

# COMMUNITY DENTISTRY

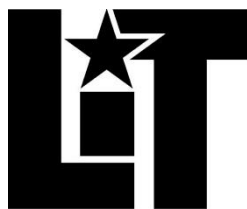
Lamar Institute of  
Technology

DHYG 1315

Course Syllabus

SPRING

Taught by:  
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MPC 217



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## **DHYG 1315 SCHEDULE SPRING**

**Please see addendum.**

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

**CO-REQUISITE COURSES**  
DHYG 2153; 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.

### **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-On Campus 9:05am -9:55am, MPC 112; Wednesday- Online  
Laboratory: Tuesday- On Campus 1:00pm - 4:00pm, MPC 112

### **INSTRUCTOR**

Kristina Marie N. Mendoza, RDH, DMD  
[kmmendoza@lit.edu](mailto:kmmendoza@lit.edu) ; Office Number: (409)839-2914  
Office: MPC 217 Office Hours: Monday – 8:00am-9:00am, 10:00am-12:30pm by appointment  
Wednesday – 12:00pm -1:30 pm by appointment

## **COURSE POLICIES**

### **1.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: 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.

#### **b. Summer Sessions:**

Regular class attendance is expected. Be sure to sign in on a regular basis to check for any additional assignment openings, and to be sure your coursework is being completed. Also, be sure to check your gradebook regularly for missing or inaccurate grades. Bring any grade questions to the instructor immediately upon noticing them.

#### **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.**

### **2.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. 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.

Respondus Lockdown Browser and Respondus Monitor will be used for examinations therefore, a webcam is required to take the test.

### **3. Mandatory Tutoring**

If a student receives a failing grade on any major exam, the student will be required to meet with course instructor within 2 weeks of the failed exam.

### **4. Academic Integrity**

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, laptop, tablet, 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, abuse of academic materials, complicity in academic dishonesty, and personal misrepresentation.

### **5. 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.

<https://lit.edu/student-success/starfish>

### **6. Electronic Devices**

Electronic devices are a part of many individual's lives today. Devices such as tape recorders, radios, cell phones, paging devices and laptop computers, however, may be disturbing to faculty and classmates. Students, therefore, must receive the instructor's permission to operate all electronic devices in the classroom and clinic. Texting on cell phones or computers will not be allowed during class or clinic.

### **7. Academic Integrity**

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, laptop, tablet, electronic communication devices (including optical), and earphones connected to or used as electronic communication devices.

Use of such devices during an examination will be considered academic dishonesty. The examination will be considered over and the student will receive a zero for the exam.

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.

**8. 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.

### **9. Americans with Disabilities Act (ADA)**

The Americans with Disability Act of 1990 and Section 504, 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 American with Disability 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)839-2018. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu)

### **10. 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/enus/Learn/9.1\\_2014\\_04/Student/015\\_Browser\\_Support/015\\_Browser\\_Support\\_Policy](https://help.blackboard.com/enus/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.

### **11. 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](http://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, videos, Kaltura videos, class activities
- Class discussion
- Class presentations
- Class projects
- Community rotation

### **REQUIRED TEXT**

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

### **RECOMMENDED READINGS**

#### **Texts/References**

- Burt, Brian, Eklund, Stephen, *Dentistry, Dental Practice, and the Community*. 6<sup>th</sup> ed., Philadelphia: Elsevier Saunders, 2005.
- Geurink, Kathy Voigt, *Community Oral Health Practice for the Dental Hygienist*, 4th edition. St. Louis, MO, 2017.
- Gagliardi, Lori. *Dental Health Education*. 2<sup>nd</sup> edition. Upper Saddle River, NJ: Waveland Press, Inc, 2014
- Mason, Jill, *Concepts in Dental Public Health*, 2<sup>nd</sup> edition, Philadelphia: Lippincott Williams & Wilkins, 2010.
- Boyd, Linda, Mallonee, Lisa, Wyche, Charlotte, *Wilkins' Clinical Practice of the Dental Hygienist*, 13<sup>th</sup> edition, Lippincott Williams & Wilkins, 2020

### **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](http://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](http://www.astdd.org)
- Centers for Disease Control and Prevention, [www.cdc.gov/nccdphp/oh](http://www.cdc.gov/nccdphp/oh)
- World Health Organization, [www.who.org](http://www.who.org)
- National Call to Action to Promote Oral Health [www.nidr.nih.gov/sgr/nationalcalltoaction.htm](http://www.nidr.nih.gov/sgr/nationalcalltoaction.htm)

### **REMEDICATION**

Remediation is available by appointment.

See Student Handbook for more information about remediation policies.

### **COURSE REQUIREMENTS**

Teaching methods will include:

Tests (4)

Assignments, Discussions and Quizzes

Community Rotation – see pages 23-25 for further explanation

Critique of Scientific Article – see pages 26-30 for further explanation

Oral Health Program – see pages 31-39 for further explanation

### **EVALUATION CRITERIA**

Tests (4)	50%
Assignments/Discussions/Quizzes	5%
Scientific Article Evaluation	15%
Oral Health Program Plan	20%
Community Rotation	10%
TOTAL	<u>100%</u>

### **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
- 13. Oral Epidemiology**
- a. Epidemiology Defined
  - b. What is Oral Epidemiology?
  - c. The Multifactorial Nature of Disease
  - d. Measurement in Epidemiology
  - e. Oral Epidemiology Surveillance and Reports
  - f. Concepts of Epidemiologic Studies
  - g. Validity of Epidemiologic Studies
- 14. Current Oral Epidemiology Findings**
- a. Periodontal Diseases
  - b. Tooth Loss
  - c. Dental Caries
  - d. Oral and Pharyngeal Cancer
  - e. Mucosal Diseases and Infections
  - f. Cleft Lip/Palate
  - g. Injury
  - h. Toothaches
  - i. Prevention by Dental Care Utilization
- 15. Biostatistics**
- a. Data Categorization
  - b. Descriptive Statistics
  - c. Graphing Data
  - d. Correlation
  - e. Statistical Decision Making
  - f. Inferential Statistics
  - g. Interpretation of Data and Research Results
- 16. Evaluation of Scientific Literature and Dental Products**
- a. Regulation of Dental Care Products
  - b. Research Sources for Dental Care Products
  - c. Evaluation of Advertisements

- d. Evaluation of Scientific Literature
  - e. Data Sources and Publications
- 17. Advocacy in Dental Care**
- a. Understanding Change and its Agents
  - b. Making Government Policy
  - c. Working in Collaboration and Through Partnerships
  - d. Building Coalitions
  - e. Professional Collaboration in Practice
  - f. Writing Grants
- 18. Cultural Competency**
- a. Culture Diversity in the United States
  - b. Cultural Issues in Health Care
  - c. Cultural Competency and Dental Hygienists
- 19. Careers in Dental Public Health**
- a. U.S. Public Health Service Career
  - b. U.S. Civil Service
  - c. National Health Service Corps
  - d. VA Hospital Dental Hygiene Careers
  - e. Military Base Dental Hygiene Careers
  - f. Federal Prison Dental Hygiene Careers
  - g. Independent Contractor
  - h. Dental Staffing Agency Employee
  - i. Student Dental Public Health Opportunities
  - j. State Opportunities
  - k. International Opportunities
- 20. Strategies for Creating Dental Hygiene Positions in Dental Public Health Settings**
- a. Legislative Perspective
  - b. Proposed Plan of Action
  - c. Document and Practice Management
  - d. Proposal Development and Presentation
  - e. Dental Hygiene Consultation and Policies
- 21. Dental Hygiene Care Delivery in the Global Community**
- a. Access to Information on Global Health Needs
  - b. International Dental Hygiene
  - c. Current Status of Dental Hygiene Education
  - d. Professional Regulation
  - e. Movement toward Autonomy
  - f. Challenges in the Profession
  - g. Successful Public Health Initiatives Involving Dental Hygienists
  - h. Future of Dental Hygiene Worldwide
  - i. Key International Organizations

**LEARNER OBJECTIVES**

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

**Chapter 1 - Dental Public health: An Overview**

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

**Chapter 2 – The Prevention Movement**

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

**Chapter 3 – Dental Care Delivery in the United States**

1. Describe the state of dental health in the United States
2. Identify the government agencies related to dental hygiene
3. Compare the functions of federal, state, and local government in dental care delivery
4. Describe dental workforce issues
5. Define need, supply, demand, and utilization
6. Identify and discuss all key terms in the chapter including
  - Demand
  - Dental care delivery
  - Medicaid
  - Need
  - Supply
  - Utilization
  - Workforce

### **Chapter 5 – Financing of Dental Care**

1. Describe current methods of payment for dental care
2. Define and apply terminology associated with financing dental care
3. Identify the different insurance plans available for dental care
4. Describe the role of the government in financing dental care
5. Identify and discuss all key terms in the chapter including
  - Barter system
  - Benefit
  - Capitation plan
  - Copayment
  - Deductible
  - Dental claim
  - Dental necessity
  - Encounter fee plan
  - Explanation of benefits
  - Fee-for-service plan
  - Health maintenance organization (HMO)
  - Medicaid (Title XIX)
  - Medicare (Title XVIII)
  - Preexisting condition
  - Preferred Provider Organizations (PPOs)
  - Premium
  - Usual, customary, reasonable (UCR) fee

### **Chapter 10 – Target Populations**

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

### **Chapter 12 - Program Planning**

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

### **Chapter 13 – Program Evaluation**

1. Describe the mechanisms of program evaluation
2. Compare qualitative and quantitative evaluation
3. Identify various dental indexes and define their purposes
4. List the government evaluation resources of oral health

5. Identify and discuss all key terms in the chapter including
  - Clinical evaluation
  - Dental index
  - Formative evaluation
  - Measurement
  - Nonclinical evaluation
  - Summative evaluation

### **Chapter 8 – Dental Health Education and Promotion**

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

### **Chapter 9 – Lesson Plan Development**

1. Explain the dental hygiene process of care
2. Describe the process of lesson plan development
3. Develop goals and objectives for a lesson plan
4. Describe learning levels and domains
5. Identify and describe teaching methods
6. Identify the characteristics of an effective teacher
7. Develop a lesson plan
6. Identify and discuss all key terms in the chapter including
  - Dental hygiene process of care
  - Lesson plan
  - Teaching methods

### **Chapter 14 – Research in Dental Hygiene**

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

### **Chapter 15- Ethical Principles in Research**

1. Describe the evolution of ethics in research
2. Define common ethical principal terminologies
3. Describe the role of ethics in research
4. Identify the role of government and private entities in research

5. Identify and discuss all key terms in the chapter including
  - Autonomy
  - Beneficence
  - Bioethics
  - Health Information Portability and Accountability Act (HIPAA)
  - Informed Consent
  - Institutional review board (IRB)
  - Justice
  - Misconduct
  - Nonmaleficence
  - Paternalism
  - Veracity

### **Chapter 16 – Research Process**

1. Describe and compare various research approaches
2. Describe various research designs used in oral epidemiology
3. Describe methods used to conduct research studies
4. List the parts of a research design
5. Identify and discuss all key terms in the chapter including:
  - Data
  - Descriptive approach
  - Double-blind study
  - Experimental approach
  - Historical approach
  - Pilot study
  - Placebo
  - Quasi-experimental approach
  - Research approach
  - Research design
  - Retrospective (ex post facto) approach
  - Sampling Technique
  - Variable
  - Washout period

### **Chapter 18 – Oral Epidemiology**

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

**Chapter 19 – Current Oral Epidemiology Findings**

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

**Chapter 17 - Biostatistics**

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

**Chapter 20 – Evaluation of Scientific Literature and Dental Products**

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



**Chapter 7 – Advocacy in Dental Care**

1. Identify four roles that the dental hygienist can assume as an agent of change
2. Describe the various levels of change agent performance
3. Utilize tools and resource models to implement change
4. Identify the role of the change agent in policy making
5. Promote partnership and coalition development
6. Describe the inter and intra- professional collaborations
7. Identify components of grant writing
8. Identify and discuss all key terms in the chapter including:
  - Advocate
  - Change agent
  - Coalition
  - Collaboration
  - Empower
  - Ethics
  - Facilitator
  - Grantsmanship
  - Interprofessional
  - Intra-professional
  - Lobbying
  - Networking
  - Partnerships
  - Policy
  - Request for proposals
  - Stakeholder

**Chapter 11 – Cultural Competency**

1. Describe how cultural values regarding health care can affect oral health habits
2. Identify how culture influences people
3. Describe the cultural diversity in the United States
4. Define cultural competency and its significance in caring for a culturally diverse population
5. Identify and discuss all key terms in the chapter including:
  - Acculturate
  - Assimilate
  - Complementary alternative medicine
  - Cultural competency
  - Cultural sensitivity
  - Ethnocentrism
  - Eurocentric
  - Sociocultural theory
  - Subculture
  - Transcultural communication skills
  - Zone of proximal development

**Chapter 21 – Careers in Public Health**

1. Describe dental public health careers
2. Identify various governmental careers in dental public health
3. Define dental hygiene positions in a variety of settings
4. Identify and discuss all key terms in the chapter including:
  - Civil service employment
  - COSTEP program
  - Independent contractor

National Health Service Corps  
United States Public Health Service Commissioned Corps  
US Public Health Service (PHS)

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

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

**Chapter 4 – Dental Hygiene Care in the Global Community**

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

# **APPENDIX**

### **Community Rotation**

#### **Dental Hygiene Competency:**

P.4: Communicate effectively with individuals and groups from diverse populations both verbally and in writing.  
HP.5: Promote the values of oral and general and wellness to the public and organizations within and outside the profession.

1. The class will be divided into groups of 3. You can pick your group members.
2. Each group will be given a target population and their profile.
3. Each group will assess what patient education topic is most applicable to the target population.
4. Each group will create a narrated presentation about the topic.
5. This must be completed by **TBA**.

#### **Evaluation and Reflection:**

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

1. Identify the target population.
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.

### **Scientific Article Evaluation**

#### **Dental Hygiene Competency:**

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

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

#### **Instructions:**

1. You and your partner will critique a research article using a series of questions included on pages 22-23. The article will be assigned to you and your partner.
2. 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.
3. Each question on page 22 and 23 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.
4. **The assignment and the article must be submitted on TBA**

## 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?**

### **Oral Health Program**

Dental Hygiene Competency:

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

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

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

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

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

### **Oral Health Program Instructions**

The students will be divided into 9 groups with 3 members each and each group will be assigned a hypothetical target population. You need to start by finding out as much as you can about the target population. Due to the restrictions in our communities because of the pandemic, your group will not be going off-campus to investigate about the target population, but you will be contacting a “person-in-charge”, who will be on campus. This person will be your go-to person and is going to give you information about the target group. You must make the arrangements for completion of the project by contacting the “person in charge” to begin a Needs Assessment. Each group will work together to research, investigate and gather information relevant to the assigned target population.

### **Needs Assessments Completion:**

All the members of the group must be present when doing the Needs Assessment.  
These are the information you need to make a thorough assessment:

- A. General Data
  1. Description of Site
    - a. history
    - b. organizational structure
    - c. function and role of the site
    - d. funding sources
    - e. geographic location
  2. Description of Target Group
    - a. who
    - b. criteria
    - c. how many
    - d. other
  3. Description of Staff Population
    - a. who
    - b. how many
    - c. responsibilities



- d. education level
- e. other
4. Description of Services Provided
  - a. coordinator of activities – who
  - b. for whom
  - c. schedule of events
  - d. future plans
  - e. daily routine
  - f. other
5. Other Pertinent Data
  - a. water fluoridated at ppm

B. Information Related to Dental Health

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

C. Dental Health Status: Describe the prevalence of dental disease & dental care for these groups and their dental needs relative to other needs. Relate this to their SES and ethnic/cultural group membership.

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

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

**Oral Health Program Development**

• **Needs Assessment**

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

• **Goal and Objectives**

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

- **Rationale**

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

### **Oral Health Program Development**

- **Program Design**

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

### **Oral Health Program Development**

- **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 go-to person. It becomes #1. Most likely the next reference will be where you obtained the information for the fluoride status of the community. It will be #2. Other references will follow including sources for the dental health status of your group and articles used in the Review of the Literature.

- **Appendix**

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

### **\*\*\*\*\*Part 1 Development of Oral Health Program**

#### **Write-up**

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

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

### **Implementation of the Oral Health Program**

The implementation of the program is the process of putting your plan into effect. All students are required to work with their assigned groups. You will meet via Bb Collaborate and discuss the project and delegate the work. During this stage, your group will create a narrated slide presentation about the topics and activities listed on the lesson plan. You will submit the slide presentation on Blackboard and other document such as pretest/posttest, coloring pages, etc. and due date is every Friday at 12:00nn.

### **Oral Health Program Evaluation**

**Part 2:** We will write Part 2 of the Oral Health program in class using Blackboard Learn WIKI. Part 2 should include the following components:

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

### **Oral Health Program Presentation**

#### **Part 3 Oral Presentation**

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

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

\*\*\*\*\*Part 2 Oral Health Program writeup

**COMMUNITY DENTISTRY GRADE COMPUTATION SHEET**

Student Name \_\_\_\_\_

Tests \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, Average \_\_\_\_\_ x .50 = \_\_\_\_\_

Assignments/Discussions/Quizzes Average \_\_\_\_\_ x .05

Scientific Article Evaluation \_\_\_\_\_ x .15 = \_\_\_\_\_

Program Plan Part 1 \_\_\_\_\_  
Part 2 \_\_\_\_\_

Average \_\_\_\_\_ x .20 = \_\_\_\_\_

Community Rotation \_\_\_\_\_ x .10 = \_\_\_\_\_

Final grade for course \_\_\_\_\_