

WEST LOS ANGELES COLLEGE
DEPARTMENT OF DENTAL HYGIENE

- I. DH 204 DENTAL HEALTH EDUCATION
- II. PREPARED BY: JOY OGAMI AVILA, R.D.H., M.S.
- III. REVISED FOR: FALL 2015
- IV. PREREQUISITES: COMPLETION OF ALL ATTEMPTED DENTAL HYGIENE COURSES WITH A FINAL GRADE OF C OR BETTER
- V. UNITS AND HOURS: ONE UNIT, WEDNESDAY
8:00 A.M.–9:05 A.M.
- VI. OFFICE HOURS: TUESDAY 10:05A.M. – 12:05P.M.
OFFICE LOCATION: MSB 104
AVAILABLE ALSO BY EMAIL AND APPOINTMENT
- VII. COURSE INSTRUCTOR: JOY OGAMI AVILA, R.D.H., M.S.
EMAIL: jcogami@gmail.com
OFFICE PHONE: (310) 287-7221
- VIII. COURSE DESCRIPTION:

This course is a study of the concepts and methods of preventive dentistry as they relate to the oral health of groups. This course will also introduce and develop research concepts and data analysis for table clinic presentations.

IX. REQUIRED READINGS:

Nathe, C. (2011). Dental Public Health and Research: Contemporary Practice for the Dental Hygienist, Third Edition. Upper Saddle River, New Jersey: Prentice Hall.

SUGGESTED READINGS:

Geurink, K.V. (2005) Community Oral Health Practice for the Dental Hygienist, Second Edition. Philadelphia, Pennsylvania: W.B. Saunders Company.

Patten, M. (2009). Understanding Research Methods: An Overview of the Essentials, Seventh Edition. Los Angeles: Pyrczak Publishing.

X. COMPETENCIES:

The student is expected to possess knowledge, skills, judgments, values, and attitudes to develop the foundation for the listed program competencies.

Program competency#2: Perform self-assessment for life long learning to provide evidenced-based practice of dental hygiene.

Program competency#3: Understand and interpret the scientific literature and research as it relates to the evidence-based practice of dental hygiene.

Program competency #8: Systematically collect, analyze and record assessment data on the general, oral, periodontal, and psychosocial health status of the child, adolescent, adult, geriatric and special populations using methods consistent with medicolegal principles.

XI. STUDENT LEARNING OUTCOMES:

A. **Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

Assessment: *Students will collect, review and analyze current research articles for a project representing a modifying or perpetuating etiologic factor to periodontitis. Students will be assessed on their ability to research, interpret and apply this information to defined issues.*

C. **Quantitative Reasoning:** Identify, analyze, and solve problems that are quantitative in nature.

Assessment: *Students will demonstrate their understanding of statistical formulas and equations will through successful answering of quiz questions as well as demonstration of the ability to justify the process necessary for obtaining this answer.*

XII. COURSE GOALS:

1. To have the ability to implement evidence-based decision-making skills when designing dental health education programs for both clinical and community settings.
2. To have the ability to critique research articles and to determine if this information should be incorporated into current dental education programs.
3. To write a paper using evidence-based research findings to support a dental health topic.

XIII. COURSE OBJECTIVES:

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

A. Identify the components of a research article and their characteristics.

- B. Describe and contrast the three types of epidemiological research: descriptive, analytical, and experimental.
- C. Describe and differentiate between cross-sectional, longitudinal, retrospective, case history, prospective studies.
- D. Compare and contrast different research instruments.
- E. Describe and contrast different sampling techniques used in research.
- F. Describe and contrast different types of variables used in research design.
- G. Describe and differentiate between different graphing techniques.
- H. Construct a hypothesis.
- I. Design and construct a dental health project using appropriate research design, protocol and components.
- J. Evaluate published research articles.

<p align="center"><u>Course SLO</u></p> <p>One sentence that describes a major piece of knowledge, skill, or ability that students can demonstrate by the end of the course</p> <p><i>Finish the sentence, “At end of the course, the successful student will be able to... “</i></p>	<p align="center"><u>Assessment Method</u></p> <p>Major assignment, project or test used to demonstrate or apply outcome</p> <p><i>Remember to have a mix of qualitative and quantitative assessment methods.</i></p>	<p align="center"><u>Criterion Level</u></p> <p>Reflects satisfactory performance on the SLO</p> <ul style="list-style-type: none"> • <i>At least X percent of students achieve this course SLO.</i> • <i>All students achieve at least the Y level on this SLO.</i> • <i>At least X percent of students achieve the Y level on this course SLO.</i>
<p>1. Collect, review and analyze research articles for a project representing a modifying or perpetuating etiologic factor to periodontitis.</p>	<p>Students will be assessed on their ability to research, interpret and apply this information to defined issues in a paper using a grading rubric.</p>	<p>At least 80% of students will achieve a score of at least 75% on this SLO.</p>
<p>2. Students will demonstrate their understanding of statistical formulas and</p>	<p>Students will be evaluated through successful answering of quiz questions as well as</p>	<p>At least 80% of students will achieve a score of at least 75% on this course SLO.</p>

equations as they apply to interpreting evidence-based research in dental hygiene.	demonstration of the justification process necessary for obtaining this answer.	
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XIV. METHODS OF INSTRUCTION:

Lecture, discussions, class activities, assignments and small group experiences.

XV. METHODS OF EVALUATION:

- A. Passing grade of a C or better on the Final Exam 40%
 - The final will be accumulative.
- B. Class Assignments 20%
- C. Research Report 20%
- D. Group Biostatistics Presentation 20%

Course letter grade will be based on the following scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C

Lower than 70% is a non-passing grade and constitutes failing in this course. A minimum grade of C is required to pass this course.

Please note: Attendance is required. Students must meet the standards of attendance as outline in the West Los Angeles College Catalog.

- If you will miss class, you must call and leave a message with the allied health secretary prior to class starting to receive consideration for an excused absence. Any messages delivered by a classmate will be considered an unexcused absence.
- Missed class assignments will result in a “0” for that assignment. No exceptions will be made.

General Information:

- Exam and class activity results will be provided as soon as possible. Exams are the property of the instructor.
- Exam and class work items are from the class discussions, reading assignments, lecture material, and handouts.
- Academic dishonesty will not be tolerated and students should refer to the STUDENT BEHAVIOR AND COLLEGE DISCIPLINE INSTRUCTOR

GUIDELINE provided on the class website and campus website.

XVI. GRADING CRITERIA:

A. Evaluation criteria will be handed out in class.

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XVIII. COURSE OUTLINE – schedule may be modified to accommodate events from DH 205, please note updates on this schedule.

SESSION	LECTURE TOPIC	ASSIGNED READINGS: Nathe
9/2	Review of Syllabus Introduction to Projects	
9/9	Lanterman Center Orientation	
9/16	<i>Kid's Burbank Screening</i>	
9/23	Research in Dental Hygiene Hypothesis Testing Sampling Techniques The Research Paper	Chapter 14, Appendix E
9/30	<i>Kid's Burbank Screening</i>	
10/7	<i>Kid's Burbank Screening</i>	
10/14	Analysis of a Research Article Types of Research Approaches	Bring Research Article to Class Chapter 15
10/21	<i>Kid's Burbank Screening</i>	
10/28	Presentation of Research Article Oral Epidemiology Epidemiological Statistics IRB Certification	Chapter 16, 17 IRB Certification Assignment https://phrp.nihtraining.com/users/login.php
11/4	<i>Kid's Burbank Screening</i>	
11/11	Veterans Holiday – No Class	
11/18	<i>Kid's Burbank Screening</i>	
11/25	Types of Data Scales of Measurement Descriptive Statistics Graphing Techniques	Chapter 18
12/2	Correlation Statistical Decision Making Inferential and Descriptive Statistics Validity and Reliability	Chapter 18

12/9	Final Exam Review Biostatistics Presentations	
TBA	FINAL EXAM	

Grading Rubric : DH 204 Research Paper

CATEGORY	4	3	2	1	
Quality of research article	Current resource provided (within 5 years). Resource from a strong, credible source.	Source provided but may not be current. Source from a fair credible source.	Source not current, or are from a questionable source.	Source not provided.	_____
Quality of Analysis	Excellent correlation between provided data/statistics and research outcomes.	Good correlation between data/statics and research outcomes.	Poor correlation between data/statistics findings and research outcomes.	Report is missing data or statistics. No correlation made.	_____
Organization	Information is very organized and easy for audience to follow.	Information is mostly organized and able to follow by audience.	Information is fairly organized, with some difficulty for audience to follow.	Information is disorganized and difficult to follow.	_____
Preparation of Presentation	Strong correlation of data and research outcomes. excellent presentation of findings.	Good correlation of data and research outcomes. Good presentation of research findings.	Fair correlation of data and research outcomes. Fair presentation of research findings.	No correlation data to researc findings. Poor presentation of research findings.	_____

Grading Rubric – Group Biostatistics Presentation					
Group Names: _____					
CATEGORY	Excellent	Good	Fair	Poor	

Quality of references or resources.	Excellent research or reference resources used. (at least 3)	Good research or reference resources used.	Fair or to few research or references resources used. (Less than 3)	No research or reference data used.	15
Innovative Teaching Methodology	Excellent teaching methodology used. Creativity and innovation demonstrated.	Good teaching methodology used. Accurate explanation of statistics concept.	Fair teaching methodology used. Lacks some creativity or may have some inaccurate portions.	Teaching concept missing. Statistics concept incorrectly explained.	15
Quality of Presentation Source	Excellent presentation. Viewers are easily able to understand statistics concept.	Good presentation. Viewers are mostly able to understand statistics concept.	Fair presentation source. Some difficulty of viewers understanding statistics concept.	Poor presentation. Viewers unable to understand statistics concept.	15
Group work	Excellent collaboration of group members.	Good collaboration among group members.	Poor collaboration of group that reflects in assignment.	Obvious disconnect between group members.	5