Lamar Institute of Technology

DHYG 1315

Course Syllabus
Spring 2018

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MPC 211

COMMUNITY DENTISTRY

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DHYG 1315: COMMUNITY DENTISTRY

DHYG 1315 SCHEDULE

Date	Lecture/ Laboratory	TOPIC	ASSIGNMENT
Week 1	Laboratory	Syllabus Dental Public Health The Prevention Movement	Nathe, Ch 1, 2
	Lecture	Dental Care Delivery in the US Financing of Dental Care	Nathe, Ch. 3, 5
Week 2	Lecture	Financing of Dental Care cont.	
	Laboratory	Resources for Community Health	**Student Reports on Community Resource Websites**
	Lecture	**Exam 1**	Ch. 1, 2, 3, 5
Week 3	Lecture	Target Populations	Nathe, Ch. 10 **Oral Health Program site due**
	Laboratory	Program Planning	Nathe, Ch. 12 Needs Assessment, Goals and Objectives, Rationale, Program Design, Evaluation
	Lecture	Program Planning cont.	
Week 4	Lecture	Program Evaluation	Nathe Ch. 13
	Laboratory	Program Assessment	**Complete the Assessment for your Oral Health Program at your Agency Site**
	Lecture	Program Evaluation	Nathe, Ch.13
Week 5	Lecture	Dental Health Education and Promotion	Nathe Ch. 8
	Laboratory	Oral Health Program	Develop Oral Health Program – bring laptop to class
	Lecture	Dental Health Education and Promotion cont.	
Week 6	Lecture	Lesson Plan Development	Nathe, Ch. 9
	Laboratory	Oral Health Program	Develop Oral Health Program – bring laptop to class

DHYG 1315: COMMUNITY DENTISTRY

Date	Lecture/ Laboratory	TOPIC	ASSIGNMENT
	Lecture	Lesson Plan Development cont.	
Week 7	Lecture	**Exam 2**	Ch. 8, 9, 10, 12, 13
	Laboratory	Oral Health Program	Development Oral Health Program – bring laptop to class
	Lecture	Research in Dental Hygiene Ethical Principles in Research	Nathe, Ch. 14, 15 **Complete Chapter 14 quiz online prior to class**
Week 8	Lecture	Research in Dental Hygiene cont. Ethical principles in Research cont.	
	Laboratory	Research Process	Nathe, Ch. 16 **Complete Chapter 16 quiz online prior to class**
	Lecture	Oral Epidemiology	Nathe, Ch. 18,
Week 9	No Class	Spring Break	
Week 10	Lecture	Oral Epidemiology cont. Current Oral Epidemiologic Findings	**Complete Chapter 18 quiz online prior to class** Nathe, Ch. 19 **Part 1 of Oral Health Program due** ****You may begin to implement your Oral Health Program this week****
	Laboratory	Biostatistics	Nathe, Ch. 17 **Complete Chapter 17 quiz online prior to class**
	Lecture	Biostatistics cont.	
Week 11	Lecture	Biostatistics cont.	**Implement your Oral Health Program this week**
	Laboratory	Exam 3	**Ch. 14, 15, 16, 17, 18 ,19**
	Lecture	Evaluation of Scientific Literature and Dental Products	Nathe, Ch. 20
Week 12	Lecture	Advocacy in Dental Care	Nathe, Ch. 7

DHYG 1315: COMMUNITY DENTISTRY

Date	Lecture/ Laboratory	TOPIC	ASSIGNMENT
	Laboratory	Oral Health Program	Implement your Oral Health Program
	Lecture	Advocacy in Dental Care cont.	**Critique of scientific article due**
Week 13	Lecture	Cultural Competency	Nathe, Ch. 11
	Laboratory	Oral Health Program	Implement your Oral Health Program
	Lecture	Cultural Competency cont.	
Week 14	Lecture	Guest Speaker	To be announced
	Laboratory	Oral Health Program	Implement your Oral Health Program
	Lecture	Careers in Dental Public Health	Nathe, Ch. 21
Week 15	Lecture	Careers in Dental Public Health cont.	
	Laboratory	Oral Health Program	Complete Part 2 of your Oral Health Program. Bring laptop to class
	Lecture	Guest Speaker	To be announced
Week 16	Lecture	Dental Hygiene Care Delivery in the Global Community	Nathe, Ch. 4
	Laboratory	Oral Health Program presentation	**Part 2 of your Oral Health Program due**
	Lecture	**Exam 4**	Nathe, Ch. 4, 7, 11, 20, 21

Community Dentistry DHYG 1315

PREREQUISITE/CO-REQUISITE COURSES
Admittance to the dental hygiene program and all courses from previous semesters.

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.

COURSE GOALS
Upon completion of this course in Community Dentistry, the student will be able to:
1.   Identify the structure, principles, and current issues of public health practice and their relationship to community dental programs.
2.   Analyze public health programs according to the principles and practices of community dentistry.
3.   Plan, implement and evaluate a community dental health program.
4.   Utilize and interpret the methods of epidemiology.
5.   Describe the epidemiology of dental diseases and conditions and relate it to program planning.
6.   Utilize dental indices for assessment and evaluation related to community dental health programming and oral health research.
7.   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.
8.   Express knowledge and respect for the unique differences of all populations in community programs as they relate to community dental health programming.
9.   Apply and use written and electronic oral health resources for community dentistry.
10. Communicate orally and in writing on community dental health programming.
11. Evaluate scientific literature in terms of study design, sampling, data analysis methods, results, discussion, and conclusion.
12. Demonstrate and apply knowledge and skills in dental health education and health promotion strategies as they relate to community-based needs.
13. Compare the effectiveness, efficiency, practicality, and economic feasibility of preventive measures when applied to community based dental programs.
14. Establish channels of communication to promote community cooperation.
15. Participate in community activities as an oral health educator and promoter.

CREDIT HOURS

Class: 2 hours
Laboratory: 3 hours
Credit: 3 semester credit hours

CLASS MEETING TIME

Lecture: Monday and Wednesday 9:05-9:55, MPC 112
Laboratory: Tuesday 1:00 – 3:50, MPC 103

INSTRUCTOR
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COURSE POLICIES

1. **Attendance Policy**

   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.

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.
- If you 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**. The student is responsible for all material missed at the time of absence. Extenuating circumstances will be taken into account. Extenuating circumstances might include: funeral of immediate family member, maternity, hospitalization, etc.
- 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.

Fall/Spring Semesters:

Dental hygiene students will be allowed **two** 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 = verbal warning

Beginning with 3 absences, **2 points** will be deducted from the final course grade for each absence thereafter.

2. **Tardiness**

- Tardiness is disruptive to the instructor and the students in the classroom. 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 = verbal warning

   Tardy 2 times is considered an absence.

3. **Cell phones.** All cell phones must be turned off and put away. Evidence of any text messaging during class time will result in **deductions on your class participation grade. Texting during an exam will be considered academic dishonesty. The exam will be considered over and the student will receive a zero for the exam.**

4. **Late coursework.** Assignments must be completed by the due date. Late assignments will not be accepted and will result in a zero for that assignment.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things this statute requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact Special Populations Coordinator at 409-880-1737 or visit the office located in the Cecil Beeson Building, room 116B. You may also visit the online resource at http://lit.edu/depts/stuserv/special/defaults.aspx.

Technical Requirements (for Blackboard)
The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:
https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/015_Browser_Support_Policy. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

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 or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

TEACHING METHODS
Teaching methods will include:
      Lectures
      Class discussion
      Class presentations
      Class projects
      Community rotations

REQUIRED TEXT
Nathe, Christine N, *Dental Public Health: Contemporary Practice for the Dental Hygienist*, 4th edition, Boston: Pearson, ISBN 0-13-425546-1.

RECOMMENDED READINGS
Texts/References
- Burt, Brian, Eklund, Stephen, *Dentistry, Dental Practice, and the Community.* 6th ed., Philadelphia: Elsevier Saunders, 2005.
- Geurink, Kathy Voigt, *Community Oral Health Practice for the Dental Hygienist,* 3rd edition. St. Louis, MO, 2012.
- Darby, Michele L. and Bowen, Denise M., *Research Methods for Oral Health Professionals.* St. Louis: C.V. Mosby Co., 1980.
- Gagliardi, Lori. *Dental Health Education*. 2nd edition. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.
- Mason, Jill, *Concepts in Dental Public Health*, 2nd edition, Philadelphia: Lippincott Williams & Wilkins, 2010.
- Wilkins, Esther M., *Clinical Practice of the Dental Hygienist*, 12th edition, Philadelphia: Wolters Kluwer, 2016.

Websites
- Healthy People 2020,
  http://www.healthypeople.gov/2020/default.aspx
  http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=32
- Oral Health in America: A Report of the Surgeon General
  http://www.surgeongeneral.gov/library/oralhealth
- 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
- National Call to Action to Promote Oral Health www.nidr.nih.gov/sgr/nationalcalltoaction.htm

COURSE REQUIREMENTS

Teaching methods will include:
Exams (4)
Community Rotation – see page 22 for further explanation
Critique of Scientific Article – see page 23-27 for further explanation
Oral Health Program – see page 28-34 for further explanation

EVALUATION CRITERIA

Exams (4)	60%
Scientific Article Evaluation	15%
Oral Health Program Plan	25%
Community Rotation	Completion
	100%

GRADE SCALE:

A	=	92 - 100
B	=	83 - 91
C	=	75 – 82
D	=	60 - 74
F	=	59 and below

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

12.   **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

13.   **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

14.   **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

15.   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

16.   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

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

18.   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

19.   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

20.   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

<u>LEARNER OBJECTIVES</u>
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
      Grass roots
      Outreach workers
      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
intraprofessionla
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 lnternationale (FDI)
> International Federation of Dental Hygienists (IFDH)
> World Health Organization (WHO)

<u>APPENDIX</u>

Community Rotation

Dental Hygiene Competency:
CC.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 community rotation may be completed at an agency of your choice. A presentation must be made for the target group. There is no grade for participation, however, student **must get approval by the instructor** and provide documentation of this participation. You will need to have a Dental Hygiene Community Service form signed by the supervisor at the agency. **Students may present information to a group other than preschool and school-aged children** unless students receive instructor approval**. This rotation must be completed by Week 16.**

Evaluation and Reflection:
Students should answer the following questions and provide the instructor with a written copy within **5 days** of their community rotation.

1. Where and when was the lesson presented? Name of agency and place should be included.
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.

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<u>Scientific Article Evaluation</u>
Dental Hygiene Competency:

CC.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: You and your partner will critique a research article using a series of questions included on pages 23-24. The article will be assigned to you and your partner.

The questions on this evaluation must be answered based on the article you have been given. At the completion of this assignment, the article must be submitted along with your answers.

Each question on page 23-24 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

Your evaluation of this assignment is on page 2.

The <u>assignment</u> and the <u>article</u> must be submitted at <u>class time, Week 12.</u>

Your assigned partner is listed below	

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 project=s 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	CC.2 HP.6	❖ 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.

Student		Date:	

Instructor	

The following criteria will be used to determine the grade on the **Scientific Article Evaluation**

Point values: 1= Meets all requirements ½= Needs improvement 0= Does not meet all requirements	Final grade awarded:

The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria:	Points Awarded
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.	

	Scientific Article Evaluation	
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.	
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
Dental Hygiene Competency:

CC.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.

Objective: Students must develop and implement an oral health program in the community
1. Identify a target population.
2. Perform a needs assessment of the target population
3. Plan a community program based upon the needs assessment.
4. Identify possible constraints, alternatives and an evaluation tool for the program.
5. Evaluate the program

This project will be completed with another student. 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 site finalized: Week 3**

You and your partner will develop a community oral health program. The site for this program may be determined by you 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 by myself. You will need to contact the agency, assess the needs of the target population, plan and implement the project, and evaluate your results.

- **Needs Assessment completion: Week 4**

SET A DATE WITH AGENCY for completion of the Needs Assessment. Confirm this date with agency at the time you make the agreement with agency for the project. You must complete the Needs Assessment with your partner present. **The information needed in the assessment will be discussed in class prior to this assignment.**

ORAL HEALTH PROGRAM DEVELOPMENT
- **Laboratory Assignment: Week 5**

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

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information should be included in Part 1 of this write-up. All references should be in the proper format. Please see the 2010 APA Reference Guide Welcome to Purdue Owl on DHYG 1315 Blackboard Homepage.

- **Laboratory Assignment: Week 7**

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, and 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.

- **Laboratory Assignment: Week 8**

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/post test(s), etc. References should be documented correctly.

*****Part 1 Development of Oral Health Program - Due Week 10

Write-up

Part 1 should be written in a professional manner as stipulated in the Laboratory sessions. 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 and one written copy in class.** Failure to submit complete information on time will affect the Part 1 Development of Oral Health Program grade.

IMPLEMENTATION OF ORAL HEALTH PROGRAM

- **Laboratory Assignment:**

You may start the Implementation Phase of your Oral Health Program **on Week 10.** Continue implementing your program until **Week 11**. There will be **no laboratory class on Week 12,13 and 14** in order for implementation of you OH program.

Each session at your OH program must include a lesson plan.

You and your partner(s) should plan to meet with me weekly prior to meeting with your Oral Health group. Lesson plans must be in the format used in DHYG 2133. You should come to my office **with the written lesson plan** you will be using for that particular session

ORAL HEALTH PROGRAM EVALUATION
Laboratory Assignment: Week 15
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 <u>detailed</u> description by date of the program as it was carried out. Include differences from planned procedures. Identify the number of participants. 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, e.g. was the agency or target population in need, were the staff 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
Laboratory Assignment: Week 16
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 in 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 writeup – Due Tuesday, May 2, 1:00 pm

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NAME_____   DATE_____

ORAL HEALTH PROGRAM EVALUATION
Part 1 Development of Oral Health Program

Dental Hygiene Competency	CC.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 many findings of the Needs Assessment. Accurately interprets many important findings. Prioritizes many of the important findings. Provides a thoughtful analysis.	Identifies several findings of the Needs Assessment. Accurately interprets several important findings. Prioritizes several important findings. Provides an analysis only of the obvious.	Identifies any relevant finding of the Needs Assessment. Accurately interprets any important finding. Prioritizes any important finding. Provides only a superficial analysis.	Fails to identify any relevant finding of the Needs Assessment. Fails to analyze and prioritize any of the important findings.
2. Dental Health Status		Identifies many findings of the Dental Health Status of the target group. Provides a thoughtful analysis.	Identifies several findings of the Dental Health Status of the target group. Provides an analysis only of the obvious.	Identifies any 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 appropriate goal statement is developed. The goal is very broad-based. Objectives are developed. Many of the objectives are measurable. Many objectives relate to the goal statement.	A goal statement is developed. The goal is broad-based. Objectives are developed. Several of the objectives are measurable. Several objectives relate to the goal statement.	A goal statement is developed. Objectives are developed. Any objective is measurable. Any 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 well developed review of the literature. Provides a thoughtful analysis of programs of similar nature. Rationale includes at least 3 primary references of support for the program.	Program is supported by an adequate review of the literature. Programs of similar nature are compared to your program. Rationale includes at least 2 primary references of support for the program.	Program is supported by a review of the literature. No comparisons are made to other programs. Rationale includes at least 1 primary reference of support for the program.	Fails to support program by a review of the literature. Fails to compare other programs. Rationale includes no primary references of support for the program.
Project Design					
5. **Planning of the program**		Program is thoughtfully designed. Activities are thoroughly described for each session. Design thoroughly describes how objectives will be carried out.	Program is adequately designed. Activities are adequately described for each session. Design describes how some objectives will be carried out.	Program is adequately designed. Some sessions are described. Few objectives are included in the design.	Fails to show how program will be carried out. Sessions are not adequately described. Fails to show how objectives will be carried out.
6. **Constraints & Alternative Strategies**		Many barriers to program implementation or completion are thoughtfully described. Alternative strategies are thoughtfully described.	Several barriers to program implementation or completion are adequately described. Alternative strategies are adequately described.	At least one barrier to program implementation or completion is described. Alternative strategies are superficially described.	Fails to identify any barriers to program implementation or completion. Alternative strategies are no described.
7. **Resources, Timetable, Budget**		Many resources to implement the program are identified. A timetable for completion of the program is thorough. An adequate budget has been completed.	Several resources to implement the program are identified. A timetable for completion of the program is present. A budget has been completed.	At least one resource to implement the program is identified. A timetable for completion of the program is present. A budget has been completed.	Fails to identify any resources to implement the program. A timetable for completion of the program is absent. A budget has not been completed.

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Area of Evaluation	Points	Excellent 5	Good 4`	Fair 3	Unacceptable 2
8. Evaluation		A thoughtful evaluation plan has been developed. The process for evaluating many of the objectives is described. Many formative and summative types of evaluation are used.	An evaluation plan has been developed. The process for evaluating several of the objectives is described. Several 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.	Fails 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		Many of the supporting references are included on the reference page using the correct sequence and format. Many of the forms to be used in the program are included.	Several of the supporting references are included on the reference page. Several references use the correct sequence and format. Several 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.	Fails 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 and a written copy with all components is submitted at class time on time.	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 and a written copy with all components is submitted at class time. Or vice versa.	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 and a written copy with all components is not submitted at class time. Or vice versa.	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 either on Blackboard or in class.
TOTAL POINTS (50 possible points)					

Comments

Community Dentistry DHYG 1315

NAME_____   DATE_____

ORAL HEALTH PROGRAM
Part II Implementation of Oral Health Program

Dental Hygiene Competency	CC.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. Many important details were included in the description and were appropriate as specified in the program. Many of the dates were supplied.	A description of the program as it was carried out by date was provided. Several important details were included in the description and were appropriate as specified in the program. Several of the dates were supplied.	A description of the program as it was carried out by date was provided. At least one important detail was included in the description and was appropriate as specified in the program. At least one of the dates was supplied.	A description of the program as it was carried out by date was not provided. Fails to include important details in the description. Fails to include the dates.
2. Program Objectives		How many of the objectives were carried out was specifically described. An evaluation of the attainment of many of the objectives was made.	How several of the objectives were carried out was specifically described. An evaluation of the attainment of several of the objectives was made.	How at least one of the objectives was carried out was specifically described. An evaluation of the attainment of at least one of the objectives was made.	How the objectives were carried out was not specifically described. Fails to evaluate the attainment of any of the objectives.
3. Results		Many of the results of the objectives were described in detail providing a thoughtful analysis.	Several of the results of the objectives were described in detail providing a thoughtful analysis.	At least one of the results of the objectives was described in detail providing a thoughtful analysis.	Fails to describe results of the objectives. Fails to provide a thoughtful analysis.
4. Evaluation		Identifies many 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. Many specific suggestions were made to improve the program.	Identifies several 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. Several suggestions were made to improve the program	Identifies at least one of the strengths and weaknesses of the program. Provides an only a superficial analysis of the strengths and weaknesses of the program. At least one justification for the analysis was included. At least one suggestion was made to improve the program	Fails to identify the strengths and weaknesses of the program. Fails to 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.

Supporting Documents		Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
7.	Lesson plans		All 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	At least one lesson plan is included using the correct format and including all required information	Fails to include lesson plans using the correct format and including all required information
8.	Forms		Many of the forms used in the OH program are included in the appendix. Many of the forms are identified correctly. Many of the supporting documents from other parts of the report are included using the correct sequence and format.	Several of the forms used in the OH program are included in the appendix. Several of the forms are identified correctly. Several of the supporting documents from other parts of the report are included using the correct sequence and format.	At least one of the forms used in the OH program are included in the appendix. At least one of the forms is identified correctly. At least one of the supporting documents from other parts of the report are included using the correct sequence and format.	Fails to include any of the forms used in the OH program are included in the appendix. Fails to properly identify the forms used in the OH program. Fails to include 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 and a written copy with all components is submitted at class time on time.	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 and a written copy with all components is submitted at class time. Or vice versa.	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 and a written copy with all components is not submitted at class time. Or vice versa.	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 either on Blackboard or in class.
10. Presentation			Includes many of the identified points in the organization, content and delivery of the presentation.	Includes several of the identified points in the organization, content and delivery of the presentation.	Includes at least one of the identified points in the organization, content and delivery of the presentation.	Fails to include any of the identified points in the organization, content and delivery of the presentation.
TOTAL POINTS (50) possible points)						

Comments:

COMMUNITY DENTISTRY GRADE COMPUTATION SHEET

Student Name _____

Exams _____, _____, _____, _____,   Average _____   x .60= _____

Scientific Article Evaluation   _____   x .15= _____

Program Plan   Part 1 _____
                           Part 2_____

                                              Average   _____ x .25 = _____

Community Rotation   _____

                                              Final grade for course   _____