



INSTRUCTIONAL PACKAGE

DHG 230

Public Health Dentistry

Effective Term

Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

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: *Dental Public Health & Research*, Ch. 1, 2 & 11, supplemental content from the book *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. Describe the history of dental hygiene in relation to public dental health.
6. Define the historical development and mission of the ADHA.
7. List and describe current public health preventive modalities
8. Defend the need for preventive modalities in dental public health practice
9. Describe how cultural values regarding health care can affect oral health habits
10. Identify how culture influences people.
11. Define cultural diversity in the United States
12. Define cultural competency and its significance in treating a culturally diverse population

Module 2

Materials Covered: *Dental Public Health & Research*, Ch. 3, 4 & 5, supplemental content from the book *Teeth*

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
12. Identify different insurance plans available for dental care

13. Describe the role of government in financing dental care

Module 3

Materials Covered: *Dental Public Health & Research*, Ch. 12, 13, 18 & 19, supplemental content from the book *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. Develop a dental public health program plan
5. Describe the mechanisms of program evaluation
6. Define and compare qualitative and quantitative evaluation
7. Identify various dental indexes and define their purposes
8. List the governmental evaluation resources for oral health
9. Define oral epidemiology and describe its uses
10. Relate epidemiology to evidence-based practice
11. Relate measurement to epidemiology
12. Define common epidemiologic terms
13. List and describe various publications that report oral epidemiology
14. 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. List the current epidemiological issues of diseases and conditions
17. List the current risk factors of diseases
18. Describe prevention by dental care utilization

Module 4

Materials Covered: *Dental Public Health & Research*, Ch. 6, 7, 14 & 15, supplemental content from the book *Teeth*

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. Detail the entity responsible for regulation of the dental hygienist
5. List the legislation initiatives affecting dental hygienists in the United States
6. List four roles for the dental hygienist to assume as a change agent and levels associated with each

7. Utilize tools and resource models to implement change
8. Identify the role of change agent in policy making
9. Promote partnership and coalition development
10. Describe inter- and intra-professional collaborations
11. Identify and list components of grant writing
12. Explain the purpose of dental hygiene research
13. Describe the role of research in dental hygiene
14. Explain the use of evidence-based practice in dental hygiene
15. Detail the connection between research and private practice
16. Describe the role of research in professional development
17. Explain the evolution of ethics in research
18. Define common ethical principal terminologies
19. Describe the role of ethics in research
20. Identify the role of government and private entities in research

Module 5

Materials Covered: *Dental Public Health & Research*, Ch. 16, 17, 20 & 21, supplemental content from the book *Teeth*

Assessments: Class review activities, Test

Objectives:

1. Describe various research design approaches
2. List various research designs used in oral epidemiology
3. Describe methods used to conduct research studies
4. List the parts of a research design
5. Define data analysis and interpretation
6. Identify data by type and scale of measurement
7. Define descriptive, correlation, and inferential statistics
8. Identify a study's research (alternate) hypothesis, null hypothesis, and the process involved with making a statistical decision
9. Interpret research results
10. Describe how to evaluate dental care products
11. Defend the dental hygienists' value in advocating the use of effective dental care products and treatment modalities
12. Demonstrate educating the public about dental care products
13. Effectively critique dental research reported in dental and lay publications
14. List dental public health careers
15. Identify various government careers in dental public health
16. Define dental hygiene positions in a variety of settings

LAB LEARNING OUTCOMES:

Module 1

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

Assessments: Class activities, community health education project, outreach activities

Objectives:

1. Define dental health education and promotion, and promotion principles
2. Describe the involvement of one's values in behavior
3. Outline and different learning and motivational theories
4. Explain the dental hygiene process of care
5. List the roles of a dental hygienist within a community setting
6. Define health education and motivational theories
7. 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
8. Identify the needs of a target population group by gathering and analyzing appropriate assessment data; identify barriers to target populations
9. Assess, diagnose, plan, implement, and evaluate a community-based program
10. Describe the process of lesson plan development
11. Develop goals and objectives for a lesson plan; develop a lesson plan
12. Promote the values of the dental hygiene profession through service-based activities at a local elementary school and nursing home
13. 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)	60%
Final Exam	20%
Homework/Articles	18%
Professionalism	2%
Total	100%

Evaluation (Lab) 30%

Community Dental Health Project	80%
Screenings	20%
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 earn a 77% or higher in lecture and lab 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 ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@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.



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 Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@hgtc.edu.

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [**Pregnancy Intake Form**](#).