



**22 Spring Semester**

## **Community Dental Health**

DHY 213.11

Spring 2022

**Number of Credits:** 3

**Days Class Meets:** NA

**Meeting Times:** NA

**Location/Venue:** Online

**Instructor:** Stephanie Moor, RDH, BS

**Contact Phone:** 517-398-0856

**Contact Email:** moorstephanj@jccmi.edu

**Online Office Hours:** by appointment

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### **Course Description**

This course is designed for the dental hygiene student to review the history, philosophy, administration and current events of community oral health. Topics include emphasis on health promotion, epidemiology of dental disease, community service, designing, implementing and assessing a community health project

### **Prerequisite(s)**

Prerequisites: DHY-201 DHY-202 DHY-203 DHY-204;

Co-requisites: DHY-211 DHY-212; - Must be taken at the same time as this course.

### **Course Goals**

1. Compare and contrast past and current events that have shaped federal, state, and local community health programs and initiatives.
2. Compare the goals, objectives, and indicators for oral health issues included in the *Healthy People 2010 and Healthy People 2020* initiatives.
3. Promote the values of oral and systemic health and wellness to the community.

## Course Objectives

- 9.1: Assess oral health needs and plan a community oral health program for a diverse population or those with limited access to care. (Develop a pre survey)
- 9.2: Implement and evaluate outcomes of oral health programs in community settings. (Develop oral health presentation)
- 9.3: Present health promotion and disease prevention information using appropriate and effective teaching strategies in oral health programs or community rotations. (Deliver oral health presentations, develop and assess post-survey)

## Textbook

- Community Oral Health Practice for the Dental Hygienist, (2017) 4<sup>th</sup> Ed., Beatty, Christine French, St. Louise: Elsevier, Inc. ISBN 978-0-323-35525-4

## [Learn about the new textbook program at JC](#)

For account billing questions, please contact the Jackson College Cashier at [jccashier@jccmi.edu](mailto:jccashier@jccmi.edu)

## Extras

Supplies for oral health presentations. Poster boards, brochure, markers, or power point equipment.

## Grading Procedure

Students must successfully demonstrate skills learned in this course and receive a grade of 75% (2.0) or higher to progress in the Dental Hygiene Program.

Case questions/ quizzes / discussion forums/interactive activity 60 points

Proposal/Presentations	10 proposal/ 40 points presentations in class and to the community
Service-Learning Reflection Paper	50
Collaboration essay	10
Scientific Literature Review	35
3 Unit Exams 50 points each	150
Final	50
Professionalism & Attendance	<u>10</u>
Total	

Community Case Questions or Quizzes/ discussion forums/interactive activity 5 points each

### 3 Lecture Examinations and 1 final (50 points each):

This course will include 3-unit exams covering topics included to that point and one comprehensive final exam covering material from the entire semester. Examinations may include case studies, testlets, multiple-choice items, true-false, matching, short answer and/or essay items. Students will be informed of the general content and nature of test items prior to each examination. Any scheduled exam missed because of an absence must be completed within one week or it will automatically become a zero. It is the student's responsibility to make arrangements with the course instructor for a make-up exam. Make-up exams may include questions in an alternate format such as short answer or essay questions.

### Community Service-Learning Proposal Worksheet (10 points)

Students will work in groups of three or four to select a target population for a service-learning project. Emphasis should be on selecting an underserved population that could greatly benefit from your oral health education program. This semester-long project includes a needs assessment (pre-survey), planning and preparation of an appropriate presentation, presenting to the class to gain feedback prior to presenting to the target populations, implementation of your program, evaluation and assessment of your program via a post survey. Deadlines and worksheet are posted in JetNet.

### Community Service-Learning Reflection Paper (50points) presentations to the class/target populations (40 points)

Students will submit a reflection paper assessing their experiences, thoughts and feelings after completion of their service-learning project. Reflection papers will be written using the “What? So What? Now What?” format. The reflection paper due date is listed on the course calendar. However, students are encouraged to complete this assignment within 24 hours of completing their service-learning experience. Guidelines included in syllabus/posted on JetNet

### Collaboration Essay (10 points)

Students will write a short essay conveying their experience collaborating with a mobile dental hygiene program (Smiles on Wheels) and with the dental assisting program through Jackson Career Center.

### Scientific Literature Review Paper (35 points)

Students will prepare a scientific literature review of a topic related to community oral health. Topics and journal selections must be pre-approved by the course instructor. Students will submit a formal, typed literature review, Guidelines/rubric included in syllabus and posted in JetNet

### Chapter 1 – People’s Health

1. Define the following terms: health, public health, dental public health and population health.
2. Identify public health problems within a community.
3. Identify public health measures and solutions.
4. Define dental disease as a public health problem with public health solutions.
5. Explain the role of government in public health solutions.
6. Discuss the 10 greatest public health achievements in the twentieth century.
7. Identify core functions of public health and the essential public health services.
8. Describe the relationship of public health to the roles of the dental hygienist.

### Chapter 3 – Assessment in the Community

1. Explain the importance of assessment as a core public health function.
2. Describe the roles of public health professionals in assessment.
3. Discuss the basic terms and concepts of epidemiology.
4. Describe the conceptual models that illustrate the determinants of health.
5. Identify the determinants of health that affect the health of individuals and communities.
6. Identify the specific stages of a planning cycle.
7. Discuss a community oral health improvement process.
8. Describe the main steps followed and key activities undertaken in a community oral health assessment.
9. Compare and contrast the different methods of data collection that can be used in community health assessment.

### Chapter 4 – Measuring Progress in Oral Health

1. Discuss the national *Healthy People* initiatives.
2. Describe the oral health objectives of *Healthy People 2010* and *Healthy People 2020*.
3. Discuss measures used to assess oral health in populations.
4. Compare and contrast the procedures and methods used in oral health surveys.

### Chapter 10 – Cultural Competency

1. Describe key demographic, social and cultural shifts and trends influencing oral health among culturally diverse groups in the United States.
2. Discuss the impact of population trends in oral health and provision of oral health services to individuals and groups.
3. Define the terms *cross-cultural communication*, *health disparities* and *cultural diversity*.
4. Define culture and cultural competence and explain why they are important.
5. Identify the Oral Health Care Culturally Competency (OHCCC) Guidelines.
6. Discuss the components of the Cultural Competency Continuum Ladder.
7. Describe the application of strategies and approaches that enhance cross-cultural communication and education in oral health care settings.
8. Discuss the responsibility of the dental hygienist with respect to cultural competence and the role in providing care to special populations.

#### Chapter 11 – Service-Learning

1. Discuss traditional outreach efforts.
2. Discuss experiential learning methods and their unique purposes.
3. Define service-learning and list distinguishing characteristics.
4. Discuss the benefits of service-learning for dental hygiene students and practitioners.
5. Describe challenges associated with service-learning.
6. Identify resources in the community to plan and implement service-learning.

#### Chapter 7 – Research

1. Differentiate between the hypothesis and the null hypothesis of a research study.
2. Explain the importance of scientific method in research.
3. Define a population and a sample as related to research.
4. Discuss sampling techniques and their uses.
5. Discuss the difference between the independent and dependent variables.
6. Use the terms *mean*, *median* and *mode* to express the results of data collection.
7. Define the terms *continuous data* and *discrete data* and their respective scales of measurement.
8. Discuss the uses of various statistical techniques.
9. Describe different types of displays used to exhibit data.
10. Explain the difference between type I and type II errors in research.
11. Define probability and statistical significance.
12. Defend the importance of critically evaluating dental literature.
13. Explain the criteria for reviewing scientific literature.
14. Select and review a scientific journal article related to dentistry.

#### Chapter 9 – Social Responsibility

1. Define the terms *social responsibility* and *professional ethics*.
2. Discuss the various opinions surrounding health as a right or a privilege.
3. Explain how the current delivery of oral health care services affects access to care.
4. Identify how the concept of need versus demand affects allocation of resources and the hygienist's roles as a consumer advocate and educator.
5. Explain the roles of the dental hygienist as they relate to community education, risk communication and leadership.
6. Explain the process for formulating oral health policy, informally and formally through the legislative process.

#### Chapter 6 – Oral Health Programs in the Community

1. Identify oral health programs at the national, state and local level.
2. Discuss the essential public health services for oral health.
3. Describe the four phases of organizing an effective community oral health program.
4. Define goals and objectives.
5. Explain how program goals and objectives are used in program planning, implementation and evaluation.
6. Discuss the benefits of primary prevention programs, including fluoride, sealants and oral health education.
7. Describe the importance of community water fluoridation as a public health measure.
8. Identify the different funding streams and structures for obtaining dental services through public health systems.

#### Chapter 8 – Health Promotion and Health Communication

1. Apply various health promotion strategies and theories to situations for promotion of oral health.

2. Describe the sequence of steps in the health communication process to be followed when developing a health communication project.
3. Discuss the distinctions among *generic*, *targeted*, *personalized* and *tailored* health messages.
4. Discuss ways to assess needs of diverse populations before designing health communication strategies.
5. Identify strategies for delivering health information to consumer groups by using materials, activities and evaluation methods that are culturally sensitive and linguistically competent.
6. Outline the basic components, advantages and limitations of poster presentations, oral papers and roundtable discussions as methods for communicating scientific information to other health professionals.

#### Chapter 5 – Population Health

1. Describe the current status of oral health in the United States.
2. Discuss oral health trends in the United States.
3. Compare the indicators for oral health included in the national oral health objectives for *Healthy People 2010* and *Healthy People 2020*.
4. Identify oral health disparities and inequities among population groups.
5. Discuss factors that influence oral health in populations.

#### Chapter 2 – Careers in Public Health for the Dental Hygienist

1. Explain public health career options for dental hygienists.
2. Discuss public health careers as a means of addressing the problem of access to oral health care.
3. Define the mid-level provider role in addressing access to oral health care.
4. Define skills and educational requirements for various roles in public health.
5. Explain the relationship of private practice activities to public health activities.
6. Identify specific careers, categorized by the American Dental Hygienists' Association (ADHA), as designated roles of the dental hygienist.

#### Chapter 12 – Test-Taking Strategies and Community Cases

1. Develop an overview of the National Board Dental Hygiene Examination (NBDHE).
2. Discuss guidelines for answering multiple-choice test items and community testlets.
3. Discuss tips for examination preparation.
4. Complete practice examination items covering community cases.
5. Describe ways to increase your confidence level in preparing for the examination

## **Grading Scale**

<b>GPA</b>	<b>GRADE RANGE</b>
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

## **Failure**

Students must successfully demonstrate skills learned in this course and receive a grade of 75% (2.0) or higher to progress in the Dental Hygiene Program.

## **Academic Honesty Policy**

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

## **Plagiarism**

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

## **Cheating**

Cheating is defined as obtaining answers/material from an outside source without authorization.

Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

## **Accessibility**

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information

about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes, please e-mail the Center for Student Success at [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Center for Student Success web page](#).

## **Support**

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

## **Oasis Center**

During a student's college experience, one might encounter situations that impact their learning environment. When these situations occur, support from the Oasis Center is available to provide short-term assistance. If the situation requires ongoing support, the Oasis Center staff can provide that level of support or will assist the individual in securing an outside agency to provide it.

For more information visit the Jackson College Oasis Center webpage <https://www.jccmi.edu/the-oasis-center/>

## **Health Clinic**

Jackson College has partnered with Henry Ford Allegiance Health to offer healthcare to Jackson College students and employees. The Jackson College Health Clinic (JCHC) is located on Central Campus in the Justin Whiting Hall, Room 111. The caring and professional staff at the JCHC provides quality healthcare, including annual exams (physicals, program physicals and sports physicals), acute and chronic illness care and preventative health care (It's Your Life).

For more information visit the Jackson College Health Clinic webpage <https://www.jccmi.edu/health-clinic/>

## **Dental Clinic**

Community members may utilize Jackson College Dental Hygiene Clinic, which offers dental hygiene services while helping students gain experience. Students work under the supervision of license dental hygiene instructor and dentist as they offer preventative services.

For more information visit the Jackson College Dental Clinic webpage <https://www.jccmi.edu/dental-hygiene/dental-hygiene-dental-clinic/>

## Course Management

Lack of engagement within the course for any reason, including illness or late registration, in no way relieves the student of the responsibility for completing all work in the course. All assignments and projects are due on the dates and times given in the course schedule and syllabus. They are subject to change at the discretion of the course instructor.

## Makeup Policy

Each missed due date for class assignments will result in a 1- point reduction (if only a 5-point assignment), per day for every day the project is late. A 5-point reduction per day for assignments with more than a 5-point total. Missing a deadline could substantially lower your grade.

\*\*If you foresee difficulty in meeting a deadline for an assignment, please contact your instructor immediately to determine a plan of action to complete your assignment. Assignment completions may be handled on a case-by-case basis at the discretion of the lead faculty. \*\*

## Help

### Mandatory Tutoring:

Students enrolled in the Dental Hygiene Program at Jackson College must attain a 75% or higher to proceed each semester and graduate from the program.

If the student's grade falls below a 75% in any aspect of the course, or if the instructor feels that the student would benefit from additional tutoring, the student will be required to coordinate and attend mandatory tutoring with one of the course instructors. Mandatory tutoring sessions are designed to provide appropriate remediation in courses where the student is earning less than a 75%.

- Mandatory tutoring will continue until the student's cumulative course grade is above 75%, or at the discretion of the lead instructor.
- Failure to attend the mandatory tutoring sessions will result in a 2-point deduction from the attendance/professionalism portion of a student's grade.
- Students must bring and use classroom study materials related to the course(s) in which they are being tutored.

## Academic Advising

Student success navigators serve not only as academic advisors but as a student's academic, financial, and total resource advocate or coach.

Students will have an assigned navigator to meet with for advising and any questions they may have. Navigators will serve as the "go-to" person to help students throughout the college experience.

It is important to know your Student Success Navigator. You may find your Navigator by visiting this website <https://www.jccmi.edu/academics/academic-advising/> and click on your pathway. You should also receive an email from your Navigator at the beginning of the semester.

### Joint Commission on National Dental Examinations Accommodations for Students with Disabilities

The Joint Commission on National Dental Examinations (JCNDE) provides reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act for individuals with documented disabilities or a medical condition who demonstrate a need for accommodations and request

accommodations prior to testing. Accommodations will not be noted on test results or shared with any third party (e.g., dental schools, state licensing agencies, etc.).

### [JCNDHE Accommodations Request](#)

#### Special Accommodations Request for the CDCA examinations (Commission on Dental Competency Assessments)

All requests are reviewed by the CDCA Director of Examinations and are subject to approval. A doctor's note on his/her official letterhead (or with official stamp) that explains the candidate's condition and what accommodations are requested must be uploaded to the candidate's online profile. [Contact us](#) to indicate that you are requesting special accommodations and that you have uploaded the documentation to your profile. Include your full name in your email for faster processing. Without a doctor's request for accommodations, your request will not be reviewed by the Director of Examinations, which means that your request will be automatically denied. You must submit a new request for each exam you register for. Do not contact Prometric to schedule an appointment before you receive a final response from CDCA regarding your accommodation request.

### [CDCA Special Accommodations](#)

## **Student Responsibilities**

Requirements beyond the online class assignments; there may TBA Big Blue Button and a service-learning project (whether done virtually or in the field)

## **Attendance- Participation Policy (2 - 10-point deduction from final grade total)**

You are preparing for a career where punctuality, professionalism and dependability are expected. Therefore, your attendance and participation in all courses are required and necessary for preparing you for future employment. If the online course has mandatory Big Blue Button sessions and the student is not present and ready to begin at class start time 10 points will be deducted from overall course grade. If an assignment has not been submitted (drop box, posting in a discussion forum, interactive activities or a missed quiz or exam) points for the late assignment are deducted for that assignment (see make-up policy) If the student has not engaged and no weekly assignment was submitted for an entire week a 10 point reduction will be taken from the overall grade. Communication with the instructor is extremely important, if the student informs the instructor **BEFORE** a deadline, arrangements may be possible and points may not be deducted. JetNet will always report your current attendance grade in the course. Any discrepancies or questions about your attendance grade should be addressed with your instructor as soon as possible. Infractions related to the professionalism rules and regulations will result in a 2-point deduction. Professionalism deductions include but are not limited to the rules and regulations listed under course policies. All professionalism guidelines are listed in the Jackson College Dental Hygiene Program Manual.

Regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams **BEFORE** the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate *within the first couple of days of the term* to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the

course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

**Caveat**

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise. If you are taking an in -person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus. All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

**Calendar**

*\* Calendar timelines and assignments are an approximation and could be changed.*

WEEK #	TOPIC	ASSIGNMENTS
ONE	REVIEW SYLLABUS CH. 1 PEOPLE’S HEALTH SERVICE-LEARNING PROJECT DESCRIPTION (SLP) AND GROUP ASSISGNMENTS	WATCH POWER POINTS  COMMUNITY CASE QUESTIONS POSTED WILL BE DUE FRIDAY VIA DROP BOX  PICK A TARGET GROUP FOR THE SERVICE LEARNING PROJECT WHICH WILL BE APPROVED BY INSTRUCTOR  (SCHOOL CHILDREN, NURSING HOME, HOMELESS SHELTER, ETC.)
TWO	<b>CH. 3</b> ASSESSMENT FOR COMMUNITY ORAL HEALTH PROGRAM PLANNING	WATCH POWER POINTS  TAKE THE POSTED QUIZ BY FRIDAY @ 11:59 PM

		<p>DECIDE ON THE TARGET POPULATION FOR SLP, SUBMIT YOUR POPULATION TO THE INSTRUCTOR FOR APPROVAL BY Friday</p>
THREEE	<p><b>Ch 4</b> MEASURING ORAL HEALTH STATUS AND PROGRESS</p> <p><b>CH 6</b> ORAL HEALTH PROGRAMS IN THE COMMUNITY</p>	<p>WATCH POWER POINTS</p> <p>BEGIN WORKING ON NEEDS ASSESSMENT QUESTIONARE FOR TARGET POPULATION</p> <p>COMMUNITY CASE QUESTIONS CH 4,6 DUE VIA DROP BOX BY FRIDAY @ 11:59 PM</p>
FOUR	<p><b>EXAM #1 CH 1,3,4,6</b></p> <p><b>CH 10</b> CULTURAL COMPETENCY</p>	<p>TAKE EXAM #1 BY FRIDAY @ 11:59 PM</p> <p>WATCH POWER POINT</p> <p>BEGIN CONDUCTING YOUR NEEDS ASSESSMENT WITH YOUR TARGET POPULATIONS THIS MUST BE COMPLETED BY END OF WEEK 5 AND SHOULD BE</p>

		<p>INCLUDED IN YOUR SLP WORKSHEET</p> <p>COMMUNITY CASE QUESTIONS CH 10 DUE VIA DROP BOX BY FRIDAY @ 11:59 PM</p>
<p>FIVE</p>	<p><b>CH 11 SERVICE LEARNING: PREPARING DENTAL HYGIENISTS FOR COLLABORATIVE PRACTICE</b></p> <p><b>CH 7 APPLIED RESEARCH</b></p>	<p>WATCH POWER POINTS</p> <p>COMPILE DATA RECEIVED FROM THE NEEDS ASSESMENT TO BE IMPLEMENTED INTO THE SLP PRESENTATION <b>(PRESENTATION TO THE CLASS IS DUE IN WEEK 8 THIS PRESENTATION HAS TO BE DONE BEFORE ANY PRESENTATION TO THE COMMUNITY)</b></p> <p>FIND A SCIENTIFIC LITERATURE ARTICLE TO WRITE A REVIEW, PLEASE ALSO PLAN ON PRINTING THE ARTICLE YOU ARE USING AND HAND IN TO INSTUCTOR OR SUBMIT BY PDF IN AN EMAIL, CAN BE SUBMITTED TO INSTRUCTOR ANYTIME BEFORE</p>

		<p>Your PAPER IS <b>DUE IN WEEK 10</b></p> <p><b>GUIDELINES/RUBRIC FOR SCIENTIFIC REVIEW WILL BE POSTED ON JETNET</b></p> <p>TAKE QUIZ CH 11, 7 BY FRIDAY @ 11:59 PM</p> <p>SLP WORKSHEET IS DUE VIA DROP BOX BY FRIDAY @ 11:59 PM</p>
SIX	<p><b>EXAM #2 CH 10,11,7</b></p> <p><b>CH 12 TEST TAKING STRATEGIES AND COMMUNITY CASES</b></p>	<p>WATCH POWER POINT</p> <p>Discussion forum due FRIDAY @ 11:59 PM</p>
SEVEN	<p><b>CH 9 SOCIAL RESPONSIBILITY</b></p>	<p>WATCH POWER POINT</p> <p>TAKE QUIZ CH 9 BY FRIDAY @ 11:59 PM</p> <p>CONTINUE TO WORK ON YOUR SCIENTIFIC LIT. REVIEW AND SLP PRESENTATIONS</p> <p><b>GUIDELINES FOR CLASS PRESENTATION WILL BE POSTED ON JETNET DUE NEXT WEEK</b></p>

EIGHT	<p>PRESENTATIONS DUE FOR THE CLASS THIS WILL BE DONE VIA ZOOM OR BBB AT A PREDETERMINED TIME OR POSSIBLE VIDEO SUBMISSION</p> <p>Collaboration with Career Center and Smiles on Wheels</p>	<p>SCIENTIFIC LIT. REVIEW PAPER DUE <b>WEEK 10</b></p> <p>Take notes for your collaboration essay it is <b>due IN WEEK 11</b></p>
Nine	<p><b>CH 8</b> HEALTH PROMOTION AND HEALTH COMMUNICATION</p>	<p>WATCH POWER POINT</p> <p><b>SCIENTIFIC LIT REVIEW DUE VIA DROP BOX BY FRIDAY 11:59 PM</b></p> <p>COMMUNITY CASE QUESTIONS CH 8 DUE VIA DROP BOX BY FRIDAY @ 11:59 PM</p>
Ten	<p><b>CH 2</b> CAREERS IN PUBLIC HEALTH FOR THE DENTAL HYGIENE</p>	<p>WATHC POWER POINTS</p> <p>QUIZ DUE BY FRIDAY @ 11:59 PM</p> <p>SLP TO THE COMMUNITY SHOULD BE IN PROCESS AND FINSHED BY THE END OF WEEK 12</p> <p>Collaboration Essay is due via drop box FRIDAY @ 11:59 PM</p>

Eleven	<p>Interactive activity for board review, previous chapters in our text book.</p> <p>INSTRUCTIONS FOR SLP REFLECTION PAPER</p>	<p>Complete the interactive activity assignment by Friday @ 11:59 pm</p> <p>GUIDELINES FOR SLP PAPER WILL BE POSTED ON JETNET</p> <p>PREPARE FOR EXAM #3</p> <p><b>PRESENTATIONS TO TARGET POPULATION SHOULD BE COMPLETED BY THE END OF THIS WEEK</b></p>
Twelve	<b>EXAM #3 CH 9,8,2,</b>	TAKE EXAM BY FRIDAY BY 11:59 PM
Thirteen	<b>CH 5 POPULATION HEALTH</b>	<p>WATCH AND LISTEN TO POWER PT. CH 5</p> <p>COMMUNITY CASE QUESTIONS DUE VIA DROP BOX BY APRIL 16 11:59 PM, <b>TEXT BOOK NEEDED FOR THESE QUESTIONS THEY WILL NOT BE POSTED ON JETNET.</b></p> <p><b>SUBMIT SLP REFLECTION PAPER DUE BY FRIDAY @ 11:59 PM</b></p>

FOURTEEN	REVIEW FOR FINAL EXAM	STUDY GUIDE FOR FINAL POSTED ON JETNET
FIFTEEN	FINAL EXAM	TAKE THE FINAL EXAM BY <b>THURSDAY @ 11:59 PM</b>

### Important Dates:

<b>MONDAY 03/07/2022- FRIDAY 03/11/2022</b>	<b>MID-SEMESTER BREAK-NO CLASSES</b>
<b>SUNDAY 04/30/2022</b>	<b>END OF FALL SEMESTER</b>

## WORKSHEETS/GUIDELINES/RUBRICS

### DHY 213 – Community Service-Learning Project Instructions

#### Purpose:

The student will submit evidence of a successful oral health presentation provided for target group of the student's choice. This semester-long project includes a needs assessment, planning and preparation of an appropriate presentation, implementation of your program, evaluation and assessment of your program.

#### Instructions:

1. Students will be placed into groups 2 groups of 3 and 1 group of 4. You will together identify a target population group. (See list of suggested target population groups)
2. Contact the facility where your target population is located and gain approval to conduct this project. You will need to **get permission** to conduct a needs assessment either in person or virtually via a survey and **permission to present** an oral health education program **AND** conduct a post survey, reflecting the information gathered in your need's assessment, this should be **in person if no COVID restrictions are in place, if COVID restrictions are in place and in person visits are not possible, arrangements should be in place to present virtually to the population.** Your target population group selection will also need to be approved by the course instructor. **(Due by Jan 21, 2022)**
3. After your target population group is approved by the instructor and you have gained approval from the facility, your group will complete the service-learning project proposal worksheet (only one worksheet per group) and create a needs assessment questionnaire for your target population group. **(Due by Feb 11, 2022)**
4. Your first visit/or via virtual (email) to the facility where your target population is located will be to collect data using your needs assessment questionnaire and to secure a second date for your educational presentation.



4. Describe the need for oral health education within the chosen population, based off of the needs assessment survey.

5. Proposed presentation date/time.

**DHY 213 Target Group Presentation Evaluators Form**

Dental Hygiene Student Presenters \_\_\_\_\_

Title \_\_\_\_\_ Target Group \_\_\_\_\_

**Instructions:** Assess each competency on a scale of 1 to 5 based on the following qualities:

**1-Unacceptable 2-Poor 3-Proficient 4-Good 5-Excellent**

<b>1. Students presented material in an organized manner.</b>	<b><u>Comments</u></b>
Attention getting opening.	1 2 3 4 5 NA
Articulated goal or topic effectively.	1 2 3 4 5
in a logical sequence	NA Presented points
with <u>clear transitions</u> and an obvious theme.	1 2 3 4 5 NA
<b>2. Maximized Content.</b>	
Reflected target group's needs.	1 2 3 4 5 NA
Content reflected research & was appropriate.	1 2 3 4 5 NA
Used appropriate presentation aids.	1 2 3 4 5 NA
Gathered feedback & answered questions effectively	1 2 3 4 5
test, game or activity.	NA via pretest/post-

<b>3. Communicated effectively.</b>		
Maintained appropriate volume.	1 2 3 4 5 NA	
Did not read off note cards or script.	1 2 3 4 5 NA	
Demonstrated correct pronunciation/ articulation.	1 2 3 4 5 NA	
Had only minimal vocal distractions, if any.	1 2 3 4 5 NA	
Used appropriate speed and effective use of pauses.	1 2 3 4 5 NA	
<b>4. Communicated effectively non-verbally.</b>		
Used appropriate gestures, facial expressions, and movement to support message.	1 2 3 4 5 NA	
Maintained good eye contact.	1 2 3 4 5 NA	
Demonstrated enthusiasm throughout presentation.	1 2 3 4 5 NA	
<b>Additional Comments:</b>		
<b>Total Score</b> _____ <b>/40 points total for presentations to the class and</b>		

**Guidelines for Writing Service-Learning Reflection Paper (50 points) 40 points were given for the class presentations and 10 points were given for the proposal**

Use this template to complete this assignment. The reflection assignment is not limited to one page, so use as much space as required to answer all points in a way that includes the facts and your feelings.

**WHAT?**

- Describe what happened **discuss the community you chose and why, give a breakdown of the project, what it entailed.**
- What did you do about it? What skills did you use to complete the tasks?

**SO WHAT?**

- How did you feel about it? How have you grown personally from this experience? **Take into account the whole experience from the initial contact made with the community you chose, how you developed the survey, implemented the program, presented to the class, developed new strategies or not and why,**

**NOW WHAT?**

- What did you learn? Why does it matter? **Discuss the results of the post survey**
- What will you do differently (or the same) next time? **Describe any issues encountered from beginning to end what would you do in the future to change the initial contact to the community, the survey, the project planning and implementation, presentation, post survey**
- How does what you are observing/doing at your assigned location relate to what you are

- learning in this class – or to your understanding of the oral health issues in our community?
- What are the biggest problems you face in meeting the needs of the people observed?
  - Describe the impact that this service-learning experience has had on you.

**EXAMPLE OF A REFLECTION PAPER: (this is a very limited example your paper should contain much more detail)**

**WHAT?**

I had five 3<sup>rd</sup> graders firing questions at me in machine gun-style all at once. WOW! They were so excited. My apprehension melted away as soon as we started. The giant teeth/toothbrush and the “amount of sugar in foods” models on the table captivated them. Seeing the looks of wonder and inquisitiveness on their faces as I answered questions was well worth every minute that I was there. I was so impressed by how much they already knew about oral health, nutrition, brushing and flossing.

**SO WHAT?**

Seeing how much the kids knew surprised me. I wasn't expecting them to already know so much. They showed me how they brushed and I encouraged them to keep up the good work. They even knew about brushing their tongues!! I gave them suggestions and demonstrations as needed. Most of them said they flossed every day, but who knows! They might have just been trying to please me or impress their peers. I felt really good about being with the kids today and being able to help them learn more about good oral health practices.

**NOW WHAT?**

Next time I think I would have at least 2 sets of teeth and brushes. That really seemed to excite them. I also think it would have been great to divide the kids should be in groups of 4-5 and have each group rotate from station to station. It would cut down on the confusion and ensure that all the children got to experience everything at each station. It might also have helped shy students be more comfortable about talking and asking/answering questions if the groups were small

**DHY 213 Scientific Literature Review  
Guidelines**

To begin a scientific literature review, students must select appropriate journals. For this project, journal articles must be peer-reviewed, published within the past 5 years and written in a scientific manner, including tables, graphs and/or statistical information. Examples of acceptable journals include, but are not limited to, *Journal of Dental Hygiene*, *Journal of Periodontology*, *Journal of American Dental Association* and *Journal of Dental Education*. You are reviewing an actual research article **NOT A REVIEW, you are writing a review** of the research article. If you are unsure your chosen article is acceptable, ask instructor prior to submission.

Your critique of an article must be no less than 1 page and no more than 3 typed, double-spaced pages. Please use Calibri, Arial or Times New Roman font in 10-12 pt.

**What to look for in selecting a journal article to review:**

1. The topic should be of interest to you.
2. The article should be related to public health dentistry in some way.
3. The author(s) should have credible background and credentials.
4. The article should contain the following sections:
  - Abstract
  - Introduction
  - Methods and materials
  - Results
  - Discussion
5. The article should contain tables, graphs and/or statistical information.

**Your scientific literature review should include the following items:**

1. A complete copy of the entire article submitted to the instructor.
2. An abstract (brief overview) of the article.
3. Your critique of the information presented in the article based on
  - **Problem formulation:** What is being examined?
  - **Persuasiveness:** Are the author's statistics and information convincing or suspect?
  - **Objectivity:** Is the author's topic related to his occupation? (e.g., Sales rep. for a company a making a product related to the subject.)
  - **Data Evaluation and Value:** Do the author's arguments and conclusions lead to a better understanding of the subject?
  - **Analysis and Interpretation:** Does the article make a significant contribution to better understanding the topic?
4. Finally, your summary and conclusions about the information presented. The scientific literature review will be graded using the grading rubric listed on the following page. For further assistance, see Chapter 7 of your textbook, pages 216-221.

**DHY 213 Scientific Literature Review Grading Rubric**

Name \_\_\_\_\_ Total \_\_\_\_\_ /35 points

	<b>Exceeds Expectations 5 points</b>	<b>Meets Expectations Points 3</b>	<b>Does Not Meet Expected Standards point 1</b>	<b>Points and Comments</b>
<b>Appropriate selection</b>	Both the journal article and topic selected were appropriate for the assignment.	Either the journal article or the topic selected was not appropriate for the assignment.	Neither the journal article nor the topic met assignment criteria.	

<b>Format</b>	Student followed the appropriate format throughout the review.	Found minor format problems, but review mostly followed stated guidelines.	Review did not follow the appropriate format.	
<b>Organization</b>	Information was presented in a logical, organized manner.	Information was generally presented in a logical and organized manner. A few minor organizational problems found.	Information was not presented in a logical or organized manner. Review was difficult to follow.	
<b>Technical Structure (Mechanics)</b>	Review was neat and well-written. Grammar and sentence structure were correct throughout.	Review was neat and well-written, but there were one or two minor grammatical or spelling errors.	Review was neat, but there were more than four grammatical or spelling errors were found.	
<b>Logical Flow of Ideas and Concepts</b>	Student's reasoning process and justifications were presented clearly and logically.	Student's reasoning process and justifications were evident most of the time.	Student's reasoning process and justifications were not evident or logical.	
<b>Depth of Knowledge &amp; Understanding</b>	Knowledge and understanding of the subject are clear throughout the review.	Knowledge and understanding of the subject are evident much of the time.	Knowledge and understanding of the subject are unclear, inaccurate and/or confusing.	
<b>Summary and Conclusions</b>	Summary and conclusions are clear, logical, and detailed.	Summary and conclusions are logical, but lacking some clarity or logic.	Summary and conclusions are not logical or clearly stated.	

**DHY 213 Service-Learning paper Grading Rubric**

Name \_\_\_\_\_ Total \_\_\_\_\_ /50 points

	<b>Exceeds Expectations 10 points</b>	<b>Meets Expectations 8 points</b>	<b>Does Not Meet Expected Standards 5 points</b>	<b>Points and Comments</b>
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<b>“what” Description of the project; community chosen</b>	Project described in great detail  scenarios well described and detailed	Appropriatel y described the project  Scenarios presented	Did not describe the project or scenarios	
<b>“So, What”  Feelings of the project  Why are service- learning projects important</b>	Detailed thoughts on the entire project  Detailed reasons given for service-learning projects	Thoughts on the project were noted  Reasons given	Did not provide thoughts or reasons for the project	
<b>“Now What”  What did you learn, how does this relate to what you have learned in Community Class?</b>	Detailed examples of how the project related to class and why it is important  Detailed examples given of what was learned	Limited examples were given	No examples were given	
<b>Technical Structure (Mechanics)</b>	Review was neat and well-written. Grammar and sentence structure were correct throughout.	Review was neat and well- written, but there were one or two minor grammatical or spelling errors.	Review was neat, but there were more than four grammatical or spelling errors were found.	
<b>Logical Flow of Ideas and Concepts</b>	Student’s reasoning process and justifications were presented clearly and logically.	Student’s reasoning process and justifications were evident most of the time.	Student’s reasoning process and justifications were not evident or logical.	