



**OWENS**  
COMMUNITY COLLEGE

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

|                                        |                                                                                                                                                                                                                                                                 |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Name:</b>                    | <b>Community Dental Health II</b>                                                                                                                                                                                                                               |
| <b>Course &amp; Section Number:</b>    | <b>DHY 251-XXX</b>                                                                                                                                                                                                                                              |
| <b>Meeting Day(s) &amp; Time(s):</b>   |                                                                                                                                                                                                                                                                 |
| <b>Credits:</b>                        | <b>1</b>                                                                                                                                                                                                                                                        |
| <b>Contact Hours:</b>                  | <b>3 hour Lab</b>                                                                                                                                                                                                                                               |
| <b>Text:</b>                           | <b>Nathe, Christine Nielsen (2017). Dental Public Health &amp; Research Contemporary Practice for the Dental Hygienist (4<sup>th</sup> ed). Pearson.</b><br><b>Beemsterboer, P. L. (2024). Ethics and Law in Dental Hygiene (4<sup>rd</sup> ed.). Elsevier.</b> |
| <b>Instructor's Name:</b>              |                                                                                                                                                                                                                                                                 |
| <b>Student Hours &amp; Location:</b>   |                                                                                                                                                                                                                                                                 |
| <b>OCC Email:</b>                      |                                                                                                                                                                                                                                                                 |
| <b>Additional Contact Information:</b> |                                                                                                                                                                                                                                                                 |

\*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:**

This course offers a field study within the community with special population groups related to the prevention and control of oral disease.

**Prerequisite/Corequisites:**

DHY 250

**Course Materials:**

## Current Textbooks

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

**What You Will Learn in the Course****Course Objectives:**

## Course will...

1. Model Service and Experiential Learning and how to integrate them into a community dental health project.
2. Apply dental hygiene process of care (ADPIED) to a community dental health project.
3. Illustrate oral epidemiology and the uses of epidemiology in a Public Health setting. (CDHP)
4. Develop a Community Dental Health Project (CDHP) that integrates evidence-based research on a specific target population.

**Student Learning Outcomes:**

## Students will:

| Outcome                                                                                                                                    | Where assessed                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Assess the dental health needs of a target population utilizing selected dental indices and data collection instruments.                   | Target Population Profile, Pre- Assessment worksheet,                |
| Identify the dental risks of a target population based on the assessments and determination of unmet human needs of the target population. | Pre- Assessment worksheet, Dental Hygiene Diagnosis worksheet,       |
| Create an oral health program based on the unmet human needs of the target population                                                      | Planning Worksheet, Lesson Plans,                                    |
| Implement a Community Dental Health Project to meet the dental health needs of the target population                                       | Lesson Plans                                                         |
| Evaluate the effectiveness of the CDHP on the target population.                                                                           | Post Assessment worksheet, Evaluation worksheet, Facility evaluation |
| Compose a research paper and an oral presentation of the CDHP to their peers and course director.                                          | Midway draft, Final Research paper, Final Oral presentation          |

| Outcome                                                                                          | Where assessed             |
|--------------------------------------------------------------------------------------------------|----------------------------|
| Demonstrate effective oral health education to a culturally diverse population in the community. | Community Activities, CDHP |

### 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, CDHP                             |
| Outcome #2- Students will demonstrate problem solving           | Community Activities, CDHP, Case Studies<br>Final Exam |
| Outcome #3 Students will access, gather and utilize information | CDHP, Case Studies 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](http://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 4<sup>th</sup> and 5<sup>th</sup> 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](mailto: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](mailto: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](mailto: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](mailto: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, paraphraser, summarizers, or solvers, to get guidance on CDHP ideas, title, and during the planning phase of the CDHP, 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 NAME. Exams or case studies 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. 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. **Course 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, going out into the field and community outreach, 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 January 20th, 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.

### **Dental Hygiene Program Technology & Academic Integrity Policy:**

#### **Cell Phone & Electronic Device Policy**

To promote a professional learning environment and ensure patient safety, cell phones and personal electronic devices are not permitted during preclinical labs or clinical sessions.

#### **Policy Details:**

- Cell phones, smart watches, tablets, earbuds, and similar personal devices must be silenced and stored out of sight at all times.
- Devices may not be used during lectures, labs, or clinic sessions unless explicitly authorized by faculty for instructional purposes.
- Phones may not be kept on desks, laps, pockets, or clinical countertops.
- Photography, video, or audio recording is strictly prohibited in lab and clinical areas unless prior written approval is granted by faculty.
- In clinical settings, personal devices pose HIPAA, infection control, and professionalism concerns and are therefore prohibited.

### **Violations:**

- Violations could result in an informal resolution, coaching & formal written warning, corrective action assignment, or immediate permanent dismissal from all health programs (see Academic/Professional Standards Student Incident Report).

### Examination & Quiz Technology Policy

To ensure academic integrity, **no personal electronic devices are permitted during exams or quizzes.**

### **Policy Details:**

- Cell phones, smart watches, fitness trackers, earbuds, and any other electronic devices must be:
  - o Powered off
  - o Stored in a designated area away from the testing space
  - o Devices may not be on the student's person during testing.
  - o Only program-approved materials explicitly authorized by faculty may be used.
  - o Faculty may require students to place phones face-down at the front of the room or in secured storage.

**Violation of this policy will be treated as academic misconduct**, regardless of whether the device is actively used.

### Academic Integrity & Cheating Policy

The Dental Hygiene Program maintains **a zero-tolerance policy for cheating.**

### **Cheating includes, but is not limited to:**

- Possession or use of unauthorized materials during exams or quizzes
- Use of electronic devices or smart technology during testing
- Sharing or receiving test questions or answers
- Copying from another student or allowing another student to copy
- Using artificial intelligence, online resources, or stored information during assessments unless explicitly permitted

- Attempting to alter grades or exam records

**Consequences:**

- Immediate failure of the exam or quiz
- Possible failure of the course
- Referral for disciplinary action per institutional and program policies
- Repeated or severe violations may result in dismissal from the program
- Violations could result in an informal resolution, coaching & formal written warning, corrective action assignment, or immediate permanent dismissal from all health programs (see Academic/Professional Standards Student Incident Report).

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**Professional Expectations**

As future healthcare professionals, students are expected to demonstrate behavior consistent with the ethical and professional standards of the dental hygiene profession. Failure to comply with program policies reflects unprofessional conduct and may impact academic standing and clinical eligibility.

**How Grades are Determined and Major Assignments**

**Community Dental Health Activities:  
20% of overall course grade**

SLO #1, SLO #2,  
and SLO #7

In DHY 251, Students are required to participate in experiential learning. A minimum of one (1) time at a dental public health facility-Mercy Senior Wellness Center is required. Students will be scheduled per this class to attend the Mercy Senior Wellness Center. Within one week of completing Mercy Senior Wellness Center, the student must complete the Discussion board reflection that includes 5 questions Mrs. Deb Manore will review and grade these discussion boards. If the rotation is canceled due to weather, the students will not earn rotation points, and they will need to complete the separate Discussion board within one week of not completing the rotation and will not earn community points. Each rotation is worth 3 community points. Each student must arrive by TIME ready to get setting up the rooms for the first patient that will be scheduled at TIME. If the students have Loupes, please bring. Students must follow Owens clinic dress code which include scrubs, lab jacket, scrub caps, no piercings, and good body odor but they may wear street tennis shoes as long as they appear clean. There is a required OHASP PowerPoint they must view before arriving that morning.

**PLACE**

| Date | Time | Who  |
|------|------|------|
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |
| DATE | TIME | NAME |

In DHY 250 and DHY 251 (combined), Students must present oral hygiene education/instruction and oral health information to at least eight (8) different demographic populations. Students receive 3 points for each presentation unless otherwise stated by the course instructor.

Students must complete the proper documentation forms for each activity including Tracking Sheet, Oral Presentation Rubrics, Office Evaluation

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                               |                     |   |              |   |              |   |             |   |          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------|---|--------------|---|--------------|---|-------------|---|----------|--|
| <p>Form, and Evaluation of Agency/Office Visit. If a presentation is completed but an evaluation form is not, points will not be earned.</p> <p>Points from DHY 250 may be transferred to DHY 251, however a minimum of 15 points must be earned in 251.</p> <p>Please reach out to me with any concerns you may have about completing community rotations or activities because of illness, transportation, gas or housing insecurities, etc. A minimum of 15 points is required to pass this course.</p> <p>Community Activity Points</p> <table border="1" data-bbox="204 714 667 1045"> <tr> <td>A</td><td>30 and above points</td></tr> <tr> <td>B</td><td>22-29 points</td></tr> <tr> <td>C</td><td>15-21 points</td></tr> <tr> <td>D</td><td>1-15 points</td></tr> <tr> <td>F</td><td>0 points</td></tr> </table> | A                                                                                                             | 30 and above points | B | 22-29 points | C | 15-21 points | D | 1-15 points | F | 0 points |  |
| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30 and above points                                                                                           |                     |   |              |   |              |   |             |   |          |  |
| B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 22-29 points                                                                                                  |                     |   |              |   |              |   |             |   |          |  |
| C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15-21 points                                                                                                  |                     |   |              |   |              |   |             |   |          |  |
| D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1-15 points                                                                                                   |                     |   |              |   |              |   |             |   |          |  |
| F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 0 points                                                                                                      |                     |   |              |   |              |   |             |   |          |  |
| <p><b>Community Dental Health Project:</b><br/><b>60% of overall course grade</b></p> <p>Students working collaboratively in the development of the CDHP (Community Dental Health Project) will include the phases of the Dental Hygiene Problem Solving Model: Assessment, Dental Risk, Planning, Implementation, Evaluation and Documentation ADPIED) and utilize the decision-making process of problem solving. It is expected that the Community Dental Health Project (CDHP) will provide benefits to the dental hygiene student, the target population and to society in general. Different under-served population groups will participate as target groups. The student will experience a variety of needs, barriers to care and resources (dental, medical, educational, and social service).</p>              | <p>ADPIED (SLO #'s1-5</p> <p>Research paper and Oral Presentation of CDHP: SLO #'s1-7), Agency Evaluation</p> |                     |   |              |   |              |   |             |   |          |  |

There is a need for the student to understand the unique characteristics for the target population, which includes: disease patterns, barriers to care, alterations in the delivery of oral health care, and the coordination of social and support services. It is hoped that the student who is exposed to under-served populations through the dental hygiene curriculum will be knowledgeable and more comfortable while treating these clients and will take a leadership role in meeting their oral health needs.

The target population will benefit from the involvement of the dental hygiene students and the program that is provided. The target population will receive valuable educational and preventive services. Access to dental care will be enhanced. The agency personnel will benefit from the sharing of oral health care and preventive information furnished by the students.

Society will benefit through the increased awareness of the dental health care professionals who are caring and sensitive to the health needs of special populations. Access to care for the under-served client in a variety of settings will be enhanced. Through the early exposure to oral health information, the fear of the unknown will be diminished as a barrier to care. Oral health education provided to the agency's target population and/or health care personnel will benefit future clients, especially in regard to current preventive strategies, identification of dental needs, and referrals for treatment.

Students will work in groups of 2-4 students pre-determined by the course director in DHY 250. Students will be held responsible for finding their own location/ target population to work with. Each member of each group will work on a section of the research paper to evenly distribute the workload. All students will be responsible for working on every aspect of the project. Each student is responsible for submitting each portion of the project and not rely on their teammates to submit for them. Worksheets, along with mid progress draft, final research paper and oral presentation must be completed by due dates (see attached schedule). The contract between the students and agency will be due on January 13th, 2026. Late contacts will have a 15% deduction. Each student must submit every document on their own and not rely on their teammates for completion. See the schedule for the "tentative" due dates for each worksheet. Because every project is different and moves along at different speeds, there will be a progress table with suggested due dates to help keep each team on track. Each team MUST complete each worksheet in order and before they move onto the next step of the program. Implementation should ideally be completed between February 17<sup>th</sup> and March 17<sup>th</sup>, Post Assessments must be completed by March 24<sup>th</sup>, Evaluation from agency must be completed by April 14<sup>th</sup>. This is essential for success.

Students are required to communicate weekly with the course director about the progress of the project- this includes virtual meetings, in person meetings, emails and phone conversations. Communication is essential for the success of this project. Rubric for Final research paper and oral presentation are also attached to the syllabus.

Each team (all members of each team) are required to meet with the course director a minimum of 3 times by March 24<sup>th</sup> to discuss the progress of the project. During this meeting students will be able to ask questions about their project, get guidance and work together with Mrs. Moore to enhance the project. All meetings will be held in person or virtually on Blackboard. Meetings can be held during class time held on open lab dates. Students will use a google doc to document when they have had their meetings. Each virtual meeting will be worth 10 points for a total of 30 points. Failure to attend a minimum of 3 meetings will count as a 0/30 points.

Rubric's can be found in this syllabus along with posted on Blackboard.  
Components of the Final Research Paper Must Include the Following:

- Title Page
- Abstract
- Acknowledgments
- Table of Contents
- Introduction/ Orientation/ Target Profile
- Assessments (includes data analysis)
- Dental Hygiene Diagnosis/ Dental Risk
- Project Planning
- Methods and Materials: Implementation
- Results Evaluation (Includes post data analysis)
- Discussion (includes comparison of data)
- Summary and Conclusion
- Agency Evaluation
- Personal Reflections
- Appendix
- References

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <p><b>Community Case Studies and Class Activities</b><br/> <b>10% of overall course grade</b></p> <p>Students will be given the opportunity to review and enhance their understanding of ethical reasoning, community based oral health programs, history of dental public health and experiential learning (Service Learning, Community Services, OHASP) through case studies, practical quizzes, and class discussions) Students will complete Case Studies, multiple choice and matching quizzes on Blackboard and/or in class. There will be 10 total case studies on Blackboard. Each case study should be completed during the first hour of the class, from 8am-9am. If we are meeting in person, the case study will be completed IN class. If we are working hybrid, it will be completed online. If the student is working in the field that day, they must notify the instructor 24 hours in advance, and the case study must be complete prior to 9am. A zero (0) grade will be entered for any missed assignment, case study or quiz. If a student logs in late for an exam/test/quiz, the student may take whatever time is left, but no additional time will be allotted. Quizzes will include multiple choice, T/F, matching, slide identification, and case study questions. If a student fails a quiz, the original failing grade is the recorded grade. However, the student will have two more opportunities to pass the same quiz to gain the knowledge expected in the Dental Hygiene Program. The quiz must be completed within one week after the student receives their feedback. These retakes are not recorded in the final grade. Failure of the third attempt will result in an academic referral for advising. Any late assignment will result in a zero grade. All assignments are required and must be submitted to pass DHY 251 regardless of the earned grade.</p> | <p>SLO #1, SLO #2,<br/> SLO #3, SLO #4,<br/> SLO #5 and SLO #7</p> |
| <p><b>Final Examination</b><br/> <b>10% of overall course grade</b></p> <p>A final exam will be placed on Blackboard and will include multiple choice, true/false, fill in the blank and case study questions. Students will be given 60 minutes to complete the 45-question exam. The exam will include information about service learning, dental public health, community based oral health program, community services and OHASP. The final examination will be available for one day during a specific time frame and no make-up exams will be allotted. Failure to take the exam will result in a 5% deduction of the overall course grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>SLO #1, SLO #2,<br/> SLO #3, SLO #4,<br/> SLO #5, SLO #7</p>    |

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

| <b>Evaluation Measure</b>       | <b>Value</b> | <b>Student Learning Outcome Assessed</b> |
|---------------------------------|--------------|------------------------------------------|
| Community Dental Health Project | 60%          | #1, #2, #3, #4, #5, #6, #7               |
| Community Activities            | 20%          | #1, #2, #7                               |
| Community Case Studies          | 10%          | #1, #2, #3, #4, #5, #6, #7               |
| Final Exam                      | 10%.         | #1, #2, #3, #4, #5 #6, #7                |

### **Grading Procedure:**

#### **Grading Scale**

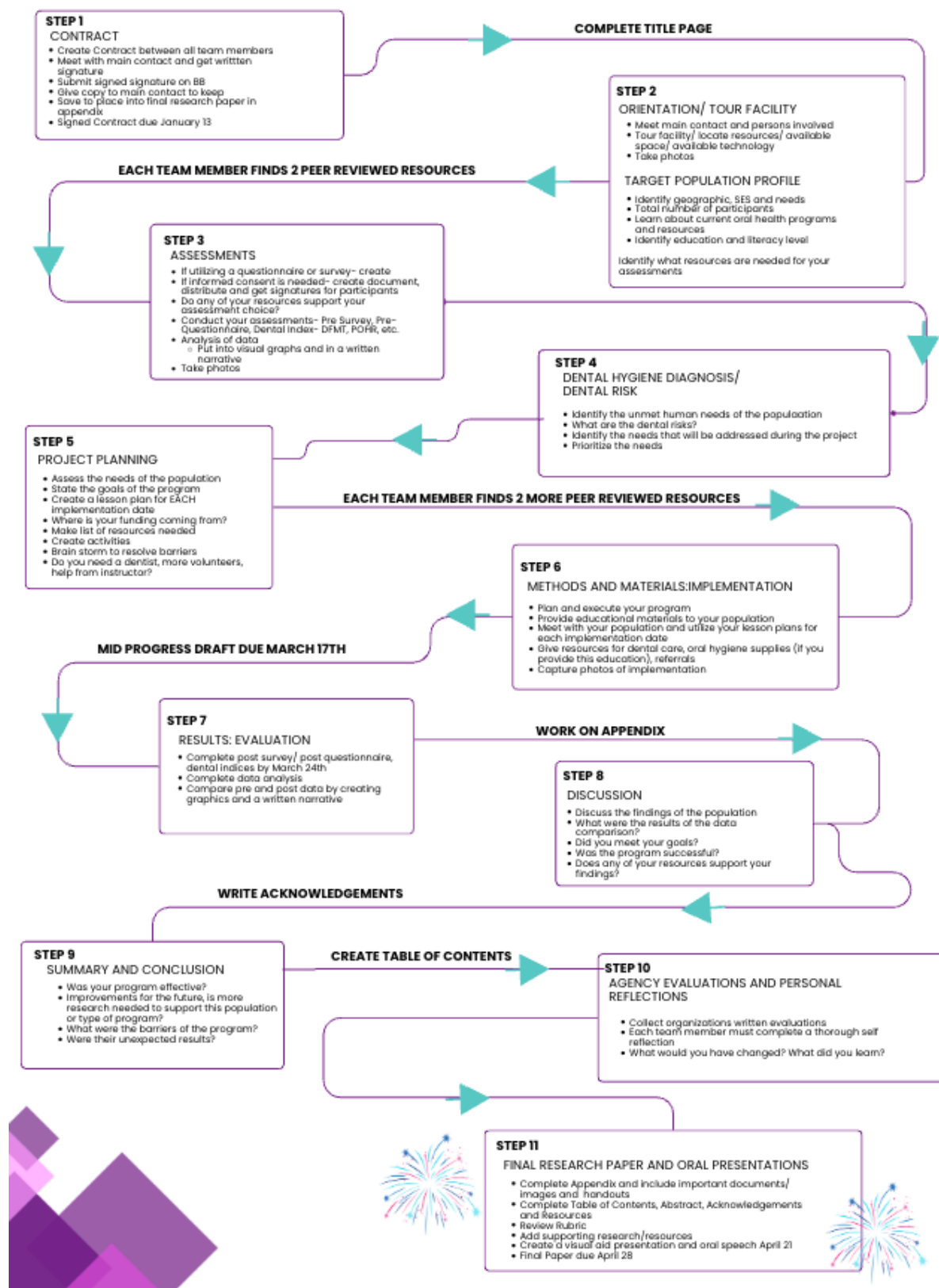
| <b>Grade</b> | <b>Percentage</b> |
|--------------|-------------------|
| A            | 92-100            |
| B            | 85-91             |
| C            | 77-84             |
| D            | 70-76.9           |
| F            | 70 and below      |

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

### **Tentative Class Assignments**

Please see separate calendar with lecture, homework, lab and tests

# COMMUNITY DENTAL HEALTH PROJECT MAP



| Week | Date                              | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Course Content/ Topic                                                                                                                                                                                                                                                                                                                                                                               | Assignment Due Dates                                                                                                                                                                         | Target Timeline                                                                 | Teaching Method/ Hours                                                                                                                                                                 |
|------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | DATE<br>Synchronous on BB<br>TIME | <p>1. Discuss traditional outreach efforts</p> <p>2. Discuss experiential learning methods and their unique purposes</p> <p>3. Define service learning and list distinguishing characteristics</p> <p>4. List benefits of service learning</p> <p>5. List the challenges of service learning</p> <p>6. Use resources to plan and implement service learning</p> <p>7. Define the following Terms:<br/>Experiential learning<br/>Service-Learning<br/>Service Objectives</p> | <p>1. DHY 251 Syllabus</p> <p>2. Chapter 11 Service Learning from Gerunk Textbook (online copy supplied)</p> <p>3. Chapter 11 Powerpoint</p> <p>4. Discuss CDHP Components and worksheets for CDHP</p> <p>5. Discuss each Team name and Location</p> <p>6. Begin Introduction and Orientation Worksheets</p> <p>7. Service Scholar Program</p> <p>8. Enter in calendar your community rotations</p> | <p>1. Complete signed CDHP Contract and submit on BB by DATE.</p> <p>2. Complete Case study A by DATE end of class</p> <p>3. Complete Title Page for Research paper by end of class DATE</p> | <p>Complete Target Profile/ Introduction and Orientation Worksheets by DATE</p> | <p>Syllabus: 20 minutes</p> <p>Lecture: 20 minutes</p> <p>Video: 45 minutes</p> <p>CDHP Discussion and Group time: 40</p> <p>Case Study: 30 minutes</p> <p>Guest: Krista Kiessling</p> |

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|   |                          | Service-learning<br>Objectives<br>Reflection<br>Community Service                                                                                                                                                                                                                                              |                                                                            |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                   |                                                                                                    |
| 2 | DATE<br>In class<br>TIME | <p>1. Assess the agency's oral health program. An oral health program may include education, training of staff, referrals, and follow-up.</p> <p>2. Assess the oral health needs of the target population.</p> <p>3. Assess the capabilities of the family (if applicable) to address any identified need.</p> | 1. Assessment Worksheets- Assessment Data (Indices) or Questionnaire       | <p>1. Complete Case Study B online DATE at TIME</p> <p>2. Begin Research- each team member must find 2 peer reviewed articles pertaining to the target population/ subject matter. Complete Journal Review in APA format by DATE at TIME</p> | <p>Complete Target Profile/ Introduction and Orientation Worksheets by DATE</p> <p>Assessment Worksheet. The first portion should be completed while planning the assessments, the second portion should be ideally conducted no later than next week. Complete Assessment Worksheets by DATE</p> | <p>Class Discussions</p> <p>Group Assignments</p> <p>Writing Assignments</p> <p>Case Study- 20</p> |
| 3 | DATE<br>Hybrid           | <p>1. Assessments should be conducted this week</p> <p>2. The student will identify the dental risks of the target population at</p>                                                                                                                                                                           | <p>1. Data Analysis and Dental Risk</p> <p>2. Dental Hygiene Diagnosis</p> | 1. Complete Case Study C online by TIME                                                                                                                                                                                                      | 1. Assessment Worksheet DATE                                                                                                                                                                                                                                                                      | <p>Class Discussions</p> <p>Group Assignments</p> <p>Writing Assignments</p>                       |

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|   |                          | <p>the agency and determine the unmet needs of this population</p> <p>3. Dental Hygiene Diagnosis/ Dental Risk</p> <p>4. Determine the needs of the target population and agency based on the assessments.</p> <p>5. Identify the needs that will be addressed during the project.</p> <p>6. Prioritize the needs listed above.</p> <p>7. Limitations to achieving optimum oral health are also identified during this process</p> |                     |                                         | <p>2. Analysis of Data and Determine the Dental Hygiene Risk</p> <p>2. Complete Dental Hygiene Diagnosis/ Dental Risk Worksheets by DATE</p> | Case Study- 20                            |
| 4 | DATE<br>In class<br>TIME | 1. The student will assess the dental health needs at the agency with the target population utilizing                                                                                                                                                                                                                                                                                                                              | 1. Program Planning | 1. Complete Case Study D by TIME online | 1. Complete Dental Hygiene Diagnosis/ Dental                                                                                                 | Field Experience<br><br>Class Discussions |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                    |                                                                                                                                                  |                                                                       |
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|  | <p>selected dental indices and data.</p> <p>2. State the project goal(s) and list the objectives for each goal.</p> <p>3. Planning- based off of the needs assessments, development of plan to increase dental knowledge and to modify the oral health care of the population. May include:</p> <ul style="list-style-type: none"> <li>a. Staff in-service presentations</li> <li>b. Individualized oral hygiene care plans including oral hygiene instruction and nutritional counseling</li> <li>c. Group oral hygiene presentations for the target population, their families, and/or staff of the agency</li> <li>d. Meeting other identified needs:</li> </ul> |  | <p>Compile Annotated Bibliography from all team members into 1 document by DATE on Google Docs</p> | <p>Risk Worksheets by 2/3</p> <p>Complete Program Planning Worksheets by DATE</p> <p>Complete Lesson Plans for all implementation dates DATE</p> | <p>Group Assignments</p> <p>Writing Assignments</p> <p>Case Study</p> |
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|   |             | resolving barriers to care, cultural variances, oral health literacy, lack of information, disabilities, transportation issues and financial issues                                                                                                                                                                                                                                                                                                                                                          |                               |                                                                                                                                                                                                                 |                                                                                                                                                          |                                                                                                                        |
| 5 | 2/10 Hybrid | <p>1. The student will create an oral health program based on the unmet human needs of the target population at the agency.</p> <p>2. Planning- based off of needs assessments, development of plan to increase dental knowledge and to modify the oral health care of the population. May include:</p> <ul style="list-style-type: none"> <li>a. Staff in-service presentations</li> <li>b. Individualized oral hygiene care plans including oral hygiene instruction and nutritional counseling</li> </ul> | 1. Program Planning Continued | <p>1. Complete Case Study E by TIME</p> <p>Compile Annotated Bibliography from all team members into 1 document by DATE on Google Docs</p> <p>2. Program Planning WS MUST be approved before Implementation</p> | <p>1. Complete Project Planning WS and portion of Research Paper DATE</p> <p>2. Methods and Materials Worksheets by DATE</p> <p>BEGIN IMPLEMENTATION</p> | <p>Field Experience</p> <p>Class Discussions</p> <p>Group Assignments</p> <p>Writing Assignments</p> <p>Case Study</p> |

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|   |             | <p>c. Group oral hygiene presentations for the target population, their families, and/or staff of the agency</p> <p>d. Meeting other identified needs: resolving barriers to care, cultural variances, oral health literacy, lack of information, disabilities, transportation issues and financial issues</p> |                                         |                                                                                                                     |                                                                                                                                          |                                                                                                                        |
| 6 | DATE Hybrid | <p>1. Methods and Materials/ Implementation phase is where the group will put the plan into action.</p> <p>2. The student will implement a Community Dental Health Project along with the contact person/ coordinator at the agency with the target population.</p>                                            | 1.Implementation: Methods and Materials | <p>1. Complete Case Study F by TIME online</p> <p>2. Program Planning WS MUST be approved before Implementation</p> | <p>1. Methods and Materials WS by DATE</p> <p>2. Begin Writing Methods and Materials portion of Research Paper</p> <p>IMPLEMENTATION</p> | <p>Field Experience</p> <p>Class Discussions</p> <p>Group Assignments</p> <p>Writing Assignments</p> <p>Case Study</p> |

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|   |                                  | <p>3. Provide educational materials to target population</p> <p>4. Conduct the project with the cooperation of the agency's personnel.</p> <p>5. Depending on the availability of the agency, your CDHP should plan on 2-3 implementation phases.</p> |                             |                                                                                                                                                                                                                      |                                                                                           |  |
| 7 | <p>DATE</p> <p>Open Lab TIME</p> | <p>1. Methods and Materials/ Implementation phase is where the group will put the plan into action.</p> <p>2. Provide educational materials to target population</p> <p>3. Implementation phase needs a minimum of 3 phases</p>                       | 1. Implementation Continued | <p>1. Complete Case Study G by TIME online</p> <p>2. Each team member must find 2 more peer reviewed articles pertaining to the target population/ subject matter. Complete Journal Review in APA format by DATE</p> | <p>1. Continue writing Implementation portion of Research paper</p> <p>IMPLEMENTATION</p> |  |

|              |                |                                                                                                  |                                                                                                      |                                                                                                                                                                                                                                                 |                                                             |                                                                                                                 |
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|              |                |                                                                                                  |                                                                                                      | 3. Halfway Through Self Evaluation Quiz                                                                                                                                                                                                         |                                                             |                                                                                                                 |
| 8            | DATE<br>Hybrid | 1. Implementation phase # 3<br><br>2. Complete Post survey or Post assessment data/ dental index | 1. Implementation<br><br>2. Post- Assessment Data, post surveys to take place no later than March 24 | 1. Complete Case Study H by TIME<br><br>2. Each team member must find 2 more peer reviewed articles pertaining to the target population/ subject matter. Complete Journal Review in APA format by DATE<br><br>3. Midway Progress Draft Due DATE | IMPLEMENTATION                                              | Field Experience<br><br>Class Discussions<br><br>Group Assignments<br><br>Writing Assignments<br><br>Case Study |
| Spring Break | 3/10           |                                                                                                  | SPRING BREAK                                                                                         | Midway Progress Draft Due DATE<br><br>Acknowledgements DATE                                                                                                                                                                                     | 1. Post- Assessments should be completed no later than DATE |                                                                                                                 |
| 9            | DATE<br>Hybrid | 1. Evaluation- State the success in achieving the                                                | 1. Analysis of post-data                                                                             | 1. Complete Case Study I by today TIME online                                                                                                                                                                                                   | Post Assessment data/ Evaluation due DATE                   | Field Experience<br><br>Class Discussions                                                                       |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                        |                                                                   |                                                                                                                                                                     |                                                                       |
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|  |  | <p>goals identified in the planning section</p> <p>2. Include measurement tools used to evaluate the program</p> <p>3. Evaluate the results of the project including the following:</p> <ul style="list-style-type: none"> <li>a. Agency Personnel</li> <li>b. Participants of the Project</li> <li>c. Dental Hygiene students conducting project</li> <li>d. Determine future needs and/or recommendations, which would need to be addressed if the agency participates on a continuing basis</li> </ul> <p>4. Include possible reasons for any unexpected results</p> | <p>2. Comparative Interpretation</p> <p>3. Summary</p> | <p>2. Midway Progress Draft Due DATE at TIME on BB Google Doc</p> | <p>Second combination of title sheet, references and abstracts DATE</p> <p>1. Complete Results: Post Data Analysis and Evaluation of Project Due DATE</p> <p>2.</p> | <p>Group Assignments</p> <p>Writing Assignments</p> <p>Case Study</p> |
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|    |                        | <p>5. Evaluate change or lack of change with the study results</p> <p>6.If basic principles found in the supportive literature have been utilized, explain the relationships of these principles to results</p> <p>7. The student will evaluate the effectiveness of the CDHP at the agency with the target population.</p> |  |                                                                                                  |                                                                                                                                                      |  |
| 10 | <p>DATE</p> <p>TBD</p> | <p>1. The students will discuss and summarize the findings of the target population at the agency.</p> <p>2. Analysis of Data from the Post- Assessment at end of project</p>                                                                                                                                               |  | <p>1. Complete Community Quiz by TIME</p> <p>Second combined Annotated bibliography due DATE</p> | <p>1. Complete Results: Post Data Analysis</p> <p>2. Evaluation of Project due DATE</p> <p>3. Complete Acknowledgements for Final Research Paper</p> |  |

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|    |                                                                             | 3. Evaluate the Data and the effectiveness of the project                                                                                                                                                                                                  |                                                                                                                           |                                            | 4. Continue working on Appendix                                                                                                                                                              |  |
| 11 | DATE<br><br>Possible In class or Open Lab will be determined closer to date | 1. The students will discuss and summarize the findings of the target population at the agency.<br><br>2. Analysis of Data from the Post- Assessment at end of project                                                                                     |                                                                                                                           |                                            | 1. Complete Results Worksheet by DATE<br><br>2. Request agency evaluation be completed by DATE                                                                                               |  |
| 12 | DATE<br>Possible Open Lab TIME                                              | 1. Conclusion- based on the hypothesis, was it prove or disprove the assumptions made based on information explained in previous course sections<br><br>2. Use previous research to cite accomplishments of the study or indicate a need for further study | 1. Complete Project<br><br>2. Discussion<br><br>3. Request Agency/ Facilities' Evaluation and returned no later than 4/14 | 1.Community Activity Sheets due DATE on BB | Request Evaluation and return by DATE<br><br>1. Write Discussion / Summary and Conclusion portion of the project<br>2. Write Abstract portion of the project<br>3. Add documents to Appendix |  |

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|    |             | 3. Documentation- record all sections of the hygiene process of care                                                                                                                                                                                                                                                                                                     |                                                                                                                         |                                                                                                                               | 4. Complete Table of Contents for Final Research Paper<br>Begin Preparing Oral Presentation for DATE                                                                                                                 |  |
| 13 | DATE Hybrid | <p>Each student completes a separate reflection to be included in final paper.</p> <p>2. The student will reflect on their experience with the target population and agency in their final research paper.</p> <p>a. What would you change about the situation if you were in charge?</p> <p>b. Do you feel your actions had any impact? What more needs to be done?</p> | <p>1. Personal-Reflection</p> <p>2. Summary and Conclusion</p> <p>3. Agency Evaluations</p> <p>4. Complete Appendix</p> | <p>1. Agency Evaluations due today</p> <p>2. Self reflections due today</p> <p>3. Community Activities due today</p> <p>g</p> | <p>1. Complete Appendix</p> <p>Prepare Oral Presentations- All groups should be prepared to present on DATE however not all groups will present this day.</p> <p>3. Final CDHP Research Paper due by 4/28 at 8am</p> |  |

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|    |                                          | <p>c. Does this experience compliment or contrast with what you learned in DHY 250 and what you are learning in DHY 251? How?</p> <p>d. In what ways, has your sense of self, your values, your sense of community, your willingness to serve others, and your self-confidence/self-esteem been impacted or altered through this experience?</p> |                                                                                                            |                                                                                                                                                                                 |  |                                                                                                    |
| 14 | <p>DATE</p> <p>IN<br/>CLASS<br/>TIME</p> | <ol style="list-style-type: none"> <li>1. Oral Presentation Rubric</li> <li>2. The student will collectively work on a research paper with their peers on the CDHP at the</li> </ol>                                                                                                                                                             | <ol style="list-style-type: none"> <li>1. Oral Presentations of Community Dental Health Project</li> </ol> | <ol style="list-style-type: none"> <li>1. Prepare Oral Presentations- All groups should be prepared to present on DATE however not all groups will present this day.</li> </ol> |  | <p>Group Presentations 30 minutes each 3 groups= 90 minutes</p> <p>Class Discussion 30 minutes</p> |

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|           |                             | agency of their choice.  |                                                                                       | 2. Final CDHP Research Paper due by DATE at TIME<br><br>3. Community Activities Due 4/23- note this DATE following Advocacy Day** |  |                                                                                                                                    |
| 15        | DATE<br>IN<br>CLASS<br>TIME | Oral Presentation Rubric | 1. Oral Presentations of Community Dental Health Project<br>2. Prepare for Final Exam | 1. Final Research Paper due Today DATE at TIME<br>2. Return Textbook today in class!                                              |  | Group Presentations 30 minutes each 3 groups= 90 minutes<br><br>Class Discussion 30 minutes<br><br>Community Activities Summary 30 |
| Exam Week | DATE<br>Online              |                          | 1. Return of Final CDHP Research Paper<br><br>2. Final Examination                    | 1. Complete final exam                                                                                                            |  | Final Examination- 60 minutes<br><br>Available from 8am-10:30am on BB                                                              |

### Simplified Schedule

| Date | Location         | DUE                                                                        | Target Timeline                                                         | Case Study | NAME Rotation |
|------|------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------|------------|---------------|
| DATE | Synchronous      | Contracts due DATE<br>Title page due DATE                                  |                                                                         | A          |               |
| DATE | IN CLASS TIME    |                                                                            | Orientation/Tour Facility/<br>Target Population WS<br>Assessment WS     | B          | DATE<br>NAME  |
| DATE | Hybrid           | 2 Research Articles due DATE                                               | Assessment WS                                                           | C          | DATE          |
| DATE | IN CLASS TIME    |                                                                            | DH Diagnosis/Dental Risk WS                                             | D          | NAME          |
| DATE | Hybrid           | Combined Annotated Bib<br>DATE                                             | Program Planning WS<br>Lesson Plans                                     | E          | DATE          |
| DATE | Hybrid           | Program Planning WS MUST be<br>approved before Implementation<br>can begin | Program Planning WS<br>Methods and Materials WS<br>BEGIN IMPLEMENTATION | F          | NAME          |
| DATE | Open Lab<br>TIME |                                                                            | IMPLEMENTATION                                                          | G          | DATE          |
| DATE | Hybrid           | 2 Research Articles due DATE                                               | IMPLEMENTATION                                                          | H          | NAME          |
| DATE | SB               |                                                                            | IMPLEMENTATION                                                          |            | DATE          |
| DATE | Hybrid           | Midway Progress Draft due<br>DATE                                          | IMPLEMENTATION                                                          | I          | NAME          |
| DATE | Board Exam       | 2 <sup>nd</sup> Combined Annotated Bb due<br>DATE                          | Evaluation/ Post Assessment<br>WS                                       | Quiz       | DATE          |

|      |                                             |                                                                                                |                       |  |      |
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| DATE | Possible In<br>class or<br>Open Lab<br>TIME |                                                                                                | Results/Discussion WS |  | NAME |
| DATE | Open Lab<br>TIME                            |                                                                                                | Prepare Appendix      |  | DATE |
| DATE | Hybrid                                      | Self-Reflections due DATE<br>Facility Evaluation due DATE<br>Summary and Conclusion WS<br>DATE | Table of Contents     |  | NAME |
| DATE | IN CLASS<br>TIME                            | Oral Presentations<br>Community Activities due<br>DATE                                         | Acknowledgements WS   |  |      |
| DATE | IN CLASS<br>TIME                            | Oral Presentations<br>Research paper due DATE                                                  |                       |  |      |
| DATE | Hybrid                                      | Final Exam                                                                                     |                       |  |      |

**DHY 251 Community Dental Health II Final Research Paper**

**Group Project Name:** \_\_\_\_\_

**Group Members:** \_\_\_\_\_

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                    |                                                                                                                                 |                                                                                                                                                                                                                     |                                                                                                                                                       |                                                                                                                                                                                                                                                     |
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| <b>Student will demonstrate the ability to apply research skills and tools as well as to Analyze, Synthesize and Evaluate Information. Student will demonstrate Critical Thinking</b>                                                                                                                                                                                                                                                                                                      | <b>Insufficient:</b><br>Demonstrates little understanding, awareness, or knowledge | <b>Emergent:</b><br>Demonstrates some understanding, awareness, or knowledge                                                    | <b>Satisfactory:</b><br>Demonstrates proficient awareness, understanding or knowledge                                                                                                                               | <b>Proficient:</b><br>Demonstrates proficient awareness, understanding or knowledge                                                                   | <b>Exceeds:</b> Demonstrates exceptional understanding, awareness, or knowledge                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>0pts</b>                                                                        | <b>5pts</b>                                                                                                                     | <b>10pts</b>                                                                                                                                                                                                        | <b>15pts</b>                                                                                                                                          | <b>20pts</b>                                                                                                                                                                                                                                        |
| <b>Organization of Ideas:</b> Student is able to present the following research paper sections:<br>Title Page<br>Abstract<br>Acknowledgments<br>Table of Contents<br>Introduction/ Target Profile<br>Assessments<br>Dental Hygiene Diagnosis/ Dental Risk<br>Project Planning<br>Methods and Materials: Implementation<br>Results: Evaluation (Includes post data analysis)<br>Discussion<br>Summary and Conclusion<br>Agency Evaluation<br>Personal Reflections<br>Appendix<br>References | There is no clear organization of ideas; the requirements were not met.            | Writing lacks logical organization. It shows some coherence, but ideas lack unity. More than 3 of the requirements was not met. | Writing is coherent and logically organized. Some points remain misplaced and stray away from the topic. Transitions evident but not used throughout the paper. A moderate amount of the work met the requirements. | Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Most of the requirements are met. | Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion regarding the topic. All requirements are met. Good transitional headings and sentences used from one section to another. |

|                                                                                                                                                                                                 |                                                                                                                                                                |                                                                                                                                                                                              |                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                            |
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| <p><b>Introduction:</b> Thesis/Hypothesis. Describes the purpose and goal, while summarizing the foundation of the CDHP.</p>                                                                    | <p>Does not sufficiently present main points of introduction, hypothesis and foundation and is not well organized.</p>                                         | <p>Lacks main points of introduction, hypothesis and foundations and not sufficiently presented or organized. The purpose is lacking and is not useful for community practice or theory.</p> | <p>Contains main points of introduction, hypothesis, and foundations but not as sufficiently and not as well organized. The purpose is somewhat useful and/or pertinent for community practice or theory.</p> | <p>Adequately presents main points of introduction, hypothesis, and foundations in a fairly well-organized manner. The purpose of the project is very useful and or pertinent for community practice or theory.</p> | <p>Concisely presents main points of introduction, hypothesis, and foundation in a well-organized manner. The purpose is very useful and or pertinent for community practice or theory.</p>                                                                                                |
| <p><b>Application:</b><br/><b>Introduction/ Target Profile/ Assessments.</b> Uses and applies knowledge; Uses problem solving methods; Chooses tools to fit the specific goals and purpose.</p> | <p>There is no clear identification or assessment of the population. Does not use a dental index of survey. Table and graphs are not labelled or accurate.</p> | <p>Lacks clear identification and assessment of the target population. Does not use appropriate dental index or survey. Table and graphs are inaccurate and not labelled.</p>                | <p>Semi clear identification and assessment of the target population. Table and graphs are accurate but not as neat or labelled.</p>                                                                          | <p>Provides a good identification of the target population and assessment of the population by creating a target population. Uses a good dental index or survey. Table and graphs are neat and labelled.</p>        | <p>Clearly identifies target population and assesses the populations need by creating a target population profile. Selects an appropriate and ideal dental index or survey. Uses and applies knowledge. Written narrative is clear and concise. able and graphs are neat and labelled.</p> |

|                                                                                                                                                                                                                                                         |                                                                                                                               |                                                                                                                                                                          |                                                                                                                                                                                                                      |                                                                                                                                                                                                 |                                                                                                                                                                                                               |
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| <p><b>Analysis: Dental Hygiene Diagnosis/ Dental Risk.</b> Data Analysis collected is both clear and accurate. Can recognize and isolate the issue or problem presented.</p> <p>Begins to define and isolate a solution.</p>                            | <p>Does not describe or analyze the data set.</p>                                                                             | <p>Can somewhat describe and analyze the data set. Doesn't clearly tell the reader where the data set are from, who is covered in the data set, and who compiled it.</p> | <p>Describes and analyzes the data set from several sources. Informs the reader where the data set are from, who is covered in the data set, and who compiled it. The analysis in not clear or well thought out.</p> | <p>Describes and analyzes the data set. Informs the reader where the data set are from, who is covered in the data set, and who compiled it. The analysis is good but not well thought out.</p> | <p>Describes and analyzes the data set. Informs the reader where the data set are from, who is covered in the data set, and who compiled it. The analysis is well thought out; reasonable and thoughtful.</p> |
| <p><b>Synthesis: Program Planning/ Methods and Materials.</b> Content indicates synthesis of ideas, in-depth analysis and evidence of original thought and support for the topic. Designs a Community Dental Health Program. Composes Lesson plans.</p> | <p>Does not integrate findings from assessments and data analysis to create a program plan. Does not include lesson plans</p> | <p>Lacks clean integration of findings from assessments and data analysis to create a program plan. Lesson plans are not organized or well thought-out.</p>              | <p>Somewhat integrates findings from assessments and data analysis to create and design a program plan. Organization of implementation plans are not clear in lesson plans.</p>                                      | <p>Integrates findings from assessments and data analysis to create a program plan and design a program plan. Organizes implementation plans in a good manner in lesson plans</p>               | <p>Clearly integrates findings from assessments and data analysis to create and design a program plan. Organizes implementation plans in a logical manner in lesson plans.</p>                                |

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| <p><b>Creating: Implementation</b> Designs and implementation of CDHP.</p>                                                                                                              | <p>Design and implementation is unorganized and Does not understand the needs of the target population.</p> | <p>Lacks in design and implementation of the program. Decisions do not support the program and does not have a full understanding of the needs of the population.</p>                          | <p>Somewhat organized design and implementation of the program. Decisions somewhat support the program but not have a full understanding of the needs of the target population.</p>                        | <p>Provides a design and implementation of program that is organized in a good manner. Decisions support the program and requires understanding of the needs of the target population.</p>                                             | <p>Design and Implementation of program is well thought-out and organized. Decisions support the program and requires understanding of the needs of the target population.</p>                                                                                                                                                                                                               |
| <p><b>Evaluation: Discussion/ Results/ Conclusion</b><br/>Identifies issues or problem data; begins to define and isolate a solution. Summarizes program and provides a conclusion.</p> | <p>Does not interpret or measure post assessment data. Conclusion and Results needs attention.</p>          | <p>Interpretation and Measurement of post assessment data is lacking. Does not conclude an understanding of the Results and Conclusion. There is no written narrative of table and graphs.</p> | <p>Somewhat interprets and measures post assessment data accurately. Results and Conclusions not clear. Table and graphs are neat but not labelled. There is no written narrative of table and graphs.</p> | <p>Interprets and measures post assessments data- well thought out and correctly. Compares pre and post assessments accurately. Appropriate revisions to improve future outcomes. Shows an acceptable understanding of the Results</p> | <p>Interprets and measures post assessments data- well thought out and correctly. Compares pre and post assessments accurately. Concludes evidence of a successful. CDHP. Appropriate revisions to improve future outcomes. Shows full understanding of the Results and Conclusion. Table and graphs are neat and labelled. Written narrative of table and graphs are clear and concise.</p> |

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|                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                 |                                                                                                                                                                                                            | and Conclusion.<br>Table and graphs are neat and labelled.                                                                                                                       |                                                                                                                                                                                                                                                          |
| <b>Uses Critical Thinking consistently:</b>                                                                                                                                                          | Little or no conscious awareness or understanding of the program. Cannot identify or describe the program.                                                                                                                          | Little understanding of what is important and lacking identified purpose. Simple connections identified with little explanation or reflection in the narrative. Presents a limited perspective. | Begins to identify significant but still struggles to apply material to purpose. Demonstrates some minimal or simplistic understanding of the program. Begins to formulate a plan using creative thinking. | Draws reasonable conclusions. Connections are explained and related to promote understanding. Identifies, demonstrates and describes the program clearly with effective support. | Requires reasoning, develops a plan with a sequence of steps. Uses a higher level of thinking throughout entire program. Demonstrates and describes the program clearly, delivering all relevant information necessary for full understanding.           |
| <b>Grammar, Syntax, and Mechanics:</b><br>Running head/Title page<br>-Double spaced<br>-1” margins<br>-12-pt Times New Roman Font<br>-1 Citation for each reference<br>-4 references per team member | Spelling, punctuation, and grammatical errors create distractions, making reading very difficult. There are numerous fragments, comma splices, and run-ons. Errors are rampant throughout the paper. Does not follow APA format and | Spelling, punctuation, and grammatical errors create distractions, making reading difficult. Fragments, comma splices, and run-ons are evident. Errors are frequent.                            | Most spelling, punctuation, and grammar are correct allowing the reader to progress through the paper. Some errors remain. Meets APA format and assignment requirements. Generally correct                 | Paper has few spelling, punctuation, and grammatical errors allowing the reader to follow ideas clearly. Very few fragments, comma splices or run-ons.                           | Paper is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons. Meets all APA format and assignment requirements and evidence of attention to detail. All margins, spacing and indentations |

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|                                 | <p>assignment requirements at all. There are incorrect margins, spacing, indentations, and neatness of the paper needs attention. There are no citations for each reference listed. There are not 20 references listed.</p> | <p>Fails to follow APA format and assignments requirements. There are some incorrect margins, spacing issues, indentations, and neatness of the paper needs attention. There are less than the required number of citations and references for the assignment.</p> | <p>margins, spacing, and indentations. Paper is neat but may have some assembly errors. At least 70% of the citations and references are correct.</p> | <p>Meets APA format and assignment requirements. Margins, spacing, and indentations are correct. Paper is neat and correctly assembled. At least 80% of the citations and references are correct.</p> | <p>are correct. Paper is neat and correctly assembled with a professional look.</p> |
| <b>TOTAL POINTS/ 180 points</b> | <p>COMMENTS : <span style="float: right;">TOTAL POINTS/ 180 Points=</span></p> <p>_____. _____%</p> <p>-</p>                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                       |                                                                                                                                                                                                       |                                                                                     |

**Last Updated DATE: This is to give you a guide as to what we are going to cover in this course and when.**

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 method.