



INSTRUCTIONAL PACKAGE

DHG 230
Public Health Dentistry

201930
Summer/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201930

COURSE PREFIX: DHG 230

COURSE TITLE: Public Health Dentistry

CONTACT HOURS: 5

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

DHG 230 introduces the Dental Hygiene student to the realm of public health and how the profession of dentistry and more specifically dental hygiene can provide care to larger populations. This course will provide the student with the basic background knowledge to create, present and evaluate dental health programs to the public; understand the process of research and how to evaluate various dental products for recommendation to the public; and how dental care is positioned within government healthcare. This course will also prepare the student for additional career options available to a professional dental hygienist.

COURSE DESCRIPTION:

This course provides a study of oral health and the prevention of oral disease in a community. Emphasis is on assessment of community groups and dental health needs, planning, implementation, and evaluation of community programs.

PREREQUISITES/CO-REQUISITES:

PRE-REQUISITES:

DHG 175 Clinical Dental Hygiene II
DHG 239 Dental Assisting for Dental Hygienists
MAT 101 Introductory Algebra
PSY 201 General Psychology

CO-REQUISITES:

DHG 140 General & Oral Pathology
DHG 143 Pharmacology
DHG 241 Integrated Dental Hygiene I
DHG 255 Clinical Dental Hygiene III

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. Refer to the HGTC Dental Sciences Program Manual for additional policies on classroom etiquette.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

Dental hygienists must appreciate their role as health professionals at the local, state, and national levels. This role requires the graduate dental hygienist to assess, plan, and implement programs and activities to benefit the general population. In this role, the dental hygienist must be prepared to influence others to facilitate access to care and services. Therefore, at the completion of this course, the dental hygiene student will have received educational information to achieve the following basic competencies related to public health dentistry:

1. Describe the historical evolution of dental hygiene as a dental public health science.
2. Define the roles of the dental hygienist within a community setting.
3. Describe characteristics of the current oral health care delivery systems operating in the United States and international communities.
4. Discuss the social, political, psychological, cultural, and economic factors that affect utilization of the health care system, and trends that may influence the delivery system in the future.
5. Describe the major problems with the current mode of oral health care delivery.
6. Demonstrate knowledge and skills in each of the following subject areas as they relate to community-based needs:
 - Oral epidemiology, statistics, and research methodologies
 - Oral health education and promotion
 - Government influence on the oral care delivery system
 - Prevention, control, and treatment of oral diseases
 - Program planning and evaluation
7. Compare the effectiveness, efficiency, practicality, and economic feasibility of preventive measures when applied to community-based dental programs.

8. Identify the needs of a target population group by gathering and analyzing appropriate assessment data.
9. Assess, diagnose, plan, implement, and evaluate a community-based program.
10. Establish channels of communication to promote interdisciplinary community collaboration.
11. Describe and discuss oral health challenges presented in the supplemental reading of the book, *Teeth*.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module 1

Materials Covered: *Dental Public Health & Research*, Ch. 1, 2 & 11; Part I of *Teeth*

Assessments: Class review activities, Test

Objectives:

1. Define public health
2. Describe the evolution of public health science and practice
3. Define dental public health
4. Define factors affecting dental public health
5. List and describe current public health preventive modalities
6. Describe how cultural values regarding health care can affect oral health habits
7. Define cultural diversity in the United States
8. Define cultural competency and its significance in treating a culturally diverse population
9. Describe and discuss oral health challenges presented in Part I of the assigned book, *Teeth*

Module 2

Materials Covered: *Dental Public Health & Research*, Ch. 3, 4 & 5

Assessments: Class review activities, Test

Objectives:

1. Describe the state of dental health in the United States
2. Identify the government agencies related to dental hygiene
3. Compare the functions of federal, states, and local government in dental care delivery
4. Describe dental workforce issues
5. Define need, supply, demand, and utilization as related to dental healthcare workforce
6. Describe the evolution of dental hygiene in countries other than the United States
7. Identify global oral health challenges and the positioning of dental hygiene care
8. Describe global workforce distribution and access to dental hygiene care
9. List and define international professional organizations involving dental hygiene
10. Describe current methods of payment for dental care
11. Define and apply terminology associated with financing dental care

Module 3

Materials Covered: *Dental Public Health & Research*, Ch. 12, 13, 18 & 19; Part II of *Teeth*

Assessments: Class review activities, Test

Objectives:

1. Define the dental hygiene process of care planning paradigm
2. List various program planning paradigms
3. Describe various dental public health programs
4. Describe the mechanisms of program evaluation
5. Define and compare qualitative and quantitative evaluation

6. Identify various dental indexes and define their purposes
7. List the governmental evaluation resources for oral health
9. Define oral epidemiology and describe its uses
10. Relate epidemiology to evidence-based practice
11. Define common epidemiologic terms
12. List and describe various publications that report oral epidemiology
13. Describe how surveillance data affects planning strategies to improve oral health
14. Identify ways to increase validity of epidemiologic research methods
15. Describe prevention by dental care utilization
16. Describe and discuss oral health challenges presented in Part II of the assigned book, *Teeth*

Module 4

Materials Covered: *Dental Public Health & Research*, Ch. 6, 7, 14 & 15

Assessments: Class review activities, Test

Objectives:

1. Explain the legislative process in the United States
2. Identify the major bodies of law in the United States
3. Describe the entity responsible for regulation of the dental hygienist
4. Explain the legislation initiatives affecting dental hygienists in the United States
5. List four roles for the dental hygienist to assume as a change agent
6. Describe inter- and intra-professional collaborations
7. Explain the purpose of dental hygiene research
8. Describe the role of research in dental hygiene
9. Explain the use of evidence-based practice in dental hygiene
10. Describe the connection between research and private practice
11. Explain the evolution of ethics in research
12. Define common ethical principal terminologies
13. Describe the role of ethics in research

Module 5

Materials Covered: *Dental Public Health & Research*, Ch. 16, 17 & 20

Assessments: Class review activities, Test

Objectives:

1. Describe various research design approaches
2. Describe methods used to conduct research studies
3. List the parts of a research design
4. Define data analysis and interpretation
5. Identify data by type and scale of measurement
6. Define descriptive, correlation, and inferential statistics
7. Identify a study's research (alternate) hypothesis, null hypothesis, and the process involved with making a statistical decision
8. Interpret research results
9. Defend the dental hygienists' value in advocating the use of effective dental care products and treatment modalities
10. Effectively critique dental research reported in dental and lay publications
11. Describe and discuss oral health challenges presented in Part III of the assigned book, *Teeth*

LAB LEARNING OUTCOMES:

Module 1

Materials Covered: *Dental Public Health & Research*, Ch. 8, 9 & 10

Assessments: Class activities, community health education project

Objectives:

1. List the roles of a dental hygienist within a community setting
2. Define health education and motivational theories
3. Demonstrate knowledge and skills in each of the following subject areas as they relate to community-based needs:
 - a. Oral health education and promotion
 - b. Program planning and evaluation
4. Identify the needs of a target population group by gathering and analyzing appropriate assessment data
5. Assess, diagnose, plan, implement, and evaluate a community-based program
6. Describe the process of lesson plan development
7. Develop goals and objectives for a lesson plan
8. Promote the values of the dental hygiene profession through service-based activities at a local elementary school and nursing home
9. Communicate effectively with diverse individuals and groups
10. Identify individual and population risk factors, and develop strategies that promote health-related quality of life
11. Identify barriers to dental hygiene care
12. Apply screening, referral, and educational services for underserved populations
13. Demonstrate proficiency at dental screenings and fluoride application on elementary school students and nursing home residents

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

General Education Outcomes

This course fulfills the following General Education Outcomes through the (rubric evaluation of community dental health project). Upon completion of this course, students will be able to:

- Communicate effectively
- Think critically
- Self and professional development

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Evaluation (Lecture) 70%

Tests	60%
Article Assignments	10%
Assigned Reading Discussion (<i>Teeth</i>)	10%
Final Exam	20%
Total	100%

Evaluation (Lab) 30%

Community Dental Health Project	50%
School Dental Screenings	25%
Nursing Home Dental Screenings	25%
Total	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet***

GRADING SYSTEM:

A=90-100

B=80-89

C=77-79

D=70-76

F=69 or lower

*Students must pass with a 77% or higher to continue in the Dental Hygiene Program.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the**

Instructor Course Information Sheet. Refer to the HGTC Dental Sciences Program Manual for additional policies on attendance.

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral **Locations:**

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing: Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member

of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>