

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

Face-to-face

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.

- 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: 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 (2023 update). Print ISBN: 978-0134255460; eBook ISBN: 978-0134257129

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
Week 1	Lecture On Campus	Syllabus Cultural and Diversity Awareness Project discussion Dental Public Health: Overview	Read: DHYG 1315 Syllabus Chapter 1: Dental Public Health: An overview *Course Contract due on 1/24/25 @ 10:30pm
	Laboratory On Campus	The Prevention Movement	Read: Chapter 2: The Prevention Movement Activity: Bring laptop to class and start working on Resource Websites Guest Speaker: Aspen Dental at 11am
Week 2	Lecture On Campus	Dental Care Delivery in the US	Read: Chapters 3: Dental Care Delivery in the United States Watch: The Community Dental Health Coordinators Write-up on websites due @ 10:30pm to be submitted in Blackboard
	Lecture On Campus	Financing of Dental Care	Read: Chapter 5: Financing of Dental Care Assignment: Watch: What is UCR?
	Laboratory On Campus	Financing of Dental Care (cont'd) Resources for Community Health	Read: Chapter 5: Financing of Dental Care Student Presentation: Student will present in class.
Week 3	Lecture On Campus	Target Populations	Read: Chapter 10 Target Population (Not included in Exam 1)
	Lecture On Campus	Exam 1	Chapters 1, 2, 3, 5 (Respondus Browser) Bring your laptop, MacBook or iPad Oral Health Program Site finalized @ 9:00 AM
	Laboratory On Campus	Program Planning	Read: Chapter 12: Program Planning

			Needs Assessment, Goals and Objectives, Rationale, Program Design, Evaluation Quiz: Chapter 12: Quiz (opens 2/5/2025 @ 12:00 pm due on 2/7/2025 @ 10:30 pm)
Week 4	Lecture On Campus	Program Planning (cont'd)	Read: Chapter 12 Program Planning Cultural and Diversity Awareness Project Slide submission due @ 10:30 PM
	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.
Week 5	Lecture Online	Program Evaluation	Read: Chapter 13 Program Evaluation
	Lecture On Campus	Program Evaluation (cont'd) Dental Health Education and Promotion	Read: Chapter 13 Program Evaluation (cont'd) Read: Chapter 8: Dental Health Education and Promotion Quiz: Chapter 13: Dental Indices (opens 2/19/2025 @ 12:00 pm due on 2/21/2025 @ 10:30 pm)
	Laboratory On Campus	Oral Health Program	Develop Oral Health Program – bring laptop to class
	Off Campus	Community Rotation	Highland Park Elementary School in Nederland, Texas @ 1pm
Week 6	Lecture On Campus	Lesson Plan Development	Read: Chapter 9: Lesson Plan Development
	Lecture On Campus	Exam 2	Chapters 8, 9, 10, 12, 13 (Respondus Browser) Bring your laptop, MacBook or iPad
	Laboratory On Campus	Oral Health Program	Develop Oral Health Program – bring laptop to class
Week 7	Lecture On Campus	Research in Dental Hygiene	Read: Chapter 14: Research in Dental Hygiene
	Lecture On Campus	Research in Dental Hygiene (con't)	Read: Chapter 14: Research in Dental Hygiene Quiz: Chapter 14 Quiz (opens 3/5/2025 @ 12:00 pm due on 3/7/2025 @ 10:30 pm)

	Laboratory On Campus	Oral Health Program	Development Oral Health Program – bring laptop to class
		Oral Health Program Community Rotation	Part 1 due @10:30pm Write-up due @ 10:30pm
Spring Break	No Class	Spring Break	
Week 8	Lecture On Campus	Research in Dental Hygiene (cont'd) Ethical Principles in Research	Read: Chapter 14: Research in Dental Hygiene Read: Chapters 15: Ethical Principles in Research
	Lecture On Campus	Research Process	Read: Chapter 16: Research Process
	Laboratory On Campus	Oral Epidemiology	Read: Chapter 18: Oral Epidemiology Watch: Chapter 18 with Narration video Assignment: Oral Epidemiology Assignment (opens 3/19/2025 @ 12:00 pm due on 3/21/2025 @ 10:30 pm)
Week 9	Lecture On Campus	Oral Epidemiology (cont'd) Current Oral Epidemiologic Findings	Read: Chapter 18: Oral Epidemiology Read: Chapter 19: Current Oral Epidemiologic Findings
	Lecture On Campus	Biostatistics	Read: Chapter 17: Biostatistics
	Laboratory On Campus	Biostatistics (cont'd)	Read: Chapter 17: Biostatistics Watch: 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 Watch: Chapter 17 video then do Quiz: Chapter 17 Quiz (opens 3/26/2025 @ 12:00 pm due on 3/28/2025 @ 10:30 pm)
Week 10	Lecture On Campus	Biostatistics (cont'd)	Read: Chapter 17: Biostatistics
	Lecture On Campus	Exam 3	Chapters 14, 15, 16, 17, 18, 19 (Respondus Browser required) Bring your laptop, MacBook or iPad

	Laboratory On Campus	Advocacy in Dental Care	Read: Chapter 7: Advocacy in Dental Care Read: Chapter 7: Advocacy in Dental Care and the article, “Dental Hygienists’ Role in Advocacy”. Discussion Board: Advocacy in Dental Care (opens 4/2/2025 @ 12:00 pm due on 4/4/2025 @ 10:30 pm)
Week 11	Lecture On Campus	Cultural Competency	Read: Chapter 11: Cultural Competency Video: Culture, Healing and Recovery and What is Cultural Competency?
	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
Week 12	Lecture On Campus	Guest Speaker	Arm and Hammer Presentation
	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
		Scientific Article Evaluation	due @ 10:30pm
Week 13	Lecture On Campus	Evaluation of Scientific Article and Dental Products	Read: Chapter 20: Evaluation of Scientific Article and Dental Products Watch: Evaluating Scientific Article and ADA Seal of Acceptance
	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program Quiz: Chapter 20 Quiz (opens 4/23/2025 at 12:00 pm due on 4/25/2025 @ 10:30 pm)
		E-portfolio Entries	Due @ 10:30pm
Week 14	Lecture On Campus	Careers in Dental Public Health	Read: Chapter 21: Careers in Dental Public Health
	Lecture On Campus	Strategies for Creating DH Positions in Public Health Setting	Read: Chapter 22: Strategies for Creating DH Positions in Public Health Setting Quiz: Chapter 21 Quiz (opens 4/30/2025 @ 12:00 pm due on 5/2/2025 @ 10:30 pm)
	Laboratory On Campus	Oral Health Program Dental Hygiene Care Delivery in the Global Community	Read: Chapter 4: Dental Hygiene Care Delivery in the Global Community

			Watch: Chapter 4 Lecture Video Complete Part 2 of your Oral Health Program - Bring laptop to class
Week 15	Lecture On Campus	Exam 4	Chapters 4, 7, 11, 20 ,21, 22 (Respondus Browser required) Bring your laptop, MacBook or iPad
	Lecture and Laboratory On Campus	Oral Health Program presentation	Parts 2 and 3 of your Oral Health Program due at 9:00 am *Oral Health Program Presentation

IMPORTANT DATES TO REMEMBER	
January 24 @ 10:30 PM	Course Contract due
January 27 @ 10:30 PM	Resource Website Worksheet due
February 5 @ 9:00 AM	Oral Health Program Site finalized
February 10 @ 10:30 PM	Cultural and Diversity Awareness Project Slide due
February 12 @ Program Site	Complete the Needs Assessment for your Oral Health Program
February 21 @ 1 PM	Community Rotation at Highland Park Elementary School at Nederland, Texas
March 7 @ 10:30 PM	Part 1 of Oral Health Program due
March 7 @ 10:30 PM	Community Rotation Write-Up due
April 18 @ 10:30 PM	E-portfolio (2) due
April 25 @ 10:30 PM	Scientific Article Evaluation due
May 7 @9:00 AM	Part 2 and Part 3 of Oral Health Program due

MAJOR EXAM DATES	
Wednesday, February 5	Exam 1
Wednesday, February 26	Exam 2
Wednesday, April 2	Exam 3
Monday, May 5	Exam 4

***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.** 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 the 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)	55%
Assignments/Discussions/Quizzes	5%
Scientific Article Evaluation	10%
Oral Health Program Project (Parts 1, 2 and 3)	20%
Cultural and Diversity Awareness Project	5%
Community Rotation	5%
Weebly (E-portfolio) submissions (2)	<u>Completion</u>
Total	100%

MAJOR EXAM POLICY

To ensure mastery of the course material, students must achieve a **minimum average score of 75%** across the **four major exams** in order to pass the course. This requirement holds regardless of the overall course grade average.

Important Note: If the average of the four major exams is below 75%, the student will **fail the class**, even if the overall grade average meets or exceeds the passing requirement. This policy emphasizes the importance of consistent performance on major assessments and ensures that students have a solid understanding of the key concepts covered in the course.

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 and quizzes done off campus, 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/quiz 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.

Respondus Lockdown Browser will be used for examinations administered on campus. The student is required to bring their own portable electronic device for any scheduled on-campus exams. Approved devices include a personal laptop, tablet, or iPad.

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.

SafeAssign will be utilized for all written submissions to ensure the integrity of academic work by checking for plagiarism and detecting the use of artificial intelligence-generated content. 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 the 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 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, Projects, Quizzes and Tests must be completed and submitted by the due date. Late submissions or completion will not be accepted and will result in a zero for that assignment/project/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)

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 or 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, and respectful in my interactions with students.
8. To give adequate notification of assignments, examinations, changes in syllabus.
9. To establish an open learning environment, wherein questions, comments, and interaction are encouraged.

Congratulations and God speed, Class of 2025.