



DHYG 2070 Community Dental Health

COURSE SYLLABUS

Fall Semester 2017

COURSE INFORMATION

Credit Hours/Minutes: 3 semester hours and 3750 minutes

Class Location: Health Sciences Annex, Room 906

Class Meets: Monday 12:00-4:20

CRN: 20216

INSTRUCTOR CONTACT INFORMATION

Course Director: Jennifer M. Gramiak, RDH, EdD

Office Location: Health Sciences Annex, Office 908

Office Hours: Monday 8:00- 11:00, Tuesday 1:00-3:00, and Wednesday 8:00-12:00

Email Address: jgramiak@southeasterntech.edu

Phone: 912-538-3210

Fax Number: 912-538-3278

REQUIRED TEXT

Dental Public Health and Research. Contemporary Research for the Dental Hygienist. Nathe. Fourth edition. Pearson Prentice Hall. 2017.

REQUIRED SUPPLIES

Notebook, pen, highlighter, removable drive, and miscellaneous supplies for projects and presentations.

COURSE DESCRIPTION

This course provides students with a broad understanding of the health care system and an objective view of the significant social, political, psychological, and economic forces directing the system. It prepares students to promote oral health and prevent oral disease in a community by meeting specific dental health of community groups. Topics include epidemiology, community dental care assessment, community dental care provision, preventive counseling for groups, group oral health education, terminology, dental care systems, biostatistics, and concepts of research.

MAJOR COURSE COMPETENCIES

1. Epidemiology
2. Community Dental Care Assessment
3. Community Dental Care Provision
4. Preventive Counseling for Groups
5. Group Oral Health Education

6. Terminology
7. Dental Care Systems
8. Biostatistics
9. Concepts of Dental Research

PREREQUISITE

DHYG 1110

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

Students are responsible for the policies and procedures in the STC catalog and handbook on the STC website, Dental Hygiene Program Handbook, and Dental Hygiene Clinic Manual. During an examination, the following procedures must be followed: All books and personal belongings must be placed at the back of the classroom. Students will be asked to rotate seats prior to the beginning of the test. Test proctor will personally examine each desk to ensure that no writing is present on desk. Computer monitors should be facing the front of the classroom during test. When a student completes the test, he/she may raise hand and turn paper in to proctor. Student must remain in seat until test time is complete to avoid distracting other students. Students who have completed testing should be as quiet as possible and avoid any activity that might make those students who are still testing feel pressured or rushed. Students may not go to the bathroom during the test session. Test proctor must observe students at all times and notify students when there are ten remaining minutes left of the total exam time. Test proctor should routinely walk around classroom and observe testing. Test proctor should refrain from grading papers, reading materials, or using computer during the test. Students caught with cheat sheets or cell phones will be considered cheating and a "0" will be issued for the examination. The STC academic dishonesty policy will be enforced. Once the test begins, no talking is allowed. Once the test begins, tardy students may not enter the classroom.

Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course instructors/supervising dentists. Insubordination will not be tolerated, and disciplinary measures will be enacted. No cell phones or smart electronic devices are allowed to be turned on in the classroom, clinic, or locker area. If a student is observed in possession of his/her cell phone or smart electronic device during class, a critical incident will issued. A student cannot use his/her cell phone or smart electronic device during class. There are no exceptions to this rule and do not ask. If you have a personal situation going on, please advise your instructor and give your family the clinic receptionist's phone number for emergency contact. You should not have your cell phone or smart electronic device in the class! Personal phone calls must be handled after class.

By completing the assignments below prior to class, students will become familiar with course material prior to classroom facilitation. As a result, higher-level learning will be fostered in the classroom.

1. Read the assigned chapter(s).
2. Learn the key terms at the beginning of the chapter(s).
3. Complete the objectives at the front of the chapter(s).
4. Go to [Pearson Higher Ed](#). Complete the review questions for the assigned chapter(s).

5. Check lesson plan daily for scheduled assignments/due dates.

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" and face financial aid repercussions in upcoming semesters. Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor. Excused absences will be evaluated on a case-by-case basis by the program director. Examples of excused absences would be a car accident on the way to class/clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class/clinical times. Unexcused absences will not be made up and may lead to the student's failure of the course. Program director must be notified of any absences prior to scheduled clinic/class session.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course, a student must attend at least 90% of the scheduled instructional time. Assignments missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

For this class, which meets 1 session per week for 15 weeks, the maximum number of sessions a student may miss for attendance purposes is 2 sessions during the semester.

ADDITIONAL ATTENDANCE GUIDELINES FOR HEALTH SCIENCES

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s)

instead of following official withdrawal procedures may result in a grade of “F” being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of “W”, will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES

Students are allowed to make up only one missed exam excluding the final examination. This is only if they have an excused absence approved by the instructor. The make up exam may be given in a different format than the original exam. A doctor’s excuse and/or additional documentation will be requested. Ten points will be deducted from the test for taking the test late. All other missed exams/quizzes/class preparation assessments will result in a grade of “0”. If you enter the classroom late, you will not be allowed to take the exam, and you will be issued a grade of “0” for the exam. PLEASE be on time! Projects are due on the date specified on the lesson plan at the start time of the class. Projects will not be accepted late for any reason!

Failure to complete homework assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified. Late or incomplete assignments will still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your assignment to your instructor prior to the deadline to ensure credit.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

| ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer | Title VI - Title IX (Employees) - EEOC Officer |
|---|--|
| Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu | Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu |

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [STC website](#).

TCSG GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

INSTRUCTIONAL DELIVERY METHODS

The following methods will be utilized to facilitate learning: lecture, PowerPoint presentations with handouts, multimedia presentations, group discussions, independent reading assignments, interactive websites, group project collaboration, field experiences, project-based learning, and teaching special populations.

FIELD TRIPS AND LEARNING EXPERIENCES

Dates to be announced in class

EVALUATION PROCEDURES

Students will be given a total of 2 examinations. Examination 1 includes chapters 1-5 and 8-19. A total of 100 points may be earned on the examination 1. Examination 1 will count for 20% of the final course grade. Examination 2 will require a critical application of chapters 1-5, 8-19, & 23 and will be in “testlet” format as illustrated in Chapter 23. A total of 100 points may be earned on examination 2. Examination 2 will count for 30% of the course grade.

Students will be given 5 quizzes. All 5 quizzes will be averaged together and account for 5% of the final course grade. A total of 100 points may be earned on each quiz.

Quiz 1- Culture and Quality Quiz

Quiz 2- Strategies for Searching Literature using PubMed

Quiz 3- Evidence-Based Decision Making: Introduction and Formulating Good Clinical Questions

Quiz 4- Using Research for Clinical Decision Making: Elements of a Research Report

Quiz 5- Using Research for Clinical Decision Making: Evaluating a Research Report

The school project will count for 10% of the final course grade and a total of 100 points may be earned. Appendix A contains detailed directions/evaluation criteria for the school project.

The Community Oral Health Program Development Project will count for 10% of the final course grade and a total of 100 points may be earned. Appendix B contains detailed directions/evaluation criteria for the Community Oral Health Program Development Project.

The analysis of the research article will account for 5% of the final course grade and a total of 100 points may be earned. Appendix C contains detailed directions/evaluation criteria for analysis of research article.

****Dates for examinations and projects are specified on the lesson plan.**

Class Preparation Assessment

A class preparation assessment will be conducted during designated class sessions as outlined on the lesson plan. Each student shall randomly draw one question. The question will cover some topic or portion of the course material that the student should have read and studied as outlined on the lesson plan. If a student demonstrates prior class preparation/participation by answering the question correctly, a session grade of 100

will be recorded. If a student fails to demonstrate prior class preparation/participation by answering the question incorrectly, a session grade of "0" will be recorded. The student will be allowed to remain in class, but shall be required to report to campus on Wednesday of the same week at 7:00 AM and study the course material until 12:00 noon to ensure adequate time has been spent studying so that application of the course material may be achieved.

WORK ETHICS/EVERYDAY ETHICS ASSIGNMENT

One work ethics exercise will be completed and turned in by the date specified on the lesson plan. Assignments and directions are located on the following drive: M/Dental Hygiene/DHYG 2070 folder. Failure to complete assignment by established deadline will result in a deduction of 1 point from the final course grade.

COMMUNITY DENTAL HEALTH PROJECTS

School Project- APPENDIX A

Community Oral Health Program Development Project -APPENDIX B

Analysis of Research Article Template- APPENDIX C

GRADING SCALE

| Letter Grade | Range |
|--------------|--------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

GRADING POLICY

| Assessment/Assignment | Percentage |
|--|------------|
| School Project | 10% |
| Oral Health Program Development Project | 10% |
| Examination 1 | 20% |
| Analysis of Research Article | 5% |
| Examination 2 | 30% |
| Quizzes (5 quizzes averaged together) | 5% |
| Class Preparation Assessment (6 averaged together) | 20% |

Each student's final course grade will be determined as follows:

School Project X 0.10 = + _____

Oral Health Program Development Project X 0.10 =+ _____

Examination 1 X 0.20 = + _____

Analysis of Research Article X 0.05 = + _____

Examination 2 X 0.30 = + _____

Quizzes (5 quizzes averaged together) X 0.05 = + _____

Class Preparation Assessments (6 averaged together) X .20 = + _____

Point Deductions for Incomplete Assignments = - _____

= _____ Numerical course grade

Dental Hygiene Program Goals

- A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.
- B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.
- C. To provide an environment that will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.
- D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in community oral health services.
- E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.
- F. To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.

Instructional Objectives

After studying the assigned chapter, students will be able to complete the following tasks:

CHAPTER 1: INTRODUCTION TO DENTAL PUBLIC HEALTH

1. Define public health(A,B,D).
2. Describe the evolution of public health science and practice (A,B,D).
3. Define dental public health (A,B,D).
4. Describe factors affecting dental public health (A,B,D).

CHAPTER 2: THE PREVENTION MOVEMENT

1. Describe the history of dental hygiene in relation to dental public health (A,B,D).
2. Define the historical development and mission of the American Dental Hygienists' Association (A,B,D).
3. List and describe the current public health preventive modalities practiced today (A,B,D).
4. Defend the need for preventive modalities in dental public health practice (A,B,D).

CHAPTER 3: DENTAL CARE DELIVERY IN THE UNITED STATES

1. Describe the state of dental health in the United States (A,B,C,D).
2. Identify the government agencies related to dental hygiene (A,B,C,D).

3. Compare the functions of federal, state, and local government in dental care delivery (A,B,C,D).
4. Describe dental workforce issues (A,B,C,D).
5. Define *need*, *supply*, *demand*, and *utilization* (A,B,C,D).

CHAPTER 4: DENTAL HYGIENE CARE DELIVERY IN THE GLOBAL COMMUNITY

1. Explain the World Health Organization's role in identifying oral health disparities (A,B,D).

CHAPTER 5: FINANCING OF DENTAL CARE

1. Describe current methods of payment for dental care (A,B,C,D).
2. Define and apply terminology associated with financing dental care (A,B,C,D).
3. Identify the different insurance plans available for dental care (A,B,C,D).
4. Describe the role of the government in financing dental care (A,B,C,D).

CHAPTER 8: DENTAL HEALTH EDUCATION AND PROMOTION

1. Define dental health education and promotion (A,B,C,D,E,F).
2. Describe health education and promotion principles (A,B,C,D,E,F).
3. Describe the involvement of the population's values in behavior (A,B,C,D,E,F).
4. Outline the different learning and motivation theories (A,B,C,D,E,F).

CHAPTER 9: LESSON PLAN DEVELOPMENT

1. Explain the dental hygiene process of care (A,B,D).
2. Describe the process of lesson plan development (A,B,D).
3. Develop goals and objectives for a lesson plan (A,B,D).
4. Describe learning levels and domains (A,B,D).
5. Identify and describe teaching methods (A,B,D).
6. Identify the characteristics of an effective teacher (A,B,D).
7. Develop a lesson plan (2-5).

CHAPTER 10: TARGET POPULATIONS

1. Define target populations to whom dental hygienists may provide services (A,B,C,D).
2. Describe faith-based initiatives (A,B,C,D).
3. Define target profiles (A,B,C,D).
4. Identify barriers to dental hygiene care (A,B,C,D).
5. Identify governmental resources for target populations (A,B,C,D).

CHAPTER 11: CULTURAL COMPETENCY

1. Describe how cultural values regarding health care can affect oral health habits (A,B,C,D).
2. Identify how culture influences people (A,B,C,D).
3. Describe cultural diversity in the United States (A,B,C,D).
4. Define cultural competency and its significance in the treating for culturally diverse population (A,B,C,D).

CHAPTER 12: PROGRAM PLANNING

1. Define the dental hygiene process of care program planning paradigm (A,B,C,D).
2. Describe the various program planning paradigms (A,B,C,D).
3. Describe various dental public health programs (A,B,C,D).

4. Develop a dental public health program plan (A,B,C,D).

CHAPTER 13: PROGRAM EVALUATION

1. Describe the mechanisms of program evaluation (A,B,C,D).
2. Compare qualitative and quantitative evaluation (A,B,C,D).
3. Identify various dental indexes and define their purposes (A,B,C,D).
4. List the governmental evaluation resources for oral health (A,B,C,D).

CHAPTER 14: RESEARCH IN DENTAL HYGIENE

1. Explain the purpose of dental hygiene research (A,B,C,D,E,F).
2. Describe the role of research in dental hygiene (A,B,C,D,E,F).
3. Discuss the use of evidence-based practice in dental hygiene (A,B,C,D,E,F).
4. Explain the connection between research and private practice (A,B,C,D,E,F).
5. Describe the role of research in professional development (A,B,C,D,E,F).

CHAPTER 15: ETHICAL PRINCIPLES IN RESEARCH

1. Describe the evolution of ethics in research (A,B,C,D,E,F).
2. Define common ethical principal terminologies (A,B,C,D,E,F).
3. Describe the role of ethics in research (A,B,C,D,E,F).
4. Identify the role of government and private entities in research (A,B,C,D,E,F).

CHAPTER 16: THE RESEARCH PROJECT

1. Describe and compare various research approaches (A,B,C,D,E,F).
2. Describe various research designs used in oral epidemiology (A,B,C,D,E,F).
3. Describe methods used to conduct research studies (A,B,C,D,E,F).
4. List the parts of a research design (A,B,C,D,E,F).

CHAPTER 17: BIOSTATISTICS

1. Define and describe data analysis and interpretation (A,B,C,D,E,F).
2. Identify data by their type and scale of measurement (A,B,C,D,E,F).
3. Define and describe descriptive, correlation, and inferential statistics (A,B,C,D,E,F).
4. Select and compute appropriate measures of central tendency and measures of dispersion for various types of data (A,B,C,D,E,F).
5. Describe and construct frequency distributions and graphs for various types of data (A,B,C,D,E,F).
6. Identify and describe a study's research (alternate) hypothesis, null hypothesis, and the process involved with making a statistical decision (A,B,C,D,E,F).
7. Interpret correlation statistics (A,B,C,D,E,F).
8. Select appropriate inferential statistical tests for various types of data (A,B,C,D,E,F).
9. Interpret research results (A,B,C,D,E,F).

CHAPTER 18: ORAL EPIDEMIOLOGY

1. Define oral epidemiology and describe the uses of epidemiology (A,B,C,D,E,F).
2. Relate epidemiology to evidence-based practice (A,B,C,D,E,F).
3. Define common epidemiologic terms (A,B,C,D,E,F).
4. Relate measurement to epidemiology (A,B,C,D,E,F).
5. List and describe various publications that report oral epidemiology in the United States (A,B,C,D,E,F).

6. Apply surveillance data to the planning of strategies to improve oral health (A,B,C,D,E,F).
7. Compare and contrast various types of epidemiologic studies and the usefulness of the results of the studies (A,B,C,D,E,F).
8. Describe ways to increase validity of epidemiologic research methods (A,B,C,D,E,F).

CHAPTER 19: CURRENT ORAL EPIDEMIOLOGICAL FINDINGS

1. Describe the current epidemiological issues of disease and conditions (A,B,C,D,E,F).
2. Describe the current risk factors of diseases (A,B,C,D,E,F).
3. Describe prevention by dental care utilization (A,B,C,D,E,F).

CHAPTER 23: DENTAL PUBLIC HEALTH REVIEW

1. Describe the National Board Dental Hygiene Examination dental public health format (A,B,C,D,E,F).
2. Identify topics that may appear on this examination (A,B,C,D,E,F).
3. Identify strategies for studying for the dental public health section of boards (A,B,C,D,E,F).
4. Review sample test items (A,B,C,D,E,F).

DHYG 2070 Community Dental Health

Fall Semester 2017 Lesson Plan

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
|----------------------------|----------------|--|---|------------------|---|
| Week 1 Mon. Aug 14 | Chapters 1-5 | <p>First Day of class/Introduction to course- syllabi, outline, rules and regulations.</p> <p>Dental Public Health: An Overview (Group discussion)</p> <p>The Prevention Movement (Group discussion)</p> <p>Dental Care Delivery in the US (Lecture, PowerPoint, & group discussion)</p> <p>Dental Care Delivery in the Global Community (Web Research Exercise & group discussion)</p> <p>Financing of Dental Care (PowerPoint, group discussion, Web Research Exercise, & Explanation of Benefit Exercise)</p> | Read Chapters 1-5 | CC 3-7 GC a,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 2 Mon August 21 | Chapters 8-10 | <p>Dental Health Education and Promotion (Lecture, PowerPoint, group discussion, & learning pyramid handout)</p> <p>Lesson Plan Development (PowerPoint, group discussion, Lesson Plan Development Handout, & sample of completed lesson plans. Teaching methods, classroom management, lesson plan template, visual aids, adult learners, & oral health of older adults)</p> <p>Target Populations (PowerPoint & group discussion)</p> | Read Chapters 8-10 Class Preparation Assessment 1 | CC 2-5 GC a,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
|--------------------------|----------------|--|---|------------------|---|
| Week 3 Mon Aug 28 | Chapters 8-11 | Continue working on Lesson Plans and School Projects Cultural Competency (PowerPoint, role play, & group discussion) | Read Chapter 11 Class Preparation Assessment 2 Work on School Project Presentations- Instructor will check progress and provide feedback. | CC 2-5 GC a,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 4 Mon Sept 11 | | Quality and Culture Handout (Group discussion) Continue working on school projects | Work on School Project Presentations- Instructor will check progress and provide feedback. Quiz 1- Quality & Culture | CC 2-5 GC a,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 5 Mon Sept 18 | Chapters 12-13 | Program Planning Program Evaluation (PowerPoint, Flash Card Learning Experience, & group discussion) Oral Health Program Development (Hands on application) | Read Chapters 12-13 Class Preparation Assessment 3 | CC 2-5 GC a,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 6 Mon Sept 25 | | School Project Presentations | School Project Presentations Due | CC 2-5 GC a,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 7 Mon Oct 2 | Chapters 14-16 | Research in Dental Hygiene Ethical Principles in Research The Research Process (PowerPoint & group discussion) | Read Chapters 14-16 Class Preparation Assessment 4 | CC 9 GC a-c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
|--------------------------|----------------|--|--|--------------------------|---|
| Week 8 Mon Oct 9 | Chapters 17-19 | Biostatistics (Hands on problems, group discussion, & worksheets) Analysis of Research Article Activity (Hands on application) Oral Epidemiology Current Oral Epidemiological Findings (PowerPoint, group discussion, & hands on application) | Read Chapters 17-19 Class Preparation Assessment 5 Instructor will check progress on Oral Health Program Development Project and provide feedback. | CC 1, 6, & 8-9 GC a-c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 9 Mon Oct 16 | | Biostatistics (Hands on problems, group discussion, & in class worksheets continued) | Analysis of Research Article Activity Due | CC 8-9 GC a-c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 10 Mon Oct 23 | | Strategies for Searching Literature using PubMed Module on Dentalcare.com (Group collaboration) Evidence-Based Decision Making: Introduction and Formulating Good Clinical Questions Module on Dentalcare.com (Group collaboration) | Examination 1 (Chapters 1-5 & 8-19) Instructor will check progress on Oral Health Program Development Project and provide feedback. | CC 8-9 GC b,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 11 Mon Oct 30 | | Using Research for Clinical Decision Making: Elements of a Research Report Module on Dentalcare.com (Group collaboration) Using Research for Clinical Decision Making: Evaluating a Research Report Module on Dentalcare.com (Group collaboration) | Quiz 2 & 3 Quiz 2- Strategies for Searching Literature using PubMed Quiz 3- Evidence-Based Decision Making: Introduction and Formulating Good Clinical Questions Instructor will check progress on Oral Health Program | CC 8-9 GC b,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
|--|--------------------------|--|---|------------------|---|
| | | | Development Project and provide feedback. | | |
| Week 12 Mon Nov 6 | | Oral Health Program Development Project (Group collaboration) | Quiz 4 & 5 Quiz 4- Using Research for Clinical Decision Making: Elements of a Research Report Quiz 5- Using Research for Clinical Decision Making: Evaluating a Research Report | CC 1-9 GC a-c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 13 Mon Nov 13 | Chapter 23 | Dental Public Health Review- Overview of Testlets (PowerPoint & Group discussion) | Read Chapter 23 Class Preparation Assessment 6 Oral Health Program Development Project Due | CC 1-9 GC a-c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 14 Mon Nov 20 | | Testlets- Practice testlets & group discussion (Practical Application Exercises) | Practice testlets | CC 1-9 GC b,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Week 15 Mon Nov 27 | | Review for Examination 2 Testlets- Practice testlets & group discussion (Practical Application Exercises) | Practice testlets Everyday Ethics Assignment Due | CC 1-9 GC b,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |
| Final Exam Tues Dec 5 1:00 PM | Chapters 1-5, 8-19, & 23 | Examination 2- Testlet format | Examination 2 (Chapters 1-5, 8-19, & 23) | CC 1-9 GC b,c | C 1-14 HP 1-6 CM 1-4,6-7 PC 1-7 PGD 1-3 |

****Please note--Lesson plan and syllabus are subject to change at the discretion of the course director.**

MAJOR COURSE COMPETENCIES (CC)

1. Epidemiology
2. Community Dental Care Assessment
3. Community Health Provision
4. Preventive Counseling for Groups
5. Group Oral Health Education
6. Terminology
7. Dental Care Systems
8. Biostatistics
9. Concepts of Dental Research

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.