



DENTAL HYGIENE

**CODE:** DHY 240

**TITLE:** Dental Public Health

**DIVISION:** Health Sciences

**COURSE DESCRIPTION:** This course prepares the student to provide patient education to individuals and groups, focusing on a holistic approach. It covers the development, implementation, and evaluation of dental health education programs in a variety of settings through analysis of patient lifestyle, values, behavior, and environment.

**PREREQUISITE:** CHE 210, DHY 201, DHY 210, DHY 220, DHY 241, MTH 107

**COREQUISITE:** DHY 251, SOC 101, SPE 102

**CREDITS:** 3 cr.

**REQUIRED MATERIALS (CHECK BOOKSTORE FOR LATEST EDITION):**

Click on the bookstore for the supplies which you are attending each class.

[Rcbc.edu/bookstore](http://Rcbc.edu/bookstore)

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

- Demonstrate knowledge of key issues in the history of dental public health and the role of law and government. [PLO 4]
- Demonstrate awareness of dental public health issues through education of the community. [PLO 3, PLO 4]
- Apply the research process and properly employ insightful resources and statistical information for the field of dental health. [PLO 3]

**GENERAL EDUCATION OUTCOMES IN THIS COURSE:**

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| Written and Oral Communication: Communication | <p>* Students will logically and persuasively support their points of view or findings.</p> <p>* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.</p> |
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|  | * Students will conduct investigative research which demonstrates academic integrity, originality, depth of thought, and mastery of an approved style of source documentation. |
| Global and Cultural Awareness: Diversity | * Students will be able to explain how communication and culture are interrelated.   |
| Ethical Reasoning and Action             | * Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.  |

**CORE COURSE CONTENT:**

- Jan. 18 INTRODUCTION ORIENTATION/EXPECTATIONS  
BCC/NJDHSS/SJFMC Collaboration Project TEAM DEVELOPMENT – review teaching kits BULLETIN BOARD GUIDELINES - review PREVENTION and PRIMARY CARE ORAL HEALTH WEBSITES TEAM MEETING – for display ADHA POWERPOINT (History of Dental Hygiene and Preventive Modalities)  
Readings complete prior to class attendance Nathe – Chapter 1 Nathe, p. 350, Appendix E Handout -Assignment #1 “Deck the Halls” Display info. provided/discussed
- Jan. 25 DENTAL HEALTH EDUCATION/PROMOTION LESSON PLAN DEVELOPMENT Team 1 - Bulletin Board Proposal Team 2 - Display Case Proposal Team 3 - Dental Reception Team Proposals due Nathe, Chapters 6,7  
Typed “Deck the Halls” proposal due
- Feb. 1 (GKAS) Do readingsee Website U.S. DENTAL CARE DELIVERY SYSTEMS ORAL HEALTH CARE FINANCING Fluoride Activity and Lesson Plan Handouts Nathe, Chapters 2,3 Prior to class attendance Bulletin Board and Display Cases completed before GKAS (Give Kids A Smile) - GKAS
- Feb. 8 TARGET POPULATIONS PROGRAM PLANNING Nathe, Chapters 8,9  
Lesson plan for field work Due
- Feb. 15 PROGRAM EVALUATION LESSON PLAN PRESENTATIONS  
GRANT WRITING Nathe, Chapter 10 QUIZ #1
- Feb. 22 GRANT WRITING contd. LESSON PLAN PRESENTATIONS contd.  
ORAL EPIDEMIOLOGY RESEARCH Nathe, Chapters 11,12 Fluoride activity due
- Feb. 29 (Spring Break – March 7) BIOSTATISTICS EVALUATION OF LITERATURE/PRODUCTS ASTDD Basic Screening Survey Video Nathe, Chapters 13, 14 Community Case 1 study given
- March 14 CONTINUATION - RESEARCH/INDICES (Activity - Work Sheets – Case Study Discussions) Review – Chapters 11-14
- March 28 (Good Friday holiday – March 21) ORAL HEALTH STATUS/TRENDS DENTAL CARE WORLDWIDE LEGISLATION and

- DENTAL HYGIENE PRACTICE Oral Health in America: A Report of the Surgeon General [www.surgeongeneral.gov/library/oralhealth/](http://www.surgeongeneral.gov/library/oralhealth/) Review executive summary – pages 1-13 Write summary. Nathe, Chapters 4,5 QUIZ #2
- April 4 TOBACCO CESSATION STRATEGIES FOR THE RDH lecture– ROLE PLAY follow-up PROTECTING ORAL HEALTH FROM PREGNANCY THROUGH PUBERTY Community Case Study 1 due One page summary of Surgeon General’s Report on Oral Health due
  - April 11 SOCIAL RESPONSIBILITY CULTURAL COMPETENCY SERVICE LEARNING Cultural Sensitivity and Competency and Health Literacy readings and handouts
  - April 18 DENTAL PUBLIC HEALTH CAREERS STRATEGIES for DENTAL PUBLIC HEALTH POSITIONS Nathe, Chapters 15,16 Research Project – Grant Proposal due
  - April 25 GUEST LECTURER/S NJ Foundation of Dentistry for Persons with Disabilities/NJ Department of Health and Senior Services/U of P Research Hygienist Nathe, Chapter 17
  - May 2 REVIEW FOR FINAL Community Project/ Field Experience completion – Include signed field exp. forms
  - May 9 FINAL EXAM Whew! Best of Luck!

#### **COURSE ACTIVITIES:**

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- ▶ **Writing assignments:** students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.
- ▶ **Speaking assignments:** students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- ▶ **Simulation activities:** Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- ▶ **Case Studies:** Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- ▶ **Lectures:** This format will include question and answer sessions to provide interactivity between students and instructor.

▶ Speakers: Representatives from various related fields may be invited to speak.

▶ Videos: Related topics will provide impetus for discussion.

### **EDUCATIONAL TECHNOLOGY:**

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include on-line materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

### **STUDENT EVALUATIONS:**

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor's course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

### **GRADING STANDARD:**

- A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
- B+ Mastery of essential elements and related concepts, showing higher level understanding.
- B Mastery of essential elements and related concepts.
- C+ Above average knowledge of essential elements and related concepts.
- C Acceptable knowledge of essential elements and related concepts.
- D Minimal knowledge of related concepts.
- F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

### **COLLEGE POLICIES:**

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom.

Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- ▶ Academic Integrity Code
- ▶ Student Conduct Code
- ▶ Student Grade Appeal Process

**OFFICE OF STUDENT SUPPORT AND DISABILITIES SERVICES:**

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: [www.rcbc.edu/studentsupport](http://www.rcbc.edu/studentsupport)

**ADDITIONAL SUPPORT/LABS:**

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:

- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:

Academic Advising            [www.rcbc.edu/advising](http://www.rcbc.edu/advising)  
Student Support Counseling [www.rcbc.edu/counseling](http://www.rcbc.edu/counseling)  
Transfer Center                [www.rcbc.edu/transfer](http://www.rcbc.edu/transfer)

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at [www.rcbc.edu/tutoring](http://www.rcbc.edu/tutoring)

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