# Department of Dental Hygiene
## Semester/Year

[Date]

### Master Course Syllabus

**Community Dentistry**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>DHYG 1315</th>
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<tbody>
<tr>
<td>Course Hours:</td>
<td>3 credit hours</td>
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**Course Director:**

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<th>Office:</th>
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<td>Phone:</td>
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**Course Hours:**

**Course Location:**

**Arranging conferences/appointments:**

**Participating Faculty:**

**Course Prerequisites:**

Successful completion of Semesters I, II and III of the Dental Hygiene curriculum, including all DHYG and non-DHYG courses.

**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. This course includes an overview of basic research principles to facilitate the reading and reviewing of professional, scientific and trade literature in order to counsel clients and groups accordingly. *Field experiences* are designed to prepare students to function in a variety of community health settings. Emphasis is on special populations of elementary school children, geriatric, institutionalized and mentally and/or physically disabled individuals. Participation in assessing, planning, implementing and evaluation of a community dental health project is required. Field experiences are at off campus locations and an unpaid learning experience.

**Course Rationale:**

Dental health is an integral part of the total well being of the person. Therefore understanding that dental disease is the most widespread public health problem among the school-age population in the U.S., the dental hygienist must be prepared to manage dental disease at the community level. This course is designed to prepare the student to assume this role.

**Texas Workforce Education Course Manual End-of-Course Outcomes:**

Design a community dental health educational program that meets the needs of a target population; differentiate the governmental, sociological, environmental, and cultural concerns of the community; and describe the principles and concepts of community dental health education and evaluation.
**Course Goal:** To provide the student with the opportunity to actively experience dentistry at the community health level for the purpose of improving oral health.

**General Course Objectives:**
1. Discuss the development of public health and dental public health from its beginning to the present with emphasis on the United States.
2. Compare and contrast the principles and practices of public health dentistry with those of private practice.
3. Discuss dental public health issues for the 21st century.
4. Identify the various roles for dental hygienists within community settings.
5. Believe in the value of public health dental hygiene.
6. Discuss the basic principles of epidemiology.
7. Identify and apply dental indices utilized in oral epidemiology.
8. Examine the past and present status of oral epidemiology including dental caries, periodontal disease, oral cancer, malocclusion, cleft palate and cleft lip.
10. Identify the basic principles of health education and health promotion.
11. Discuss the development, goals, and content of selected dental health programs.
12. Advocate the need for an increased number of dental health programs.
13. Review audio-visual materials available for community presentations.
14. Develop and present an oral health educational learning activity.
15. Discuss the elements of a community analysis/assessment for program planning.
16. Compare various methods to establish priorities when planning community-based programs.
17. Review steps necessary for program implementation.
18. Compare and contrast various evaluation measures employed in community projects.
19. Serve as a role model to other health professionals in planning and/or implementing dental health programs.

**Course Objectives: Field Experiences**
1. Discuss the overall purpose or objectives of selected community health facilities.
2. Explain and discuss the organization, staffing, programming and funding of selected community health care facilities.
3. Explain patient/client eligibility and selection for each facility.
4. Discuss the services offered by selected community health sites.
5. Discuss the utilization of services at selected community health programs.
6. Recognize opportunities to function as a dental health resource person for the various community health services.
7. Function as an oral health educator and resource person in specific public health facility, school, home or clinical setting.
8. Develop awareness and sensitivity for the scope of health and dental health needs in the community.
9. Develop an appreciation for the various helping professionals as they render community services.
10. Gain insight into the various factors that influence health needs and demands as perceived by respective target groups and health professionals.
11. Gain insight into patient management and communication through the interaction between other helping professionals and their patients.
12. Administer a self-developed dental health education project for a special needs population, incorporating the steps of assessment, planning, implementation and evaluation.
13. Identify self in the role of a dental hygienist in the community.
   a. Develop a perspective of the role of the dental hygienist as a member of the health team rendering total health care.
   b. Examine self-attitudes toward life, health, sickness, health care delivery and selected target populations.
   c. Examine self-attitudes toward preventive oral health measures for the handicapped, aged and terminally ill.
   d. Evaluate self in the role of a helping and health paraprofessional in community settings.
14. Function as a resource for classmates unable to participate in particular selected field experiences.

This course is designed to support the student’s development in the knowledge, skills, and values required for graduation from the Program and dental hygiene licensure eligibility. Specifically this course promotes the development of the dental hygienist as defined by the following Educational Standards of the American Dental Association Commission on Dental Accreditation (ADA CODA), the Austin Competency Analysis Profile (ACAP), and the Department of Dental Hygiene competency statements.

The following standards are effective January 2009.

**ADA CODA Educational Standard 2-9**
General education content must include oral and written communications, psychology and sociology.

**ADA CODA Educational Standard 2-10**
Biomedical science content must include content in anatomy, physiology, chemistry, biochemistry, microbiology, immunology, general pathology and/or pathophysiology, nutrition and pharmacology.

**ADA CODA Educational Standard 2-12**
Dental hygiene science contact must include oral health education and preventive counseling, health promotion, patient management, clinical dental hygiene, provision of services for and management of patients with special needs, community dental/oral health, medical and dental emergencies including basic life support, legal and ethical aspects of dental hygiene practice, infection and hazard control management, and the provision of oral health care services to patients with blood borne infectious diseases.

**ADA CODA Educational Standard 2-13**
The basic clinical education aspect of the curriculum must include a formal course sequence in scientific principles of dental hygiene practice, which extends throughout the curriculum and is coordinated and is coordinated and integrated with the clinical experience in providing dental hygiene services.

**ADA CODA Educational Standard 2-16-b**
Graduates must be competent in assessing the treatment needs of patients with special needs.

**ADA CODA Educational Standard 2-17**
Graduates must be competent in providing the dental hygiene process of care which includes:
- a) Comprehensive collection of patient data to identify the physical and oral health status;
- b) Analysis of assessment findings and use of critical thinking in order to address the patient’s dental hygiene treatment needs;
- c) Establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health;
- d) Provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health;
- e) Measurement of the extent to which goals identified in the dental hygiene care plan are achieved;
- f) Complete and accurate recording of all documentation relevant to patient care.

**ADA CODA Educational Standard 2-19**
Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups.

**ADA CODA Educational Standard 2-20**
Graduates must be competent in assessing, planning, implementing, and evaluating community-based oral health programs including, health promotion and disease prevention activities.
**ADA CODA Educational Standard 2-22**
Graduates must be competent in applying ethical, legal, and regulatory concepts to the provision and/or support of oral health care services.

**ADA CODA Educational Standard 2-23**
Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning.

**ADA CODA Educational Standard 2-24**
Graduates must be competent in the evaluation of current scientific literature.

**ADA CODA Educational Standard 2-25**
Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.

**ADA CODA Educational Standard 5-3**
The program must establish, enforce, and instruct students in preclinical/clinical/laboratory protocols and mechanisms to ensure the management of emergencies. These protocols must be provided to all students, faculty and appropriate staff. Faculty, staff and students must be prepared to assist with the management of emergencies.

**PROGRAM STUDENT LEARNING OUTCOMES**
Upon successful completion of the Associate of Applied Science Degree in Dental Hygiene the graduate will be able to:

1. communicate a commitment to ethical, legal, and professional behaviors including embracing research and life-long learning.
2. support and assist the functions of the dental team and the business of dentistry
3. implement an organized system of exposure control for the purposes of protecting themselves and others from infectious and unsafe agents.
4. implement an organized review of the physical surroundings to ensure a safe environment for themselves and others.
5. collect, assess, document, and communicate dental patients’ medical, dental, familial, and social histories to include predisposing and etiologic risk factors, and initiating referrals.
6. provide the information necessary for a dental patient/guardian to make an informed decision and obtain an informed consent for dental hygiene procedures.
7. collect, assess, document, and communicate dental patients’ existing orofacial conditions to include extraoral and intraoral cancer screenings, obtaining dental radiographs and photographs, and existing intraoral hard and soft tissue conditions.
8. assess, document, prepare, and communicate dental hygiene diagnoses, and develop dental hygiene and preventive care plans that are holistic and individualized.
9. implement, document, evaluate, and modify the dental hygiene and preventive care plans.
10. initiate and assume responsibility for health promotion and disease prevention.
11. recognize and manage medical emergencies in the patient care environment.
12. promote the values of oral and general health to the public.
13. assess, plan, implement, evaluate, and value community oral health services.
14. serve diverse patient populations without discrimination.
SCANS COMPETENCIES
Additionally this course is designed to support the student’s development of the following skills as defined by the Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS)

FOUNDATIONAL SKILLS

(a) Basic Skills:
   Reading: locate, understand, and interpret written information.
   Writing: communicate thoughts, ideas, information, and messages in writing.
   Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
   Speaking: organize ideas and communicate orally.

(b) Thinking Skills:
   Creative Thinking: generate new ideas
   Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   Problem Solving: recognize problems and devise and implement plan of action.
   Visualize: organize and process symbols, pictures, graphs, objects, and other information
   Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

(c) Personal Qualities:
   Responsibility: exert a high level of effort and persevere toward goal attainment
   Self-Esteem: believe in one’s own self-worth and maintain a positive view of oneself
   Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
   Integrity and Honesty: choose ethical courses of action.

WORKPLACE COMPETENCIES

(a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
   Time: select goal relevant activities, rank them, allocate time, and prepare and follow schedules.
   Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
   Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

(b) Interpersonal Skills: A worker must work with others effectively
   Participate as Member of a Team: contributes to group effort
   Teach Others New Skills.
   Serve Clients/Customers: work to satisfy customers’ expectations.
   Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   Negotiates: work toward agreements involving exchange of resources, resolve divergent interests
   Work with Diversity: work well with men and women from diverse backgrounds.

(c) Information: A worker must be able to acquire and use information.
   Acquire and Evaluate Information.
   Organize and Maintain Information.
   Interpret and Communicate Information.
   Use Computers to Process Information.
(d) Systems: A worker must understand complex interrelationships.
Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

(e) Technology: A worker must be able to work with a variety of technologies:
Select Technology: choose procedures, tools or equipment including computers and related technologies
Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
Maintain and Troubleshoot Equipment: prevent, identify, or solve problems with equipment, including computers and other technologies.

Required Text:
1. ACC Department of Dental Hygiene DHYG 1315 Community Dentistry Course Manual, 2011;
2. ACC Department of Dental Hygiene DHYG 1315 Community Dentistry Lab Manual, 2011;
3. Additional reading and materials placed in the dental hygiene department as needed.

Recommended Text:

Teaching Methods: Lectures, class discussions, seminars, small group work, guest lecturers, demonstrations, films, assigned readings, and laboratory/field experiences.

Supplies Needed: Pen light or small flashlight, clipboard, writing pen, lanyard with school ID
Dental hygiene instruments and supplies when noted
Teaching materials, duplicated – see course director
Games, prizes, handouts as needed for the community sites
Other items as directed by the course director

Participation and Instructor Help: Learning activities in this course are designed to enhance the understanding of concepts and to provide experiences in community dentistry. Opportunities will be provided to participate in small group discussions, field experiences and other activities. As the student, you are expected to prepare in advance for these sessions and to participate in an appropriate manner. All students are considered mature enough to seek help and assistance from faculty and encouraged to ask questions during class sessions.

Course Policies:

1. Attendance:
   A. Class participation includes attendance, being prepared for class (completed reading assignments), meaningful class discussion, homework, and group activities. Two (2) absences will result in a loss of five (5) points from your final grade. Three (3) or more absences will result in your final grade being reduced by one letter. Please phone the Course Director if you will be absent.
   B. Due to the difficulty in duplicating field experiences, attendance at ALL field experiences is required. Absences from field experiences will result in the lowering of your grade by one letter. Should an absence be necessary, contact the course director AND community site supervisor immediately. An excused absence from ANY field experience (including observations) must be made up by an additional community experience approved by the course director.
   C. Extended absences due to situations such as major medical or other emergencies will be evaluated on an individual basis between the student, Course Coordinator, and/or Department
Chair and will require appropriate documentation. Extended absences will be managed on a case-by-case basis when determining the student’s further progress in the Dental Hygiene Program.

2. **Professionalism:**
Students enrolled in the Dental Hygiene Program will be expected to display professional behavior in the classroom, lab, clinic and community. The area of professionalism includes appearance, asepsis, peer, faculty and staff interactions, and documentation. Your faculty expects you to be receptive to feedback in this area as you develop in your role as a health care professional. Guidelines for professionalism and professional appearance are discussed in the ACC Student Handbook, the Department of Dental Hygiene Handbook, and/or the Department of Dental Hygiene Clinic Manual. Professionalism will be evaluated on a continual basis.

3. **Withdrawal:**
It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Information specific to the dental hygiene program can also be found in the student handbook: [http://www.austincc.edu/health/dhyg/documents/dhyg_student_handbook_2011_2012.pdf](http://www.austincc.edu/health/dhyg/documents/dhyg_student_handbook_2011_2012.pdf)

4. **Missed or Late Work:**
Because all information in the course is built upon the last, it is imperative that assignments are not missed or late. In the case of extenuating circumstances, the student must contact the course director to discuss the issue causing the problem and to seek an acceptable solution.

5. **Incomplete:**
An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

6. **Scholastic dishonesty:**
This course complies with ACC policies regarding the management of scholastic dishonesty and considers academic dishonesty a serious deficiency when assessing professional behaviors. Academic dishonesty in itself may constitute dismissal from the Program no matter how well the student in performing academically or technically.

2. **Student Responsibilities**
A student attending an ACC-sponsored event assumes responsibility for conduct compatible with the mission of the college as an educational institution. Although ACC is dedicated to an open, free society, some actions are inappropriate in an institution of higher education. Students who commit infractions pertaining to any of the following areas are subject to disciplinary action: 2.A. **Academic dishonesty** 2.A.01 Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. The following are
guidelines to assist students in avoiding academic dishonesty: Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor. Students are encouraged to contact their instructor about appropriate citation guidelines. Students must follow all instructions given by instructors or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. 2.A.02 Actions constituting violations of academic dishonesty include, but are not limited to, the following: a. Plagiarism: Defined as taking another person’s intellectual work and using it as one’s own; for example, this includes quoting without giving proper credit to a source, expanding another person’s work without giving credit to that person, or submitting another person’s work under the pretense that it is one’s own. b. Cheating: The use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration. c. Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. d. Collusion: Knowingly helping another individual violate any provision of the Academic Dishonesty guidelines. Collusion includes assistance with assignments or tests that are not authorized by the instructor. e. Falsifying institutional records or other legal or source documents: Includes altering grades, either written or electronic, or other falsification of academic records such as application for admission, grade reports, test papers, registration materials, and reporting forms used by the college.

Source ACC Administrative Rule 1.04.006 “Student Standards of Conduct and Disciplinary Process” and the ACC 2011-12 Catalog beginning on page 36

7. Academic Freedom:
This course supports the ACC policies regarding freedom of expression in the classroom.

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures. Enrollment in the college indicates acceptance of the rules set forth in this policy, which is administered through the office of the campus dean of student services. Due process, through an investigation and appeal process, is assured to any student involved in disciplinary action.

Source: ACC Student Policies and Procedures 2011-2012
http://www.austincc.edu/current/needtoknow/policies.php#rights

8. Student Discipline:
Value Statement:
The Austin Community College District offers an environment where students’ rights are respected and responsibilities are recognized. Students are invited to be active members of the education community. Opportunity for students to examine and question information and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This value is accompanied by an equally demanding responsibility on the part of the student.
Administrative Rule
Student Standards of Conduct & Disciplinary Process
Acceptable standards of conduct include behavior that:
- Reflects the highest level of honesty and integrity,
- Is civil, courteous, and respectful of all members of the campus community, their property, and the property of the college,
- Encourages responsibility and prohibits the unlawful use of alcohol, illicit drugs, other substances, and weapons, and
- Promotes mutual respect, equality, and safety of its members and opposes those acts that harass, intimidate, or haze its members.

By enrolling at ACC, students agree to abide by the college’s Student Standards of Conduct. These standards also establish disciplinary procedures for students accused of violating those standards. The Student Standards of Conduct and Disciplinary Process are published in:

ACC College Catalog - www.austincc.edu/catalog
Administrative Rules - www.austincc.edu/admrule.
The Student Standards of Conduct and Disciplinary Process and other policies can also be found at http://www.austincc.edu/current/needtoknow

Source ACC Administrative Rule 1.04.006 “Student Standards of Conduct and Disciplinary Process” http://www.austincc.edu/admrule/1.04.006.htm

9. Students with Disabilities:
This course complies with ACC policies regarding students with disabilities:

Each ACC campus offers support services for students with documented disabilities. Students who need accommodations must apply for services with the Office for Students with Disabilities (OSD) at the primary campus they expect to attend. After applying, students should meet with the OSD Coordinator at each campus they attend in order to discuss accommodation needs.

Sample accommodations include, but are not limited to, priority registration, interpreters, note takers, and testing with accommodations. Students who need accommodations are urged to request accommodations through OSD at least three weeks before the start of the semester so that the accommodations can be in place for the first day of classes. ACC partners with the Texas Department of Assistive and Rehabilitative Services and other community service organizations to provide support services to students with disabilities. To learn more and for contact information, visit the website www.austincc.edu/support/osd

Source: ACC Catalog 2011-12 http://www.austincc.edu/catalog/

10. Safety: Individual Responsibility:
This course supports the ACC policies regarding responsibility for a safe environment,

As the official ultimately responsible for ACC’s compliance with environmental, health, and safety regulations, the ACC President requires that all ACC employees, students, and visitors:
- Report hazardous conditions and safety concerns immediately to their supervisors, instructors, hosts, and/or emergency management personnel, as appropriate.
- Abide by safe practices and procedures established by the college.
- Cooperate fully with the ACC Environmental Health, Safety, and Insurance Office in addressing environmental, health, and safety issues.
- Adhere to all local, state, and federal regulations concerning environmental, health, and safety issues.
• Cooperate fully with environmental, health, and safety inspectors from local, state, and federal agencies.
• Take action to resolve safe workplace issues when appropriate.

Source: ACC Student Policies and Procedures 2011-2012
http://www.austincc.edu/current/needtoknow/policies.php#rights

11. Use of ACC Email Communication:
All College e-mail communication to students will be sent solely to the student’s ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at http://www.austincc.edu/accmail/index.php.

12. Student and Instructional Services:
ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: http://www.austincc.edu/s4/

Links to many student services and other information can be found at: http://www.austincc.edu/current/

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: http://www.autincc.edu/tutor/students/tutoring.php

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

Course Requirements/Learning Activities:

1. Assignments:
The due date and time for all assignments is indicated in the course outline, lab manual or by memo/email. Any alterations to this schedule will be announced in class or email with sufficient notice for change. Students should make note of these dates and times. Late assignments will not be accepted for grading and a zero will be issued for the late submission. Extenuating circumstances surrounding turning in an assignment after the posted schedule will be considered and may require documentation.

2. Evaluation:
A. Examinations: All examinations will be equally weighted and averaged together for a single examination grade worth 60% of the course grade. No make-up exams will be given without consultation with the course director, and may require documentation. Examinations cover reading assignments, lectures, class work and laboratory assignments. The question items may be in the form of multiple choice, case studies, testlets, matching, short answer and essay.

B. Learning Activities: Students will be assigned into groups to develop and present a short oral health presentation to an age-specific group. These may used in the Head Start or Nursing Home Programs. See specific guidelines to this assignment in the lab manual.

C. Community Service Projects: Community Service Projects are oral health presentations or dental activities (i.e. health fairs with screenings, fluoride varnish or sealant projects). Each student is expected to complete two (2) Community Service Projects. Examples would be HopeFest, Sealant Day and various community health fairs.
D. **Head Start Fluoride Varnish Program:** All students will participate in the Head Start Fluoride Varnish program, which is a partnership between ACC, Austin District Dental Hygienists' Society, St. David's Foundation and Child Inc. Utilizing the Learning Activity criteria, students will develop oral health presentations appropriate for children ages 2-5 years, utilizing skits, puppets, movies and hands on demonstrations. They will follow the Head Start varnish protocol as developed by the ACC Head Start Coordinator Ms Rita Snodell, RDH, BAAS. Students will be assigned days, times and sites by the Course Director. This program will include completion of student self assessment forms.

E. **Nursing Home Education Program:** Students will be assigned into groups to work with a nursing home population and develop an oral health program utilizing the steps of assessment, planning, implementation and evaluation. This project will include completion of student self assessments.

F. **Field Experiences:** Students will attend off campus rotations for dental activities, such as screenings or oral presentations. Attendance and participation is mandatory.

3. **Computing Your Grade**

   Exams (2 at 30% each) 60%
   Learning Activity 10%
   Head Start Program 10%
   Nursing Home Program 10%
   Self- Assessment Forms 5%
   Community Service Projects (2 minimum) 5%

4. **Grade Scale and Criteria:**

   Students must complete this course with a grade of at least a "C" for continuance in the dental hygiene program. In addition, all field experiences must be completed to receive a grade. Failure to complete ANY field rotation or Community Service Project will result in failure of the course DHYG 1315 Community Dentistry.

   - 92% - 100% = A
   - 83% - 91% = B
   - 75% - 82% = C
   - 66% - 70% = D
   - Below 66% = F

**Important Notices:**

1. **Dress Code:** Clean and pressed lab coat with name tag over professional street clothes or scrubs for rotations. Minimal jewelry and light colored nail polish only. Blue jeans, t-shirts, shorts and sneakers (unless worn with scrubs) are not allowed.

2. **Field Sites:** All field sites are scheduled in advance with the institution at a particular date and time. Therefore, students must abide the dates and times assigned to them. Tardiness to a community site will result in two (2) points off the final grade. A professional strives to be on time always. Plan ahead for those unexpected situations that may arise (i.e. traffic). **If you know you will be late, a call to Ms Murphree or Ms Snodell is mandatory!**

3. **Community Service Projects:** Students should check their email accounts (personal and ACC Gmail) and the Community Notices Board in the dental hygiene hallway for announcements weekly. Community Service Projects will be listed as soon as requests are received. All information from ACC will come to your ACC Gmail account.

4. **Schedule Utilization:** From the schedule, you can see there are many days when you will not be occupied the entire class time that is scheduled. Use this time to complete your self-assessments and community service projects.
5. If I run out of community service sites, you are welcome to arrange another on your own, providing you obtain approval from the course director prior to conducting the community service project.

6. Please turn off cell phones and pagers during class.

7. No eating during exams. You may have drinks but no food please.

THE INFORMATION IN THIS SYLLABUS IS SUBJECT TO CHANGE AT ANY TIME, AND ANY CHANGES WILL BE ANNOUNCED IN CLASS AND/OR EMAIL.
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<thead>
<tr>
<th>Date/Day</th>
<th>Topic/Field Experience/Seminar</th>
<th>Assignments/Readings</th>
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<tr>
<td></td>
<td>Review of Course Syllabus</td>
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<td>Review of Course Manual and Lab Manual</td>
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<td>Introduction to Community Health</td>
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<td>1. Class Activities</td>
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<td>2. Distribution of MR/MI Topics</td>
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<td>Historical Background of Public Health and Dental Public Health</td>
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<td>1. Health, public health, dental public health</td>
<td>Nathe, <em>Cultural diversity</em></td>
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<td>2. Historical development</td>
<td>Nathe, <em>Access to Dental Hygiene Care</em></td>
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<td>3. Federal/state Level</td>
<td>Healthy People 2010, Oral Health</td>
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<td>Dental Hygiene Public Health in Other Countries</td>
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<td>1. Roles of dental hygienists</td>
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<td>3. Dental hygiene in other countries</td>
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<td>Introduction to Epidemiology</td>
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<td>1. Epidemiological terms and methods</td>
<td>Dunning, <em>Epidemiology: General Principles</em></td>
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<td>2. Multifactorial disease</td>
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<td>3. Concepts of disease occurrence</td>
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<td>Dental Indices in Public Health</td>
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<td></td>
<td>1. Types of surveys</td>
<td>Maurello, <em>et al</em>, <em>Examiner Reliability Between Hygienists and Dentists for Caries Prevalence Examinations</em></td>
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<td>2. Classification of Treatment Needs</td>
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<td>3. Characteristics of an Index</td>
<td>Phipps, <em>A Major Cause of Tooth Loss in Adults</em></td>
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<td></td>
<td>Epidemiology of Tooth Loss and Dental Caries</td>
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<td>1. Edentulism</td>
<td>Antczak-Bouckoms, <em>Natural History of Periodontitis and a Review of Technologies to Prevent and Treat It</em></td>
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<td>2. Nursing bottle caries</td>
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<td>3. Vipeholm study</td>
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<td>Epidemiology of Periodontal Disease and Other Oral Diseases</td>
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<td>1. Oral cancer</td>
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<td>2. Malocclusion</td>
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<td>3. Cleft lip/palate</td>
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<td>4. TMD</td>
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<td>Oral Epidemiological Methods</td>
<td>Calculators provided by ACC</td>
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<td>1. Types of indices</td>
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<td>2. Utilizing and calculating different indices</td>
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<td>Epidemiological Lab</td>
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<td>1. Homework assignment</td>
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<td>Labor Day Holiday</td>
<td>Enjoy!!</td>
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<tr>
<td>Date/ Day</td>
<td>Topic/ Field Experience/ Seminar</td>
<td>Assignments/ Readings</td>
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<tr>
<td><strong>Exam 1</strong></td>
<td>8:00 – 10:00am Room TBA</td>
<td>Study!!</td>
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<td><strong>10:20am - Lecture</strong></td>
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<tr>
<td><strong>Mentally Ill/ Mentally Retarded Clients</strong></td>
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<tr>
<td>1. Prevalence and causes of mental retardation and mental illness</td>
<td>Darby, Dental Hygiene Care for the Individual with Mental Retardation</td>
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<td>2. Utilization of different teaching strategies</td>
<td>Darby, Principles of Working with Special Dental Hygiene Care Needs</td>
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<tr>
<td>3. Definitions and characteristics of mental retardation</td>
<td>Seckman, Standing Tall for a Humbling Challenge</td>
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<td>4. Mental illness and the homeless</td>
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<tr>
<td>2. Priority prevention areas</td>
<td>Scaffold, I Hate Sealants; Capital Area Dental Society editorial</td>
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<td>3. Professional/personal responsibilities</td>
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<td>4. <a href="http://www2.nidcr.nih.gov/sgr/execsumm.htm">http://www2.nidcr.nih.gov/sgr/execsumm.htm</a></td>
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<td><strong>Community Based Prevention</strong></td>
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<tr>
<td>1. Types of prevention</td>
<td>Objective Examples</td>
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<td>2. Levels of preventive services</td>
<td>DeBaise, Development of Dental Health Education Programs</td>
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<tr>
<td>3. Preventive measures for caries, perio, oral cancer, malocclusion, cleft lip/palate, TMD</td>
<td>Sanzi-Schaedel et al, Building Support for a School Dental Sealant Program</td>
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<td>4. Priorities/requirements of a community based health education program</td>
<td>Palmer, Dental Hygiene Careers in Public Health</td>
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<td>5. Fluoride programs</td>
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<td>6. Sealants</td>
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<td>7. Nutritional counseling</td>
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<td><strong>Dental Health Education Programs</strong></td>
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<td>1. Influencing factors for success</td>
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<td>2. Ideal school dental program guidelines (CAPITE)</td>
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<td>3. Program components/implementation</td>
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<td>4. National dental health programs</td>
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<td></td>
<td>Student Presentations on MR/ MI Topics (as assigned) 1 - 18</td>
<td>Bring 20 handouts for classmates and faculty</td>
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</table>
|           | Fluoridation  
1. Discovery of fluoride  
2. Strategies/tactics of anti- and pro-fluoridationists  
3. Governmental regulation  
4. Fluoride toxicology  
5. Defluoridation | Centers for Disease Control “Recommendations for Using Fluoride to Prevent and Control Dental Caries in the U.S.” [www.cdc.gov/mmwr](http://www.cdc.gov/mmwr) |
|           | Program Assessment  
1. Purpose  
2. Subjective/objective data collection  
3. Knowledge, values, attitudes | Cormier, Assessment |
|           | Program Planning  
1. Types of health planning  
2. Program planning process  
|           | Program Implementation  
1. Preparatory tasks  
2. Phases of implementation  
3. Models of implementation  
4. Potential issues and problems | Dignan, Program Implementation |
|           | Program Evaluation  
1. Purposes and uses of evaluation  
2. Types of evaluation  
3. Levels of evaluation (Blum)  
4. Steps of evaluation | Carr, Program Evaluation |
|           | Orientation to Off Campus Rotation Sites  
Service Learning Community Projects | Bring Lab Manual |
|           | Head Start Fluoride Varnish Program  
Presented by Ms Rita Snodell, RDH, BAAS | |
|           | Exam 2  
Room TBA | Study!! |
|           | Ultrasonic Instrumentation Presentation by Ms. Marie George, RDH, MS from Dentsply, Inc | Mandatory Attendance! |
|           | Audiovisual Aid Evaluation for Community Education  
1. View selected children’s oral hygiene videos  
2. Review videos for content/possible use in educational programs | Bring popcorn |
<table>
<thead>
<tr>
<th><strong>Head Start and/or Nursing Home Rotations</strong> as assigned</th>
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<tbody>
<tr>
<td><strong>Student Learning Activity Presentations</strong> Assigned by group; #1-4</td>
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<tr>
<td><strong>Head Start and/or Nursing Home Rotations</strong> as assigned</td>
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<tr>
<td><strong>Student Learning Activity Presentations</strong> Assigned by group; #5-9</td>
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<td><strong>Head Start and/or Nursing Home Rotations</strong> as assigned</td>
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<td><strong>Thanksgiving Holiday</strong></td>
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<td><strong>DHYG 2261 Clinic II Final Advising</strong></td>
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