

**University of Detroit Mercy School of Dentistry**  
Periodontology and Dental Hygiene  
Course Syllabus

**Community Oral Health Education**  
**CD 822**

**Course Information**

Web Address: <http://knowledge.udmercy.edu>

**Course Directors:**

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**Fall Term , 2007**

DH2 Students (Class of 2008)  
Middleton, Wednesday mornings, 7:40 – 9:30

**Credit Hours: 2**

**Prerequisites:** successful completion of CD 821

**Lecturers/Support Faculty**

**Lecturers:**

**Academic Policies:**

All policies in the School of Dentistry Academic Policies Handbook including but not limited to academic integrity, mandatory attendance, professional decorum & dress code, identification (ID) badges, preclinical and classroom decorum, use of cell phone and electronic devices, examination policies and exam/quiz absences apply.

**Accommodations:**

If you would like to request a classroom, testing, preclinical, clinical, or other accommodation because of a legally protected disability, or if you might require any special assistance in the event of an emergency or evacuation, please contact the University of Detroit Mercy's Office of

University Academic Services (UAC) at 313-578-0310 or email your request for information to [gallegem@udmercy.edu](mailto:gallegem@udmercy.edu)

### **Student Evaluation of Instruction**

Student feedback is valued by the faculty and the administration. All students are required to complete the School of Dentistry's on-line course evaluation by a specified date. Failure to comply by posted deadline dates will result in the receipt of an F (Failing) grade of record for the Evaluation Responsibility Course. Only constructive, professional recommendations will be reported and considered.

### **Course Description**

#### **Purpose of the course:**

The purpose of this course is to build upon and apply the concepts learned in Concepts in Community Health (CD 821), emphasizing the role of the dental hygienist in assessing, planning, implementing, and evaluating community oral health education and intervention programs/projects. Service-Learning experiences will provide an opportunity for dental hygiene students to apply principles learned in the classroom to practical situations.

#### **Course Goals:**

Upon completion of this course students will be able to:

- Present a community-based oral health education program in a Headstart school classroom setting as recommended in the Healthy People 2010 Report: A Framework for Oral Health.
- Identify and discuss public health issues affecting school age children (Headstart or K-12).

#### **Specific Instructional Objectives:**

At the conclusion of learning unit one (**Assessment** of target population), the dental hygiene student will be able to:

- Utilize the Surgeon General's Report on Oral Health in America and the HP2010 Objectives as a framework for planning community-based oral health promotion/disease prevention programs.
- Assess a Headstart school target population based on human development concepts, knowledge level, learning styles, multicultural issues and motivation
- Use assessment information to plan and implement an oral health education program.

At the conclusion of learning unit two (**Planning** Oral Health Lessons), the dental hygiene student will be able to:

- Write a lesson plan that contains well-written educational goals and learning objectives
- Identify and use methods to facilitate learning that is appropriate for the identified target group.

- Select appropriate oral health presentation techniques based on the identified target group, topic, assessment data, goals and objectives.
- Select, evaluate, and utilize audiovisual aids and materials available for oral health education based on characteristics of the target population.

At the conclusion of learning unit three (**Implementation** of Oral Health Lessons), the dental hygiene student will be able to:

- Utilize appropriate oral health presentation techniques based on the identified target group, topic, and assessment data, in order to achieve educational goals and objectives

At the conclusion of learning unit four (**Evaluation** of Oral Health Lessons), the dental hygiene student will be able to:

- Evaluate the success of an oral health education program.

**Instructional Methods:**

Instructional methods utilized in this course include lecture, team based learning, electronic discussions, reflection journals, and development/implementation of oral health presentation lesson plans. Students will participate in visits to school sites selected for Service-Learning.

**School of Dentistry Competencies**

**Competency-based Education:** Assumes that learning to become an entry-level professional is a progression through stages from novice to competent.

**Stages of Progression to Competence:**

**F or Foundation Knowledge:** Basic knowledge, skills, and attitudes needed to begin the journey to competence.

**N or Novice Level:** Ability to articulate or describe the appropriate skills, knowledge, and professional attitudes. Novices need structure, clarity of goals, single and clearly explained approaches.

**B or Beginner Level:** Combines the appropriate skills, knowledge, and professional attitudes, all of which are performed with guidance and correction.

**C or Competent Level:** Combines the appropriate supporting skills, knowledge, and professional attitudes, all of which are performed reliably without assistance.

	<b>Competencies of the Graduating Dental Hygiene Student</b>	<b>Addressed</b>	<b>Evaluated</b>	<b>Method</b>
1.	The graduate demonstrates interpersonal communication skills to function successfully in a multicultural work environment with diverse populations.	YES	C	Case-based Evaluation Written Project/Report Portfolio
2.	The graduate makes professional decisions affecting the practice of dental hygiene that satisfy legal, societal and ethical principles.	YES	C	Written Project/Report Portfolio NA
3.	The graduate performs routine evaluation of self and staff members and takes corrective action to address perceived deficiencies.	NO	NO	NA NA NA
4.	The graduate critically evaluates the validity of new information, new products, and/or techniques and their relevance to the practice of dental hygiene.	YES	C	Project Portfolio NA
5.	The graduate applies business and practice management skills.	YES	C	Portfolio NA NA
6.	The graduate promotes health maintenance and disease	YES	C	Written Project/Report

	prevention.			Portfolio NA
7.	The graduate applies the principles of infection control and environmental safety.	NO	NO	NA NA NA
8.	The graduate obtains, records, updates and organizes accurate and complete medical/dental histories including pertinent psychological and socioeconomic information.	NO	NO	NA NA NA
9.	The graduate performs, records and organizes a physical assessment appropriate for dental care.	NO	NO	NA NA NA
10.	The graduate determines differential, provisional or definitive dental hygiene diagnoses related to and congruent with the diagnosis of the dentist and other health professionals.	NO	NO	NA NA NA
11.	The graduate develops alternative dental hygiene care plans which are sequenced to address patients' needs, consistent with assessment and diagnoses.	NO	NO	NA NA
12.	The graduate establishes with the patient a mutually acceptable dental hygiene care plan.	NO	NO	NA NA NA
13.	The graduate monitors and provides for patient comfort associated with dental hygiene care.	NO	NO	NA NA NA
14.	The graduate delivers and/or manages planned dental hygiene treatment and education in sequence and in accordance with accepted standards of care.	NO	NO	NA NA NA

## **Course Policies**

Students are required to register on the course web-page and to regularly update pertinent information such as e-mail address. Course directors will routinely communicate with students by using the course website e-mail function. Course quizzes and assignments will be posted to the course website and students are expected to check regularly for new information.

Each student is required to participate as a community health educator at a selected school site in order to fulfill requirements for the CD 822 course. Documentation of participation will be provided through a signed "Leadership Development Institute Service-Learning Verification Form." The course director must receive a completed, signed #3 LDI Verification form for each student's community site by the last class session. A Dental Health Education Instructor Evaluation Form will also be completed for each presentation. The site coordinator will be contacted to verify a student's activities. If the intent of the service-learning practicum assignment is not fulfilled by the student, a passing course grade will not be awarded.

## **Textbook and Resource Materials**

Required: *Concepts in Dental Public Health*. Philadelphia; Lippincott, Williams & Wilkins.2005.

Additional Resources:

1. U.S. Department of Health and Human Services. *Healthy People 2010: Chapter 21—Oral Health*, Washington, DC: U.S. Government Printing Office, November 2000. (available using course web-site link)
2. US Department of Health and Human Services. *Oral Health in America: A Report of the Surgeon General-- Executive Summary* . Rockville, MD: US Department of Health and Human Services, National Institute of Dental and Craniofacial Research, National Institutes of Health, 2000. (available using course web-site link).
3. *Dental Health Education Lesson Planning and Implementation*, Pearson Prentice Hall 2007.

## **Evaluation and Grading**

### **Grading Scale**

<b>A</b>	=94-100%
<b>A-</b>	=90-93%
<b>B+</b>	=87-89%
<b>B</b>	=83-86%
<b>B-</b>	=80-82%
<b>C+</b>	=77-79%
<b>C</b>	=73-76%
<b>C-</b>	=70-72%
<b>D+</b>	=67-69
<b>D</b>	=60-66
<b>F</b>	=below 60%
<b>W</b>	Withdraw, no credit
<b>I</b>	Incomplete, a temporary grade not of record

### **Course Grade Components**

Components of final grade	Assignment
10%	School Age Public Health Is Everywhere assignment
10%	Online/audio response quizzes
10%	Attendance
15%	Community-based Learning Portfolio
20%	Lesson Plan
10%	Written reflection elementary school health education paper
10%	Dental Health Education Instructor Evaluation
15%	Elementary School Program Power Point Presentation
100%	Total
<b>** 5 extra credit points</b> may be awarded to students who volunteer for a community health education opportunity. <b><u>Prior approval of education projects is required for extra credit to be awarded.</u></b>	

## **Course Evaluation Methods**

### **School Age Public Health Is Everywhere Assignment**

Each student is required to submit a “Public Health Is Everywhere” issue affecting school age children. The issue must be posted electronically to the course website by the designated deadline date. Each student is then required to discuss one issue posted via the course website discussion board. The posting and electronic discussion must take place by the designated date in order to receive full credit. One point will be deducted for each day the assignment is late.

**Quizzes**

Quizzes will be conducted both online and in the classroom. In instances of online quizzes, quizzes must be completed by 9:00 the evening before the required class session. A course director must be notified by email if difficulty is encountered. Quizzes will be posted the day following the lecture and can be taken multiple times until the evening before it is due. Each quiz is worth 10 points. All points must be earned in order to receive credit for the quiz i.e. a zero will be given for any score less than 10. Students arriving after the initiation of a quiz will not be allowed to take the quiz. Failure to complete quizzes by the designated due date will result in zero points for each quiz not completed. No classroom quizzes will be made up in the event of an absence.

**Attendance**

Due to the nature of hands on learning presented in this course, attendance is critical therefore attendance will be taken at each class session. Greater than one absence will result in the deduction of 10 points from the final course grade. Greater than 2 absences will result in the deduction of 20 points from the final course grade. Students arriving more than 15 minutes late will be considered tardy. A student considered tardy two times will be given an absence.

**Community Learning Portfolio**

The Community Learning Portfolio containing documentation of community related competency achievement will be assessed for competency achieved Fall term 2007. Refer to the portfolio guidelines for further details. One point will be deducted for each day the portfolio is late.

**Lesson Plan**

Headstart school oral health education presentations provided by each student will be documented by a lesson plan, a written paper, Leadership Development Institute Service-Learning Verification forms and a Dental Health Education Instructor Evaluation Form.

**COURSE SCHEDULE**

Lecture, Readings, and Assignment due dates	Topic
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August 15 Mason textbook, Chapter 8	Course Introduction The Classroom: A mechanism for improving dental health Oral Health Promotion
August 22 Mason Textbook, Chapter 9	Assessing the target population: Factors to consider before planning classroom instruction Knowledge level Multicultural issues Motivation
August 29 Mason Textbook, Chapter 9	Learning needs, principles and styles
September 5 • Mason Textbook, Chapter 10	Planning Oral Health Lessons: Writing educational goals and objectives / Evaluating success
September 12 • Mason Textbook, Chapter 10  DUE: Lesson Plan Goals, Objectives/Evaluation	Planning Oral Health Lessons: Subject content, teaching and learning activities, educational materials
September 19 • Mason Textbook, Chapter 10  DUE: Lesson Plan Teaching and Learning Activities	Presentation strategies
September 26 DUE: Lesson Plan	Evaluation of Instruction
October 3	<b>Independent Field Presentations (Tentative)</b>
October 10	Independent Field Presentations
October 17	Independent Field Presentations
October 24	<b>Independent Field Presentations</b>
October 31 •	Independent Field Presentations
November 7	<b>Independent Field Presentations</b>
November 14 <b>Written Community Presentation paper, signed #3 LDI Verification form due at time of presentation</b>	<b>Community Project Conference</b> Headstart school program presentations
November 21 <b>Written Community Presentation paper, signed #3 LDI Verification form due at time of presentation DUE in class : Community Learning Portfolio (all students)</b>	<b>Community Project Conference</b> Elementary school program presentations
<b>No Final Exam ☺</b>	