

Community Dentistry (DHYG 1315.1A1) (DHYG 1315.5A1)



CREDIT

3 Semester Credit Hours (2 hours lecture, 3 hours lab)

**LAMAR INSTITUTE
OF TECHNOLOGY**

MODE OF INSTRUCTION

Face-to-face

PREREQUISITE/CO-REQUISITE:

Prerequisite: Admittance to the Dental Hygiene Program; DHYG 1301; DHYG 1431; DHYG 1304; DHYG 1227; DHYG 1219; DHYG 1235; DHYG 2301; DHYG 1207; DHYG 1260; DHYG 2261; DHYG 1311; DHYG 2331; DHYG 1339

Co-requisite: DHYG 2153; DHYG 2262

COURSE DESCRIPTION

The principles and concepts of community public health and dental health education emphasizing community assessment, educational planning, implementation, and evaluation including methods and materials used in teaching dental health education in various community settings.

END-OF-COURSE OUTCOMES:

Design a community dental health educational program that meets the needs of a target population; differentiate the governmental, sociological, environmental, and cultural concerns of the community; and describe the principles and concepts of community dental health education and evaluation.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

- Identify the structure, principles, and current issues of public health practice and their relationship to community dental programs.
- Analyze public health programs according to the principles and practices of community dentistry.
- Plan, implement and evaluate a community dental health program.
- Utilize and interpret the methods of epidemiology.
- Describe the epidemiology of dental diseases and conditions and relate it to program planning.
- Utilize dental indices for assessment and evaluation related to community dental health programming and oral health research.
- Discuss the issues of consumerism, access to care, utilization of care, dental personnel, structure of dental practice, financing of care and quality of assurance in relation to community health programs.
- Express knowledge and respect for the unique differences of all populations in community programs as they relate to community dental health programming.

- Apply and use written and electronic oral health resources for community dentistry.
- Communicate orally and in writing on community dental health programming.
- Evaluate scientific literature in terms of study design, sampling, data analysis methods, results, discussion, and conclusion.
- Demonstrate and apply knowledge and skills in dental health education and health promotion strategies as they relate to community-based needs.
- Compare the effectiveness, efficiency, practicality, and economic feasibility of preventive measures when applied to community based dental programs.
- Establish channels of communication to promote community cooperation.
- Participate in community activities as an oral health educator and promoter.

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Kristina Mendoza

Email: kmmendoza@lit.edu

Office Phone: 409-247-5070

Office Location: MPC 208

Office Hours: Thursdays 8:00am-12:00pm

Fridays: 9:00am-10:00am

REQUIRED TEXTBOOK AND MATERIALS

Nathe, Christine N, *Dental Public Health and Research*, 4th edition, Boston: Pearson, 2017 (2023 update). Print ISBN: 978-0134255460; eBook ISBN: 978-0134257129

RECOMMENDED READINGS

Texts/References

- Geurink, Kathy Voigt, *Community Oral Health Practice for the Dental Hygienist*, 4th edition. St. Louis, MO, 2017.
- Gagliardi, Lori. *Dental Health Education*. 2nd edition. Upper Saddle River, NJ: Waveland Press, Inc, 2014
- Boyd, Linda, Mallonee, Lisa, *Wilkins' Clinical Practice of the Dental Hygienist*, 14th edition, Jones & Bartlett Learning, 2024

WEBSITES

- Healthy People 2030, <https://health.gov/healthypeople>
- Oral Health in America: A Report of the Surgeon General, <https://health.gov/healthypeople/tools-action/browse-evidence-based-resources/oral-health-america-report-surgeon-general>
- National Institute of Dental and Craniofacial Research, www.nidcr.nih.gov
- Advancing Oral health in America,

<https://www.nationalacademies.org/read/13086/chapter/1/>

- Association of State and Territorial Dental Directors (ASTDD), www.astdd.org
- Centers for Disease Control and Prevention, www.cdc.gov/nccdpHP/oh
- World Health Organization, www.who.org

COURSE CALENDAR

DATE	TOPIC	ASSIGNMENT
Week 1	Lecture On Campus	<p>Syllabus Cultural and Diversity Awareness Project discussion Dental Public Health: Overview</p> <p>Read: DHYG 1315 Syllabus Chapter 1: Dental Public Health: An overview *Course Contract due on 1/23/26 @ 10:30pm</p>
	Laboratory On Campus	<p>The Prevention Movement</p> <p>Read: Chapter 2: The Prevention Movement Activity: Bring laptop to class and start working on Resource Websites</p>
Week 2	Lecture On Campus	<p>Dental Care Delivery in the US</p> <p>Read: Chapters 3: Dental Care Delivery in the United States Watch: The Community Dental Health Coordinators Write-up on Resource Websites due @ 10:30pm to be submitted in Blackboard</p>
	Lecture On Campus	<p>Financing of Dental Care</p> <p>Read: Chapter 5: Financing of Dental Care Assignment: Watch: What is UCR?</p>
	Laboratory On Campus	<p>Financing of Dental Care (cont'd) Resources for Community Health</p> <p>Read: Chapter 5: Financing of Dental Care Student Presentation: Student will present in class.</p>
Week 3	Lecture On Campus	<p>Test 1 MPC 112</p> <p>Chapters 1, 2, 3, 5 (Respondus Browser) Bring your laptop, MacBook or iPad</p>
	Lecture On Campus	<p>Target Populations</p> <p>Read: Chapter 10 Target Population</p>
	Laboratory On Campus	<p>Program Planning EyeSpecial C-V Training</p> <p>Read: Chapter 12: Program Planning Needs Assessment, Goals and Objectives, Rationale, Program Design, Evaluation</p>

			<p>Quiz: Chapter 12: Quiz (opens 2/4/2026 @ 12:00 pm due on 2/6/2026 @ 10:30 pm)</p> <p>Heather Stampert @ 11:00 am</p> <p>Oral Health Program Site finalized @12:00 pm</p>
Week 4	Lecture On Campus	Program Planning (cont'd)	<p>Read: Chapter 12 Program Planning Cultural and Diversity Awareness Project Slide submission due @ 10:30 PM</p>
	At Oral Health Program Site	Program Assessment	<p>Complete the Needs Assessment for your Oral Health Program</p> <p>You may schedule this with your agency any day this week.</p>
Week 5	Lecture Online	Program Evaluation	<p>Read: Chapter 13 Program Evaluation</p>
	Lecture On Campus	Program Evaluation (cont'd) Dental Health Education and Promotion	<p>Read: Chapter 13 Program Evaluation (cont'd)</p> <p>Read: Chapter 8: Dental Health Education and Promotion</p> <p>Quiz: Chapter 13: Dental Indices (opens 2/18/2026 @ 12:00 pm due on 2/20/2026 @ 10:30 pm)</p>
	Laboratory On Campus	Oral Health Program	Develop Oral Health Program – bring laptop to class
Week 6	Lecture On Campus	Lesson Plan Development	<p>Read: Chapter 9: Lesson Plan Development</p>
	Lecture On Campus	Test 2 WAHCT 303 or MPC 112	Chapters 8, 9, 10, 12, 13 (Respondus Browser)
	Laboratory On Campus	Oral Health Program	<p>Develop Oral Health Program – bring laptop to class</p> <p>Discussion Topic: The Theories and Health Promotion (opens 2/25/2026 @ 12:00 pm due on 2/27/2026 @ 10:30 pm)</p>
Week 7	Lecture On Campus	Research in Dental Hygiene	<p>Read: Chapter 14: Research in Dental Hygiene</p>
	Lecture On Campus	Research in Dental Hygiene (con't)	<p>Read: Chapter 14: Research in Dental Hygiene</p>

			Quiz: Chapter 14 Quiz (opens 3/4/2026 @ 12:00 pm due on 3/6/2026 @10:30 pm)
	Laboratory On Campus	Oral Health Program	Development Oral Health Program – bring laptop to class
Week 8		Oral Health Program Community Rotation	Part 1 due @10:30pm Write-up due @ 10:30pm
Spring Break	No Class	Spring Break	
Week 9	Lecture On Campus	Ethical Principles in Research	Read: Chapters 15: Ethical Principles in Research
	Lecture On Campus	Research Process	Read: Chapter 16: Research Process
	Laboratory On Campus	Oral Epidemiology	Read: Chapter 18: Oral Epidemiology Watch: Chapter 18 with Narration video Assignment: Oral Epidemiology Assignment (opens 3/18/2026 @ 12:00 pm due on 3/20/2026 @ 10:30 pm) Arm and Hammer @ 11:00 am
Week 10	Lecture On Campus	Current Oral Epidemiologic Findings	Read: Chapter 19: Current Oral Epidemiologic Findings
	Lecture On Campus	Biostatistics	Read: Chapter 17: Biostatistics
	Laboratory On Campus	Biostatistics (cont'd)	Read: Chapter 17: Biostatistics Watch: The Normal Distribution Placebo Effect, Control Groups and the Double-Blind Experiment Null Hypothesis, p-Value, Statistical Significance, Type 1 Error and Type 2 Error Watch: Chapter 17 video then do Quiz: Chapter 17 Quiz (opens 3/25/2026 @ 12:00 pm due on 3/27/2026 @ 10:30 pm) ASPEN DENTAL @ 11:00 am
		E-portfolio Entries (2)	due 3/27/2026 @ 10:30pm
Week 11	Lecture On Campus	Biostatistics (cont'd)	Read: Chapter 17: Biostatistics
	Lecture On Campus	Test 3 WAHCT 303 or MPC 112	Chapters 14, 15, 16, 17, 18, 19 (Respondus Browser required)

	Laboratory On Campus	Advocacy in Dental Care	<p>Read: Chapter 7: Advocacy in Dental Care</p> <p>Read: Chapter 7: Advocacy in Dental Care and the article, “Dental Hygienists’ Role in Advocacy”.</p> <p>Discussion Topic: Advocacy in Dental Care (opens 4/1/2026 @ 12:00 pm due on 4/3/2026 @ 10:30 pm)</p>
Week 12	Lecture On Campus	Cultural Competency	<p>Read: Chapter 11: Cultural Competency</p> <p>Video: Culture, Healing and Recovery and What is Cultural Competency?</p>
	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
Week 13	Lecture On Campus	Evaluation of Scientific Article and Dental Products	<p>Read: Chapter 20: Evaluation of Scientific Article and Dental Products</p> <p>Watch: Evaluating Scientific Article and ADA Seal of Acceptance</p> <p>Quiz: Chapter 20 Quiz (opens 4/13/2026 at 12:00 pm due on 4/15/2026 @10:30 pm)</p>
	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
Week 14	Lecture On Campus	Careers in Dental Public Health	<p>Read: Chapter 21: Careers in Dental Public Health</p> <p>Quiz: Chapter 21 Quiz (opens 4/20/2026 @ 12:00 pm due on 4/22/2026 @ 10:30 pm)</p>
	At Oral Health Program Site	Oral Health Program	Implementation of Oral Health Program
		Scientific Article Evaluation	Due 4/24/2026 @ 10:30pm
Week 16	Lecture On Campus	Strategies for Creating DH Positions in Public Health Setting	<p>Read: Chapter 22: Strategies for Creating DH Positions in Public Health Setting</p>
	Lecture On Campus	Dental Hygiene Care Delivery in the Global Community	<p>Read: Chapter 4: Dental Hygiene Care Delivery in the Global Community</p> <p>Watch: Chapter 4 Lecture Video</p>
	Laboratory On Campus	Oral Health Program	Complete Part 2 of your Oral Health Program - Bring laptop to class

Week 16	Lecture On Campus	Test 4 MPC 112	Chapters 4, 7, 11, 20 ,21, 22 (Respondus Browser required) Bring your laptop, MacBook or iPad
	Lecture and Laboratory On Campus	Oral Health Program presentation	Parts 2 and 3 of your Oral Health Program due at 9:00 am *Oral Health Program Presentation

IMPORTANT DATES TO REMEMBER	
January 23 @ 10:30 PM	Course Contract due
January 26 @ 10:30 PM	Resource Website Worksheet due
February 2 @ 9:00 AM	Oral Health Program Site finalized
February 9 @ 10:30 PM	Cultural and Diversity Awareness Project Slide due
February 11 @ Program Site	Complete the Needs Assessment for your Oral Health Program
March 6 @ 10:30 PM	Part 1 of Oral Health Program due
March 6 @ 10:30 PM	Community Rotation Write-Up due
March 27 @ 10:30 PM	E-portfolio (2) due
April 24 @ 10:30 PM	Scientific Article Evaluation due
May 6 @9:00 AM	Part 2 and Part 3 of Oral Health Program due
May 8 @10:30 PM	All requirements due on Blackboard

MAJOR TEST DATES	
Monday, February 2	Test 1 (Chapters 1, 2, 3 and 5)
Wednesday, February 25	Test 2 (Chapters 8, 9, 10, 12 and 13)
Wednesday, April 1	Test 3 (Chapters 14, 15, 16, 17, 18 and 19)
Monday, May 4	Test 4 (Chapters 4, 7, 11, 20, 21 and 22)

***Please check Blackboard for other resources or materials that are not listed under "Assignments", please check the modules for additional videos, reading assignments or websites regarding the chapters.

***Please allow at least 3 days for Dr. Mendoza to grade assignments.

*** You can post any questions about this class on Blackboard Learn through the Virtual Discussion Board.

***Schedule may be adjusted as deemed necessary.

ATTENDANCE POLICY

Absenteeism

In order to ensure the students in the dental hygiene program achieve the necessary didactic and clinical competencies outlined in the curriculum, it is necessary that the student complete all assigned lecture classes, clinical and laboratory hours. It is the responsibility of the student to attend class, clinic or lab. The instructor expects each student to be present at each session. It is expected that students will appear to take their exams at the regularly scheduled examination time. Make-up examinations will be given **only** if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the instructor.

If students are unable to attend lecture class, clinic or lab, it is **mandatory that you call the appropriate instructor prior to the scheduled class, clinic or lab time. An absence will be considered unexcused if the student fails to notify the course faculty prior to the start of class, clinic, or lab.** The student is responsible for all material missed at the time of absence. Extenuating circumstances will be taken into account to determine if the absence is excused. Extenuating circumstances might include but are not limited to the funeral of immediate family member, maternity, hospitalization, etc. If the student has surgery, a debilitating injury, or an extended illness, a doctor's release will be required before returning to clinic.

a. **Fall/Spring Semesters:**

Dental hygiene students will be allowed **two excused absences** in any lecture, clinic or lab. Absences must be accompanied by a written excuse on the next class day. In the event that a student misses class, clinic or lab beyond the allowed absences, the following policy will be enforced:

2 absences = notification in Starfish

Beginning with the third absence, **2 points** will be deducted from the final course grade for each absence thereafter.

Two (2) points will be deducted from the final course grade for each unexcused absence.

Tardiness

Tardiness is disruptive to the instructor and the students in the classroom. A student is considered tardy if not present at the start of class, clinic or lab. It is expected that students will arrive on time for class, clinic or lab, and remain until dismissed by the instructor. If tardiness becomes an issue, the following policy will be enforced:

Tardy 1 time = notification in Starfish

Tardy 2 times = is considered an unexcused absence. (See the definition of an unexcused absence)

If a student is more than 15 minutes late to any class period, it will be considered an unexcused absence.

Students should plan on attending classes, labs and clinic sessions as assigned throughout the semester. Family outings, vacations and personal business should be scheduled when school

is not in session and will not be considered excuses for missing assignments, examinations, classes, labs or clinic time.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE REQUIREMENTS

Tests (4)

Assignments, Discussions and Quizzes

Scientific Article Evaluation

Oral Health Program

Cultural and Diversity Awareness Project

Community Rotation

E-portfolio Assignments (2)

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Tests (4)	55%
Assignments/Discussions/Quizzes	5%
Scientific Article Evaluation	10%
Oral Health Program Project (Parts 1, 2 and 3)	20%
Cultural and Diversity Awareness Project	5%
Community Rotation	5%
E-portfolio submissions (2)	<u>Completion</u>
Total	100%

MAJOR TEST POLICY

To ensure mastery of the course material, students must achieve a **minimum average score of 75%** across the **four major tests** in order to pass the course. This requirement holds regardless of the overall course grade average.

Important Note: If the average of the four major tests is below 75%, the student will **fail the class**, even if the overall grade average meets or exceeds the passing requirement.

This policy emphasizes the importance of consistent performance on major assessments and ensures that students have a solid understanding of the key concepts covered in the course.

GRADING SCALE

A	=	92 - 100
B	=	83 - 91
C	=	75 – 82
D	=	60 - 74
F	=	59 and below

LIT does not use +/- grading scales

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

Assignment, Examination and Quiz Policy

Examinations will be based on objectives, lecture notes, handouts, assigned readings, audiovisual material and class discussions. Major examinations will consist of multiple choice, true/false, matching, short answer, and case study questions. No questions will be allowed during exams.

Students are expected to complete examinations as scheduled. Make-up examinations will be given ONLY if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the instructor. All make-up examinations must be taken within two (2) weeks from the scheduled exam date. All examinations will be kept on file by the instructor. Students may have access to the examination by appointment during the instructor's office hours. Exams may be reviewed up to two (2) weeks following the exam date. **You may not copy, reproduce, distribute or publish any exam questions.** This action may result in dismissal from the program. A grade of "0" will be recorded for all assignments due on the day of absences unless prior arrangements have been made with the instructor.

Students must use their personal equipment, such as computer, MacBook, laptop, iPad, to take their exams and must not use their classmates'. School computers may be used if personal equipment is not available. Respondus Lockdown Browser and Respondus Monitor will be used for examinations and quizzes done off campus, therefore, a webcam is required to take the exam. The student is required to show the testing environment at the beginning of the exam to assure the instructor that it is clear of any study materials. Failure to do so will result in a 10-point exam/quiz grade deduction. If you need online assistance while taking the test, please call Online Support Desk at 409-951-5701 or send an email to lit-bbsupport@lit.edu.

Respondus Lockdown Browser will be used for examinations administered on campus. The student is required to bring their own portable electronic device for any scheduled on-campus exams. Approved devices include a personal laptop, tablet, or iPad. The exams may also be conducted in the WAHTC Testing Center in LIT.

It shall be considered a breach of academic integrity (cheating) to use or possess on your body any of the following devices during any examination unless it is required for that examination and approved by the instructor: cell phone, smart watch/watch phone, electronic communication devices (including optical), and earphones connected to or used as electronic communication devices. It may also include the following: plagiarism, falsification and fabrication, use of A.I., abuse of academic materials, complicity in academic dishonesty, and personal misrepresentation. Use of such devices during an examination will be considered academic dishonesty. The examination will be considered over, the student will receive a zero for the exam and will receive disciplinary action. This policy applies to assignments and quizzes.

SafeAssign will be utilized for all written submissions to ensure the integrity of academic work by checking for plagiarism and detecting the use of artificial intelligence-generated content. Students with special needs and/or medical emergencies or situations should communicate with their instructor regarding individual exceptions/provisions. It is the student's responsibility to communicate such needs to the instructor.

Mandatory Tutoring

If a student receives a failing grade on any major exam, the student will be required to meet with the course instructor within 2 weeks of the failed exam. One on one concept review by appointment with the course instructor will be provided and/or written academic warning when a student is failing to meet minimal requirements in the classroom setting.

Electronic Devices

Electronic devices are a part of many individual lives today. Students must receive the instructor's permission to operate electronic devices in the classroom and lab. Texting on cell phones will not be allowed during class or clinic.

Late coursework

Assignments, Projects, Quizzes and Tests must be completed and submitted by the due date. Late submissions or completion will not be accepted and will result in a zero for that assignment/project/quiz/test.

Remediation

Remediation is available by appointment.

See Student Handbook for more information about remediation policies.

*** * Faculty has the authority to modify the above policies if unusual circumstances mandate a change. Please refer to the Student Handbook for a complete listing of program policies.**

CONTENT OUTLINE

1. Dental Public Health

- a. Public Health Defined
- b. Historical Perspective of Public Health
- c. Dental Public Health Defined
- d. Factors Affecting Dental Public Health

2. The Prevention Movement

- a. Historical Development
- b. Evolution of Organized Dental Hygiene
- c. Dental Health Preventive Modalities

3. Dental Care Delivery in the United States

- a. Delivery of Dental Care in the United States
- b. Federal Structure of Dental Public Health
- c. Structure of State Dental Public Health
- d. Dental Health Care Workforce

4. Financing of Dental Care

- a. Payment Methods
- b. Insurance Plans
- c. Dental Provider Billing
- d. Government Roles in Funding Dental Care

5. Target Populations

- a. Target Populations
- b. Target Population Profiles
- c. Faith-Based Initiatives
- d. Barriers to Dental Care

6. Program Planning

- a. Common Dental Health Program Planning Paradigms
- b. Dental Hygiene Public Health Programs
- c. Dental Hygiene Public Health Program Planning Paradigm

7. Program Evaluation

- a. Evaluation Techniques
- b. Dental Indices
- c. Governmental Evaluation of Oral Health

8. Dental Health Education and Promotion

- a. Principles of Health
- b. Health Education and Motivation Theories

9. Lesson Plan Development

- a. Dental Hygiene Process of Care
- b. Assessment
- c. Dental Hygiene Diagnosis
- d. Planning
- e. Implementation
- f. Evaluation
- g. Documentation

10. Research in Dental Hygiene

- a. Research and Dental Public Health
- b. Historical Aspects of Research in Dental Hygiene
- c. Dental Hygiene: A Developing Discipline

11. Ethical Principles in Research

- a. Ethical Considerations in Research
- b. Research Roles of Government and Private Entities

12. The Research Process

- a. Historical Approach
- b. Descriptive Approach
- c. Retrospective (Ex Post Facto) Approach
- d. Experimental (Prospective) Approach
- e. Quasi-Experimental Approach

13. Oral Epidemiology

- a. Epidemiology Defined
- b. What is Oral Epidemiology?
- c. The Multifactorial Nature of Disease
- d. Measurement in Epidemiology
- e. Oral Epidemiology Surveillance and Reports
- f. Concepts of Epidemiologic Studies
- g. Validity of Epidemiologic Studies

14. Current Oral Epidemiology Findings

- a. Periodontal Diseases
- b. Tooth Loss
- c. Dental Caries
- d. Oral and Pharyngeal Cancer
- e. Mucosal Diseases and Infections
- f. Cleft Lip/Palate
- g. Injury
- h. Toothaches
- i. Prevention by Dental Care Utilization

15. Biostatistics

- a. Data Categorization
- b. Descriptive Statistics
- c. Graphing Data
- d. Correlation
- e. Statistical Decision Making
- f. Inferential Statistics
- g. Interpretation of Data and Research Results

16. Evaluation of Scientific Literature and Dental Products

- a. Regulation of Dental Care Products
- b. Research Sources for Dental Care Products
- c. Evaluation of Advertisements
- d. Evaluation of Scientific Literature
- e. Data Sources and Publications

17. Advocacy in Dental Care

- a. Understanding Change and its Agents
- b. Making Government Policy
- c. Working in Collaboration and Through Partnerships
- d. Building Coalitions
- e. Professional Collaboration in Practice
- f. Writing Grants

- 18. Cultural Competency**
 - a. Culture Diversity in the United States
 - b. Cultural Issues in Health Care
 - c. Cultural Competency and Dental Hygienists
- 19. Careers in Dental Public Health**
 - a. U.S. Public Health Service Career
 - b. U.S. Civil Service
 - c. National Health Service Corps
 - d. VA Hospital Dental Hygiene Careers
 - e. Military Base Dental Hygiene Careers
 - f. Federal Prison Dental Hygiene Careers
 - g. Independent Contractor
 - h. Dental Staffing Agency Employee
 - i. Student Dental Public Health Opportunities
 - j. State Opportunities
 - k. International Opportunities
- 20. Strategies for Creating Dental Hygiene Positions in Dental Public Health Settings**
 - a. Legislative Perspective
 - b. Proposed Plan of Action
 - c. Document and Practice Management
 - d. Proposal Development and Presentation
 - e. Dental Hygiene Consultation and Policies
- 21. Dental Hygiene Care Delivery in the Global Community**
 - a. Access to Information on Global Health Needs
 - b. International Dental Hygiene
 - c. Current Status of Dental Hygiene Education
 - d. Professional Regulation
 - e. Movement toward Autonomy
 - f. Challenges in the Profession
 - g. Successful Public Health Initiatives Involving Dental Hygienists
 - h. Future of Dental Hygiene Worldwide
 - i. Key International Organizations

LEARNER OBJECTIVES

Upon the completion of the Community Dentistry curriculum, the student will be able to:

Chapter 1 - Dental Public health: An Overview

1. Define public health
2. Describe the evolution of public health science and practice
3. Define dental public health
4. Describe factors affecting dental public health
5. Identify and discuss all key terms in the chapter including

Assessment
Assurance
Community dental health
Dental public health
Malpractice
Policy development
Primary prevention
Public health
Public health goals
Public health services
Secondary prevention
Socioeconomic status (SES)
Tertiary prevention

Chapter 2 – The Prevention Movement

1. Describe the history of dental hygiene in relation to dental public health
2. Define the historical development and mission of the American Dental Hygienists' Association
3. List and describe the current public health preventive modalities practiced today
4. Defend the need for preventive modalities in dental public health practice
5. Identify and discuss all key terms in the chapter including

Alternative restorative treatment
Athletic mouth guard
Community water fluoridation
Dental hygiene treatment
Dental sealants
Tobacco cessation programs
Xylitol

Chapter 3 – Dental Care Delivery in the United States

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, state, and local government in dental care delivery
4. Describe dental workforce issues
5. Define need, supply, demand, and utilization

6. Identify and discuss all key terms in the chapter including

Demand
Dental care delivery
Medicaid
Need
Supply
Utilization
Workforce

Chapter 5 – Financing of Dental Care

1. Describe current methods of payment for dental care
2. Define and apply terminology associated with financing dental care
3. Identify the different insurance plans available for dental care
4. Describe the role of the government in financing dental care
5. Identify and discuss all key terms in the chapter including

Barter system
Benefit
Capitation plan
Copayment
Deductible
Dental claim
Dental necessity
Encounter fee plan
Explanation of benefits
Fee-for-service plan
Health maintenance organization (HMO)
Medicaid (Title XIX)
Medicare (Title XVIII)
Preexisting condition
Preferred Provider Organizations (PPOs)
Premium
Usual, customary, reasonable (UCR) fee

Chapter 10 – Target Populations

1. Define target populations to whom dental hygienists may provide services.
2. Describe faith-based initiatives
3. Define target profiles
4. Identify barriers to dental hygiene care
5. Identify government resources for target population
6. Identify and discuss all key terms in the chapter including

Barriers to care
Faith-based initiatives
Target populations
Target population profile

Chapter 12 - Program Planning

1. Define the dental hygiene process of care program planning paradigm
2. Describe the various program planning paradigms
3. Describe various dental public health programs
4. Develop a dental public health program plan
5. Identify and discuss all key terms in the chapter including
 - Dental hygiene process of care
 - Paradigm
 - Prevention program
 - Program planning

Chapter 13 – Program Evaluation

1. Describe the mechanisms of program evaluation
2. Compare qualitative and quantitative evaluation
3. Identify various dental indexes and define their purposes
4. List the government evaluation resources of oral health
5. Identify and discuss all key terms in the chapter including
 - Clinical evaluation
 - Dental index
 - Formative evaluation
 - Measurement
 - Nonclinical evaluation
 - Summative evaluation

Chapter 8 – Dental Health Education and Promotion

1. Define dental health education and promotion
2. Describe health education and promotion principles
3. Describe the involvement of the population's values in behavior
4. Outline the different learning and motivation theories
5. Identify and discuss all key terms in the chapter including
 - Behavior change
 - Habit
 - Health education
 - Health promotion
 - Healthy behavior
 - Values

Chapter 9 – Lesson Plan Development

1. Explain the dental hygiene process of care
2. Describe the process of lesson plan development
3. Develop goals and objectives for a lesson plan
4. Describe learning levels and domains
5. Identify and describe teaching methods
6. Identify the characteristics of an effective teacher

7. Develop a lesson plan
6. Identify and discuss all key terms in the chapter including
 - Dental hygiene process of care
 - Lesson plan
 - Teaching methods

Chapter 14 – Research in Dental Hygiene

1. Explain the purpose of dental hygiene research
2. Discuss the use of evidenced-based practice in dental hygiene
3. Explain the connection between research and private practice
4. Describe the role of research in professional development
5. Identify and discuss all key terms in the chapter including
 - Discipline
 - Evidence-based practice
 - Field of study
 - Occupation
 - Scientific Method

Chapter 15- Ethical Principles in Research

1. Describe the evolution of ethics in research
2. Define common ethical principal terminologies
3. Describe the role of ethics in research
4. Identify the role of government and private entities in research
5. Identify and discuss all key terms in the chapter including
 - Autonomy
 - Beneficence
 - Bioethics
 - Health Information Portability and Accountability Act (HIPAA)
 - Informed Consent
 - Institutional review board (IRB)
 - Justice
 - Misconduct
 - Nonmaleficence
 - Paternalism
 - Veracity

Chapter 16 – Research Process

1. Describe and compare various research approaches
2. Describe various research designs used in oral epidemiology
3. Describe methods used to conduct research studies
4. List the parts of a research design
5. Identify and discuss all key terms in the chapter including:
 - Data
 - Descriptive approach

Double-blind study
Experimental approach
Historical approach
Pilot study
Placebo
Quasi-experimental approach
Research approach
Research design
Retrospective (ex post facto) approach
Sampling Technique
Variable
Washout period

Chapter 18 – Oral Epidemiology

1. Define oral epidemiology and describe the uses of epidemiology
2. Relate epidemiology to evidence-based practice
3. Define common epidemiologic terms
4. Relate measurement to epidemiology
5. List and describe various publications that report oral epidemiology in the United States
6. Apply surveillance data to the planning of strategies to improve oral health
7. Compare contrast various types of epidemiologic studies and usefulness of the results of the studies
8. Describe ways to increase validity of epidemiologic research methods
9. Identify and discuss all key terms in the chapter including:
 - Epidemiology
 - Epidemiology triangle
 - Multifactorial
 - Oral epidemiology
 - Surveillance

Chapter 19 – Current Oral Epidemiology Findings

1. Describe the current epidemiological issues of disease
2. Describe the current epidemiological issues of conditions
3. Describe prevention by dental care utilization
4. Identify and discuss all key terms in the chapter including:
 - Incidence
 - Morbidity
 - Mortality
 - Prevalence

Chapter 17 - Biostatistics

1. Define and describe data analysis and interpretation
2. Identify data by their type and scale of measurement
3. Define and describe descriptive, correlation, and inferential statistics

4. Select and compute appropriate measures of central tendency and measures of dispersion for
 - various types of data
5. Describe and construct frequency distributions and graphs for various types of data
6. Identify and describe a study's research (alternate) hypothesis, null hypothesis, and the process involved with making a statistical decision,
7. Select appropriate inferential statistical tests for various types of data
8. Interpret research results
9. Identify and discuss all key terms in the chapter including:
 - Biostatistics
 - Causality
 - Correlation
 - Degrees of freedom
 - Descriptive statistics
 - Inferential statistics
 - Central tendency
 - Dispersion
 - Normal Distribution
 - p* value
 - Reliability
 - Scales of measurement
 - Skewed distribution
 - Validity

Chapter 20 – Evaluation of Scientific Literature and Dental Products

1. Describe how to evaluate dental care products
2. Defend the dental hygienists' value in advocating the use of effective dental care products and treatment modalities
3. Educate the public in evaluating dental care products
4. Effectively critique dental research reported in dental and lay publications
5. Identify and discuss all key terms in the chapter including:
 - Abstract
 - Peer reviewed
 - PubMed
 - Refereed
 - Regulation
 - Sample size
 - Statistical significance

Chapter 7 –Advocacy in Dental Care

1. Identify four roles that the dental hygienist can assume as an agent of change
2. Describe the various levels of change agent performance
3. Utilize tools and resource models to implement change
4. Identify the role of the change agent in policy making

5. Promote partnership and coalition development
6. Describe the inter and intra- professional collaborations
7. Identify components of grant writing
8. Identify and discuss all key terms in the chapter including:

Advocate
Change agent
Coalition
Collaboration
Empower
Ethics
Facilitator
Grantsmanship
Interprofessional
Intra-professional
Lobbying
Networking
Partnerships
Policy
Request for proposals
Stakeholder

Chapter 11 – Cultural Competency

1. Describe how cultural values regarding health care can affect oral health habits
2. Identify how culture influences people
3. Describe the cultural diversity in the United States
4. Define cultural competency and its significance in caring for a culturally diverse population
5. Identify and discuss all key terms in the chapter including:

Acculturate
Assimilate
Complementary alternative medicine
Cultural competency
Cultural sensitivity
Ethnocentrism
Eurocentric
Sociocultural theory
Subculture
Transcultural communication skills
Zone of proximal development

Chapter 21 – Careers in Public Health

1. Describe dental public health careers
2. Identify various governmental careers in dental public health
3. Define dental hygiene positions in a variety of settings
4. Identify and discuss all key terms in the chapter including:

Civil service employment
COSTEP program
Independent contractor
National Health Service Corps
United States Public Health Service Commissioned Corps
US Public Health Service (PHS)

Chapter 22 – Strategies for Creating Dental Hygiene Positions in Public Health Settings

1. List the populations most in need of dental hygiene care.
2. Describe the paradigm for creating a dental hygiene position.
3. Develop protocol for a newly developed dental hygiene position.
4. Identify and discuss all key terms in the chapter including:

Blueprint
Legislative initiatives
Marketing
Practice management
Proposal
Public relations

Chapter 4 – Dental Hygiene Care in the Global Community

1. Describe the evolution of dental hygiene in countries other than the United States
2. Identify global oral health challenges and the positioning of dental hygiene care
4. Describe the global workforce distribution and access to dental hygiene care
5. Explain global dental hygiene education and work roles
6. Explain professional regulation models
7. Describe portability of licensure and other professions providing care
8. List and define the international professional organizations involving dental hygiene
9. Identify and discuss all key terms in the chapter including:

Dental nurses
Dental therapists
Fédération Dentaire Internationale (FDI)
International Federation of Dental Hygienists (IFDH)
World Health Organization (WHO)

APPENDIX

Table of Contents

Contents	Page Number
Community Rotation	27 - 28
Community Rotation Project Rubric	29
Scientific Article Evaluation (Purpose, DH Competency, Instructions, Groups)	30 - 32
Scientific Article Evaluation Rubric	33 - 34
Oral Health Program (Purpose, DH Competency, Instructions)	35 - 38
Implementation of the Oral Health Program	39 - 40
Oral Health Program Presentation	40
Lesson Plan Outline	41
Oral Health Program Evaluation Rubric	42 - 46
Cultural and Diversity Awareness Project	47 - 48
Cultural and Diversity Awareness Project Rubric	49 - 50
E-Portfolio Assignments	51
E-Portfolio Rubric	52
Community Dentistry Computation Sheet	53
Class Expectations	54 - 55

Community Rotation

Purpose:

This community rotation provides students with an opportunity to apply oral health education principles in a real-world community setting. Students will deliver oral health awareness and education to community organizations, allowing them to engage with diverse populations and promote oral wellness beyond the clinical environment.

Dental Hygiene Competency:

P.4: Communicate effectively with individuals and groups from diverse populations both verbally and in writing.

HP.5: Promote the values of oral and general wellness to the public and organizations within and outside the profession.

Community Rotation Format

- The community rotation **may be completed either individually or in groups.**
- Students who choose to work in groups **may select their own group members.**
- **All hours completed for this rotation will count toward the program's required community service hours.**
- Regardless of whether the rotation is completed individually or as part of a group, **each student is responsible for submitting an individual written reflection.**

Community Organization Selection

- **Each individual student or group** will select a community organization to provide **oral health awareness and education.**
- The selected organization **must be approved by Dr. Mendoza** prior to the rotation.
- Presentations may be given to populations **other than preschool or school-aged children** unless instructor approval is obtained.

Required Documentation

- **Each individual student or group** must submit a completed **Dental Hygiene Community Service Form.**
- The form **must be signed by the site supervisor** at the community organization where the rotation is completed.

Completion Deadline

- The community rotation **must be completed**, and the **individual written reflection** submitted by: **March 6th @ 10:30 PM**

Evaluation and Reflection:

After completion of the community rotation, **each student** must submit an individual written reflection addressing the following questions. Reflections must be submitted via Blackboard.

Reflection Questions:

1. Identify the target population. When and where was the oral health education presented?
2. Describe any problems encountered while planning or presenting the lesson. How did you address these challenges? Were you successful?
3. Critically evaluate the strengths and weaknesses of your presentation.
4. Describe anything you would do differently if you were to repeat this rotation.
5. Reflect on your overall community rotation experience and what you learned from it.

COMMUNITY ROTATION PROJECT RUBRIC				
Purpose	This project will give you an opportunity to view dental hygiene education within a community setting, serving target populations that you may not be familiar with and giving you an even broader view of the world.			
DH Competency	P.4: Communicate effectively with individuals and groups from diverse populations both verbally and in writing. HP.5: Promote the values of oral and general wellness to the public and organizations within and outside the profession.			
Criteria	Excellent	Satisfactory	Unsatisfactory	Poor
1. Identify the Target Population & Timing of the Lesson (20)	Clearly identifies the specific target population and provides detailed context regarding when the lesson was presented.	Identifies the target population and provides sufficient context about the timing of the lesson.	Identifies the target population but provides limited context regarding the timing of the lesson.	Identifies the target population but provides limited context regarding the timing of the lesson.
2. Describe Problems Encountered and Solutions (20)	Thoroughly describes specific problems faced in planning/presenting the lesson and offers clear, effective solutions that led to success.	Describes problems faced and provides reasonable solutions, showing some success in overcoming the challenges.	Describes some problems but solutions are vague or not fully effective.	Fails to describe clear problems or provides inadequate or ineffective solutions.
3. Critically Evaluate Strengths and Weaknesses of Presentation (20)	Provides an in-depth, thoughtful evaluation of both strengths and weaknesses, with clear examples to support analysis.	Provides a solid evaluation with clear identification of strengths and weaknesses but lacks depth in examples.	Provides a basic evaluation with general strengths and weaknesses but lacks supporting details.	Fails to critically evaluate or provides unclear, incomplete evaluation.
4. Describe Changes You Would Make (20)	Clearly and thoughtfully explains specific changes that would improve the presentation, with well-justified reasoning.	Provides some reasonable suggestions for change with basic explanations.	Offers limited suggestions for changes with minimal reasoning or depth.	Provides vague or no suggestions for improvement.
5. Reflect on Community Rotation Experience (20)	Provides a thorough, reflective response showing deep insights gained from the community rotation experience, including learning about the population and professional growth.	Provides a good reflection on the experience with some insights into learning and personal/professional growth.	Offers a general reflection but lacks depth or specific insights into learning or growth.	Provides minimal or superficial reflection, lacking insights into the experience.
TOTAL				

Scientific Article Evaluation

Purpose:

Dental hygienists should be able to evaluate scientific literature as a basis for life-long learning, evidence-based practice and as a foundation for adapting to changes in healthcare.

Dental Hygiene Competency:

P.2 Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.

HP. 6 Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene care.

Instructions:

1. You and your partner will be provided with a peer-reviewed article to evaluate.
2. You and your partner will critique the research article using a series of questions included on the next two pages.
3. The questions on this evaluation must be answered based on your article. At the completion of this assignment, the article must be submitted along with your answers.
4. Each question on the next two pages must be **answered completely with an explanation from you as to why your response is either a yes or no**. An explanation may consist of a statement from the article which supports your answer, or it may be an explanation based on your knowledge. Questions answered with only a yes or no response will not receive full credit. Please see evaluation rubric of this assignment.
5. **The assignment and the article must be submitted on Friday, April 24, 2026 @ 10:30 pm in Blackboard.**

Group 1	Alanna Richard and Kailee Dotson
Group 2	Andrea Cazares Puente and Lauren Moore
Group 3	Brianna Upshaw and Ravean Linton
Group 4	Carlee Bland and Shelsy Sosa
Group 5	Elizabeth Cisneros and Whitney Nguyen
Group 6	Jeisi Flores Molina and Yadira Aguilera
Group 7	Haley Roccaforte and Yadira Padilla
Group 8	Carli Landry and Victoria Morton
Group 9	Brittney Bell and Robin Bravo
Group 10	Breanna Ringer and Loren Newcost
Group 11	Alyssa Poole and Kyauhna Dennis

SCIENTIFIC ARTICLE EVALUATION

1. Relevance of Project

- a. Was the project relevant to current dental issues?
- b. Did the project provide new information, confirm the findings of other reports, or was it needlessly repetitive?
- c. Is it likely that application of information from the project will improve the oral health of the public or be useful to the practice of dental public health?
- d. Is the project likely to lead to additional research or other projects?
- e. Were the findings published or was the report suitably distributed?

2. Identification and Planned Approach to Problem (Design)

- a. Did the project clearly and concisely define or identify a specific hypothesis, problem or need?
- b. Did the project contain a logical and realistic approach to testing a hypothesis, solving a problem, or a need?
- c. Were the objectives of the project realistic and were they likely to be attained in the allotted time with the staff, facilities, materials, and finances available?
- d. Were the collected data specified, described, or defined, and were they related directly to the objectives of the project?
- e. Did the researcher seek appropriate technical assistance and consultation?
- f. Were responsibilities of participating project personnel (**in scientific article**) clearly defined or outlined?
- g. Were the number and qualifications of project personnel (**in scientific article**) adequate for the project?
- h. Is there evidence that the researcher understood the assumptions of the study (**from review of literature**) made in designing the project?
- i. Was the study designed with adequate concern for ethical considerations?

3. Adequacy and Pertinence of Review of Literature

- a. Does the report contain a comprehensive review of the current literature pertinent to the project?
- b. Is there evidence that the researcher understood the contents of the reviewed literature?
- c. Is there evidence that the researcher understood the significance of the work done by others?

4. Adequacy of Procedures Used (Methods)

- a. Was an appropriate sample of the population used and was it suitably drawn?
- b. Were experimental procedures specified and described sufficiently, and were they likely to be valid, sensitive repeatable, and reliable?
- c. Did the test procedures have a suitable control?
- d. Were appropriate methods of measurement used?
- e. If project personnel were trained, were the training methods described adequately?
- f. If new methods of measurement were used, were they adequately pretested?
- g. Were the procedures used described in sufficient detail to evaluate the work to permit

repeating the project? Describe the procedures.

- h. Were the data collected in an organized way suitable for analysis?
- i. Was bias reasonably controlled?
- j. Was the researcher(s) successful in following the planned procedures for the project?
- k. Were the methods adequate for obtaining informed consent of participants?

5. Data Analysis and Discussion of Findings

- a. Are the findings presented clearly and are tables and graphs easy to understand?
- b. Were the statistical tests used appropriate for the collected data?
- c. Do the data provide answers to the questions that led to the design and execution of the project?
- d. Describe the results of the study?
- e. Is all of the discussion relevant to the findings?
- f. Were some findings over-emphasized or excessively discussed and other findings under-emphasized or ignored?

6. Summary and Conclusions

- a. Does the summary synthesize the project's most salient procedures and findings?
- b. Does the data support the conclusions?
- c. Are the conclusions valid?

7. Recognition of Problems and Suggested Changes if Project Were Repeated

- a. Is there evidence that the researcher is aware of weaknesses in the design or execution of the project that could have been eliminated?
- b. Would the suggested changes likely improve the project if it were repeated?
- c. Does the researcher refuse to recognize any deficiencies in the project or the report?

8. Can you apply the finding(s) to patient care? If so, how?

DHYG 1315 Scientific Article Evaluation			
Competencies for the Dental Hygiene profession	P.2 HP.6	<ul style="list-style-type: none"> ❖ Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as accepted standards of care. ❖ Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene. 	
Group Number		Date:	
Member names:		Instructor:	
<p>The following criteria will be used to determine the grade on the Scientific Article Evaluation</p>			
Point values: 1= Meets all requirements ½= Needs improvement 0= Does not meet all requirements			Final grade awarded:
The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria:			Points Awarded
1a	Relevance of project to current dental issues was evaluated.		
1b	Type of research project was identified.		
1c	Application of the project information was identified.		
1d	Future applications of the research project were examined.		
1e	The dissemination of the project was identified.		
2a	The specific hypothesis, problem, or need was examined for clarity and conciseness.		
2b	The approach to testing a hypothesis, solving a problem, or a need was evaluated.		
2c	A realistic approach to the objectives of the project was evaluated.		
2d	The relationship of the objectives of the project to the data collected was examined.		
2e	Technical assistance and consultation were identified.		
2f	Responsibilities of the research project personnel were discussed.		
2g	The number and qualifications of the research project personnel determined.		
2h	Assumptions of the research project were recognized.		
2i	Concern for ethical considerations was evaluated.		
3a	The comprehensiveness of the review of literature was examined.		
3b	Evidence of an understanding of the reviewed literature was evaluated.		
3c	Evidence of understanding of the work done by other researchers was evaluated.		
4a	The population sample was evaluated.		
4b	The experimental procedures were explained specifically.		
4c	A control for the test procedures was identified.		
4d	Appropriate methods of measurement were identified.		
4e	The training of research personnel was assessed.		

Scientific Article Evaluation	
4f	New methods of measurement (if used) were evaluated.
4g	Procedures used were described by student and evaluated for completeness.
4h	Organization of data collected for analysis was evaluated.
4i	Control of bias was examined.
4j	Completion of procedures planned was determined
4k	Methods for obtaining informed consent of the participants were identified.
5a	Graphs and tables were evaluated for understanding.
5b	Statistical tests used were evaluated.
5c	Data obtained was evaluated for ability to answer design of research project.
5d	Results of the study are identified.
5e	Discussion of results is evaluated.
5f	Over-emphasized, excessive discussion, under-emphasized or ignored findings are examined.
6a	Project's most important procedures and findings are summarized.
6b	Conclusions are examined for support from data obtained.
6c	Validity of conclusions is examined.
7a	Author's awareness of weaknesses is examined.
7b	Changes to improve project if repeated are identified.
7c	Refusal to recognize deficiencies is examined.
8	Application to finding(s) to patient treatment
The grade will be determined by points awarded divided by total number (41) possible.	

Comments:

Oral Health Program

Purpose:

As dental hygienists, we are considered as the “Advocates of Oral Health”. Advocacy is an essential skillset for dental professionals in order to promote good oral health. This project will increase your understanding of how to plan, implement and assess an oral health program. Oral Health Program promotes oral health activities designed to encourage good oral health practices and increase awareness of the importance of oral health and preventive care.

Dental Hygiene Competency:

- P.4 Communicate effectively with individuals and groups from diverse populations both verbally and in writing.
- HP.5 Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.
- CI.7 Assess the oral health needs of the community and the quality and availability of resources and services.
- CI.8 Evaluate the outcomes of community-based program and plan future activities.

Objectives: Students must develop and implement an oral health program in the community

- Identify a target population.
- Perform a needs assessment of the target population.
- Plan a community program based upon the Needs Assessment.
- Identify possible constraints, alternatives and an evaluation tool for the program.
- Evaluate the program.

This project will be completed with other students. Each student is responsible for the completion of all parts of the project. Failure to do so will result in a deduction of points from the non-participating student. The majority of the project will be developed during the laboratory period.

Oral Health Program Instructions

Oral Health Program site finalized: Wednesday, February 4th.

You and your group will develop a community oral health program. The site for this program may be determined by your group with approval by the instructor. **You should choose an organization/agency where dental hygiene students have not had an OH program developed in the last 2 years.** You must make the arrangements for the completion of the project by contacting the agency and/or organization to begin a Needs Assessment. Prior to beginning this project, you must have the project location approved. You will need to contact the agency, assess the needs of the target population, plan and implement the project, and evaluate your results.

Needs Assessments Completion: Wednesday, February 11th.

SET A DATE with the agency or organization for the completion of the Needs Assessment. Confirm this date (February 12th) with the agency. All the members of the group must be present when doing the Needs Assessment.

These are the information you need to make a thorough assessment:

A. General Data

1. Description of Site
 - a. history
 - b. organizational structure
 - c. function and role of the site
 - d. funding sources
 - e. geographic location
2. Description of Target Group
 - a. who
 - b. criteria
 - c. how many
 - d. other
3. Description of Staff Population
 - a. who
 - b. how many
 - c. responsibilities
 - d. education level
 - e. other
4. Description of Services Provided
 - a. coordinator of activities – who
 - b. for whom
 - c. schedule of events
 - d. future plans
 - e. daily routine
 - f. other
5. Other Pertinent Data
 - a. water fluoridated at ppm

B. Information Related to Dental Health

1. Services Provided
2. Preventive Measures Utilized
3. Supplies Available
4. Description and Results of Previous Dental Programs
5. Staff's Knowledge and Awareness of Dental Health
6. Other Pertinent Data

C. Dental Health Status: Describe the prevalence of dental disease & dental care for these

groups and their dental needs relative to other needs. Relate this to their SES and ethnic/cultural group membership.

1. Dental Caries
2. Periodontal Disease
3. Oral Hygiene
4. Malocclusion – if relevant
5. Oral Cancer – if relevant
6. Utilization of Dental services
7. Additional Information

**Some information can be found online. You will need to use the resource websites that we talked about in class. Think of questions that you can ask the person-in-charge and see what information you can find about the agency online prior to the day of the assessment.

Oral Health Program Development

Wednesday, February 18th

• Needs Assessment

- Summarize the findings of your Needs Assessment. This information needs to be written in a narrative format using the outline identified in the Needs Assessment.
- Briefly describe the agency, its locations, the purpose of the agency and its goal(s). Describe the target population of this program and the dental health needs of the population. Include a discussion of the social, economic, and ethnic/cultural influences of their dental health needs. The dental health status will also be included.
- How were the needs of the agency assessed to determine a need for the program? How are needs in their program continually assessed for long range planning? Analyze your findings. What do you see as their main dental health need? Prioritize these needs.

• Goal and Objectives

- Develop a **goal** statement for your program. Goals should be broad-based and provide direction for the program.
- State your **objectives**. They should be specific and stated in measurable terms. Objectives should provide steps to achieving your goal.

• Rationale

- Support your program with a **rationale (review of the literature)**. Describe programs of similar nature and relate them to your oral health program. Three or more primary documents should be used to support your program. Explain how each document would support your program in an organized written format. References for this information should be included in Part 1 of this write-up. All references should be in the proper format. Please see the APA Reference Guide Welcome to Purdue Owl.

Oral Health Program Development

Wednesday, February 25th

- Program Design

- **Activities:** Plan the program. Briefly outline how the program will be carried out. This is usually done by session. Describe the activities that will take place during that session i.e., what will be done on each visit, who will be targeted at each visit? As you develop your plan make sure you address the way in which each objective will be carried out.
- **Constraints and alternative strategies:** Identify possible barriers to reaching your goal and supply alternative strategies.
- **Resources:** Select the resources that will be needed to accomplish your activities. Include personnel, equipment, supplies, audiovisual aids and media, pamphlets, etc.
- **Budget** Identify purchases (toothbrushes, floss, paper goods, etc.) to be made to carry out your program. Estimate the cost(s) if you are unsure of your exact need(s).
- **Timetable** Develop a timetable for carrying out your program.

Oral Health Program Development

Wednesday, March 4th

- Evaluation

- Develop an evaluation plan for your program. Use **formative and summative types** of evaluation. State what will be evaluated, who will be evaluated, when and how. **Make sure all objectives have a method for evaluation.**

- References

- Identify all references used in your write-up. Most likely the first reference will be your oral interview with your contact person at the agency. It becomes #1. Most likely the next reference will be where you obtained the information for the fluoride status of the community. It will be #2. Other references will follow including sources for the dental health status of your group and articles used in the Review of Literature.

- Appendix

- This section may include forms to be used to assess plaque scores, pre/posttest(s), etc. References should be documented correctly.

*****Part 1 Development of Oral Health Program - Due Friday, March 7th at 10:30 pm.

Write-up

Part 1 should be written in a professional manner as stipulated in the Laboratory sessions. The font must be Times New Roman and 12-point. Correct grammar should be used. There should not be any misspelled words. No personal pronouns or personal names should be used within the write-up. Program should be written in paragraph style.

- **Final write-up should be submitted on Blackboard with all components included. Failure to submit complete information on time will affect the Part 1 Development of Oral Health Program grade.**

Implementation of the Oral Health Program

The implementation of the program is the process of putting your plan into effect. All students are required to work with their assigned groups. You will meet and discuss the project and delegate the work. During this stage, your group will create a presentation about the topics and activities listed on the lesson plan. Each group should plan to meet with me weekly to present your lesson plan prior to meeting the target population. We will talk about the lesson plan and its format in class.

Due dates for submission of Lesson Plan	Dates to implement the program	Submission of slides and other documents
One week before 1 st session	Wednesday, April 8	One week after 1 st session
One week before 2 nd session	Wednesday, April 15	One week after 2 nd session
One week before 3 rd session	Wednesday, April 22	One week after 3 rd session

There will be **no laboratory class on April 8, 15, and 22** for the implementation of your OH program.

Each session at your OH program must include a lesson plan. Lesson plans are due the day before you implement your program.

Oral Health Program Evaluation

Wednesday, April 29th

Part 2: We will write Part 2 of the Oral Health program in class. Part 2 should include the following components:

- **Dates:** Identify the dates on which you implemented and/or evaluated your project.
- **Program Design:** Provide a detailed description by date of the program as it was carried out. Include differences from planned procedures. Describe how the program was promoted.
- **Program Objectives:** Specifically describe how you carried out each objective. Did the program meet the stated objectives?
- **Results:** What were the outcomes of the objectives?
- **Evaluation:** What were the strengths of the program? Explain and justify your answer. What were its weaknesses? What recommendations would you make to improve the program? Be specific.
- **Future site for oral health program:** Evaluate the site in terms of its value as a future project site, i.e. was the agency or target population in need, was the person-in-charge helpful and courteous, was the scheduling of the project appropriate for our departmental time constraints, etc.?
- **Learning value:** Analyze the learning value of the project, i.e. what did you learn from completing this project?

- **Collaboration:** If you collaborated with another student on this project, describe how you collaborated and what you learned from collaborating.
- **Appendix:** Include in your appendix your lesson plans, assessment forms you have utilized, etc.

Oral Health Program Presentation

Wednesday, May 6th

Part 3 Oral Presentation

A **ten-minute** oral report will be made to communicate the highlights of the program to the class. Any presentation longer than 10 minutes will be stopped. If you collaborated on the project, each must contribute to the oral report, presenting the required information about the project. The oral report will be evaluated on conciseness, thoroughness, depth, organization, and presentation. Failure to be present for all oral reports will result in loss of points. The following is a brief explanation of what should be included in presentation:

- **Organization**
 - Introduction: include a brief description of the agency and the target group, a brief statement about the goal and objectives and the rationale for the program developed
 - Body: include a description of the program, survey measurements, results, and evaluation of your program
 - Closure: include suggestions for improvement and what you learned from the experience
 - Question and Answer period
 - Time
- **Content**
 - Easy to follow: goes in order of introduction, body and closure
 - Convincing documentation of rationale for program
 - Concrete examples of suggestions for improvements
- **Delivery**
 - Audience contact: includes eye contact with audience
 - Effective communication: pace of presentation, voice-tone, enunciation, language appropriateness, manner of presentation

*******Part 2 Oral Health Program and Part 3 – Due Wednesday, May 6th, 9:00 am.**

Lesson Plan Outline

Session number

I. Introduction

II. Objectives

Cognitive:

Psychomotor:

Affective:

III. Content

IV. Method of Teaching

A. Initiating Activities:

B. Developmental Activities:

C. Culminating Activities:

V. Materials and Resources

VI. Evaluation and Assessment

NAME _____

DATE _____

ORAL HEALTH PROGRAM EVALUATION
Part 1 Development of Oral Health Program

Dental Hygiene Competency		P.4 HP.5 CI.7 CI.8	Communicate effectively with individuals and groups from diverse populations both verbally and in writing Promote the values of oral and general health and wellness to the public and organizations within and outside the profession. Assess the oral health needs of the community and the quality and availability of resources and services. Evaluate the outcomes of community-based program and plan future ones.			
Area of evaluation	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2	
1. Needs Assessment and Analysis		Identifies <u>many</u> findings of the Needs Assessment. Accurately interprets <u>many</u> important findings. Prioritizes <u>many</u> of the important findings. Provides a thoughtful analysis.	Identifies <u>several</u> findings of the Needs Assessment. Accurately interprets <u>several</u> important findings. Prioritizes <u>several</u> important findings. Provides an analysis only of the obvious.	Identifies <u>any</u> relevant finding of the Needs Assessment. Accurately interprets <u>any</u> important finding. Prioritizes <u>any</u> important finding. Provides only a superficial analysis.	Fails to identify <u>any</u> relevant finding of the Needs Assessment. Fails to analyze and prioritize <u>any</u> of the important findings.	
2. Dental Health Status		Identifies <u>many</u> findings of the Dental Health Status of the target group. Provides a thoughtful analysis.	Identifies <u>several</u> findings of the Dental Health Status of the target group. Provides an analysis only of the obvious.	Identifies <u>any</u> finding of the Dental Health Status of the target group. Provides only a superficial analysis.	Fails to identify any relevant finding on the dental health status of the target group. Fails to provide an analysis.	
3. Statement of Goals and Objectives		An <u>appropriate</u> goal statement is developed. The goal is <u>very</u> broad-based. Objectives are developed. <u>Many</u> of the objectives are measurable. <u>Many</u> objectives relate to the goal statement.	A goal statement is developed. The goal is broad-based. Objectives are developed. <u>Several</u> of the objectives are measurable. <u>Several</u> objectives relate to the goal statement.	A goal statement is developed. Objectives are developed. <u>Any</u> objective is measurable. <u>Any</u> of the objectives relate to the goal statement.	Fails to develop a goal statement. Not all objectives are developed. Objectives are not measurable.	
4. Rationale for the Program		Program is supported by a <u>well-</u> developed review of the literature. Provides a thoughtful analysis of programs of similar nature. Rationale includes at least <u>3</u> primary references of support for the program.	Program is supported by an <u>adequate</u> review of the literature. Programs of similar nature are compared to your program. Rationale includes at least <u>2</u> primary references of support for the program.	Program is supported by a review of the literature. <u>No</u> comparisons are made to other programs. Rationale includes at least <u>1</u> primary reference of support for the program.	Fails to support program by a review of the literature. Fails to compare other programs. Rationale includes <u>no</u> primary references of support for the program.	
Project Design						
5.	Planning of the program	Program is <u>thoughtfully</u> designed. Activities are <u>thoroughly</u> described for each session. Design thoroughly describes how objectives will be carried out.	Program is <u>adequately</u> designed. Activities are <u>adequately</u> described for each session. Design describes how <u>some</u> objectives will be carried out.	Program is adequately designed. <u>Some</u> sessions are described. <u>Few</u> objectives are included in the design.	Fails to show how program will be carried out. Sessions are not adequately described. Fails to show how objectives will be carried out.	
6.	Constraints & Alternative Strategies	<u>Many</u> barriers to program implementation or completion are thoughtfully described. Alternative strategies are <u>thoughtfully</u> described.	<u>Several</u> barriers to program implementation or completion are <u>adequately</u> described. Alternative strategies are adequately described.	<u>At least one</u> barrier to program implementation or completion is described. Alternative strategies are superficially described.	Fails to identify any barriers to program implementation or completion. Alternative strategies are no described.	
7.	Resources, Timetable, Budget	<u>Many</u> resources to implement the program are identified. A timetable for completion of the program is <u>thorough</u> . An <u>adequate</u> budget has been completed.	<u>Several</u> resources to implement the program are identified. A timetable for completion of the program is present. A budget has been completed.	<u>At least one</u> resource to implement the program is identified. A timetable for completion of the program is present. A budget has been completed.	Fails to identify any resources to implement the program. A timetable for completion of the program is absent. A budget has not been completed.	

Area of Evaluation	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
8. Evaluation		A thoughtful evaluation plan has been developed. The process for evaluating <u>many</u> of the objectives is described. <u>Many</u> formative and summative types of evaluation are used.	An evaluation plan has been developed. The process for evaluating <u>several</u> of the objectives is described. <u>Several</u> formative and summative types of evaluation are used.	An evaluation plan has been developed. The process for evaluating at least one of the objectives is described. An attempt is made to use formative and summative evaluation.	<u>Fails</u> to develop an evaluation plan. The process for evaluating the objectives is not described. No attempt is made to use formative and summative evaluation.
9. Other		<u>Many</u> of the supporting references are included on the reference page using the correct sequence and format. <u>Many</u> of the forms to be used in the program are included.	<u>Several</u> of the supporting references are included on the reference page. <u>Several</u> references use the correct sequence and format. <u>Several</u> of the forms to be used in the program are included.	At least one of the supporting references is included on the reference page. At least one uses the correct sequence and format. At least one of the forms to be used in the program is included.	<u>Fails</u> to identify any of the supporting references on the reference page. Fails to include any forms to be used in the program.
10. Writing and Basic requirements		Thoughts are highly organized and logically presented; easy to follow; word usage is correct and sets a very professional tone; correct spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard on time with all required components	Thoughts are generally organized and logically presented; word usage is adequate and sets a professional tone; several errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard <u>late</u> with all required components.	Thoughts are somewhat disorganized, vague and difficult to follow; word usage is sometimes inappropriate and detracts from professional tone; numerous errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is not submitted on Blackboard with all required components.	Thoughts are very disorganized, extremely vague, difficult to follow; word usage is often inappropriate and detracts significantly from the professional tone; numerous errors in spelling, grammar, punctuation, capitalization, sentence structure. The program plan write-up is not turned in on the due date on Blackboard.
TOTAL POINTS (50 possible points)					

Comments:

NAME _____

DATE _____

ORAL HEALTH PROGRAM

Part II Implementation of Oral Health Program

Dental Hygiene Competency	P.4 HP.5 CI.7 CI.8	Communicate effectively with individuals and groups from diverse populations both verbally and in writing Promote the values of oral and general health and wellness to the public and organizations within and outside the profession. Assess the oral health needs of the community and the quality and availability of resources and services. Evaluate the outcomes of community-based program and plan future activities.			
Area of evaluation	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
1. Program Design		A detailed description of the program as it was carried out by date was provided. <u>Many</u> important details were included in the description and were appropriate as specified in the program. <u>Many</u> of the dates were supplied.	A description of the program as it was carried out by date was provided. <u>Several</u> important details were included in the description and were appropriate as specified in the program. <u>Several</u> of the dates were supplied.	A description of the program as it was carried out by date was provided. <u>At least one</u> important detail was included in the description and was appropriate as specified in the program. <u>At least one</u> of the dates was supplied.	A description of the program as it was carried out by date <u>was not</u> provided. <u>Fails to</u> include important details in the description. <u>Fails to</u> include the dates.
2. Program Objectives		How <u>many</u> of the objectives were carried out was specifically described. An evaluation of the attainment of <u>many</u> of the objectives was made.	How <u>several</u> of the objectives were carried out was specifically described. An evaluation of the attainment of <u>several</u> of the objectives was made.	How <u>at least one</u> of the objectives was carried out was specifically described. An evaluation of the attainment of <u>at least one</u> of the objectives was made.	How the objectives were carried out was not specifically described. <u>Fails to</u> evaluate the attainment of <u>any</u> of the objectives.
3. Results		<u>Many</u> of the results of the objectives were described in detail providing a thoughtful analysis.	<u>Several</u> of the results of the objectives were described in detail providing a thoughtful analysis.	<u>At least one</u> of the results of the objectives was described in detail providing a thoughtful analysis.	<u>Fails to</u> describe results of the objectives. <u>Fails to</u> provide a thoughtful analysis.
4. Evaluation		Identifies <u>many</u> of the strengths and weaknesses of the program. A thoughtful analysis of the strengths and weaknesses of the program were provided. Justification for your analysis was included. <u>Many</u> specific suggestions were made to improve the program.	Identifies <u>several</u> of the strengths and weaknesses of the program. Provides an analysis only of the obvious strengths and weaknesses of the program. Some justification for the analysis was included. <u>Several</u> suggestions were made to improve the program	Identifies <u>at least one</u> of the strengths and weaknesses of the program. Provides an only a superficial analysis of the strengths and weaknesses of the program. <u>At least one</u> justification for the analysis was included. <u>At least one</u> suggestion was made to improve the program	<u>Fails to</u> identify the strengths and weaknesses of the program. <u>Fails to</u> provide any analysis of the program. No justification for the analysis was included. No suggestions were made to improve the program.
5. Future Site		Provides a thoughtful analysis its value as a site for a future project.	Provides only an obvious analysis of the sites value for a future project.	Provides only a superficial analysis of the sites value for a future project.	<u>Fails to</u> analyze its value as a site for a future project.
6. Learning value and Collaboration		Provides a thoughtful analysis of the learning values of the project. Describe how you collaborated with your partner and what you learned from collaborating.	Provides an obvious analysis of the learning values of the project. Describe how you collaborated with your partner and what you learned from collaborating.	Provides a superficial analysis of the learning values of the project. Describe how you collaborated with your partner and what you learned from collaborating.	<u>Fails to</u> provide an analysis of the learning values of the project. <u>Fails to</u> describe how you collaborated with your partner and what you learned from collaborating.
7. Lesson plans		<u>All</u> lesson plans are included using the correct format and including all required information	Several lesson plans are included using the correct format and including all required information	<u>At least one</u> lesson plan is included using the correct format and including all required information	<u>Fails to</u> include lesson plans using the correct format and including all required information

Supporting Documents	Points	Excellent 5	Good 4	Fair 3	Unacceptable 2
8. Forms		<p><u>Many</u> of the forms used in the OH program are included in the appendix. <u>Many</u> of the forms are identified correctly. <u>Many</u> of the supporting documents from other parts of the report are included using the correct sequence and format.</p>	<p><u>Several</u> of the forms used in the OH program are included in the appendix. <u>Several</u> of the forms are identified correctly. <u>Several</u> of the supporting documents from other parts of the report are included using the correct sequence and format.</p>	<p><u>At least one</u> of the forms used in the OH program are included in the appendix. <u>At least one</u> of the forms is identified correctly. <u>At least one</u> of the supporting documents from other parts of the report are included using the correct sequence and format.</p>	<p><u>Fails to include any</u> of the forms used in the OH program are included in the appendix. <u>Fails to properly identify</u> the forms used in the OH program. <u>Fails to include</u> the supporting documents from other parts of the report with correct sequence and format.</p>
9. Writing and Basic requirements		<p>Thoughts are highly organized and logically presented; easy to follow; word usage is correct and sets a very professional tone; correct spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard on time with all required components.</p>	<p>Thoughts are generally organized and logically presented; word usage is adequate and sets professional tone; several errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is submitted on Blackboard <u>late</u> with all required components.</p>	<p>Thoughts are somewhat disorganized, vague and difficult to follow; word usage is sometimes inappropriate and detracts from professional tone; numerous errors in spelling, grammar, punctuation, capitalization, and sentence structure. The program plan write-up is not submitted on Blackboard with all required components.</p>	<p>Thoughts are very disorganized, extremely vague, difficult to follow; word usage is often inappropriate and detracts significantly from the professional tone; numerous errors in spelling, grammar, punctuation, capitalization, sentence structure. The program plan write-up is not turned in on the due date on Blackboard.</p>
10. Presentation		<p>Includes <u>many</u> of the identified points in the organization, content and delivery of the presentation.</p>	<p>Includes <u>several</u> of the identified points in the organization, content and delivery of the presentation.</p>	<p>Includes <u>at least one</u> of the identified points in the organization, content and delivery of the presentation.</p>	<p><u>Fails to include</u> any of the identified points in the organization, content and delivery of the presentation.</p>
TOTAL POINTS (50) possible points					

Comments:

Oral Health Program
Part III – Presentation

Dental Hygiene Competency	P.4 HP.5 CI.7 CI.8	Communicate effectively with individuals and groups from diverse populations both verbally and in writing Promote the values of oral and general health and wellness to the public and organizations within and outside the profession. Assess the oral health needs of the community and the quality and availability of resources and services. Evaluate the outcomes of community-based program and plan future ones.	
Organization (3 points)			Points
3 points: Clear description of agency, target group, goal, objectives, and rationale.			
2 points: Adequate description but lacks some clarity.			
1 point: Basic description with unclear or vague goal/objectives.			
0 points: Missing or unclear description and rationale.			
Content (3 points)			Points
3 points: Well-organized and easy to follow; strong rationale with evidence/examples.			
2 points: Adequate organization and rationale, with minor gaps.			
1 point: Disorganized or unclear content.			
0 points: Lacks clear rationale or disorganized.			
Delivery (3 points)			Points
3 points: Strong eye contact, clear speech, and appropriate pacing.			
2 points: Some eye contact or pacing issues, but still clear.			
1 point: Limited eye contact or unclear delivery.			
0 points: No engagement with audience or unclear speech.			
Time Management (1 point)			Points
1 point: Presentation is on time with good pacing.			
0 points: Presentation is too short or exceeds time limit.			
TOTAL POINTS			

Cultural and Diversity Awareness Project

Purpose:

This activity is designed to help our students reflect on concepts relating to Cultural Awareness and Competence about their own and other's culture in particular.

Dental Hygiene Competency:

P.5 Demonstrate cultural sensitivity, and the interpersonal and communication skills required for effective functioning with diverse population groups and other members of the health care team.

Instructions:

Make a slide presentation that showcases your culture. There is no restriction on the number of slides. Below are some sample questions that could assist you in developing your slides. Feel free to add any information or images you'd like to include.

- **What were some birthday traditions in your family growing up? What was important to you as a child about birthdays?**
 - How do these traditions reflect your culture?
- **Do you still keep up with family traditions?**
 - How have these traditions evolved over time?
- **How does your family celebrate the holidays?**
 - Are there specific customs or rituals that make these celebrations unique to your culture?
- **What was the food served in your family growing up that you really didn't like?**
 - How do food choices reflect your cultural heritage?
- **If you wanted to serve a visitor a meal that would help them understand your cultural heritage, what meal would you serve?**
 - Why is this meal significant to your culture?
- **How would you describe the similarities and differences of your own culture to others?**
 - What aspects of your culture do you think are often misunderstood by others?
- **What are your traits and characteristics that make you unique?**
 - How do your personal traits reflect your cultural background?
- **What is the significance of your family's cultural background?**
 - How does your heritage influence your values, beliefs, and daily life?
- **What are some traditional celebrations or festivals in your culture?**
 - How do these celebrations differ from those in other cultures?
- **What role does language play in your culture?**
 - Are there any specific phrases or expressions that are important in your family?

- **What music, dance, or art forms are significant in your culture?**
 - How do these forms of expression play a role in your community or family life?
- **Are there any traditional dress styles or fashions that hold cultural significance in your family or community?**
 - When and where are these worn, and what do they symbolize?
- **What is the role of religion or spirituality in your culture?**
 - How does it shape traditions or family gatherings?
- **What are some cultural values that your family holds dear?**
 - How do these values influence your daily life and interactions with others?
- **What are some challenges or changes your culture has experienced over time?**
 - How has your culture adapted or maintained its traditions through these changes?

Be prepared to present at the beginning of each lab session.

One student will present in every Community Lab session.

Cultural and Diversity Awareness Project Slides are due on February 9th @ 10:30 pm.

CULTURAL AND DIVERSITY AWARENESS PROJECT RUBRIC				
Purpose:	This activity is designed to help our students reflect on concepts relating to Cultural Awareness and Competence about their own and other's culture in particular.			
Dental Hygiene Competency:	P.5 Demonstrate cultural sensitivity, and the interpersonal and communication skills required for effective functioning with diverse population groups and other members of the health care team.			
Category	Excellent (100%)	Good (75%)	Satisfactory (50%)	Needs Improvement (25%)
Content and Relevance (12%)	The presentation fully addresses all relevant questions and concepts. Each slide is informative, engaging, and covers multiple aspects of the student's cultural background and practices.	The presentation addresses most of the questions and cultural concepts but may miss a few details or be less thorough in parts.	The presentation covers some questions but lacks depth or misses several aspects of cultural context.	The presentation is incomplete or lacks relevance to cultural topics.
Clarity and Organization (12%)	The presentation is well-organized, with clear, easy-to-read slides. Ideas flow logically, with smooth transitions between topics.	The presentation is organized and easy to follow but may have some slight issues with transitions or clarity.	The presentation is somewhat disorganized, making it harder to follow.	The presentation lacks clear organization, making it difficult to understand.
Creativity and Engagement (12%)	The presentation includes engaging visuals (photos, artwork, etc.), relevant examples, and creative design elements that capture the audience's attention.	The presentation includes some visuals or examples that help enhance understanding but may be somewhat generic.	The presentation includes few or no visuals, and the design does not enhance the content.	The presentation lacks creativity and visuals, and the design detracts from the content.
Depth of Reflection (12%)	The presentation demonstrates deep self-reflection about cultural values, beliefs, and how they influence daily life and interactions.	The student reflects on their culture and its influence but lacks depth in some areas.	The presentation provides basic reflections, with minimal insight into the student's cultural impact.	The presentation does not provide significant personal reflection or lacks connection to the student's life.
Communication Skills (12%)	The student demonstrates clear, confident, and culturally sensitive communication during the presentation,	The student communicates well and is clear but may lack some confidence or cultural sensitivity in certain areas.	The student's communication is somewhat unclear or lacks engagement.	The student has difficulty communicating their ideas clearly or does not engage the class

	engaging the class effectively.			effectively.
Use of Cultural Examples (12%)	The student provides specific cultural examples (traditions, rituals, celebrations, etc.) and links them to personal experiences and cultural significance.	The student includes some cultural examples but may lack personal connections or deeper explanation.	The student includes general or few examples but lacks personal relevance or cultural depth.	The student does not provide meaningful cultural examples or personal connections.
Cultural Sensitivity (12%)	The presentation is highly sensitive to cultural differences and demonstrates a strong understanding of cultural awareness and competence.	The student demonstrates cultural sensitivity but may miss subtle nuances or exhibit minor cultural insensitivity.	The student's presentation is somewhat culturally insensitive or lacks full awareness.	The student demonstrates a lack of cultural sensitivity or awareness.
Timeliness and Submission (16%)	The presentation is submitted on time, with no errors in formatting or technical issues.	The presentation is submitted on time but may have small formatting or technical issues.	The presentation is late or has significant formatting issues.	The presentation is not submitted on time or has major technical issues.
TOTAL POINTS:				

E-PORTFOLIO ASSIGNMENTS

The following are the main competencies of the LIT Dental Hygiene program curriculum.

Professionalism - the ethics, values, skills, and knowledge integral to all aspects of the profession.

Health Promotion/Disease Prevention - knowledge of wellness, health determinants, and characteristics of various patient/client communities.

Community - to assess, plan, and implement programs and activities to benefit the general population.

Patient Care - using skills to assess, diagnose, plan, implement, and evaluate treatment.

Career Growth and Development - increase patients' access to dental hygiene, offer ways to influence the profession and the changing health care environment.

Instructions:

Community Service

Write a description of your community service hours for the fall semester. Include where you volunteered, what you did for the organization, who you interacted with, and how long you volunteered. This should be added to 1st Year entries. Answer the following questions:

1. What did you discover about yourself while volunteering?
2. Reflect on how volunteering is helping you grow as a professional.

DHYG 1315 – Community Dentistry Project

Upload Part 1 of your Oral Health Program (with corrections made)

- Choose 2-3 competencies at which you excelled in this assignment.
- Explain why you feel you excelled in these competencies.
- Reflect on how this program might help you when you are working as a dental hygienist.

Additional Instruction:

Make sure to follow the Assignment, Examination and Quiz Policy.

Copy and paste your E-portfolio entry in a Word document or PDF and submit it in the designated submission folder in Blackboard.

Due Date: March 27th at 10:30 pm

E-Portfolio Rubric

	2	1	0	Community Service	Community Dentistry
Assignment Submissions	Assignment submitted by due date.	Assignment is submitted after due date.	Assignment is not submitted.		
Assignment Completion	Assignment is complete on 1 st submission.	Assignment is complete after 2 nd submission.	Assignment is complete several submissions.		
Identifying Competencies	Student correctly identifies 2-3 competencies that are met by the assignment.	Student correctly identifies 1 competency that is met by the assignment.	Student does not correctly identify any competencies that are met by the assignment.		
Self-Assessment	Student's self-assessment shows how the competencies are met with the assignment.	Student's self-assessment does not show how the competencies are met with the assignment.	Student did not include a self-assessment of the assignment.		
Application	Student's reflection shows how the assignment might be applied after graduation.	Student's reflection does not show how the assignment might be applied after graduation.	Student did not include a reflection of how the assignment might be applied after graduation.		
Revision	Revision is evident after the 1 st submission with substantial improvement in content, organization or clarity.	Revision is made after the 2 nd submission, with moderate improvements in content, organization or clarity.	No revision or minimal effort made to improve after feedback.		

COMMUNITY DENTISTRY GRADE COMPUTATION SHEET

Student Name _____

Tests: _____

Average: _____

$\times .55 =$ _____

Assignments/Discussions/Quizzes

Average: _____

$\times .05 =$ _____

Scientific Article Evaluation

$\times .10 =$ _____

Oral Health Program Project (Parts 1,
2, and 3)

Average: _____

$\times .20 =$ _____

Cultural and Diversity Awareness
Project

$\times .05 =$ _____

Community Rotation

$\times .05 =$ _____

E-portfolio submissions (2)

Completion

Final Course Grade:

Final Letter Grade :

Class Expectations

To create and preserve an atmosphere that optimizes teaching and learning, students are expected to adhere to the following rules in Community Dentistry Lecture and Lab.

What is Expected of You (the student)

1. **Be respectful.** Respect is the foundation of a successful learning environment. It is important that students are respectful toward the instructors and fellow classmates, and that their behaviors do not interfere or disrupt lab activities. Follow the rules of common courtesy in all your email messages, class discussions and activities, and critiques/reviews of others' work.
2. **Be on time.** Because random arrivals and exits are disrespectful and distracting. Please plan to arrive to class on time and to stay for the entire class.
3. **Be Prepared and Engaged.** Demonstrate strong preparation to meet deadlines and actively participate in the course. View your schedule daily and check your LIT email for any announcements. Read and follow all content items and assignment directions. You are expected to fully engage in this course by submitting all requirements, assignments, and quizzes on time and participating in lecture and lab activities.
4. **Be organized.** Organization not only reduces stress levels, but it also helps you save time, achieve success, and enjoy a clutter-free zone both within your physical environment and your mind.
5. **Be helpful.** Make a commitment to help each other along the way.
6. **Communicate.** Early and prompt communication is essential to success in any course. Questions and problems cannot be taken care of if I am not aware of them. Please contact me with any questions you may have. If you have conflicts with the course schedule or concerns about the course content and requirements, you must contact me.
7. **Adhere to the rules, policies and procedures** set by the instructor, program, department and institution.
8. **Turn off your cell phone** and don't text or browse during class (unless it's part of the class)!

What is Expected of Me (your instructor)

1. To start and end class on time.
2. To effectively use class time.
3. To be prepared and have current knowledge of the subject matter.
4. To reply to emails within 24 hours on weekdays and 48 hours on weekends.
5. To grade and return assignments within 24-72 hours to ensure that you have ample time to review my feedback to help you achieve the course objectives.
6. To be courteous, civil, fair, and respectful in my interactions with students.
7. To give adequate notification of assignments, examinations, changes in syllabus.
8. To establish an open learning environment, wherein questions, comments, and interaction are encouraged.

Congratulations and God speed, Class of 2026.