

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 2014
- 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, MONDAY 1:00 P.M. - 4:40 P.M.
- VI. COURSE INSTRUCTOR: JOY OGAMI AVILA, R.D.H., M.S.
OFFICE HOURS: WEDNESDAYS 10:30AM-12:00 P.M.
AND VIA 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 a grading rubric.	At least 80% of students will complete each section of the grading rubric with an average score of 10/20 or better.
2. Effectively communicate in a competent manner	Students will develop a smoking cessation	At least 80% of students will complete each

with patients and instructors through the development and administration of a smoking cessation project.	strategy and implement this plan with a selected patient. This project will be assessed based upon a grading rubric.	component of the grading rubric with an average score of 10/20 or better.
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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 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:

Great American Smokeout Project:	200 points
Community Health Fair:	200 points
Community Oral Health Screening Project:	100 points
Community Oral Health Screenings Participation	300 points
Smoking Cessation Project:	50 points
Community Health Event Participation:	150 points
Total:	1000 points

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
2/10/14	Introduction to the course: <ul style="list-style-type: none"> • Smoking Cessation Project Review • Community Health Fair Review and the Great American Smokeout • Oral Health Education Project Planning
2/17/14	No Class – Presidents Day Holiday
2/24/14	<ul style="list-style-type: none"> • National Board Review • Oral Health Education Presentation Due • Preparation for “Great American Smoke Out”
3/3/14	<ul style="list-style-type: none"> • Kid’s Community Dental Health Screening <ul style="list-style-type: none"> ○ 12:45pm – 4:30pm
3/10/14	<ul style="list-style-type: none"> • Mock Board Screening #1

3/17/14	<ul style="list-style-type: none"> • Kid's Community Oral Health Screening <ul style="list-style-type: none"> ○ 12:45pm – 4:30pm
3/24/14	<ul style="list-style-type: none"> • Campus Health Fair and Great American Smokeout Planning <ul style="list-style-type: none"> ○ Inter-professional Contact and Role
3/31/14	<ul style="list-style-type: none"> • No Class – Cesar Chavez Holiday
4/7/14	<ul style="list-style-type: none"> • No Class – Spring Break
4/14/14	<ul style="list-style-type: none"> • Kid's Community Oral Health Screening <ul style="list-style-type: none"> ○ 12:45pm – 4:30pm
4/21/14	<ul style="list-style-type: none"> • Campus Health Fair and Great American Smokeout Planning <ul style="list-style-type: none"> ○ Community Contacts
4/28/14	<ul style="list-style-type: none"> • Kid's Community Oral Health Screening <ul style="list-style-type: none"> ○ 11:30am – 4:30pm
5/5/14	<ul style="list-style-type: none"> • Kid's Community Oral Health Screening <ul style="list-style-type: none"> ○ 11:30am – 4:30pm
5/12/14	<ul style="list-style-type: none"> • Kid's Community Oral Health Screening <ul style="list-style-type: none"> ○ 11:30am – 4:30pm
5/19/14	<ul style="list-style-type: none"> • Campus Health Fair and the Great American Smokeout
5/26/14	<ul style="list-style-type: none"> • No Class – Memorial Day Holiday
6/2/14	<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:

Research Project: DH 254 Great American Smokeout Grading Rubric				
CATEGORY	4	3	2	1
Project Presentation	Excellent project display. Grabs audience attention and is well-organized	Good project display. May be too wordy or lacking information.	Fair project display. Appears as if little time or effort was spent on presentation or incorrect or little information provided.	No display or poor display provided. Copyright information not provided.
Project	Strong, well-	Good	Fair or minimal	Poor information

Information	researched information provided. Information is novel or adapts well to audience.	information provided. May need to be expanded or organized better.	information provided.	provided. No information provided or information may be incorrect or inappropriately displayed.
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 Great American Smokeout	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.

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	Good connection made with campus interprofessional group.	Fair connection make with a campus interprofessional group. Minimal	Group does not make a connection with any campus interprofessional

	provide a well-rounded health evaluation for the campus.		contact made or communication was lacking.	groups.
Project Information	Strong, well-researched information provided. Information is novel or adapts well to audience.	Good information provided. May need to be expanded or organized better.	Fair or minimal information provided.	Poor information provided. No information provided or information may be incorrect or inappropriately displayed.
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.

SMOKING CESSATION PROJECT:

CATEGORY	Excellent	Good	Fair	Poor	Points
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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.	
Statistical Information	Excellent statistical information provided in a concise and well-organized format.	Good statistical information provided. Information was fairly organized or some information is missing.	Fair statistical information provided. Information was poorly organized or major components were missing.	Poor statistical 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.	