allowed absences, the following policy will be enforced:

2 absences = notification in Starfish

Beginning with the third absence, **2 points** will be deducted from the final course grade for each absence thereafter.

Two (2) points will be deducted from the final course grade for each unexcused absence.

Tardiness

Tardiness is disruptive to the instructor and the students in the classroom. A student is considered tardy if not present at the start of class, clinic or lab. It is expected that students will arrive on time for class, clinic or lab, and remain until dismissed by the instructor. If tardiness becomes an issue, the following policy will be enforced:

Tardy 1 time = notification in Starfish

Tardy 2 times = is considered an unexcused absence. (See the definition of an unexcused absence)

If a student is more than 15 minutes late to any class period, it will be considered an unexcused absence.

Students should plan on attending classes, labs and clinic sessions as assigned throughout the semester. Family outings, vacations and personal business should be scheduled when school is not in session and will not be considered excuses for missing assignments, examinations, classes, labs or clinic time.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE REQUIREMENTS

Tests (4)
Assignments, Discussions and Quizzes
Scientific Article Evaluation
Oral Health Program
Cultural and Diversity Awareness Project
Community Rotation
Weebly/E-portfolio Assignments (2)

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Tests (4)	50%
Assignments/Discussions/Quizzes	10%
Scientific Article Evaluation	15%
Oral Health Program Plan	20%
Cultural and Diversity Awareness Project	5%
Community Rotation	Completion
Weebly (E-portfolio) submissions (2)	Completion
Total	<hr/> 100%

GRADING SCALE

A = 92 - 100
B = 83 - 91
C = 75 - 82

D = 60 - 74
F = 59 and below

LIT does not use +/- grading scales

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these

emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

Assignment, Examination and Quiz Policy

Examinations will be based on objectives, lecture notes, handouts, assigned readings, audiovisual material and class discussions. Major examinations will consist of multiple choice, true/false, matching, short answer, and case study questions. No questions will be allowed during exams.

Students are expected to complete examinations as scheduled. Make-up examinations will be given ONLY if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the Instructor. All make-up examinations must be taken within two (2) weeks from the scheduled exam date. All examinations will be kept on file by the Instructor. Students may have access to the examination by appointment during the Instructor's office hours. Exams may be reviewed up to two (2) weeks following the exam date.

You may not copy, reproduce, distribute or publish any exam questions. This action may result to dismissal from the program. A grade of "0" will be recorded for all assignments due on the day of absences unless prior arrangements have been made with the Instructor.

Students must use their personal equipment, such as computer, MacBook, laptop, iPad, to take their exams and must not use their classmates'. School computers may be used if personal equipment is not available. Respondus Lockdown Browser and Respondus Monitor will be used for examinations therefore, a webcam is required to take the exam. The student is required to show the testing environment at the beginning of the exam to assure the instructor that it is clear of any study materials. Failure to do so will result in a 10-point exam grade deduction. If you need online assistance while taking the test, please call Online Support Desk at 409-951-5701 or send an email to lit-bbsupport@lit.edu.

It shall be considered a breach of academic integrity (cheating) to use or possess on your body any of the following devices during any examination unless it is required for that examination and approved by the instructor: cell phone, smart watch/watch phone, electronic communication devices (including optical), and earphones connected to or used as electronic communication devices. It may also include the following: plagiarism, falsification and fabrication, use of A.I., abuse of academic materials, complicity in academic dishonesty, and personal misrepresentation. Use of such devices during an examination will be considered academic dishonesty. The examination will be considered over, the student will receive a zero for the exam and will receive disciplinary action. This policy applies to assignments and quizzes.

Students with special needs and/or medical emergencies or situations should communicate with their instructor regarding individual exceptions/provisions. It is the student's responsibility to communicate such needs to the instructor.

Mandatory Tutoring

If a student receives a failing grade on any major exam, the student will be required to meet with course instructor within 2 weeks of the failed exam. One on one concept review by appointment with the course instructor will be provided and/or written academic warning when a student is failing to meet minimal requirements in the classroom setting.

Electronic Devices

Electronic devices are a part of many individual's lives today. Students must receive the instructor's permission to operate electronic devices in the classroom and lab. Texting on cell phones will not be allowed during class or clinic.

Late coursework

Assignments, Quizzes and Tests must be completed by the due date. Late submissions or completion will not be accepted and will result in a zero for that assignment/quiz/test.

Remediation

Remediation is available by appointment.

See Student Handbook for more information about remediation policies.

*** * Faculty has the authority to modify the above policies if unusual circumstances mandate a change. Please refer to the Student Handbook for a complete listing of program policies.**

CONTENT OUTLINE

- 1. Dental Public Health**
 - a. Public Health Defined
 - b. Historical Perspective of Public Health
 - c. Dental Public Health Defined
 - d. Factors Affecting Dental Public Health

- 2. The Prevention Movement**
 - a. Historical Development
 - b. Evolution of Organized Dental Hygiene
 - c. Dental Health Preventive Modalities

- 3. Dental Care Delivery in the United States**
 - a. Delivery of Dental Care in the United States
 - b. Federal Structure of Dental Public Health
 - c. Structure of State Dental Public Health
 - d. Dental Health Care Workforce

- 4. Financing of Dental Care**
 - a. Payment Methods
 - b. Insurance Plans
 - c. Dental Provider Billing
 - d. Government Roles in Funding Dental Care

- 5. Target Populations**
 - a. Target Populations
 - b. Target Population Profiles
 - c. Faith-Based Initiatives
 - d. Barriers to Dental Care

- 6. Program Planning**
 - a. Common Dental Health Program Planning Paradigms
 - b. Dental Hygiene Public Health Programs
 - c. Dental Hygiene Public Health Program Planning Paradigm

- 7. Program Evaluation**
 - a. Evaluation Techniques
 - b. Dental Indices
 - c. Governmental Evaluation of Oral Health

- 8. Dental Health Education and Promotion**
 - a. Principles of Health
 - b. Health Education and Motivation Theories

9. Lesson Plan Development

- a. Dental Hygiene Process of Care
- b. Assessment
- c. Dental Hygiene Diagnosis
- d. Planning
- e. Implementation
- f. Evaluation
- g. Documentation

10. Research in Dental Hygiene

- a. Research and Dental Public Health
- b. Historical Aspects of Research in Dental Hygiene
- c. Dental Hygiene: A Developing Discipline

11. Ethical Principles in Research

- a. Ethical Considerations in Research
- b. Research Roles of Government and Private Entities

12. The Research Process

- a. Historical Approach
- b. Descriptive Approach
- c. Retrospective (Ex Post Facto) Approach
- d. Experimental (Prospective) Approach
- e. Quasi-Experimental Approach

13. Oral Epidemiology

- a. Epidemiology Defined
- b. What is Oral Epidemiology?
- c. The Multifactorial Nature of Disease
- d. Measurement in Epidemiology
- e. Oral Epidemiology Surveillance and Reports
- f. Concepts of Epidemiologic Studies
- g. Validity of Epidemiologic Studies

14. Current Oral Epidemiology Findings

- a. Periodontal Diseases
- b. Tooth Loss
- c. Dental Caries
- d. Oral and Pharyngeal Cancer
- e. Mucosal Diseases and Infections
- f. Cleft Lip/Palate
- g. Injury
- h. Toothaches
- i. Prevention by Dental Care Utilization

- 15. Biostatistics**
 - a. Data Categorization
 - b. Descriptive Statistics
 - c. Graphing Data
 - d. Correlation
 - e. Statistical Decision Making
 - f. Inferential Statistics
 - g. Interpretation of Data and Research Results

- 16. Evaluation of Scientific Literature and Dental Products**
 - a. Regulation of Dental Care Products
 - b. Research Sources for Dental Care Products
 - c. Evaluation of Advertisements
 - d. Evaluation of Scientific Literature
 - e. Data Sources and Publications

- 17. Advocacy in Dental Care**
 - a. Understanding Change and its Agents
 - b. Making Government Policy
 - c. Working in Collaboration and Through Partnerships
 - d. Building Coalitions
 - e. Professional Collaboration in Practice
 - f. Writing Grants

- 18. Cultural Competency**
 - a. Culture Diversity in the United States
 - b. Cultural Issues in Health Care
 - c. Cultural Competency and Dental Hygienists

- 19. Careers in Dental Public Health**
 - a. U.S. Public Health Service Career
 - b. U.S. Civil Service
 - c. National Health Service Corps
 - d. VA Hospital Dental Hygiene Careers
 - e. Military Base Dental Hygiene Careers
 - f. Federal Prison Dental Hygiene Careers
 - g. Independent Contractor
 - h. Dental Staffing Agency Employee
 - i. Student Dental Public Health Opportunities
 - j. State Opportunities
 - k. International Opportunities

- 20. Strategies for Creating Dental Hygiene Positions in Dental Public Health Settings**
 - a. Legislative Perspective

- b. Proposed Plan of Action
- c. Document and Practice Management
- d. Proposal Development and Presentation
- e. Dental Hygiene Consultation and Policies

21. Dental Hygiene Care Delivery in the Global Community

- a. Access to Information on Global Health Needs
- b. International Dental Hygiene
- c. Current Status of Dental Hygiene Education
- d. Professional Regulation
- e. Movement toward Autonomy
- f. Challenges in the Profession
- g. Successful Public Health Initiatives Involving Dental Hygienists
- h. Future of Dental Hygiene Worldwide
- i. Key International Organizations

LEARNER OBJECTIVES

Upon the completion of the Community Dentistry curriculum, the student will be able to:

Chapter 1 - Dental Public health: An Overview

1. Define public health
2. Describe the evolution of public health science and practice
3. Define dental public health
4. Describe factors affecting dental public health
5. Identify and discuss all key terms in the chapter including
 - Assessment
 - Assurance
 - Community dental health
 - Dental public health
 - Malpractice
 - Policy development
 - Primary prevention
 - Public health
 - Public health goals
 - Public health services
 - Secondary prevention
 - Socioeconomic status (SES)
 - Tertiary prevention

Chapter 2 – The Prevention Movement

1. Describe the history of dental hygiene in relation to dental public health
2. Define the historical development and mission of the American Dental Hygienists' Association
3. List and describe the current public health preventive modalities practiced today
4. Defend the need for preventive modalities in dental public health practice
5. Identify and discuss all key terms in the chapter including
 - Alternative restorative treatment
 - Athletic mouth guard
 - Community water fluoridation
 - Dental hygiene treatment
 - Dental sealants
 - Tobacco cessation programs
 - Xylitol

Chapter 3 – Dental Care Delivery in the United States

1. Describe the state of dental health in the United States
2. Identify the government agencies related to dental hygiene
3. Compare the functions of federal, state, and local government in dental care delivery
4. Describe dental workforce issues
5. Define need, supply, demand, and utilization

6. Identify and discuss all key terms in the chapter including

- Demand
- Dental care delivery
- Medicaid
- Need
- Supply
- Utilization
- Workforce

Chapter 5 – Financing of Dental Care

1. Describe current methods of payment for dental care
2. Define and apply terminology associated with financing dental care
3. Identify the different insurance plans available for dental care
4. Describe the role of the government in financing dental care
5. Identify and discuss all key terms in the chapter including

- Barter system
- Benefit
- Capitation plan
- Copayment
- Deductible
- Dental claim
- Dental necessity
- Encounter fee plan
- Explanation of benefits
- Fee-for-service plan
- Health maintenance organization (HMO)
- Medicaid (Title XIX)
- Medicare (Title XVIII)
- Preexisting condition
- Preferred Provider Organizations (PPOs)
- Premium
- Usual, customary, reasonable (UCR) fee

Chapter 10 – Target Populations

1. Define target populations to whom dental hygienists may provide services.
2. Describe faith-based initiatives
3. Define target profiles
4. Identify barriers to dental hygiene care
5. Identify government resources for target population
6. Identify and discuss all key terms in the chapter including

- Barriers to care
- Faith-based initiatives
- Target populations
- Target population profile

Chapter 12 - Program Planning

1. Define the dental hygiene process of care program planning paradigm
2. Describe the various program planning paradigms
3. Describe various dental public health programs
4. Develop a dental public health program plan
5. Identify and discuss all key terms in the chapter including
 - Dental hygiene process of care
 - Paradigm
 - Prevention program
 - Program planning

Chapter 13 – Program Evaluation

1. Describe the mechanisms of program evaluation
2. Compare qualitative and quantitative evaluation
3. Identify various dental indexes and define their purposes
4. List the government evaluation resources of oral health
5. Identify and discuss all key terms in the chapter including
 - Clinical evaluation
 - Dental index
 - Formative evaluation
 - Measurement
 - Nonclinical evaluation
 - Summative evaluation

Chapter 8 – Dental Health Education and Promotion

1. Define dental health education and promotion
2. Describe health education and promotion principles
3. Describe the involvement of the population's values in behavior
4. Outline the different learning and motivation theories
5. Identify and discuss all key terms in the chapter including
 - Behavior change
 - Habit
 - Health education
 - Health promotion
 - Healthy behavior
 - Values

Chapter 9 – Lesson Plan Development

1. Explain the dental hygiene process of care
2. Describe the process of lesson plan development
3. Develop goals and objectives for a lesson plan
4. Describe learning levels and domains
5. Identify and describe teaching methods

6. Identify the characteristics of an effective teacher
7. Develop a lesson plan
6. Identify and discuss all key terms in the chapter including
 - Dental hygiene process of care
 - Lesson plan
 - Teaching methods

Chapter 14 – Research in Dental Hygiene

1. Explain the purpose of dental hygiene research
2. Discuss the use of evidenced-based practice in dental hygiene
3. Explain the connection between research and private practice
4. Describe the role of research in professional development
5. Identify and discuss all key terms in the chapter including
 - Discipline
 - Evidence-based practice
 - Field of study
 - Occupation
 - Scientific Method

Chapter 15- Ethical Principles in Research

1. Describe the evolution of ethics in research
2. Define common ethical principal terminologies
3. Describe the role of ethics in research
4. Identify the role of government and private entities in research
5. Identify and discuss all key terms in the chapter including
 - Autonomy
 - Beneficence
 - Bioethics
 - Health Information Portability and Accountability Act (HIPAA)
 - Informed Consent
 - Institutional review board (IRB)
 - Justice
 - Misconduct
 - Nonmaleficence
 - Paternalism
 - Veracity

Chapter 16 – Research Process

1. Describe and compare various research approaches
2. Describe various research designs used in oral epidemiology
3. Describe methods used to conduct research studies
4. List the parts of a research design
5. Identify and discuss all key terms in the chapter including:
 - Data

Descriptive approach
Double-blind study
Experimental approach
Historical approach
Pilot study
Placebo
Quasi-experimental approach
Research approach
Research design
Retrospective (ex post facto) approach
Sampling Technique
Variable
Washout period

Chapter 18 – Oral Epidemiology

1. Define oral epidemiology and describe the uses of epidemiology
2. Relate epidemiology to evidence-based practice
3. Define common epidemiologic terms
4. Relate measurement to epidemiology
5. List and describe various publications that report oral epidemiology in the United States
6. Apply surveillance data to the planning of strategies to improve oral health
7. Compare contrast various types of epidemiologic studies and usefulness of the results of the studies
8. Describe ways to increase validity of epidemiologic research methods
9. Identify and discuss all key terms in the chapter including:
 - Epidemiology
 - Epidemiology triangle
 - Multifactorial
 - Oral epidemiology
 - Surveillance

Chapter 19 – Current Oral Epidemiology Findings

1. Describe the current epidemiological issues of disease
2. Describe the current epidemiological issues of conditions
3. Describe prevention by dental care utilization
4. Identify and discuss all key terms in the chapter including:
 - Incidence
 - Morbidity
 - Mortality
 - Prevalence

Chapter 17 - Biostatistics

1. Define and describe data analysis and interpretation
2. Identify data by their type and scale of measurement

3. Define and describe descriptive, correlation, and inferential statistics
4. Select and compute appropriate measures of central tendency and measures of dispersion for various types of data
5. Describe and construct frequency distributions and graphs for various types of data
6. Identify and describe a study's research (alternate) hypothesis, null hypothesis, and the process involved with making a statistical decision,
7. Select appropriate inferential statistical tests for various types of data
8. Interpret research results
9. Identify and discuss all key terms in the chapter including:
 - Biostatistics
 - Causality
 - Correlation
 - Degrees of freedom
 - Descriptive statistics
 - Inferential statistics
 - Central tendency
 - Dispersion
 - Normal Distribution
 - p value
 - Reliability
 - Scales of measurement
 - Skewed distribution
 - Validity

Chapter 20 – Evaluation of Scientific Literature and Dental Products

1. Describe how to evaluate dental care products
2. Defend the dental hygienists' value in advocating the use of effective dental care products and treatment modalities
3. Educate the public in evaluating dental care products
4. Effectively critique dental research reported in dental and lay publications
5. Identify and discuss all key terms in the chapter including:
 - Abstract
 - Peer reviewed
 - PubMed
 - Refereed
 - Regulation
 - Sample size
 - Statistical significance

Chapter 7 –Advocacy in Dental Care

1. Identify four roles that the dental hygienist can assume as an agent of change
2. Describe the various levels of change agent performance
3. Utilize tools and resource models to implement change

4. Identify the role of the change agent in policy making
5. Promote partnership and coalition development
6. Describe the inter and intra- professional collaborations
7. Identify components of grant writing
8. Identify and discuss all key terms in the chapter including:

- Advocate
- Change agent
- Coalition
- Collaboration
- Empower
- Ethics
- Facilitator
- Grantsmanship
- Interprofessional
- Intra-professional
- Lobbying
- Networking
- Partnerships
- Policy
- Request for proposals
- Stakeholder

Chapter 11 – Cultural Competency

1. Describe how cultural values regarding health care can affect oral health habits
2. Identify how culture influences people
3. Describe the cultural diversity in the United States
4. Define cultural competency and its significance in caring for a culturally diverse population
5. Identify and discuss all key terms in the chapter including:

- Acculturate
- Assimilate
- Complementary alternative medicine
- Cultural competency
- Cultural sensitivity
- Ethnocentrism
- Eurocentric
- Sociocultural theory
- Subculture
- Transcultural communication skills
- Zone of proximal development

Chapter 21 – Careers in Public Health

1. Describe dental public health careers
2. Identify various governmental careers in dental public health
3. Define dental hygiene positions in a variety of settings

4. Identify and discuss all key terms in the chapter including:
 - Civil service employment
 - COSTEP program
 - Independent contractor
 - National Health Service Corps
 - United States Public Health Service Commissioned Corps
 - US Public Health Service (PHS)

Chapter 22 – Strategies for Creating Dental Hygiene Positions in Public Health Settings

1. List the populations most in need of dental hygiene care.
2. Describe the paradigm for creating a dental hygiene position.
3. Develop protocol for a newly developed dental hygiene position.
4. Identify and discuss all key terms in the chapter including:
 - Blueprint
 - Legislative initiatives
 - Marketing
 - Practice management
 - Proposal
 - Public relations

Chapter 4 – Dental Hygiene Care in the Global Community

1. Describe the evolution of dental hygiene in countries other than the United States
2. Identify global oral health challenges and the positioning of dental hygiene care
4. Describe the global workforce distribution and access to dental hygiene care
5. Explain global dental hygiene education and work roles
6. Explain professional regulation models
7. Describe portability of licensure and other professions providing care
8. List and define the international professional organizations involving dental hygiene
9. Identify and discuss all key terms in the chapter including:
 - Dental nurses
 - Dental therapists
 - Fédération Dentaire Internationale (FDI)
 - International Federation of Dental Hygienists (IFDH)
 - World Health Organization (WHO)

APPENDIX

Community Rotation

Purpose:

This project will give you an opportunity to view dental hygiene education within a community setting, serving target populations that you may not be familiar with and giving you an even broader view of the world.

Dental Hygiene Competency:

P.4: Communicate effectively with individuals and groups from diverse populations both verbally and in writing.

HP.5: Promote the values of oral and general and wellness to the public and organizations within and outside the profession.

1. The class will be divided into groups. You can pick your group members.
2. Each group will be given a topic and the members will present to the students of LIT Child Care and Development Program.
3. Each group will contact the instructor-in-charge, Mrs. Gail Williams, at gwilliams@lit.edu to schedule the presentation.
4. The presentation must be at least 20 minutes long.
5. The group will be graded by the instructor-in-charge of the target population. To complete this requirement, a grade of 75% or higher must be achieved.
6. The rotation and the write-up must be completed and submitted by **April 1st, Monday at 10:30 pm.**

Evaluation and Reflection:

Each group should answer the following questions and submit the write-up on Blackboard.

1. Identify the target population. When was the lesson presented?
2. Describe any problems encountered in planning or presenting the lesson and how you dealt with the problems. Were you successful in overcoming the problems?
3. Critically evaluate the strengths and weaknesses of your presentation
4. Describe anything you would do differently.
5. Reflect on your community rotation experience.

Name: _____

Date: _____

COMMUNITY ROTATION PROJECT

Dental Hygiene Competency	P.4 HP.5	Communicate effectively with individuals and groups from diverse populations both verbally and in writing Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.			
Area of evaluation	Points	Excellent	Good	Fair	Unacceptable
1. Effectiveness		20 Points Project includes all materials needed to gain a comfortable understanding of the topic.	15 Points Project includes most materials needed to gain a comfortable understanding of the material but is lacking one or two key elements.	10 Points Project is missing more than two key elements.	5 Points Project is lacking several key elements and has inaccuracies
2. Originality		20 Points Information is organized in a clear and logical way.	15 Points Most information is organized in a clear and logical way.	10 Points Some information is logically sequenced. An occasional slide or item of information seems out of place.	5 Points There is no clear plan for the organization of information
3. Spelling and Grammar		10 Points Presentation shows considerable originality. The content and ideas are presented in a unique and interesting way.	8 Points Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	5 Points Presentation shows an attempt at originality on 1-2 slides.	2 Points Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
4. Use of Graphics		15 Points All graphics are attractive (size and colors) and support the theme/content of the presentation.	10 Points A few graphics are not attractive, but all support the theme/content of the presentation.	8 Points All graphics are attractive, but a few do not seem to support the theme/content of the presentation.	5 Points Several graphics are unattractive and do not support the theme/content of the presentation.
5. Organization		10 Points Presentation contains a minimum of 4 slides. All parts of the task are completed fully and support the theme/content of the presentation.	8 Points Presentation contains a minimum of 4 slides. All parts of the task are completed partially and support the theme/content of the presentation.	5 Points Presentation contains fewer than 4 slides, or some slides do not support the theme/content of the presentation.	2 Points Presentation contains fewer than 4 slides and is missing several parts of the task. Slides do not support the theme/content of the presentation.
6. Writing and Basic Requirements		15 Points Thoughts are highly organized and logically presented; easy to follow; word usage is correct and sets a very professional tone; correct spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard on time with all required components.	10 Points Thoughts are generally organized and logically presented; word usage is adequate and sets a professional tone; several errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard late with all required components.	8 Points Thoughts are somewhat disorganized, vague and difficult to follow; word usage is sometimes inappropriate and detracts from professional tone; numerous errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is not submitted on Blackboard with all required components.	5 Points Thoughts are very disorganized, extremely vague, difficult to follow; word usage is often inappropriate and detracts significantly from the professional tone; numerous errors in spelling, grammar, punctuation, capitalization, sentence structure. The program plan write-up is not turned in on the due Blackboard.
9. Other		10 Points Many of the supporting references are included on the reference page using the correct sequence and format.	8 Points Several of the supporting references are included on the reference page. Several references use the correct sequence and format.	5 Points At least one of the supporting references is included on the reference page. At least one uses the correct sequence and format.	2 Points Fails to identify any of the supporting references on the reference page.
Total Points (100 possible points)					

Scientific Article Evaluation

Purpose:

Dental hygienists should be able to evaluate scientific literature as a basis for life-long learning, evidence-based practice and as a foundation for adapting to changes in healthcare.

Dental Hygiene Competency:

P.2 Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.

HP. 6 Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene care.

Instructions:

1. You and your partner will select an article to evaluate. It must be peer-reviewed. Your instructor must approve the article.
2. You and your partner will critique a research article using a series of questions included on the next two pages.
3. The questions on this evaluation must be answered based on your article. At the completion of this assignment, the article must be submitted along with your answers.
4. Each question on the next two pages must be **answered completely with an explanation from you as to why your response is either a yes or no**. An explanation may consist of a statement from the article which supports your answer, or it may be an explanation based on your knowledge. Questions answered with only a yes or no response will not receive full credit. Please see evaluation rubric of this assignment.
5. **The assignment and the article must be submitted on, Monday, April 8, 2024 @ 10:30 pm on Blackboard.**

Group 1	
Group 2	
Group 3	
Group 4	
Group 5	
Group 6	
Group 7	
Group 8	
Group 9	
Group 10	

SCIENTIFIC ARTICLE EVALUATION

1. Relevance of Project

- a. Was the project relevant to current dental issues?
- b. Did the project provide new information, confirm findings of other reports, or was it needlessly repetitive?
- c. Is it likely that application of information from the project will improve the oral health of the public or be useful to the practice of dental public health?
- d. Is the project likely to lead to additional research or other projects?
- e. Were the findings published or was the report suitable distributed?

2. Identification and Planned Approach to Problem (Design)

- a. Did the project clearly and concisely define or identify a specific hypothesis, problem or need?
- b. Did the project contain a logical and realistic approach to testing a hypothesis, solving a problem, or a need?
- c. Were the objectives of the project realistic and were they likely to be attained in the allotted time with the staff, facilities, materials, and finances available?
- d. Were the collected data specified, described, or defined, and were they related directly to the objectives of the project?
- e. Did the researcher seek appropriate technical assistance and consultation?
- f. Were responsibilities of participating project personnel (**in scientific article**) clearly defined or outlined?
- g. Were the number and qualifications of project personnel (**in scientific article**) adequate for the project?
- h. Is there evidence that the researcher understood the assumptions of the study (**from review of literature**) made in designing the project?
- i. Was the study designed with adequate concern for ethical considerations?

3. Adequacy and Pertinence of Review of Literature

- a. Does the report contain a comprehensive review of the current literature pertinent to the project?
- b. Is there evidence that the researcher understood the contents of the reviewed literature?
- c. Is there evidence that the researcher understood the significance of the work done by others?

4. Adequacy of Procedures Used (Methods)

- a. Was an appropriate sample of the population used and was it suitably drawn?
- b. Were experimental procedures specified and described sufficiently, and were they likely to be valid, sensitive repeatable, and reliable?
- c. Did the test procedures have a suitable control?
- d. Were appropriate methods of measurement used?
- e. If project personnel were trained, were the training methods described adequately?
- f. If new methods of measurement were used, were they adequately pretested?
- g. Were the procedures used described in sufficient detail to evaluate the work to permit

repeating the project? Describe the procedures.

- h. Were the data collected in an organized way suitable for analysis?
- i. Was bias reasonably controlled?
- j. Was the researcher(s) successful in following the planned procedures for the project?
- k. Were the methods adequate for obtaining informed consent of participants?

5. Data Analysis and Discussion of Findings

- a. Are the findings presented clearly and are tables and graphs easy to understand?
- b. Were the statistical tests used appropriate for the collected data?
- c. Do the data provide answers to the questions that led to the design and execution of the project?
- d. Describe the results of the study?
- e. Is all of the discussion relevant to the findings?
- f. Were some findings over-emphasized or excessively discussed and other findings under-emphasized or ignored?

6. Summary and Conclusions

- a. Does the summary synthesize the projects most salient procedures and findings?
- b. Does the data support the conclusions?
- c. Are the conclusions valid?

7. Recognition of Problems and Suggested Changes if Project Were Repeated

- a. Is there evidence that the researcher is aware of weaknesses in the design or execution of the project that could have been eliminated?
- b. Would the suggested changes likely improve the project if it were repeated?
- c. Does the researcher refuse to recognize any deficiencies in the project or the report?

8. Can you apply the finding(s) to patient care? If so, how?

**DHYG 1315
Scientific Article Evaluation**

Competencies for the Dental Hygiene profession	P.2 HP.6	<ul style="list-style-type: none"> ❖ Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as accepted standards of care. ❖ Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene.
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Group Number		Date:	
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Member names:	Instructor:
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The following criteria will be used to determine the grade on the **Scientific Article Evaluation**

<p>Point values: 1= Meets all requirements ½= Needs improvement 0= Does not meet all requirements</p>	Final grade awarded:
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The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria:	Points Awarded
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1a	Relevance of project to current dental issues was evaluated.	
1b	Type of research project was identified.	
1c	Application of the project information was identified.	
1d	Future application of the research project was examined.	
1e	The dissemination of the project was identified.	
2a	The specific hypothesis, problem, or need was examined for clarity and conciseness.	
2b	The approach to testing a hypothesis, solving a problem, or a need was evaluated.	
2c	A realistic approach to the objectives of the project was evaluated.	
2d	The relationship of the objectives of the project to the data collected was examined.	
2e	Technical assistance and consultation were identified.	
2f	Responsibilities of the research project personnel were discussed.	
2g	The number and qualifications of the research project personnel determined.	
2h	Assumptions of the research project were recognized.	
2i	Concern for ethical considerations was evaluated.	
3a	The comprehensiveness of the review of literature was examined.	
3b	Evidence of an understanding of the reviewed literature was evaluated.	
3c	Evidence of understanding of the work done by other researchers was evaluated.	
4a	The population sample was evaluated.	
4b	The experimental procedures were explained specifically.	
4c	A control for the test procedures was identified.	
4d	Appropriate methods of measurement were identified.	
4e	The training of research personnel was assessed.	

	Scientific Article Evaluation	
4f	New methods of measurement (if used) were evaluated.	
4g	Procedures used were described by student and evaluated for completeness.	
4h	Organization of data collected for analysis was evaluated.	
4i	Control of bias was examined.	
4j	Completion of procedures planned was determined	
4k	Methods for obtaining informed consent of the participants were identified.	
5a	Graphs and tables were evaluated for understanding.	
5b	Statistical tests used were evaluated.	
5c	Data obtained was evaluated for ability to answer design of research project.	
5d	Results of the study are identified.	
5e	Discussion of results is evaluated.	
5f	Over-emphasized, excessive discussion, under-emphasized or ignored findings are examined.	
6a	Project's most important procedures and findings are summarized.	
6b	Conclusions are examined for support from data obtained.	
6c	Validity of conclusions is examined.	
7a	Author's awareness of weaknesses is examined.	
7b	Changes to improve project if repeated are identified.	
7c	Refusal to recognize deficiencies is examined.	
8	Application to finding(s) to patient treatment	
The grade will be determined by points awarded divided by total number (41) possible.		

Comments:

Oral Health Program

Purpose:

As dental hygienist, we are considered as the “Advocates of Oral Health”. Advocacy is an essential skillset for dental professionals in order to promote good oral health. This project will increase your understanding on how to plan, implement and assess an oral health program. Oral Health Program promotes oral health activities designed to encourage good oral health practices and increase awareness of the importance of oral health and preventive care.

Dental Hygiene Competency:

P.4 Communicate effectively with individuals and groups from diverse populations both verbally and in writing.

HP.5 Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.

CI.7 Assess the oral health needs of the community and the quality and availability of resources and services.

CI.8 Evaluate the outcomes of community-based program and plan future activities.

Objectives: Students must develop and implement an oral health program in the community

- Identify a target population.
- Perform a needs assessment of the target population.
- Plan a community program based upon the Needs Assessment.
- Identify possible constraints, alternatives and an evaluation tool for the program.
- Evaluate the program.

This project will be completed with other students. Each student is responsible for completion of all parts of the project. Failure to do so will result in a deduction of points from the non-participating student. The majority of the project will be developed during the laboratory period.

Oral Health Program Instructions

Oral Health Program site finalized: Wednesday, January 31st.

You and your group will develop a community oral health program. The site for this program may be determined by your group with approval by the instructor. **You should choose an organization/agency where dental hygiene students have not had an OH program developed in the last 2 years.** You must make the arrangements for completion of the project by contacting the agency and/or organization to begin a Needs Assessment. Prior to beginning this project, you must have the project location approved. You will need to contact the agency, assess the needs of the target population, plan and implement the project, and evaluate your results.

Needs Assessments Completion: Wednesday, February 7th.

SET A DATE with the agency or organization for the completion of the Needs Assessment. Confirm this date (February 7th) with the agency. All the members of the group must be present when doing the Needs Assessment.

These are the information you need to make a thorough assessment:

A. General Data

1. Description of Site
 - a. history
 - b. organizational structure
 - c. function and role of the site
 - d. funding sources
 - e. geographic location
2. Description of Target Group
 - a. who
 - b. criteria
 - c. how many
 - d. other
3. Description of Staff Population
 - a. who
 - b. how many
 - c. responsibilities
 - d. education level
 - e. other
4. Description of Services Provided
 - a. coordinator of activities – who
 - b. for whom
 - c. schedule of events
 - d. future plans
 - e. daily routine
 - f. other
5. Other Pertinent Data
 - a. water fluoridated at ppm

B. Information Related to Dental Health

1. Services Provided
2. Preventive Measures Utilized
3. Supplies Available
4. Description and Results of Previous Dental Programs
5. Staff's Knowledge and Awareness of Dental Health
6. Other Pertinent Data

C. Dental Health Status: Describe the prevalence of dental disease & dental care for these

groups and their dental needs relative to other needs. Relate this to their SES and ethnic/cultural group membership.

1. Dental Caries
2. Periodontal Disease
3. Oral Hygiene
4. Malocclusion – if relevant
5. Oral Cancer – if relevant
6. Utilization of Dental services
7. Additional Information

**Some information can be found online. You will need to use the resource websites that we talked about in class. Think of questions that you can ask the person-in-charge and see what information you can find about the agency online prior to the day of the assessment.

Oral Health Program Development

Wednesday, February 14th

• Needs Assessment

- Summarize the findings of your Needs Assessment. This information needs to be written in a narrative format using the outline identified in the Needs Assessment.
- Briefly describe the agency, its locations, the purpose of the agency and its goal(s). Describe the target population of this program and the dental health needs of the population. Include a discussion of the social, economic, and ethnic/cultural influences of their dental health needs. The dental health status will also be included.
- How were the needs of the agency assessed to determine a need for the program? How are needs in their program continually assessed for long range planning? Analyze your findings. What do you see as their main dental health need? Prioritize these needs.

• Goal and Objectives

- Develop a **goal** statement for your program. Goals should be broad-based and provide direction for the program.
- State your **objectives**. They should be specific and stated in measurable terms. Objectives should provide steps to achieving your goal.

• Rationale

- Support your program with a **rationale (review of the literature)**. Describe programs of similar nature and relate them to your oral health program. Three or more primary documents should be used to support your program. Explain how each document would support your program in an organized written format. References for this information should be included in Part 1 of this write-up. All references should be in the proper format. Please see the APA Reference Guide Welcome to Purdue Owl.

Oral Health Program Development

Wednesday, February 21st

• **Program Design**

- **Activities:** Plan the program. Briefly outline how the program will be carried out. This is usually done by session. Describe the activities that will take place during that session i.e., what will be done at each visit, who will be targeted at each visit? As you develop your plan make sure you address the way by which each objective will be carried out.
- **Constraints and alternative strategies:** Identify possible barriers to reaching your goal and supply alternative strategies.
- **Resources:** Select the resources that will be needed to accomplish your activities. Include personnel, equipment, supplies, audiovisual aids and media, pamphlets, etc.
- **Budget** Identify purchases (toothbrushes, floss, paper goods, etc.) to be made to carry out your program. Estimate the cost(s) if you are unsure of your exact need(s).
- **Timetable** Develop a timetable for carrying out your program.

Oral Health Program Development

Wednesday, February 28th

• **Evaluation**

- Develop an evaluation plan for your program. Use **formative and summative types** of evaluation. State what will be evaluated, who will be evaluated, when and how.
Make sure all objectives have a method for evaluation.

• **References**

- Identify all references used in your write-up. Most likely the first reference will be your oral interview with your contact person at the agency. It becomes #1. Most likely the next reference will be where you obtained the information for the fluoride status of the community. It will be #2. Other references will follow including sources for the dental health status of your group and articles used in the Review of the Literature.

• **Appendix**

- This section may include forms to be used to assess plaque scores, pre/posttest(s), etc. References should be documented correctly.

*******Part 1 Development of Oral Health Program - Due Wednesday, March 6th at 10:30 pm.**

Write-up

Part 1 should be written in a professional manner as stipulated in the Laboratory sessions. The font must be Times New Roman and 12-point. Correct grammar should be used. There should not be any misspelled words. No personal pronouns or personal names should be used within the write-up. Program should be written in paragraph style.

- **Final write-up should be submitted on Blackboard with all components included. Failure to submit complete information on time will affect the Part 1 Development of Oral Health Program grade.**

Implementation of the Oral Health Program

The implementation of the program is the process of putting your plan into effect. All students are required to work with their assigned groups. You will meet and discuss the project and delegate the work. During this stage, your group will create a presentation about the topics and activities listed on the lesson plan. Each group should plan to meet with me weekly to present your lesson plan prior to meeting the target population. We will talk about the lesson plan and its format in class.

Due dates for submission of Lesson Plan	Dates to implement the program	Submission of slides and other documents
One week before 1 st session	Wednesday, April 3	One week after 1 st session
One week before 2 nd session	Wednesday, April 10	One week after 2 nd session
One week before 3 rd session	Wednesday, April 17	One week after 3 rd session

There will be **no laboratory class on April 3, 10, 17** for the implementation of your OH program. **Each session at your OH program must include a lesson plan.** Lesson plans are due the day before you implement your program.

Oral Health Program Evaluation

Wednesday, April 24th

Part 2: We will write Part 2 of the Oral Health program in class. Part 2 should include the following components:

- **Dates:** Identify the dates on which you implemented and/or evaluated your project.
- **Program Design:** Provide a detailed description by date of the program as it was carried out. Include differences from planned procedures. Describe how the program was promoted.
- **Program Objectives:** Specifically describe how you carried out each objective. Did program meet the stated objectives?
- **Results:** What were the outcomes of the objectives?
- **Evaluation:** What were the strengths of the program? Explain and justify your answer. What were its weaknesses? What recommendations would you make to improve the program? Be specific.
- **Future site for oral health program:** Evaluate the site in terms of its value as a future project site, i.e. was the agency or target population in need, was the person-in-charge helpful and courteous, was the scheduling of the project appropriate for our departmental time constraints, etc.?
- **Learning value:** Analyze the learning value of the project, i.e. what did you learn from completing this project?

- **Collaboration:** If you collaborated with another student on this project, describe how you collaborated and what you learned from collaborating.
- **Appendix:** Include in your appendix your lesson plans, assessment forms you have utilized, etc.

Oral Health Program Presentation

Wednesday, May 1st

Part 3 Oral Presentation

A **ten-minute** oral report will be made to communicate the highlights of the program to the class. Any presentation longer than 10 minutes will be stopped. If you collaborated on the project, each must contribute to the oral report, presenting the required information about the project. The oral report will be evaluated on conciseness, thoroughness, depth, organization, and presentation. Failure to be present for all oral reports will result in loss of points. The following is a brief explanation of what should be included in presentation:

- **Organization**
 - Introduction: include a brief description of the agency and the target group, a brief statement about the goal and objectives and the rationale for the program developed
 - Body: include a description of the program, survey measurements, results, and evaluation of your program
 - Closure: include suggestions for improvement and what you learned from the experience
 - Question and Answer period
 - Time
- **Content**
 - Easy to follow: goes in order of introduction, body and closure
 - Convincing documentation of rationale for program
 - Concrete examples of suggestions for improvements
- **Delivery**
 - Audience contact: includes eye contact with audience
 - Effective communication: pace of presentation, voice-tone, enunciation, language appropriateness, manner of presentation

*******Part 2 Oral Health Program and Part 3 – Due Wednesday, May 1st, 9:00 am.**

Lesson Plan Outline

Session number

I. Introduction

II. Objectives

 Cognitive:

 Psychomotor:

 Affective:

III. Content

IV. Method of Teaching

 A. Initiating Activities:

 B. Developmental Activities:

 C. Culminating Activities:

V. Materials and Resources

VI. Evaluation and Assessment

NAME _____

DATE _____

ORAL HEALTH PROGRAM EVALUATION
Part 1 Development of Oral Health Program

Dental Hygiene Competency	P.4 HP.5 CI.7 CI.8	Communicate effectively with individuals and groups from diverse populations both verbally and in writing Promote the values of oral and general health and wellness to the public and organizations within and outside the profession. Assess the oral health needs of the community and the quality and availability of resources and services. Evaluate the outcomes of community-based program and plan future ones.			
Area of evaluation	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
1. Needs Assessment and Analysis		Identifies <u>many</u> findings of the Needs Assessment. Accurately interprets <u>many</u> important findings. Prioritizes <u>many</u> of the important findings. Provides a thoughtful analysis.	Identifies <u>several</u> findings of the Needs Assessment. Accurately interprets <u>several</u> important findings. Prioritizes <u>several</u> important findings. Provides an analysis only of the obvious.	Identifies <u>any</u> relevant finding of the Needs Assessment. Accurately interprets <u>any</u> important finding. Prioritizes <u>any</u> important finding. Provides only a superficial analysis.	Fails to identify <u>any relevant</u> finding of the Needs Assessment. Fails to analyze and prioritize <u>any</u> of the important findings.
2. Dental Health Status		Identifies <u>many</u> findings of the Dental Health Status of the target group. Provides a thoughtful analysis.	Identifies <u>several</u> findings of the Dental Health Status of the target group. Provides an analysis only of the obvious.	Identifies <u>any</u> finding of the Dental Health Status of the target group. Provides only a superficial analysis.	Fails to identify any relevant finding on the dental health status of the target group. Fails to provide an analysis.
3. Statement of Goals and Objectives		An <u>appropriate</u> goal statement is developed. The goal is <u>very</u> broad-based. Objectives are developed. <u>Many</u> of the objectives are measurable. <u>Many</u> objectives relate to the goal statement.	A goal statement is developed. The goal is broad-based. Objectives are developed. <u>Several</u> of the objectives are measurable. <u>Several</u> objectives relate to the goal statement.	A goal statement is developed. Objectives are developed. <u>Any</u> objective is measurable. <u>Any</u> of the objectives relate to the goal statement.	Fails to develop a goal statement. Not all objectives are developed. Objectives are not measurable.
4. Rationale for the Program		Program is supported by a <u>well-developed</u> review of the literature. Provides a thoughtful analysis of programs of similar nature. Rationale includes at least <u>3</u> <u>primary</u> references of support for the program.	Program is supported by an <u>adequate</u> review of the literature. Programs of similar nature are compared to your program. Rationale includes at least <u>2</u> <u>primary</u> references of support for the program.	Program is supported by a review of the literature. <u>No</u> comparisons are made to other programs. Rationale includes at least <u>1</u> <u>primary</u> reference of support for the program.	<u>Fails</u> to support program by a review of the literature. Fails to compare other programs. Rationale includes <u>no primary</u> references of support for the program.
Project Design					
5.	Planning of the program	Program is <u>thoughtfully</u> designed. Activities are <u>thoroughly</u> described for each session. Design <u>thoroughly</u> describes how objectives will be carried out.	Program is <u>adequately</u> designed. Activities are <u>adequately</u> described for each session. Design describes how <u>some</u> objectives will be carried out.	Program is adequately designed. <u>Some</u> sessions are described. <u>Few</u> objectives are included in the design.	<u>Fails</u> to show how program will be carried out. Sessions are not adequately described. <u>Fails</u> to show how objectives will be carried out.
6.	Constraints & Alternative Strategies	<u>Many</u> barriers to program implementation or completion are thoughtfully described. Alternative strategies are <u>thoughtfully</u> described.	<u>Several</u> barriers to program implementation or completion are <u>adequately</u> described. Alternative strategies are <u>adequately</u> described.	<u>At least one</u> barrier to program implementation or completion is described. Alternative strategies are <u>superficially</u> described.	<u>Fails</u> to identify any barriers to program implementation or completion. Alternative strategies are no described.
7.	Resources, Timetable, Budget	<u>Many</u> resources to implement the program are identified. A timetable for completion of the program is <u>thorough</u> . An <u>adequate</u> budget has been completed.	<u>Several</u> resources to implement the program are identified. A timetable for completion of the program is present. A budget has been completed.	<u>At least one</u> resource to implement the program is identified. A timetable for completion of the program is present. A budget has been completed.	<u>Fails</u> to identify any resources to implement the program. A timetable for completion of the program is absent. A budget has not been completed.

Area of Evaluation	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
8. Evaluation		A <u>thoughtful</u> evaluation plan has been developed. The process for evaluating <u>many</u> of the objectives is described. <u>Many</u> formative and summative types of evaluation are used.	An evaluation plan has been developed. The process for evaluating <u>several</u> of the objectives is described. <u>Several</u> formative and summative types of evaluation are used.	An evaluation plan has been developed. The process for evaluating at least one of the objectives is described. An attempt is made to use formative and summative evaluation.	<u>Fails</u> to develop an evaluation plan. The process for evaluating the objectives is not described. No attempt is made to use formative and summative evaluation.
9. Other		<u>Many</u> of the supporting references are included on the reference page using the correct sequence and format. <u>Many</u> of the forms to be used in the program are included.	<u>Several</u> of the supporting references are included on the reference page. <u>Several</u> references use the correct sequence and format. <u>Several</u> of the forms to be used in the program are included.	At least one of the supporting references is included on the reference page. At least one uses the correct sequence and format. At least one of the forms to be used in the program is included.	<u>Fails</u> to identify any of the supporting references on the reference page. Fails to include any forms to be used in the program.
10. Writing and Basic requirements		Thoughts are highly organized and logically presented; easy to follow; word usage is correct and sets a very professional tone; correct spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard on time with all required components	Thoughts are generally organized and logically presented; word usage is adequate and sets a professional tone; several errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard <u>late</u> with all required components.	Thoughts are somewhat disorganized, vague and difficult to follow; word usage is sometimes inappropriate and detracts from professional tone; numerous errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is not submitted on Blackboard with all required components.	Thoughts are very disorganized, extremely vague, difficult to follow; word usage is often inappropriate and detracts significantly from the professional tone; numerous errors in spelling, grammar, punctuation, capitalization, sentence structure. The program plan write-up is not turned in on the due date on Blackboard.
TOTAL POINTS (50 possible points)					

Comments:

NAME _____

DATE _____

ORAL HEALTH PROGRAM

Part II Implementation of Oral Health Program

Dental Hygiene Competency	P.4 HP.5 CI.7 CI.8	Communicate effectively with individuals and groups from diverse populations both verbally and in writing Promote the values of oral and general health and wellness to the public and organizations within and outside the profession. Assess the oral health needs of the community and the quality and availability of resources and services. Evaluate the outcomes of community-based program and plan future activities.			
Area of evaluation	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
1. Program Design		A detailed description of the program as it was carried out by date was provided. <u>Many</u> important details were included in the description and were appropriate as specified in the program. <u>Many</u> of the dates were supplied.	A description of the program as it was carried out by date was provided. <u>Several</u> important details were included in the description and were appropriate as specified in the program. <u>Several</u> of the dates were supplied.	A description of the program as it was carried out by date was provided. <u>At least one</u> important detail was included in the description and was appropriate as specified in the program. <u>At least one</u> of the dates was supplied.	A description of the program as it was carried out by date <u>was not</u> provided. <u>Fails to</u> include important details in the description. <u>Fails to</u> include the dates.
2. Program Objectives		How <u>many</u> of the objectives were carried out was specifically described. An evaluation of the attainment of <u>many</u> of the objectives was made.	How <u>several</u> of the objectives were carried out was specifically described. An evaluation of the attainment of <u>several</u> of the objectives was made.	How <u>at least one</u> of the objectives was carried out was specifically described. An evaluation of the attainment of <u>at least one</u> of the objectives was made.	How the objectives were carried out was not specifically described. <u>Fails to</u> evaluate the attainment of <u>any</u> of the objectives.
3. Results		<u>Many</u> of the results of the objectives were described in detail providing a thoughtful analysis.	<u>Several</u> of the results of the objectives were described in detail providing a thoughtful analysis.	<u>At least one</u> of the results of the objectives was described in detail providing a thoughtful analysis.	<u>Fails to describe</u> results of the objectives. <u>Fails to</u> provide a thoughtful analysis.
4. Evaluation		Identifies <u>many</u> of the strengths and weaknesses of the program. A thoughtful analysis of the strengths and weaknesses of the program were provided. Justification for your analysis was included. <u>Many</u> specific suggestions were made to improve the program.	Identifies <u>several</u> of the strengths and weaknesses of the program. Provides an analysis only of the obvious strengths and weaknesses of the program. Some justification for the analysis was included. <u>Several</u> suggestions were made to improve the program	Identifies <u>at least one</u> of the strengths and weaknesses of the program. Provides an only a superficial analysis of the strengths and weaknesses of the program. <u>At least one</u> justification for the analysis was included. <u>At least one</u> suggestion was made to improve the program	<u>Fails to identify</u> the strengths and weaknesses of the program. <u>Fails to</u> provide any analysis of the program. No justification for the analysis was included. No suggestions were made to improve the program.
5. Future Site		Provides a thoughtful analysis its value as a site for a future project.	Provides only an obvious analysis of the sites value for a future project.	Provides only a superficial analysis of the sites value for a future project.	Fails to analyze its value as a site for a future project.
6. Learning value and Collaboration		Provides a thoughtful analysis of the learning values of the project. Describe how you collaborated with your partner and what you learned from collaborating.	Provides an obvious analysis of the learning values of the project. Describe how you collaborated with your partner and what you learned from collaborating.	Provides a superficial analysis of the learning values of the project. Describe how you collaborated with your partner and what you learned from collaborating.	Fails to provide an analysis of the learning values of the project. Fails to describe how you collaborated with your partner and what you learned from collaborating.
7. Lesson plans		<u>All</u> lesson plans are included using the correct format and including all required information	Several lesson plans are included using the correct format and including all required information	<u>At least one</u> lesson plan is included using the correct format and including all required information	<u>Fails to</u> include lesson plans using the correct format and including all required information

Supporting Documents	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
8. Forms		<u>Many</u> of the forms used in the OH program are included in the appendix. <u>Many</u> of the forms are identified correctly. <u>Many</u> of the supporting documents from other parts of the report are included using the correct sequence and format.	<u>Several</u> of the forms used in the OH program are included in the appendix. <u>Several</u> of the forms are identified correctly. <u>Several</u> of the supporting documents from other parts of the report are included using the correct sequence and format.	<u>At least one</u> of the forms used in the OH program are included in the appendix. <u>At least one</u> of the forms is identified correctly. <u>At least one</u> of the supporting documents from other parts of the report are included using the correct sequence and format.	<u>Fails to include any</u> of the forms used in the OH program are included in the appendix. <u>Fails to properly identify</u> the forms used in the OH program. <u>Fails to include</u> the supporting documents from other parts of the report with correct sequence and format.
9. Writing and Basic requirements		Thoughts are highly organized and logically presented; easy to follow; word usage is correct and sets a very professional tone; correct spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard on time with all required components.	Thoughts are generally organized and logically presented; word usage is adequate and sets a professional tone; several errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard <u>late</u> with all required components.	Thoughts are somewhat disorganized, vague and difficult to follow; word usage is sometimes inappropriate and detracts from professional tone; numerous errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is not submitted on Blackboard with all required components.	Thoughts are very disorganized, extremely vague, difficult to follow; word usage is often inappropriate and detracts significantly from the professional tone; numerous errors in spelling, grammar, punctuation, capitalization, sentence structure. The program plan write-up is not turned in on the due date on Blackboard.
10. Presentation		Includes <u>many</u> of the identified points in the organization, content and delivery of the presentation.	Includes <u>several</u> of the identified points in the organization, content and delivery of the presentation.	Includes <u>at least one</u> of the identified points in the organization, content and delivery of the presentation.	<u>Fails</u> to include any of the identified points in the organization, content and delivery of the presentation.
TOTAL POINTS (50 possible points)					

Comments:

Cultural and Diversity Awareness Project

Purpose:

This activity is designed to help our students reflect on concepts relating to Cultural Awareness and Competence about their own and other's culture in particular.

Dental Hygiene Competency:

P.5 Demonstrate cultural sensitivity and the interpersonal and communication skills required for effective functioning with diverse population groups and other members of the health care team.

Here the sample questions that may help you build your slides for the presentation. You can include any information you would like to share or even pictures.

- What were some birthday traditions in your family growing up? What was important to you as a child about birthdays? Do you still keep up those traditions?
- How does your family celebrate the holidays?
- What was a food served in your family growing up that you really didn't like?
- If you wanted to serve a visitor a meal that would help them to understand your cultural heritage, what meal would you serve?

One student will present in every Community Lab session.

Cultural and Diversity Awareness Project Slides due on January 24th @ 10:30 pm.

CULTURAL AND DIVERSITY AWARENESS PROJECT RUBRIC

Dental Hygiene Competency: P.5 Demonstrate cultural sensitivity and the interpersonal and communication skills required for effective functioning with diverse population groups and other members of the health care team.					
Area of Evaluation	Points	Excellent 25	Satisfactory 20	Unsatisfactory 15	Poor 10
Depth of Cultural Background		Demonstrates an in-depth reflection on the cultural background. Supporting details and/or examples are clearly identified.	Demonstrates a general reflection on cultural background, including some supporting details and examples.	Demonstrates a minimal reflection of cultural background, including a few supporting details and examples.	Demonstrates lack of reflection on the cultural background, with no details.
Culture self-awareness		Articulates insights into own cultural rules and biases.	Recognizes new perspectives about own cultural rules and biases.	Identifies own cultural rules and biases.	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)).
Comprehension		Extensive knowledge of topic. Shows complete understanding of assignment and accurately answered all questions posed.	Shows a good understanding of assignment and was able to answer most of audience questions	Shows a good understanding of assignment and was able to answer some of audience questions	Shows no understanding of the assignment and questions were not answered.
Content		Comprehensive and complete coverage of information.	Most important information covered; little irrelevant info.	Much of the information irrelevant; coverage of some of major points.	Majority of information irrelevant and significant points left out.
Total Points (100 Possible Points)					

COMMUNITY DENTISTRY GRADE COMPUTATION SHEET

Student Name _____

TestS: _____, _____, _____, _____

Average: _____

x .50 = _____

Assignments/Discussions/Quizzes

Average: _____

x .10 = _____

Scientific Article Evaluation

x .15 = _____

Program Plan

Average: _____

x .20 = _____

Part 1 _____

Part 2 _____

Cultural and Diversity Awareness

x .05 = _____

Project

Community Rotation

Completion

Weebly/E-portfolio submissions (2)

Completion

Final Course Grade: _____

Final Letter Grade : _____

Class Expectations

To create and preserve an atmosphere that optimizes teaching and learning, students are expected to adhere to the following rules in Community Dentistry Lecture and Lab.

What is Expected of You (the student)

1. **Be respectful.** Respect is the foundation of a successful learning environment. It is important that students are respectful toward the instructors and fellow classmates, and that their behaviors do not interfere nor disrupt lab activities. Follow the rules of common courtesy in all your email messages, class discussions and activities, and critiques/reviews of others' work.
2. **Be on time.** Because random arrivals and exits are disrespectful and distracting. Please plan to arrive to class on time and to stay for the entire class.
3. **Be Prepared and Engaged.** Demonstrate strong preparation to meet deadlines and actively participate in the course. View your schedule daily and check your LIT email for any announcements. Read and follow all content items and assignment directions. You are expected to fully engage in this course by submitting all requirements, assignments, and quizzes on time and participating in lecture and lab activities.
4. **Be organized.** Organization not only reduces stress levels, but it also helps you save time, achieve success, and enjoy a clutter-free zone both within your physical environment and your mind.
5. **Be helpful.** Make a commitment to help each other along the way.
6. **Communicate.** Early and prompt communication is essential to success in any course. Questions and problems cannot be taken care of if I am not aware of them. Please contact me with any questions you may have. If you have conflicts with the course schedule or concerns about the course content and requirements, you must contact me.
7. **Adhere to the rules, policies and procedures** set by the instructor, program, department and institution.
8. **Turn off your cell phone** and don't text or browse during class (unless it's part of the class)!

What is Expected of Me (your instructor)

1. To practice nondiscriminatory treatment of students, regardless of race, color, gender, or creed; or religious, ethnic, sexual, or social background or preference.
2. To start and end class on time.
3. To effectively use class time.
4. To be prepared and have current knowledge of the subject matter.
5. To reply to emails within 24 hours on weekdays and 48 hours on weekends.
6. To grade and return assignments within 24-72 hours to ensure that you have ample time to review my feedback to help you achieve the course objectives.
7. To be courteous, civil, fair, respectful in my interactions with students.
8. To give adequate notification of assignments, examinations, changes in syllabus.
9. To establishment of an open learning environment, wherein questions, comments, and interaction are encouraged.

Congratulations and God speed.