

WEST LOS ANGELES COLLEGE
DEPARTMENT OF DENTAL HYGIENE

- I. DH 254: COMMUNITY DENTAL HEALTH – PRACTICUM
- 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. UNITS AND HOURS: 1 UNIT, 3 HOURS, WEDNESDAY: 9:10 A.M-12:20 P.M.
- VI. COURSE INSTRUCTOR: JOY OGAMI AVILA, R.D.H., M.S.
OFFICE HOURS: MONDAYS 11:30AM-1:00 P.M.,
TUESDAY 4:30 P.M. – 5:00 P.M. AND VIA EMAIL OR APPOINTMENT
CONTACT: jcogami@gmail.com

VII. COURSE DESCRIPTION:

This practicum course to Community Dental Health, DH 254 is designed to provide experiences in program planning and implementation at various community, governmental, and voluntary agencies.

VIII. REQUIRED TEXT:

Nathe, C. (2010). *Dental public health: Contemporary practice for the dental hygienist 3rd edition*. Upper Saddle River, NJ: Prentice Hall.

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:

1. 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.
2. Identify target groups that receive sporadic or no dental care.
3. Assess, develop, plan, implement and evaluate a community dental education program.
4. Assess, develop, plan, implement and evaluate dental hygiene services provided to nursing home patients.
5. Assess, develop, plan, implement and evaluate an oral health in-service for nursing home staff.
6. Describe signs of elder and child abuse and the appropriate reporting mechanisms for both.
7. Assess, develop, plan, implement and evaluate a dental hygiene care for individuals and groups of diverse populations.
8. Identify, assess, develop, plan, implement and evaluate a dental education project for a special needs population.
9. Assess, develop, plan, implement and evaluate an individualized smoking cessation project.
10. Participate in community dental health activities that are targeted to a variety of populations.
11. Provide quality assurance mechanisms for health services provided to individuals and communities.

<u>Course SLO</u>	<u>Assessment Method</u>	<u>Criterion Level</u>
1. Understand and interpret scientific literature as it relates to the evidence-based practice of dental hygiene for individual, group and community groups.	Students will develop a community service project following the ADPIE model of program development. Their project will be evaluated by the instructor and peers using	At least 80% of students will complete each section of the grading rubric with an average score of 75% or better.

	a grading rubric.	
2. Effectively communicate in a competent manner with patients and instructors through the development and administration of a smoking cessation project.	Students will develop a smoking cessation strategy and implement this plan with a selected patient. This project will be assessed based upon a grading rubric.	At least 80% of students will complete each component of the grading rubric with an average score of 75% or better.

X. TEACHING AND LEARNING METHODOLOGY:

A. NATIONAL BOARD REVIEW:

Activities such as class discussion, trivia, polling discussion and group study will be utilized to aid student's preparation for the national board examination.

B. COMMUNITY SERVICE PROJECT:

Students will assess, develop, plan, implement and evaluate a campus health fair and community event that involves a diversity of campus divisions and organizations. All components of the health fair will be documented in a paper due at the end of the semester.

C. SMOKING CESSATION PROJECT:

Students will assess, develop, plan, implement and evaluate a smoking cessation program for a current smoker. The research portion of this project was started in DH 205 and students will be asked to apply their research findings towards project development, patient selection, implementation and evaluation. Please refer to the provided hand-out for details on this assignment.

D. COMMUNITY SERVICE PARTICIPATION:

Students will attend and contribute their time to at least two oral health related events during the semester. The events need to be unique to each other to provide a more broad and diverse learning experience. Students need to demonstrate dedication to the event meaning staying for the duration of the event and providing quality service.

XI. METHODS OF EVALUATION:

- A. Class participation
- B. A passing grade of “C” or better on a Community Service Project:
Please refer to the course content outline for the due dates for each project and components of each project. Unless otherwise indicated, late work will be accepted with the grade earned lowered by one letter grade for each day the work is delinquent.
- C. A passing grade of “C” or better on a Smoking Cessation Project:
Please refer to the course content outline for the due dates for each project and components of each project. Unless otherwise indicated, late work will be accepted with the grade earned lowered by one letter grade for each day the work is delinquent.
- D. Completion of Community Service Participation and a passing grade of “C” or better on the Community Service Synopsis and self-assessment.

Point Scale:

Community Service Project	20%
Kid’s Burbank Screenings	20%
Campus Health Fair	20%
Smoking Cessation Project:	20%
Community Health Service Hours:	20%

XII. DH 254 COMMUNITY DENTAL HEALTH PRACTICUM – SPRING SCHEDULE

Note: this schedule is subject to change at the instructor’s discretions to accommodate schedule changes beneficial to student learning outcomes.

SESSION	SUBJECT
2/11/15	Introduction to the course: <ul style="list-style-type: none">• Project Introductions• Project Planning
2/18/15	<ul style="list-style-type: none">• National Board Review
2/25/15	<ul style="list-style-type: none">• Give Kid’s a Smile – Kid’s Burbank
3/4/15	<ul style="list-style-type: none">• Kid’s Community Dental Health Screening

3/11/15	<ul style="list-style-type: none"> • Mock Board Screening
3/18/15	<ul style="list-style-type: none"> • National Board Review
3/25/15	<ul style="list-style-type: none"> • Mock Board Screening
4/1/15	<ul style="list-style-type: none"> • National Board Week
4/8/15	<ul style="list-style-type: none"> • No Class – Spring Break
4/15/15	<ul style="list-style-type: none"> • Project Preparation
4/22/15	<ul style="list-style-type: none"> • Kid’s Community Dental Health Screening
4/29/15	<ul style="list-style-type: none"> • Community Event <ul style="list-style-type: none"> ○ DH 254 Only
5/6/15	<ul style="list-style-type: none"> • Community Event <ul style="list-style-type: none"> ○ DH 254 Only
5/13/15	<ul style="list-style-type: none"> • Community Event <ul style="list-style-type: none"> ○ DH 254 Only
5/20/15	<ul style="list-style-type: none"> • Campus Health Fair <ul style="list-style-type: none"> ○ DH 254 Only
5/27/15	<ul style="list-style-type: none"> • No Class – Memorial Day Holiday
6/3/15	<ul style="list-style-type: none"> • Course Conclusion: Exit Survey and Course Feedback • Community Health Project Final Due • Community Service Verification Forms Due

XIII. GRADING RUBRICS:

XIV. Research Project: DH 254 Community Health Education Project

CATEGORY	4	3	2	1
Project introduction	Group properly identifies target audience. Identifies a strong need for this audience and the adaptations and considerations for this audience.	Group identifies target audience. Maybe be missing a key component of this audience. Identifies a need for this audience and the adaptations and considerations for this audience.	Target audience is fairly introduced with some key components missing. Need is weakly addressed or considerations or adaptations missing or weakly addressed.	Group does not identify a target audience. Needs of this audience are not addressed as well as any adaptations or considerations for these needs

Group Timeline	Group independently develops a reasonable, complete timeline. All students in the group understand all points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in the group understand all points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students understand most points of the timeline.	Group needs help to develop a timeline AND/OR several students in the group do not understand points on the timeline.
Delegation of Responsibility	Each student in the group knows what information s/he is responsible for locating, and when the information is needed, with no difficulty.	Each student in the group knows what information s/he is responsible for locating and when the information is needed, with minimal difficulty.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for.	One or more students in the group cannot clearly explain what information they are responsible for.
Organization of Paper	Paper is well organized and is easy to read and understand by readers.	Paper is organized. Can be read and understood by readers.	Paper is weakly organized or is somewhat difficult to read or understand by readers.	Paper is disorganized or is not coherent.
Assessment	Using the concept of ADPIE, the group provides an excellent assessment of the groups involved and their needs.	Using the ADPIE concept, the group makes a good assessment of the groups involved and their needs, but has some difficulty with integration into the project.	Using the ADPIE concept, the group makes a weak assessment of the groups involved and their needs, but has some difficulty with integration into the project.	The group does not use ADPIE or provide an assessment for this project.
Development	Using the concept of ADPIE, the group does an excellent job developing a project that strongly accommodates the groups involved and addresses their needs	Using the concept of ADPIE, the group does a good job developing a project that accommodates the groups involved and addresses their needs	Using the concept of ADPIE, the group does an fair job developing a project that somewhat accommodates the groups involved and their needs	The group does not follow ADPIE or develop a project that is adapted to the target audience or it's needs

Planning	Using the concept of ADPIE, the group does an excellent job planning a presentation that adapts the group's needs.	Using the concept of ADPIE, the group does a good job planning a presentation that adapts the group's needs. May have had difficulty in a couple of areas of planning or failed to address a couple of key areas	Using the concept of ADPIE, the group does a fair job planning a presentation that adapts the groups needs. May have had difficulty in some areas of planning or failed to address some key areas	The group does not use ADPIE or indicate the planning portion of their project.
Implementation	Using the concept of ADPIE, the group does an excellent job planning the implementation for this project. The plan addresses all areas to allow for a seamless presentation.	Using the concept of ADPIE, the group does a good job planning the implementation for this project. The plan addresses most areas and allows for a smooth presentation.	Using the concept of ADPIE, the group does a fair job indicating how they plan to implement their project. There are areas that are not addressed that may affect the presentation outcome.	The group does not use ADPIE or indicate how they plan to implement the project.
Evaluation	Using the concept of ADPIE, the group does an excellent job indicating how they plan to evaluate the success of their project. Each evaluation was properly administered.	Using the concept of ADPIE, the group does a good job indicating how they will evaluate the success of their project and are properly administered.	Using the concept of ADPIE, the group does a fair job indicating how they will evaluate their project. Evaluations may not be relevant or are not properly administered.	The group does not use ADPIE or provide or use any methods of evaluation.
Volunteer Management	The group did an excellent job managing both the target audience as well as volunteers for a successful outcome.	The group did a good job managing it's target audience and volunteers.	The group had some challenges with managing target audience or it's volunteers. Volunteers did not know what they needed to do.	The group did not manage target audience or volunteers well.

Grammar and Spelling. APA Referencing.	Less than 3 grammar or spelling errors. Properly APA formatted, referenced and cited.	3-5 grammar or spelling errors. 1-2 errors with formatting, referencing or citing.	6-8 grammar or spelling errors. 3-4 errors with formatting, referencing or citing.	More than 8 grammar or spelling errors. >5 errors, or no references provided.
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Research Project: DH 254 Campus Health Fair Grading Rubric				
CATEGORY	4	3	2	1
Interprofessional Connection	Group makes an excellent connection with a campus group. Collaborates to provide a well-rounded health evaluation for the campus.	Good connection made with campus interprofessional group.	Fair connection make with a campus interprofessional group. Minimal contact made or communication was lacking.	Group does not make a connection with any campus interprofessional groups.
Off-Campus Resource Affiliation	Group makes an excellent connection with a community group.	Group makes a good connection with a community group. 1 contact/planning issues	Group makes a good connection with a community group. 2 contact/planning issues.	Group makes a good connection with a community group. 2 or more contact/planning issues
Delegation of Responsibility	Each student in the group knows what information s/he is responsible for locating, and when the information is needed, with no difficulty.	Each student in the group knows what information s/he is responsible for locating and when the information is needed, with minimal difficulty.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for.	One or more students in the group cannot clearly explain what information they are responsible for.

Presentation of Project at Campus Health Fair	Group engages audience and makes a strong connection to smoking cessation	Group does a good job engaging audience. May need to outreach more or adapt smoking cessation needs a bit more.	Group does a fair job engaging audience. Does not address audience smoking cessation needs well.	Group does not make effort to engage audience. Group does not show up or bring presentation materials.
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SMOKING CESSATION PROJECT:

CATEGORY	Excellent	Good	Fair	Poor	Points
Case Overview - Introduction of Patient	Excellent patient selection and case overview provided.	Good patient selection and case overview provided.	Fair patient selection or case overview provided.	Improper patient selected or lacked case overview.	
PICO analysis (completed last semester – just attach a copy)	Strong PICO analysis provided.	Good PICO analysis provided. May need improvement in one area	Portions of PICO analysis missing or weak analysis	PICO analysis not provided.	
Smoking Data and Information	Excellent information provided in a concise and well-organized format.	Good information provided. Information was fairly organized or some information is missing.	Fair information provided. Information was poorly organized or major components were missing.	Poor information provided. Information was either missing, incorrect or disorganized.	
Treatment Analysis	Excellent analysis and support of various treatment possibilities and potential outcomes.	Good analysis and support of various treatment possibilities and potential outcomes.	Fair analysis and support of treatment possibilities and potential outcomes.	Poor analysis or support for treatment recommendations or potential outcomes.	

Informational Brochure/Cessation Aid	Brochure was well-organized with all components present.	Brochure was organized with most components present.	Brochure was fairly organized with some major components missing.	Brochure was poorly organized or missing major components. Brochure missing.	
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