



**Course Syllabus
SEMESTER XXXX
School of Nursing and Health Professions**

<i>Course Name:</i>	Community Dental Health I
<i>Course & Section Number:</i>	DHY 250-XXX
<i>Meeting Day(s) & Time(s):</i>	
<i>Credits:</i>	1
<i>Contact Hours:</i>	1 hour lecture
<i>Text:</i>	Nathe, C. N. (2017). Dental Public Health & Research Contemporary Practice for the Dental Hygienist (4th ed.). Pearson. Beemsterboer, P. L. (2024). Ethics and Law in Dental Hygiene (4th ed.). Elsevier.
<i>Instructor's Name: *</i>	
<i>Office Hours & Location:</i>	
<i>OCC Email:</i>	
<i>Additional Contact Information:</i>	

*Please call me (name); it is my preferred name. If you have a preferred name, please let me know so I can use it. **Please use only Owens email for course communications.

Catalog description:

Focuses on disease prevention and health promotion through organized community efforts. Sessions provide experience in preparing a topic for presentation as a table clinic and also provide experience in observing at a variety of community health agencies.

Prerequisite/Corequisites:

DHY 102 and MTH 213

Course Materials:

Current Textbooks

1. Nathe, C. N. (2017). Dental Public Health & Research Contemporary Practice for the Dental Hygienist (4th ed.). Pearson.
2. Beemsterboer, P. L. (2024). Ethics and Law in Dental Hygiene (4th ed.). Elsevier.

References- Held on Reserve

1. Kimbrough, V.J. & Lautar, C.J. (2012). Ethics, Jurisprudence, & Practice Management in Dental Hygiene (2nd ed.). Pearson.
2. Geurink, K.V. (2012). Community Oral Health Practice for the Dental Hygienist (3rd ed.). Elsevier.

What You Will Learn in the Course

Course Objectives:

Course will...

1. Introduce the student to Dental Public Health
2. illustrate the state of dental health in the U.S. and the government agencies related to dental hygiene
3. examine careers available in public health for the dental hygienist.
4. differentiate target populations, faith based/cultural initiatives and barriers to dental hygiene care.
5. have students organize a community project using the dental hygiene process of care program planning paradigm.
6. apply dental hygiene research and the integration of evidenced-based practice in dental hygiene.
7. illustrate oral epidemiology and the uses of epidemiology in Public Health

Student Learning Outcomes:

Students will:

Outcome	Where assessed
Explain the historical evolution of dental hygiene as a dental public health science.	Ch 1 Assignment, Ch 1 Quiz, Ch 3 Assignment, Ch 2 and 3 Quiz, Midterm, Final Exam
Define the terms health, public health, and dental public health, social responsibility and professional ethics and identify the core functions of public health and essential public health services.	Ch 1 Assignment, Ch 1 Quiz, Midterm, Final Exam
Identify current public health problems within their own community and explain the role of the dental hygienist within a community setting and why culture and cultural competence are important to dental hygienist's working in the field of public health.	Community Activities, LCEHS Rotation, Cultural Competency Training
Differentiate the six (6) roles of the dental hygienist and determine how they relate to community oral health practice and discuss the importance of dental hygienists in assessing and measuring oral health in the community and identify the social responsibility of RDH's with respect to cultural competence and their role in providing care to special populations.	Ch 1 Assignment, Ch 1 Quiz, Ch 4 Assignment and Ch 4 Quiz, Ch 8 Assignment, Ch 8 Quiz
Compare the relationship of private practice activities to public health activities.	Ch 1 Assignment, Ch 1 Quiz, Midterm, Final Exam, Ch 2 Assignment, Ch 2 Quiz
Discuss and define the basic terms and concepts used in epidemiology and state the prevalence of tooth loss, periodontal disease, oral cancer, and HIV/AIDS, in terms of age, gender, ethnicity, and socioeconomic status.	Ch 18 Assignment, Ch 18/19 Quiz, Midterm, Final Exam, Informative Posters
Determine the steps involved in the development of a community dental health program using the Dental Hygiene Model of Care (ADPIED) to include assessment, dental risk (diagnosis), planning, implementation, evaluation and documentation phases and analyze a community oral health programs utilizing statistics.	Ch 10 Assignment, Ch 10 Quiz, Ch 12/13 Assignment, Ch 12/13 Assignment

Outcome	Where assessed
Explain the importance of scientific method in research and review scientific literature and develop an Informative Poster for presentation at ODHA Annual Session.	Ch 14/16 Assignment, Ch 14/16 Quiz, Midterm, Final Exam, Informative Posters (annotated bibliography, speech, poster, presentation)
Differentiate the unique cultures, values, roles/responsibilities, and expertise of one's own and other health professions.	Ch 11 quiz, Cultural Competency Training, Ch 10 Assignment, Ch 10 quiz, Midterm, Final Exam
Demonstrate effective communication techniques in facilitating discussions and interactions that enhance team function and quality care.	Community Activities, Informative Poster Presentations (DHY Symposium, ODHA Annual Session)

Program Outcomes:

The following program outcomes are assessed in this course

DH Program Outcomes	Where Assessed
Outcome #1-Students will employ effective communication.	Community Activities, Informative Poster Presentations, Community Activities
Outcome #2- Students will demonstrate problem solving	Community Activities, Informative Poster Presentations, Quizzes, Midterm, Final Exam
Outcome #3 Students will access, gather and utilize information	Informative Poster Presentations, Quizzes, Midterm, Final Exam

Technology, Lab, and File Requirements:

Course Website and Resources:

This course will utilize the College's course management system Blackboard. We will be using Blackboard Ultra to distribute content, view videos, submit assignments, take quizzes and you will be able to view your grades. Blackboard will be where you will find communication between myself and the class. The website where Blackboard can be found is blackboard.owens.edu. Please login using your full name, underscore, last name. Your initial password is your two-digit birthday, two digit birth year and 4th and 5th digits of your social security number. Please be responsible and check your Blackboard course.

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: [3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy](#)

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on Informative Poster Titles and Community Activity ideas only, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking. This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Attendance for all class sessions, whether in class or on Blackboard, is mandatory. Any absence or tardiness must be reported to the course instructor brittany_moore4@owens.edu. Exams may be made up only in extenuating circumstances by PRIOR arrangement with the course director. Tardiness or absence communicated via another individual will not be accepted. Students are responsible for the material presented in any session from which the student has been absent. Absences due to extenuating circumstances should be discussed in advance with course director and may be excused on a case-by-case basis. Attendance will be worth 20 points per class and

will count towards assignments. Any student who is tardy more than 3 (three) minutes past the scheduled time for a course to begin will be considered tardy. Two “tardy days” and/or partial attendance will be construed as one undocumented absence. Tardiness is disrupting the faculty and other students in the class. Students who repeatedly miss classes or attend partial classes jeopardize their success in the program. **Lecture Material missed due to absence or tardiness:** Students are responsible for the material presented in any lecture session from which the student has been absent or late. It is the student's responsibility to contact the instructor for missed material due to tardiness or absence. Absence from (2) two class sessions will result in the lowering of the final grade by one letter grade. Each day absent thereafter results in the lowering of the final grade by one letter grade.

Instructor Expectations:

- Please give me 24 hours before attempting your email again and I will do the same when I have emails from you. Be assured that I check my email daily and I will do my best to respond to you within 24 hours.
- I will make myself available through multiple communication channels.
- I will be flexible to support your individual needs.
- I will provide resources and support for you to be successful.
- I will treat you and your classmates with dignity and respect.
- Content objectives will be achieved through lecture, assignments, hands on activities, progress evaluations (quizzes) which will be reinforced by discussion periods.
- All assignments will be graded within 7 days of submission. Quizzes will be graded once ALL submissions have been graded.

Classroom Environment:

- Be respectful while still being critical.
- Be present- this goes beyond attendance. Turn web cameras on if on Blackboard, Remove distractions!
- One person speaks at a time.
- Maintain confidentiality.
- Hold yourself and each other to high standards of excellence at all times.
- Have the humility to recognize that you do not know everything and that everyone can stand to improve.
- Be on time. Your contributions to our discussions are important but our learning community will not benefit from them unless you post on time.
- Recognize that everyone will start from different bases of knowledge.
- Students are responsible for the material presented in any lecture session from which the student has been absent or late. It is the student's responsibility to contact the instructor for missed material due to tardiness or absence.
- Absence from (2) two class sessions will result in the lowering of the final grade by one letter grade. Each day absent thereafter results in the lowering of the final grade by one letter grade.

- If you read this statement by September 1st, email me your favorite candy.
- Cheating will be considered to include, but not be limited to taking, using or copying another student's work and submitting it as your own. Also, falsifying information, participation in fraudulent practices, the taking, giving or exchanging of examination information, plagiarism or permitting test materials to be viewed by others is included.
- Under NO CIRCUMSTANCES are any testing materials to be hand copied, photocopied or photographed. Students participating in such activities can be dismissed from the dental hygiene program.

How Grades and Determined and Major Assignments

Evaluation Measure The grade points for the areas of work are as follows.	Student Learning Outcomes Assessed
Informative Poster Presentation (20% of the course grade) An informative poster presentation uses both verbal communication and visual aids to disseminate a review of the literature on a specific topic to be presented at Owens (for evaluation and to educate the community and dental professionals), ODHA Annual Session (for evaluation and to educate the dental community). There will be multiple components to this project-Resource/Reference List of 10 sources in APA format (5 per student partner), Annotated Bibliography of a minimum of 10 sources in APA format, Outline for presentation, Construction of Informative Poster through PowerPoint, Presentation with peer review, Printing of Poster, each individual presentation at the Informative Poster Symposium at Owens on November 4th, each individual presentation at the Presentation of Posters at ODHA Annual Session on Saturday November 9th, 2025. (See attached: Rubric for Journal Article Submissions, Rubric for Informative Poster, Rubric for Dental Hygiene Informative Poster Symposium Presentation, Rubric for ODHA Annual Session)	SLO #3, SLO #5, SLO #7, SLO #8, SLO #10
Quizzes (15% of the course grade) Quizzes are given weekly. The questions consist of multiple choice, true/false, matching and fill in the blank. Quizzes offered through Blackboard will have a specific time frame for completion, and it's the student's responsibility to work within this time frame or contact the instructor with any problems encountered with Blackboard within this time frame. Failure to complete an online quiz will result in a zero grade. If the instructor approves a late submission of the quiz, there will be a 25% deduction of overall score and must be completed within 24 hours of the due date. After 24 hours after due date students are still required to submit the quiz but will earn a zero.	SLO #1, SLO #2, SLO #3, SLO #4, SLO #5, SLO #6, SLO #7
Assignments and Chapter Objectives (15% of the course grade) This course will utilize a variety of assignments and activities to enhance the learning of course material. All assignments must be completed by the scheduled due dates (see schedule). Assignments are due by their deadline (see schedule and online classroom), failure to submit on time but within 24 hours after the due date will result in a deduction of 25%. After 24 hours after due date students are still required to submit the assignment but will earn a zero. Examples of assignments include Written Objectives, Chapter Worksheets, Reflection on guest speakers, cultural competency exercise online, Logic Model Planning Activity Worksheet provides the student an opportunity to develop a proposed plan for a specific target population based on certain factors. Ethical Case Studies is an exercise in which students are given various case study scenarios, and they must determine which ethical principle is being violated and why.	Assignments SLO #1, SLO #2, SLO #3, SLO #4, SLO #5, SLO #6, SLO #7 Objectives: SLO #1, SLO #2, SLO #3, SLO #4, SLO #5, SLO #6, SLO #7,

Midterm Examination (15% of the course grade) There will be one written midterm examination. Written Examination will be a high stakes exam that consists of questions that are composed of multiple choice, T/F, matching and fill in the blank. The exams will take place during class time (see schedule). Students will be required to use Respondous with Web Camera during the Exam. NO textbook, notes or resources be utilized during the exam. In case of absence the student is required to make arrangements in advance with the instructor to make up the test. If a 77% passing grade is not achieved, you will be responsible to retake until passing at 77%, The original grade will be maintained in the Grade Center.	SLO #1,SLO #2, SLO #3, SLO #4, SLO #5, SLO #6, SLO #7
Community Dental Health Activities (20% of the course grade) <i>Experiential Learning-</i> During DHY 250 and 251, students are required to observe a minimum of three (3) dental public health facilities including Mercy Wellness and Lucas County Early Head Start rotations. Students must complete a minimum of 1 of the rotations in DHY 250. During the fall semester, students will be scheduled for a rotation at a Lucas Co Early Head Start Location. All students are required to attend. During the spring semester, students will be scheduled per this class to attend Mercy Senior Wellness Center. Within one week of completing Lucas Co Early Head Start event, the student must complete the discussion board reflection that includes 5 questions. Each Experiential Learning Rotation is worth 3 points. <i>Oral Health Presentations-</i> Each student is required to complete 8 Oral Health Presentations in DHY 250/251, 4 of the presentations MUST be completed by the end of DHY 250. Oral Hygiene Presentations are worth 3 points for each presentation unless otherwise stated by course instructor. For each presentation a lesson plan and presentation (created on Canva, Google Slides, PowerPoint, etc.) must be submitted and approved prior to the event. Lesson plans must be submitted on Blackboard. Following the presentation an evaluation form must be completed by the agency and submitted on Blackboard. Failure to submit a lesson plan and/or evaluation will not count for points or a presentation. Presentations completed during the first year of the program do not count towards this requirement. The Dental Hygiene Symposium and ODHA Annual Session Poster Presentations will each count as a presentation. Students are encouraged to participate in additional <i>Oral Health and Non-Dental Outreach</i> opportunities to earn additional community points. These may include health fairs, festivals, health promotion events/races, volunteering at a shelter, tours of the new facility, etc.	SLO #3, SLO #5, SLO #9, SLO #10

Professional Identity points can also be earned by participating as a board member or committee member in the Owens ADHA Student Chapter, TDHA component events or attending ODHA and ADHA events/activities. Being a member of the ADHA Student Chapter does not grant any points.

Once a student has earned over 40 points, they may then transfer select points to the DHY 251 community activities requirements. The events that can be transferred to DHY 251 include: oral health presentations (4 must be counted towards DHY 250 but remaining 4 can be used for DHY 251), any dental hygiene service event, and any non-dental service activities. Experiential Learning and Professional Identity community points must be counted towards the semester they were earned. Activity points cannot be used for both semesters. Students may also use community points that they earned during the first year for all dental related pre-approved community activities. These activities include Service or Professional identity that was organized or facilitated through Student Chapter of ADHA. If points are submitted at the closure of DHY 250, the points will only count for that semester and then cannot be transferred to DHY 251. Near completion of the Dental Hygiene program, all students will have the opportunity to apply for the Owens Service and Scholars Program. This achievement was designed for those who go above and beyond their program's requirements. Students interested in applying for this award must earn a minimum (and submit towards DHY 250) of 60 community activity points during DHY 250 and a minimum of 40 points in DHY 251.

Lucas County Early Head Start Rotation

In DHY 250, Each student will be required to attend one (1) pediatric oral screening and fluoride event at Lucas County Early Head Start. Students can review the assigned dates and times. If the event is canceled due to weather, the instructor and the organization will do their best to reschedule on October 16th. Each screening rotation is worth 3 community points and be completed with Mrs. Moore. Please wear scrubs, bring loupes, no jewelry, long sleeves and no food or drinks.

DATE	LOCATION/SITE	ARRIVAL TIME	INDIVIDUALS
DATE	LOCATION/SITE	ARRIVAL TIME	INDIVIDUALS
DATE	LOCATION/SITE	ARRIVAL TIME	INDIVIDUALS
DATE	LOCATION/SITE	ARRIVAL TIME	INDIVIDUALS
DATE	LOCATION/SITE	ARRIVAL TIME	INDIVIDUALS

(SLO #3, SLO #5, SLO #9, SLO #10)

Community Points		
A	40 and above	
B	35-39 points	
C	25-34 points	
D	17-24 points	
F	0-16 points	
Final Comprehensive Exam (15% of the course grade) This is a <u>comprehensive examination</u> consisting of multiple choice, true/false, fill in the blanks and matching questions and will take place during our scheduled final time as per OCC. Failure to take the final examination or completing it past the deadline will result in a 5% deduction of overall course grade.		(SLO #1, SLO #2, SLO #3, SLO #4, SLO #5, SLO #6, SLO #7, SLO #9)

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcome Assessed
Informative Poster Presentations	20%	#3, #5, #7, #8, #10
Quizzes	15%	#1, #2, #3, #4, #5, #6, #7
Assignments	15%	#1, #2, #3, #4, #5, #6, #7
Midterm	15%	#1, #2, #3, #4, #5, #6, #7
Community Dental Health Activities	20%	#3, #5, #9, #10
Final Comprehensive Examination	15%	#1, #2, #3, #4, #5, #6, #7, #9

Grading Procedure:

Grading Scale

Grade	Percentage
A	92-100
B	85-91
C	77-84
D	70-76.9
F	70 and below

Grades below 77% are failing. **Students must achieve a grade of 77% or higher for continuation in the Dental Hygiene Program.**

Tentative Class Assignments:

Week	Course Content	Learning Objectives Following the presentation, the dental hygiene student should be able to:	Readings/ Assignments	Assessments/ Evaluation
1	1. Introduction and Syllabus Review 2. Chapter 1: People's Health	Chapter 1 Objectives 1. Define the terms health, public health, and dental public health. 2. Explain the history of dental hygiene in relation to dental public health. 3. Differentiate between primary, secondary, and tertiary prevention. 4. Compare components of private practice with public health. 5. Identify core functions of public health and the essential public health services: Assessment, Policy Development and Assurance. 6. State the factors affecting dental public health. 7. Define SES and how it affects oral health disparities 8. Describe the relation of public health to the roles of the dental hygienist.	Nathe: CH 1 – pp. 1-15 Review Presentation Chapter 1 Assignment due by Individual Reference List for IPP due on BB by Start signing up for Community Service Activities	Chapter 1 Quiz by 9
2	1. IPP recap 2. Chapter 14 and 16 Research in DH	Chapter 14 Objectives 1. Define scientific method 2. Explain the 5 steps of the scientific method 3. Describe the role of research in dental hygiene. 4. Discuss the use of evidence-based practice in dental hygiene. 5. Compare the analogy between private practice and research methodology Chapter 16 Objectives 1. Identify the 5 basic components of the research process.	Nathe – CH 14 pp:180-186 Nathe – CH 16 pp: 195-209 Chapter 14/16 Assignment due Combined Reference List with Title Page by. Must use Google Doc	Chapter 14 and 16 quiz on BB due by

		- Differentiate between a hypothesis and a null hypothesis. - Define: data, variable, independent variable, placebo, pilot study and research design. - Describe various research designs used in oral epidemiology: Historical Descriptive Survey Case Study Cross-Sectional Cohort or Longitudinal Document or Content Analysis Trend Correlational Retrospective (casual-Comparative or ex post Facto) Experimental (prospective) Quasi-Experimental	Annotated Bibliography due	
3	- IPP Recap - Chapter 2- The Prevention Movement - Complete Ch 2 Worksheet in class - Chapter 3- Dental Care Delivery in the US - Register for ODHA Annual Session	Chapter 2 Objectives - Describe the history of dental hygiene in relation to dental public health. - List and describe current public health preventive modalities practiced today: ART, athletic mouth guards, community water fluoridation, dental hygiene treatment, dental sealants, tobacco cessation program, and Xylitol - Defend the need for preventive modalities in dental public health practice. Chapter 3 Objectives - Describe the state of dental health in the U.S. - Identify the government agencies related to dental hygiene - Compare the functions of federal, state, and local government in dental care delivery	Nathe: CH 2 – pp. 18-31 Nathe – CH 3 pp. 34-45 Chapter 3 Assignment due Combined Annotated Bibliography due Must use Google Doc Write an Abstract of your Project. This is for your ODHA Registration- I will not be collecting but it must be complete for when we register next week	Chapter 2 and 3 Quiz on BB due 9

		4. Describe dental workforce issues 5. Define need, supply, demand, and utilization.	Work on Outline for Speech/Presentation due by 9/23 8am Must use Google Doc (2 WEEKS)	
4	1. Special Guest: Brian Fink, Epidemiologist	Chapter 18 Objectives 1. Define oral epidemiology and describe the uses of epidemiology 2. Relate oral epidemiology to evidence-based practice 3. Define common epidemiologic terms: a. Endemic b. Epidemic c. Pandemic d. Morbidity e. Mortality f. Prevalence g. Incidence h. Counts i. Proportions j. Ratio k. Rates l. Index m. Etiology n. Host o. Agent p. Environment q. Time 4. Describe the current status of oral health in the U.S. 5. Discuss oral health trends in the U.S. 6. Compare the indicators for oral health included in the national oral health objectives for Healthy People 2010 and Health People 2020. 7. Identify oral health disparities and inequities among population groups. 8. Discuss the factors that influence oral health in populations.	Nathe – CH 18 pp. 233 – 262 Review Chapter 18 presentation Nathe – CH 19 pp. 263-282 Review Chapter 19 presentation Chapter 18 & 19 Assignment due on BB by Work on poster- Work on Outline for Speech/Presentation due by Must use Google Doc	Chapter 18 & 19 Quiz due by

		Chapter 19 Objectives 1. Describe the current epidemiological issues of disease and conditions 2. Describe the current risk factors of diseases 3. Describe prevention by dental care utilization		
5	1. IPP Review 2. Chapter 4- Dental Care Delivery in the Global Community 3. Chapter 20	Chapter 20 Objectives 1. Describe how to evaluate dental care products. 2. Describe in your own words why a dental hygienist values advocating the use of effective dental care products and treatment modalities. 3. State the 5 levels of evidence used to evaluate a study's quality. 4. List and explain the content of the guidelines for original research reports. Chapter 4 Objectives 1. Describe the following: dental nurse and dental therapists 2. Explain professional regulation models 3. Describe portability of licensure and other professions providing care 4. List and define the international professional organizations involving dental hygiene	Nathe – CH 4 pp. 47-63 Review Chapter 4 Presentation Nathe – CH 20 pp. 283 – 291 Review Chapter 20 Presentation- Recorded Lecture Begin to Master Speech for IP Presentations/ Symposium Work on poster- First draft due Review IP with Mrs. Moore- must schedule apt sometime during WEEK	

6	1. Chapter 5- Financing of Dental Care 2. Chapter 6 3. Review Application for Medicare and Medicaid	Chapter 5 Objectives 1. Describe current methods of payment for dental care: Barter System Capitation plan Encounter fee plan Fee-for-service plan 2. Identify the different type of insurance plans available for dental care: Dental service corporations Health service corporations Health maintenance organization- HMO Preferred provider organizations- PPO's Individual practice associations (IPA) Commercial insurance plans Prepaid group practice Capitation plan 3. Describe the role of the government in financing dental care: Children Health Insurance Program (CHIP) Early and periodic screening, diagnosis and treatment (EPSDT) Medicaid (Title XIX) Medicare (Title XVIII) 4. Define and apply terminology associated with financing dental care: Benefit Claims processing Contact Copayment	Nathe – CH 5 pp. 65-81 Nathe– CH 6 pp. 82-91 Review Ch 6 Presentations Review Ch 6 Presentation Chapter 5 and 6 Assignment due Work on poster- Second draft due Review IP with Mrs. Moore- must schedule apt sometime during WEEK Practice presentation for peer review of presentations	Chapter 5 and 6 Quiz due by 10/7 8am
---	--	--	--	--

		Deductible Dental claim Dental claim form Dental necessity Exclusive provider arrangement (EPA) Explanation of benefits Fee slip Managed care Preexisting condition Premium Prepaid group practice Procedure number Provider Single procedure Sound natural teeth Three-party system TRICARE Two-party system Chapter 6 Objectives 1. Explain the legislative process in the United States. 2. Identify the major bodies of law in the U.S. - Common law - Statutory law - Constitutional law - Administrative law 3. Describe the entity responsible for regulation of the dental hygienist. 4. Describe the legislative initiative affecting dental hygienists in the U.S.		
--	--	---	--	--

7	1. IPP Review 2. Chapter 11- Cultural Competency 3. Quizziz Review 4. Week 7 Questionnaire	Chapter 11 Objectives 1. Describe how cultural values regarding health care can affect oral health habits. 2. Define the following terms: Acculturate Assimilate Ethnocentrism Subculture 3. Identify how culture influences people. 4. Define cultural competency and its significance in treatment for a culturally diverse population	Nathe CH 11 pp. 144-153 https://thinkculturalhealth.hhs.gov/education/oral-health-providers https://ataleoftwohygienists.com/listen/treating-minorities-start-in-the-community-not-the-operatory-with-alicia-murria-rdh-msc-and-daniel-lopez-rdh-275/ Complete Cultural Competency Training submit completed certificate by Poster to be used for Peer Review submit on	Complete Week 7 Questionnaire by
8	Informative Poster Presentation with Peers Expect to stay from TIME Goal is for 12 presentations to happen today- each team gets 9 minutes Total.	Chapter 17 Objectives 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. Identify and describe a study's research (alternate) hypothesis, null hypothesis, and the process involved with making a statistical decision	Listen to Guest Lecture: Sara Long by 10/21 Nathe – CH 17 pp. 210 – 231 Master your speech and presentation for DH Symposium For those who make adjustments on IPP- review by Send final IPP PDF to Tent City	Chapter 17 Quiz on BB by

9	- Chapter 8 - Ohio Healthy Student Profiles - Midterm Review	Chapter 8 Objectives - Define dental health education, health literacy, and health promotion. - Describe health education and promotion principles. - Describe the involvement of the population's values. - Outline the different learning and motivation theories	Nathe – CH 8 pp. 108-118 Chapter 8 Assignment due by Master IPP Speech Send Final PP slide to Prepare for Midterm	Chapter 8, 9 and 10 Quiz due by
10	- Symposium preparation - Midterm today		MASTER SPEECH for Symposium	Midterm Today
11	DHY Symposium		Attend ODHA Annual Session Informative Poster Presentation Session	Please ARRIVAL DEPARTURE Location:
12	Chapter 10- Target populations	Chapter 10 Objectives - Define target populations to whom dental hygienists may provide services. - Describe faith-based initiatives. - Define target profiles.	Nathe CH 10 pp. 130-143 Chapter 10 Assignment due	Chapter 8, 9 and 10 Quiz due by

		4. Identify barriers to dental hygiene care. 5. Identify governmental resources for target populations		
13	1. Chapter 12 and 13- Program Planning and Evaluation	Chapter 12 Objectives 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 (Will be done in class utilizing the Logic Model) Chapter 13 Objectives 1. Describe the mechanisms of program evaluation. 2. Compare qualitative and quantitative evaluation. 3. Identify various dental indexes and define their purposes: PHP PHP-M PCR Plaque-Free Score Plaque Index (PLI) OHI OHI-S GBI-Gingival Bleeding Index SBI-Sulcular Bleeding Index EIBI GI-Gingival Index PI-Periodontal Index GPI-Gingival Periodontal Index	Nathe – CH 12 pp. 154-163 Nathe – CH 13 pp. 164 – 178 Program Planning quizziz review Chapter 12/ 13 Assignment complete by	Chapter 12 and 13 Quiz on BB due by

		PDI-Periodontal Disease Index CPITN-Community Periodontal Index of Treatment Needs PSR-Periodontal Screening and Recording DMFT & DMFS deft & defs PCI MSE Deans Fluorosis Index		
14	1. Introduction for CDHP for DHY 251 2. Chapter 2 and Chapter 6	Chapter 6 Objectives 1. Describe the difference between an issue of right and wrong and a true ethical dilemma. 2. Identify the six (6) steps of the ethical decision-making mode Chapter 2 Objectives 1. Explain the main components of moral growth 2. Describe the theories of moral development and the role of cognitive growth. 3. Compare the 3 theories of ethical thinking and give examples of each from oral health care	Beemsterboer - Ethics and Law in Dental Hygiene CH 2 and 6 Chapter 6 Assignment due by Chapter 2 Assignment due by Submit 5 possibilities of locations for the CDHP	NONE

15	1. Review for Final 2. Recap of CDHP and review Contract		Prepare “an example of a Contract for DHY 251” by Prepare for Comprehensive Final Submit Community Activities Completed by	Complete Final Exam Quizizz Review by Submit Signed Contract from CDHP by DATE
16	1. Students must bring laptop or sign out chrome book to complete exam TIME			Comprehensive Final Exam

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.

Last Updated **DATE**