

**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 1215</u>								
<b>COURSE TITLE</b>	<u>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>2</u></td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;">:</td> <td style="text-align: center;"><u>3</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>2</u>	<u>1</u>	:	<u>3</u>	Credits	Lec		Lab
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Credits	Lec		Lab						

**I. Catalog 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. A grade of "C" or better is required in this course to take the next course. **Prerequisites: DHYG 2161 and ENGL 1301 and PSYC 2301 or PSYC 2314. Corequisites: DHYG 1207 and DHYG 2231 and DHYG 2362. (1:3). Lab fee.**

**II. Course Objectives**

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

- A. Unit I. People's Health
  1. Define the terms health, public health, and dental public health.
  2. Define the term population health.
  3. Identify public health problems within a community.
  4. Identify public health measures or solutions.
  5. Define dental disease as a public health problem with public health solutions.
  6. Explain the role of the government in public health solutions.
  7. Discuss the 10 greatest public health achievements of the twentieth century.
  8. Identify core functions of public health and the essential public health services.
  9. Describe the relation of public health to the roles of the dental hygienist.
  
- B. Unit II. Careers in Public Health for the Dental Hygienist
  1. Explain public health career options for dental hygienists.
  2. Discuss public health careers as a means of addressing the problem of access to oral health care.
  3. Define the mid-level provider role in addressing access to oral health care.
  4. Define skills and educational requirements for various roles in public health.
  5. Explain the relationship of private practice activities to public health activities.
  6. Identify specific careers, categorized by the American Dental Hygienists' Association (ADHA)-designated roles of the dental hygienist.
  
- C. Unit III. Assessment in the Community
  1. Explain the importance of assessment as a core public health function.
  2. Describe the roles of public health professionals in assessment.
  3. Discuss the basic terms and concepts of epidemiology.

4. Describe the conceptual models that illustrate the determinants of health.
5. Identify the determinants of health that affect the health of individuals and communities.
6. Identify the specific stages of a planning cycle.
7. Discuss a community oral health improvement process.
8. Describe the main steps followed and key activities undertaken in a community oral health assessment.
9. Compare and contrast the different methods of data collection that can be used in community health assessments.

D. Unit IV. Measuring Progress in Oral Health

1. Discuss the national Healthy People initiatives.
2. Describe the oral health objectives of Healthy People 2020.
3. Discuss dental indices measures used to assess oral health in populations.
4. Define dental indices and scoring methods used in clinical practice and by community programs to determine the oral health status of individuals and groups.
5. Compare and contrast the procedures and methods used in oral health surveys.

E. Unit V. Population Health

1. Describe the current status of oral health in the United States.
2. Discuss oral health trends in the United States.
3. Discuss the national oral health objectives for Healthy People 2020.
4. Identify oral health disparities and inequities among population groups.
5. Discuss the factors that influence oral health in populations.

F. Unit VI. Research

***Literature Review***

1. Review a scientific journal article related to oral public health.
2. Explain the criteria for reviewing scientific literature.
3. Express the importance of evaluating dental and oral health literature.

***Research Paper***

4. Differentiate between the hypothesis and the null hypothesis of a research study.
5. Explain the importance of the scientific method in research.
6. Define a population and a sample as related to research.
7. Discuss sampling techniques and their uses.
8. Discuss the difference between the independent and dependent variables.
9. Use the terms mean, median, and mode to express the results of data collection.
10. Define the terms continuous data and discrete data and their respective scales of measurement.
11. Discuss the uses of various statistical techniques.
12. Use different types of displays to exhibit data.
13. Explain the difference between type I and type II errors.
14. Define probability and statistical significance.

***Poster Presentation***

15. Communicate the results.
16. Design a simple poster presentation.

G. Unit VII. Test-Taking Strategies and Mock Community Dentistry National Board Exam

1. Provide strategies for taking the NBDHE as it relates to community dentistry.
2. Correctly choose multiple-choice questions.
3. Answer community case questions (testlets).

### III. THECB Learning Outcomes (WECM)

Upon successful completion of this course, students will:

1. Design a community dental health educational program that meets the needs of a target population.
2. Differentiate the governmental, sociological, environmental, and cultural concerns of the community.
3. Describe the principles and concepts of community dental health education and evaluation.

### IV. Evaluation

#### A. *Late Work*

There will be no make-up examinations. Examinations will only be given on the scheduled date. Should student have an excused absence on day of exam, the make-up exam will be an essay type.

- B. All assignments must be computer generated. Assignments that are turned in late will have a **10-point deduction for each day after the due date**. Students may submit their written assignments via email by 5:00 p.m.

#### C. *Assignments:*

Participation in mandatory community activities and corresponding reflective summaries, interpretation of clinical indices, classroom article discussions, and chapter quizzes. 20% of the course grade.

#### D. *Literature Review:*

Three scientifically-based articles from reputable online sources (.edu, .org, .gov) that support the research topic selected. 25% of the course grade.

#### E. *Research Paper:*

Apply the scientific method in the development of a research problem: formulation of the problem and its hypothesis, data collection, data analysis through statistical methods, and formulation of a conclusion. A handout will be distributed detailing the specific criteria for the development of the paper. 45% of the course grade.

#### F. *Poster Presentation:*

Use of an appropriate display of data and explanation of study. 10% of the course grade.

- G. **Mock National Board Dental Hygiene Exam** Focus will be on the preparation for the "Community Health/Research Principles" section of the NBDHE. 10% of the course grade.

#### H. *Grade Distribution:*

**Lecture:**

Exams = 30%

**Lab:**

80%

I. **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.

J. **Service Hours:**

Students have the option of performing Service Hours for 10 points added to the “assignments percentage”. The student must complete a minimum of 10 hours. The Service must be dental related (dental health education at a school, health fairs, presentation to the community, etc.). The instructor must approve the service site or activity.

K. **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.

L. Students **MUST** complete all activities and assignments to fulfill the requirements of this course.

V. **Dental Hygiene Entry-Level Competencies**

**Chapter 1. People’s Health**

*Health Promotion and Disease Prevention*

HP.1 Promote positive values of overall 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.

**Chapter 2. Careers in Public Health for The Dental Hygienist**

*Core Competencies*

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

*Community Involvement*

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

*Professional Growth and Development*

PGD.1 Pursue career opportunities within health care, industry, education, and research, and other roles as they evolve for the dental hygienist,

PGD.2 Develop practice management and marketing strategies to be used in the delivery of oral health care.

PGD.3 Access professional and social networks to pursue professional goals.

### **Chapter 3. Assessment in The Community**

#### *Community Involvement*

- CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.
- CM.6 Evaluate the outcomes of community-based programs and plan for future activities.

#### *Health Promotion and Disease Prevention*

- HP.4 Identify individual and population risk factors, and develop strategies that promote health-related and quality of life.
- HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention and health maintenance strategies.

### **Chapter 4. Measuring Progress in Oral Health**

#### *Community Involvement*

- CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.

#### *Health Promotion and Disease Prevention*

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

#### *Patient/Client Care*

- PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
- PC.5 Use patient assessment data, diagnostic technologies, and critical decision-making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient's dental hygiene care needs.
- PC.12 Determine the outcomes of dental hygiene interventions using indexes, instruments, examination techniques, and the patient's or client's self-report.

### **Chapter 5. Population Health**

#### *Health Promotion and Disease Prevention*

- 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 and services of the community to determine action plans and availability of resources to meet the health care needs.

#### *Patient/Client Care*

- PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
- PC.5 Use patient assessment data, diagnostic technologies, and critical decision-making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient's dental hygiene care needs.
- PC.12 Determine the outcomes of dental hygiene interventions using indexes, instruments, examination techniques, and the patient's or client's self-report.

## **Chapter 7. Research**

### *Core Competencies*

C.4 Assume responsibility for dental hygiene actions and care based on scientific theories and research as well as the accepted standard of care.

### *Community Involvement*

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

### *Patient/Client Care*

PC.1 Systematically collect, analyze, and record data on the general, oral, and psychosocial health status of a variety of patients or clients using methods consistent with medicolegal principles.

## **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.