

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Dental Hygiene</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>DHYG 2102</u>								
<b>COURSE TITLE</b>	<u>Applied Community Dentistry</u>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>3</u></td> </tr> <tr> <td style="text-align: center;">Credit</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>1</u>	<u>0</u>	<u>:</u>	<u>3</u>	Credit	Lec		Lab
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Credit	Lec		Lab						

**I. Catalog Description**

Studies application of 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. A grade of “C” or better is required in this course to take the next course. **Prerequisites: DHYG 1207 and DHYG 1215 and DHYG 2231 and DHYG 2262 and PHIL 2306. Corequisites: DHYG 2363 and SOCI 1301 or SOCI 1306 and SPCH 1315 or SPCH 1318 or SPCH 1321. (0:3). Lab fee. Professional Practice Insurance required.**

**II. Course Objectives**

This course is a continuation of DHYG 1215, Community Dentistry, and application of the principles and concepts of community public health and dental health education. It emphasizes community assessment, educational planning, implementation, and evaluation. It also reviews methods and materials used in teaching dental health education in various community settings, including, but not limited to, a school, geriatric center, or a special needs center. The capstone of the course will be to design, implement, and evaluate a community-based oral health service project that meets the specific needs of a targeted population using previously examined community assessment data and methodological frameworks discussed in DHYG 1215.

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

- A. Discuss the various successful dental health programs throughout the country, state, and local areas.
- B. Increase his/her awareness about the community in regard to public dental health.
- C. Explain what the various steps of the APIE (assessment, planning, implementation, and evaluation) process of a successful local dental health community program entail.
- D. Design and implement a community service project that emphasizes oral health prevention and promotion that is ethically and culturally sensitive and develop objectives that address the relationship between health status and individual behavior, health services, and social factors of the targeted population, as it relates to Healthy People 2020.
  - 1. Summarize scientific literature that enhances the project.
  - 2. Apply the assessment phase of establishing a community dentistry project by describing the main steps followed and key activities undertaken in a community oral health assessment.
  - 3. Identify the specific stages of the planning cycle.
  - 4. Use and apply appropriate statistical methodologies and dental indices to the design of the

- community project.
- E. Provide dental health education in a school-based setting, geriatric center, and/or special needs center, among others.
    - 1. Develop a lesson plan appropriate to the target population
  - F. Score an 80% or better on a mock Community Dentistry National Board Exam.

### III. THECB Learning Outcomes (WECM)

Upon successful completion of this course, students will:

- Develop, implement, and evaluate a community-based oral health program(s) to meet the needs of a target population(s).

### IV. Evaluation

The grades will be divided into the coursework outlined below and combined to total 100% of the grade.

#### A. Pre-assessment

Not applicable

#### B. Post-assessment

1. Mock Community Dentistry National Board Exam: 5% of the grade
2. Individual Written Reflective Journal: 40% of the grade. Students will summarize their work in a structured reflective journal. The journal will include the different steps of the APIE process applied to the design of the community project as well as summaries of five subject-based articles on the project topic of their choice. The final section will include a self-reflection of the entire project. Student will follow the handout provided for the formatting of the journal entries and email to instructor on due date.
3. Individual Design of Two Lesson Plans for a Targeted Population: 10% of the grade. The lesson plans will be targeted, but not limited to, a school, geriatric center, or special needs center. Lesson plans are to be computer generated.
4. Group Community Project: 30% of the grade. The project will be designed according to Healthy People 2020 objectives and divided into the four areas of the APIE process.
5. Group PowerPoint Presentation to a Local Agency or Community Center: 15% of the grade

#### Grading Scale:

A = 100 - 93  
B = 92 - 83  
C = 82 - 75  
D = 74- 70  
F = 69 and below

- \* Students the minimum acceptable grade is a 75 ("C") as determined by the program's promotion and graduation policies.  
If the final numerical number for the course is .5 or higher the number will be rounded up to the next number.

- C. **Service Hours:** Students have the option of performing Service Hours for 10 points added to the design of their lesson plan. The student must complete a minimum of 10 hours. The service must be dental related (dental health education at a school, health fair, presentation to the community, etc.). The instructor must approve the service site or activity.

- D. **Community Activities:** Community activities will be scheduled and mandatory. Students failing to attend will be given a zero for the activity and must make up the activity on their own time.
- E. Students MUST complete all activities and assignments to fulfill the requirements of this course.

## V. Dental Hygiene Entry-Level Competencies

### Chapter 6 Oral Health Programs In The Community

#### *Community Involvement*

- CM.2 Provide screening, referral, and educational services that allow clients to access the resources of the health care system.
- CM.3 Provide community oral health services in a variety of settings
- CM.5 Evaluate reimbursement mechanisms and their impact on the patient's or client's access to oral health care.
- CM.6 Graduates will be able to evaluate the outcomes of community-based programs and to plan for future activities.

#### *Health Promotion and Disease Prevention*

- HP.1 Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.
- HP.2 Evaluate factors that can be used to promote patient or client adherence to disease prevention and/or health maintenance strategies.

### Chapter 8 Health Promotion and Health Communication

#### *Core Competencies*

- C.5 Continuously perform self-assessment for lifelong learning and professional growth.
- C.8 Communicate effectively with individuals and groups from diverse populations both verbally and in writing.

#### *Community Involvement*

- CM.4 Facilitate client access to oral health services by influencing individuals and/or organizations for the provision of oral health care.

#### *Health Promotion and Disease Prevention*

- HP.4 Identify individual and population risk factors, and develop strategies that promote health and quality of life.

### Chapter 9 Social Responsibility

#### *Core Competencies*

- C.1 Apply a professional code of ethics in all endeavors.
- C.6 Advance the profession through service activities and affiliations with professional organizations.
- C.8 Communicate effectively with individuals and groups from diverse populations, both verbally and in writing.

#### *Community Involvement*

- CM.4 Facilitate client access to oral health services by influencing individuals and/or organizations for the provision of oral health care.

#### *Health Promotion and Disease Prevention*

- HP.1 Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.

### Chapter 10 Cultural Competency

#### *Core Competencies*

- C.10 Communicate effectively with diverse individuals and groups, servicing all persons without discrimination by acknowledging and appreciating diversity.

### Chapter 11 Service Learning

#### *Health Promotion and Disease Prevention*

- HP.1 Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.

HP.4 Identify individual and population risk factors and develop strategies that promote health-related quality of life.

*Community involvement*

CM.1 Assess the oral health needs of the community and the quality and availability of resources and services.

CM.3 Provide community oral health services in a variety of settings.

CM.4 Facilitate client access to oral health services by influencing individuals and organization for the provision of oral health care.

CM.6 Evaluate the outcomes of community-based programs, and plan for future activities.

*Professional Growth and Development*

PGD.1 Identify alternative career options within health care, industry, education, and research, and evaluate the feasibility of pursuing dental hygiene opportunities.

PGD.3 Access professional and social networks and resources to assist entrepreneurial.

**Chapter 12 Planning A Community Project with Head Start**

*Core Competencies*

C.10 Communicate effectively with diverse individuals and groups, servicing all persons without discrimination by acknowledging and appreciating diversity.

**Chapter 13 Test-Taking Strategies and Communities Cases**

None

**VI. Disability Statement (Americans with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VII. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information

**VIII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.