

WEST LOS ANGELES COLLEGE
DEPARTMENT OF DENTAL HYGIENE

- I. DH 253: COMMUNITY DENTAL HEALTH
- II. PREPARED BY: JOY OGAMI AVILA, R.D.H., M.S.
- III. REVISED FOR: SPRING 2015
- IV. PREREQUISITES: COMPLETION OF ALL ATTEMPTED DENTAL HYGIENE COURSES WITH A FINAL GRADE OF "C" OR BETTER.
- V. CLASS HOURS: ONE UNIT, ONE HOUR
WEDNESDAYS 8:00 TO 9:05 A.M.
- VI. COURSE INSTRUCTOR: JOY OGAMI AVILA, R.D.H., M.S.
OFFICE HOURS: MONDAYS 11:30AM-1:00PM,
TUESDAYS 4:30 P.M. – 5:00 P.M. AND VIA EMAIL OR
APPOINTMENT
CONTACT: jcogami@gmail.com

VII. COURSE DESCRIPTION:

This course addresses issues central to community dental health such as access to care, supply and demand, quality assurance, health financing, and health policy are presented and discussed.

VIII. REQUIRED TEXT:

Nathe, C. (2010). *Dental public health: Contemporary practice for the dental hygienist: Third Edition*. Upper Saddle River, NJ: Prentice Hall.

RECOMMENDED TEXT:

Pyrczak, F. (2010). Making Sense of Statistics. A Conceptual Overview. Fifth Edition. Los Angeles, Pyrczak Publishing.

IX. INSTITUTIONAL STUDENT LEARNING OUTCOMES:

This course will help students achieve the following Institutional 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: The student will be able to understand and interpret the scientific literature and research as it relates to the evidence-based practice of dental hygiene. The students will apply problem solving strategies and critical thinking to insure comprehensive oral health care for individuals, groups and communities.

B. **Communication:** Effectively communicate thought in a clear, well-organized manner to persuade, inform and convey ideas in academic, work, family and community settings.

Assessment: The students will be able to relate in a professional and competent manner with patients, instructors and peers. These skills will be evaluated by instructors.

C. **Technical Competence:** Utilize the appropriate technology effectively for informational, academic, personal and professional needs.

Assessment: The students will be able to use current technology to enhance education, patient care, research and professional growth. The students will apply technical expertise to develop effective communication techniques that meet the community's needs and their diverse learning styles.

D. **Ethics:** Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

Assessment: The students will work in community settings professionally and ethically.

E. **Cultural Diversity:** respectfully engage with other cultures in an effort to understand them.

Assessment: the students will be able to actively seek out, develop and improve their skills as culturally competent and sensitive providers of oral health programs and services to populations different from their own. The students will seek to combine theory, practice and ethnic considerations that address the broad range of culturally diverse population characteristics.

PROGRAM LEARNING OUTOMES:

#2 Perform self-assessment for life long learning to provide evidence based-practice of dental hygiene.

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

#5 Assess, plan, implement and evaluate community oral health services, including health promotions and disease prevention in a variety of settings.

#6 Provide planned educational services using effective interpersonal communication skills and educational strategies to promote oral health for individuals and groups of diverse populations.

#7 Provide the values of oral health, general health and wellness in individuals and populations with identified risk factors and develop strategies that promote health related quality of life.

#12 Apply problem solving strategies and critical thinking to insure comprehensive oral health care for individuals.

COURSE OBJECTIVES:

As a result of the knowledge and skilled gained from this dental hygiene course, the student will be able to meet the following program competencies, or aspects of, at the stage III of learning, level of competency.

- A. Integrate the principles of the behavioral, dental and dental hygiene sciences to determine, implement and evaluate a dental hygiene treatment plan through effective communication with individuals and groups from diverse populations.
 - 1. Explain the role and value of dental education in community health.

- B. Assess, plan, implement and evaluate dental hygiene care for individuals and groups.
 - 1. Describe the tools of assessment used in a school dental inspection survey and examination.
 - 2. Outline materials used to conduct a dental assessment and the roles of the professionals involved.
 - 3. List the barriers to dental care for a community and patients point of view.
 - 4. Define comprehensive dental care as it relates to national and power resources
 - 5. Compare the phases of dental care in terms of the economic and allocation of community resources.
 - 6. Discuss the impact of politics on program planning, allocation of County, State, and Federal funds.
 - 7. Contrast the history and principles of public health dentistry with those of private practice dentistry.
 - 8. Distinguish between reversible and irreversible indices.

- C. Provide, evaluate, and plan for community oral health services in a variety of settings.
 - 1. Describe the tools of assessment used in a school dental inspection survey and examination.
 - 2. Outline materials used to conduct a dental assessment and the roles of the professionals involved.
 - 3. List the barriers to dental care for a community and patient's point of view.
 - 4. Define comprehensive dental care as it relates to national and power resources.
 - 5. Compare the phases of dental care in terms of the economics and allocation of community resources.

6. Discuss the impact of politics on program planning, allocation of County, State, and Federal funds.
7. Contrast the history and principles of public health dentistry with those of private practice dentistry.
8. Distinguish between reversible and irreversible indices.

<u>Course SLO</u>	<u>Assessment Method</u>	<u>Criterion Level</u>
1. Exhibit expertise in community dental health components, issues and resolutions through research so they are able to apply problem solving strategies, critical thinking and to ensure comprehensive for individuals, groups and communities.	Students will answer questions on a weekly quiz that will be evaluated by the instructor according to an answer key.	At least 80% of students will achieve scores that average greater than 75% for all quizzes.
2. Relate in a professional and competent manner with patients, peers and instructors through a project that improves their skills as competent and sensitive providers of oral health programs and services to populations different from their own.	Students will complete an indices project that demonstrates selection of a culturally diverse population for administration of a dental indices and the rationale behind the benefits of these techniques.	At least 80% of students will complete the project and successfully address all components of the grading rubric with an average score of 75%.

XI. METHODS OF INSTRUCTION:

Lecture, demonstration, PowerPoint presentations and assigned readings.

XII. METHODS OF EVALUATION:

i) **Quizzes** 40%

Quizzes will be given promptly at the start of class, and students will be given 15 minutes to complete them. There will be no make-up quizzes given. A missed quiz will be recorded as a zero.

ii) **Dental Indices Project** 20%

The details of this assignment will be provided to you in class.

iii) **Final Examination** 40%

No make-up final examination will be given. Emergencies will be evaluated on a case by case basis. Please contact your instructor in the event of an emergency.

COURSE LETTER GRADE WILL BE BASED ON THE FOLLOWING SCALE:

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

Lower than a 70% is a non-passing grade and constitutes failing this course. A minimum grade of C is required to continue in the Dental Hygiene Program.

XIII. ATTENDANCE:

Students must meet the standards of attendance outlined in the West Los Angeles College Catalog.

If you are sick the day of the class, you must leave a message with the instructor prior to class starting to receive an excused absence. Any message received after class will be considered and unexcused absence.

XI. COURSE CONTENT OUTLINE – SPRING 2015

<u>SESSION</u>	<u>LECTURE TOPIC</u>	<u>ASSIGNED READINGS</u>
2/11/15	Dental Public Health: An Overview The Prevention Movement Dental Care Delivery in the United States and in the Global Community	Nathe: 1, 2, 3, 4
2/18/15	Quiz #1 Financing of Dental Care Legislation and Hygiene Practice Advocacy for Dental Care Dental Health Education and Promotion	Nathe: Ch. 5, 6, 7, 8
2/25/15	Give Kids a Smile – Kid’s Burbank	
3/4/15	Kid’s Burbank Screening	
3/11/15	Quiz #2 ADPIE	Nathe: Ch. 9, 12, 13
3/18/15	Quiz #3 Target Populations Cultural Competency	Nathe: Ch. 10, 11
3/25/15	Quiz #4 Creating Dental Hygiene Positions Dental Public Health Review	Nathe: Ch. 21, 22

4/1/15	National Board Week	
4/8/15	No Class – Spring Break	
4/15/15	Community Event Planning DH 254 Only	
4/22/15	Kid’s Burbank Screening	
4/29/15	Community Event DH 254 Only	
5/6/15	Community Event DH 254 Only	
5/13/15	Community Event DH 254 Only	
5/20/15	Campus Health Fair	
5/27/15	No Class – Memorial Day	
6/3/15	Final Examination	Cumulative

XII. GRADING RUBRICS:

Research Project: DH 253 Dental Indices Project Grading Rubric				
CATEGORY	4	3	2	1
Definition of Specific Dental Index	Well-developed dental indices. All components present and correct.	Good dental indices development. 1 component missing or incorrect.	Fair dental indices development. 2 components missing or incorrect.	Poor dental indices development. More than 2 components missing or incorrect.
Data Collection	Data collected with ease and efficiency. Correct data collected.	Good information collected. May need to be organized better for more efficiency.	Fair or minimal information collected. Difficulty obtaining data.	Poor or not information collected. Tool not utilized correctly.
Data Analysis	Excellent analysis and interpretation of data.	Correct analysis of data, but may have some irrelevant or missing areas of data.	Some data analysis errors made. May have many irrelevant or missing areas of data.	Data not analyzed or incorrectly analyzed.

Presentation of Results	Excellent presentation of results that demonstrates a strong correlation to hypothesis and findings.	Good presentation of results. May have some correlational difficulty with original hypothesis.	Fair presentation of results. Major correlational difficulties with original hypothesis.	Results were not presented or incorrect.
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