



# INSTRUCTIONAL PACKAGE

DHG 230  
Public Health Dentistry

Fall 2023/Spring 2024/Summer 2024

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 202310

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.

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 learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

## **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:** *Community Oral Health Practice for the Dental Hygienist*, Ch's 1 & 2, Supplemental material *Dental Public Health & Research*

**Assessments:** Class review activities, Test

### **Objectives:**

1. Define public health terms and relate them to one another.
2. Compare the components of private practice and public health practice.
3. Identify public health problems and public health solutions and relate them to each other.
4. Define dental disease as a chronic public health problem with public health solutions.
5. Explain the role of government in public health practice.
6. Explain the role and importance of key national oral health initiatives.
7. Describe core functions of public health, the essential public health services, and the essential public health services to promote oral health; relate them to each other.
8. Describe the future potential and challenges of dental public health.
9. List and explain public health career options for dental hygienists.
10. Discuss public health careers as a means of addressing the problem of access to oral health care.
11. Compare and contrast various alternative oral health careers in alternative practice settings.
12. Discuss scope of practice, levels of supervision, and reimbursement regulatory changes in relation to alternative practice settings and access to care.
13. Identify and describe various careers to do with innovative alternative workforce models and define scope of practice, supervision, and educational requirements for each.
14. Discuss and provide examples of interprofessional collaborative practice (ICP) in public health practice.

### **Module 2**

**Materials Covered:** *Community Oral Health Practice for the Dental Hygienist*, Ch's 3 & 4, Supplemental material *Dental Public Health & Research*

**Assessments:** Class review activities, Test

### **Objectives:**

1. Discuss the mission of public health and how the collaborative efforts of many organizations have worked together to enhance the recognition and validity of public health professions.
2. Explain the importance of assessment as a core public health function.
3. Describe the roles of public health professionals in assessment.

4. Apply the basic terms and concepts of epidemiology to assessment.
5. Describe the conceptual models that illustrate the determinants of health.
6. Identify the determinants of health that affect the health of individuals and communities; apply to public health practice.
7. Discuss the national *Healthy People* initiative and its significance in relation to surveillance.
8. Recognize the national *Healthy People 2030* Oral Conditions objectives.
9. Describe the use of surveillance in relation to oral health.
10. Compare and contrast the procedures and methods used in oral health surveys.
11. Discuss measures used to assess oral diseases, oral conditions, and related factors in populations for the purpose of surveillance and research.

### **Module 3**

**Materials Covered:** *Community Oral Health Practice for the Dental Hygienist*, Ch's. 5 & 6, Supplemental material *Dental Public Health & Research*

**Assessments:** Class review activities, Test

#### **Objectives:**

1. Describe the burden of oral disease globally and in the United States.
2. Describe the social effects of oral disease.
3. Discuss the oral health status and trends in the U.S.
4. Explain the oral health disparities and inequities among population groups.
5. Describe the financing mechanisms for dental care in the U.S. and related issues that enhance or diminish oral healthcare.
6. Describe oral health in the community and identify oral health programs at the national, state, and local levels.
7. Describe the five steps of the community program planning process that are necessary to organize an effective community oral health program.
8. Explain how program goals and objectives are used in program planning, implementation, and evaluation; develop specific, measurable objectives for community oral health programs using SMART + C objectives.

### **Module 4**

**Materials Covered:** *Community Oral Health Practice for the Dental Hygienist*, Ch's. 7 & 8, Supplemental material *Dental Public Health & Research*

**Assessments:** Class review activities, Test

#### **Objectives:**

1. Explain the importance of research in relation to dental hygiene practice.
2. Describe evidence-based decision-making (EBDM), explain the levels of evidence used for EBDM, and relate them to EBDM.
3. Explain the significance and use of the scientific method in researching questions related to dental hygiene practice.

4. Differentiate between the null hypothesis and the alternate hypothesis of a research study.
5. Contrast qualitative and quantitative research and describe the use of each in relation to dental hygiene.
6. Recognize various research designs and explain the characteristics and uses of each.

## **Module 5**

**Materials Covered:** *Community Oral Health Practice for the Dental Hygienist*, Ch's 9, 10, & 11, Supplemental material *Dental Public Health & Research*

**Assessments:** Class review activities, Test

### **Objectives:**

1. Discuss why healthcare systems are in crisis domestically and globally.
2. Discuss the relationship of social responsibility and professional ethics to each other and to community oral health practice.
3. Discuss the various opinions surrounding healthcare access as a right or a privilege.
4. Discuss the government's role in healthcare delivery in the United States (U.S.).
5. Discuss the dental hygienist's professional responsibility related to leadership, advocacy, policy development, access-to-care and workforce issues, and patient responsibility for health actions.
6. Describe key demographic, social, and cultural shifts and trends influencing oral health among culturally diverse groups in the United States (U.S.).
7. Describe oral health disparities in the nation and relate them to the diversity of the population.
8. Describe the components of culture and how culture is formed and explain how culture affects health.
9. Explain the importance of culture and cultural competence in relation to oral healthcare.
10. Describe the role of federal and state guidelines and requirements in relation to cultural competence in healthcare.
11. Define and discuss service-learning as experiential learning.
12. Discuss the benefit of using service-learning for interprofessional collaborations.
13. Consider interprofessional strategies in service-learning.
14. Discuss the purpose and strategies for risk management in service-learning.
15. Apply service-learning to dental public health practice and integrate public health resources in service-learning.

## **LAB LEARNING OUTCOMES:**

### **Module 1**

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

**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 (3)	75%
Final Exam	24%
Professionalism	1%
Total	100%

#### Evaluation (Lab) 30%

Community Dental Health Project	75%
Article Assignment (7)	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. 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or 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.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.



### **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the Library website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, 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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

### **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).

## **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto: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**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)