DENT-2440: COMMUNITY ORAL HEALTH II

Cuyahoga Community College

Viewing: DENT-2440 : Community Oral Health II

Board of Trustees:
2018-05-24

Academic Term:
2018-08-27

Subject Code
DENT - Dental Hygiene

Course Number:
2440

Title:
Community Oral Health II

Catalog Description:
Review of concepts introduced in Community Oral Health I. Revision of principles of public health dentistry. Concepts of program planning, epidemiology, and organization of dental care delivery system. Research design as it relates to the planning, implementing, and evaluating a community outreach project. Community service exit requirement for graduation from Dental Hygiene program.

Credit Hour(s):
1

Lecture Hour(s):
1

Requisites

Prerequisite and Corequisite
DENT-2340 Community Oral Health I.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online athttp://www.tri-c.edu/accessprograms (http://www.tri-c.edu/accessprograms/). Blackboard accessibility information is available athttp://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes:
Course Outcome(s):
Plan, implement and evaluate a dental public health research program.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

**Objective(s):**
1. Interpret biostatistics data obtained from a dental public health research program planning.
2. List and discuss the steps in program planning.
3. Formulate questionnaire (pre and post).
4. Design instructional objectives.
5. Write and implement a lesson plan.
6. Formulate ADPIE (assessment, diagnosis, planning, implementation and evaluation) categories in public health program planning.
7. Assess the oral health needs of a community.

**Course Outcome(s):**
Utilize various components of successful dental education program in regards to motivation and program design.

**Essential Learning Outcome Mapping:**
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**
1. Compare various learning and motivational theories.

**Course Outcome(s):**
Evaluate the effectiveness of a dental public health program.

**Essential Learning Outcome Mapping:**
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**
1. Analyze various dental indexes of oral health and their purposes.
2. Describe the mechanisms of a program evaluation.
3. Research the quality and availability of resources and services within a community.

**Course Outcome(s):**
Distinguish between the various models of dental practice and its auxiliaries.

**Objective(s):**
1. Define various forms of financing of dental care along with their advantages and disadvantages.
2. Distinguish the legislation, advocacy, career paths, and strategies in the delivery of dental hygiene services.

**Course Outcome(s):**
Analyze and interpret cultural differences in the community.

**Objective(s):**
1. Describe cultural values and theories regarding oral health care.
2. Apply the principles of cultural competency relating to interaction with culturally diverse populations.

**Course Outcome(s):**
Develop a plan including assessment, diagnosis, planning, implementation and evaluation for a simulated target population.

**Essential Learning Outcome Mapping:**
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Objective(s):
1. List and discuss the steps in program planning.
2. Formulate ADPIE (assessment, diagnosis, planning, implementation and evaluation) categories in public health program planning.
3. Assess the oral health needs of a community.
4. Research the quality and availability of resources and services within a community.

Course Outcome(s):
Demonstrate the ability to promote oral health in the community.

Essential Learning Outcome Mapping:
Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

Objective(s):
1. Apply the principles of cultural competency relating to interaction with culturally diverse populations.
2. Complete community outreach in 5 areas: service, health fairs, education, special needs and dental hygiene leadership.

Methods of Evaluation:
1. Quizzes
2. Case study
3. Questionnaire
4. Lesson plan and objectives
5. Final written research project report
6. Case study
7. Community service exit requirement
8. Examinations

Course Content Outline:
1. Dental Health Education and Promotion
   a. Models
   b. Health Literacy
   c. Maslow’s hierarchy of needs
   d. Motivation Theories
      i. Health Belief Model
      ii. Stages of Learning
      iii. Transtheoretical Model
      iv. Theory of Reasoned Action
      v. Social Cognitive Theory
      vi. Sense of Coherence
   e. Behavior Modification Theories
      i. operant conditioning
      ii. classical conditioning
      iii. modeling
      iv. Motivational Interviewing
2. Dental public health research program
   a. Informed consent
   b. Biostatistical data
   c. Questionnaire (pre and post)
   d. Instructional objectives
   e. Lesson Plan
3. Program Planning
   a. Private versus community dental health
   b. Dental Hygiene Process of Care
   c. PRECEDE-PROCEED model
   d. Seven-Step Model for Assessing Oral Health Needs & Developing Community Needs
4. Program Evaluation
a. types
   i. quantitative vs qualitative
   ii. clinical vs nonclinical
   iii. formative vs summative

b. Oral Health indexes
   i. desirable characteristics
   ii. sensitivity vs specificity
   iii. categories
      1. simple
      2. cumulative
      3. irreversible
      4. reversible
   iv. biofilm/oral hygiene
      1. OHI-S
      2. Plaque Index
      3. PHP
      4. Plaque Control Record
      5. Plaque-free Score
   v. gingivitis/bleeding
      1. GBI
      2. SBI
      3. EIBI
      4. GI
   vi. periodontal
      1. PI
      2. GPI
      3. PDI
      4. PSR
      5. CPITN
   vii. Caries
      1. DMFT/DMFS
      2. deft/defs
      3. RCI
      4. CAMBRA
   viii. miscellaneous
      1. malocclusion
      2. fluorosis

c. Government Evaluation
   i. National Oral Health Surveillance System
   ii. Basic Screening Survey
   iii. National Health & Nutrition Examination Survey

5. Legislation affecting dental hygiene practice
   a. public health law
   b. branches of government
   c. bodies of law
   d. state laws passage
   e. lobbying
   f. state dental boards
   g. supervision of dental hygienists

6. Advocacy for Dental Care
   a. change
   b. change agents
   c. barriers to change
   d. collaborative style
   e. grants
      i. request for proposals
      ii. features

7. Provision and Financing of Dental Care
a. Methods
   i. Fee for Service
      1. Usual
      2. Customary
      3. Reasonable
      4. Indemnity Plan
   ii. Capitation
      1. HMO
      2. advantages/disadvantages
   iii. Encounter Plan
   iv. Barter System
b. Insurance Plans
   i. dental service corporations
   ii. preferred provider organizations
   iii. individual practice associations
   iv. CDT codes
   v. explanation of benefits
c. Governmental Programs
   i. block grants
   ii. Medicaid
   iii. State Children’s Health Insurance Program (SCHIP)
   iv. COBRA

8. Cultural Competency
   a. key terms
   b. theories
      i. sociocultural theory
      ii. zone of proximal development
   c. cultural diversity in the US
      i. cross-cultural communication
      ii. culture issues in health care
      iii. cultural competency

9. Careers in Dental Public Health
   a. Federal Career Opportunities
      i. Public Health Service
      ii. Civil Service - Veteran’s Affairs
      iii. National Health Service Corps
      iv. Military
      v. Federal prisons
      vi. Student opportunities (COSTEP)
   b. State opportunities

10. Strategies for Creating Dental Hygiene Positions in Dental Public Health Settings
    a. Legislative perspective
    b. Plan of action (ADPIE)
    c. Documentation

Resources


**Resources Other**
See Resources

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