

**University of Hawaii Maui College**  
**DH 264 - Community Dental Hygiene**

**1. Course Alpha.**

DH

**2. Course Number.**

264

**3. Course Title/Catalog Title.**

Community Dental Hygiene

**4. Number of Credits.**

2

**5. Contact Hours/Type.**

- Hour lecture (2)

**6. Course Description.**

Examines community dental health problems, school dental health programs, and epidemiology of dental disease as well as assessment, development, implementation and evaluation of a community dental health program.

**7. Pre-Requisites.**

Prereq: Admission to the Dental Hygiene Program.

**8. Co-requisites.**

**9. Recommended Preparation.**

**10. Is this a cross-listed course?**

NO

**11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation.**

The Dental Hygiene faculty determined that all course content related to Community Dental Health can be taught in one course, DH 264 instead of having two separate courses. Deleting a 1 credit course in the curriculum sequence DH 173 Dental Health Education, prevents repetition of course content and obtains manageable amount of credits.

**12. Effective Semester and Year.**

Spring 2016

**13. Grading Method. What grading methods may be used for this course?**

- Letter grade only/No Audit (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate?**

NO

**15. Course Student Learning Outcomes (SLOs).**

Course SLO/Competency	Examine People's Health and Careers and Programs in Public Health.	Perform Community Assessments.	Measure Progress in Oral Health and Population Health.	Study Research Methods in Health Promotion and Communication.	Practice Social Responsibility and Cultural Competency.	Engage in Service-Learning and Plan a Student Community Project with Head Start.	Examine Test-Taking Strategies and Community Cases
Define the terms health, public health and dental public health.	<input checked="" type="checkbox"/>						
Define the term population health.	<input checked="" type="checkbox"/>						
Discuss the 10 greatest public health achievements of the twentieth century.	<input checked="" type="checkbox"/>						
Define skills and educational requirements for various roles in public health.	<input checked="" type="checkbox"/>						
Explain the importance of assessment as a core public health function.	<input checked="" type="checkbox"/>						
Identify the determinants of health that affect the health of individuals and communities.	<input checked="" type="checkbox"/>						
Discuss a community oral health improvement process.	<input checked="" type="checkbox"/>						
Describe the national Healthy People initiatives.	<input checked="" type="checkbox"/>						
Describe the oral health objectives of Healthy People 2010 and 2020.	<input checked="" type="checkbox"/>						
Discuss measures used to assess oral health in populations.		<input checked="" type="checkbox"/>					
Compare and contrast the procedures and methods used in oral health surveys.		<input checked="" type="checkbox"/>					
Describe the current status of oral health in the United States.		<input checked="" type="checkbox"/>					
Identify oral health disparities and inequities among population group.		<input checked="" type="checkbox"/>					
Discuss the factors that influence oral health in populations.			<input checked="" type="checkbox"/>				
Identify oral health programs at the national, state and local level. Explain how program goals and objectives are used in program planning, implementation, and evaluation.			<input checked="" type="checkbox"/>				
Identify the different funding streams and structures for obtaining dental services through public health systems.			<input checked="" type="checkbox"/>				
Differentiate between the hypothesis and the null hypothesis of a research study				<input checked="" type="checkbox"/>			
Explain the importance of the scientific method in research.				<input checked="" type="checkbox"/>			
Define a population and a sample as related to research				<input checked="" type="checkbox"/>			
Apply various health promotion strategies and theories to situations for promotion of oral health				<input checked="" type="checkbox"/>			
Follow a sequence of steps in the health communication process when developing a health communication project				<input checked="" type="checkbox"/>			
Discuss the distinctions among generic, targeted, personalized, and tailored health messages				<input checked="" type="checkbox"/>			
Define social responsibility and professional ethics					<input checked="" type="checkbox"/>		
Discuss the various opinions surrounding health as a right or a privilege					<input checked="" type="checkbox"/>		
Explain how the current delivery of oral health care services affects access					<input checked="" type="checkbox"/>		
Describe key demographic, social, and cultural shifts and trends influencing oral health among culturally diverse groups in the United States					<input checked="" type="checkbox"/>		
Discuss the impact of population trends in oral health and provision of oral health services to individuals and groups						<input checked="" type="checkbox"/>	
Define the terms cross-cultural communication, health disparities, and cultural diversity						<input checked="" type="checkbox"/>	
Discuss traditional outreach efforts						<input checked="" type="checkbox"/>	

Discuss experiential learning methods and their unique purposes						<input checked="" type="checkbox"/>	
Define service-learning and list distinguishing characteristics						<input checked="" type="checkbox"/>	
Define the purpose of a student community project						<input checked="" type="checkbox"/>	
Define needs assessment as it applies to selecting a target population							<input checked="" type="checkbox"/>
Prepare planning forms, including selection of the target population, assessment visit, and written agreement of project goals and objectives							<input checked="" type="checkbox"/>
Develop an overview of the National Board Dental Hygiene Examination							<input checked="" type="checkbox"/>
Develop guidelines for answering multiple-choice test items and community testlets							<input checked="" type="checkbox"/>

Course SLO/PSLO	Demonstrate their cumulative knowledge and skill by successfully passing both written and clinical dental hygiene board examinations.	Provide comprehensive dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.	Provide accurate, consistent, and complete documentation for assessment, and evaluation of dental hygiene services.
Examine People's Health and Careers and Programs in Public Health.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Perform Community Assessments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Measure Progress in Oral Health and Population Health.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Study Research Methods in Health Promotion and Communication.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practice Social Responsibility and Cultural Competency.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Engage in Service-Learning and Plan a Student Community Project with Head Start.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Examine Test-Taking Strategies and Community Cases	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## 16. Course Competencies.

Competency
Define the terms health, public health and dental public health.
Define the term population health.
Discuss the 10 greatest public health achievements of the twentieth century.
Define skills and educational requirements for various roles in public health.
Explain the importance of assessment as a core public health function.
Identify the determinants of health that affect the health of individuals and communities.
Discuss a community oral health improvement process.
Describe the national Healthy People initiatives.
Describe the oral health objectives of Healthy People 2010 and 2020.
Discuss measures used to assess oral health in populations.
Compare and contrast the procedures and methods used in oral health surveys.
Describe the current status of oral health in the United States.
Identify oral health disparities and inequities among population group.
Discuss the factors that influence oral health in populations.
Identify oral health programs at the national, state and local level. Explain how program goals and objectives are used in program planning, implementation, and evaluation.
Identify the different funding streams and structures for obtaining dental services through public health systems.
Differentiate between the hypothesis and the null hypothesis of a research study
Explain the importance of the scientific method in research
Define a population and a sample as related to research
Apply various health promotion strategies and theories to situations for promotion of oral health
Follow a sequence of steps in the health communication process when developing a health communication project
Discuss the distinctions among generic, targeted, personalized, and tailored health messages
Define social responsibility and professional ethics
Discuss the various opinions surrounding health as a right or a privilege
Explain how the current delivery of oral health care services affects access
Describe key demographic, social, and cultural shifts and trends influencing oral health among culturally diverse groups in the United States
Discuss the impact of population trends in oral health and provision of oral health services to individuals and groups

Define the terms cross-cultural communication, health disparities, and cultural diversity
Discuss traditional outreach efforts
Discuss experiential learning methods and their unique purposes
Define service-learning and list distinguishing characteristics
Define the purpose of a student community project
Define needs assessment as it applies to selecting a target population
Prepare planning forms, including selection of the target population, assessment visit, and written agreement of project goals and objectives
Develop an overview of the National Board Dental Hygiene Examination
Develop guidelines for answering multiple-choice test items and community testlets

**17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

Content
Week 1 People's Health, Careers in Public Health for the Dental Hygienist Ch. 1 and 2
Week 2 Assessment in the Community, Measuring Progress in Oral Health Ch. 3 and 4
Week 3 Population Health, Oral Health Programs in the Community Ch. 5 and Ch.6 Community oral health project proposals due
Week 4 Hale Makua (adults who require restorative and rehabilitative health service (Wailuku/Kahului), Journal article review due//
Week 5 Research, Health Promotion and Health Communication Ch. 7 and Ch. 8//
Week 6 Cultural Competency, Service-Learning Ch. 10 and Ch. 11
Week 7 Planning a Student Community Project with Head Start, Journal article evaluation Ch. 12
Week 8 Social Responsibility Ch. 9, Online discussion post
Week 9 Hale Makua (Wailuku/Kahului), Advertisement critique due
Week 10 Hale Makua (Wailuku/Kahului), Mock research proposal due
Week 11-12 Hale Makua (Wailuku/Kahului)
Week 13-14 Hale Makua (Wailuku/Kahului), Online response post
Week 15-16 Hale Makua (Wailuku/Kahului) Test-Taking Strategies and Community Cases (self-study)Ch. 13 Community oral health presentation report due.

**18. Program Learning Outcomes.**

Program SLO
Demonstrate their cumulative knowledge and skill by successfully passing both written and clinical dental hygiene board examinations.
Provide comprehensive dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.
Provide accurate, consistent, and complete documentation for assessment, and evaluation of dental hygiene services.

**19. College-wide Academic Student Learning Outcomes (CASLOs).**

	<b>Creativity</b> - Able to express originality through a variety of forms.
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING.

21. Method(s) of delivery appropriate for this course.

- Classroom/Lab (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials.

- Geurink, K.. Community Oral Health Practice for the Dental Hygienist. 3rd. Elsevier Saunders, .

23. Maximum enrollment.

12

24. Particular room type requirement. Is this course restricted to particular room type?

NO

25. Special scheduling considerations. Are there special scheduling considerations for this course?

NO

26. Are special or additional resources needed for this course?

None

27. Does this course require special fees to be paid for by students?

NO

28. Does this course change the number of required credit hours in a degree or certificate?

No

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
AS:	Allied Health - Dental Hygiene	PR - Program Requirement
AAS:		
BAS:		
Developmental/Remedial:		

30. Course designation(s) for other colleges in the UH system.

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2014-2015 pages 43 and 108.

32. College-wide Academic Student Learner Outcomes (CASLOs).

<b>Standard 1 - Written Communication</b>	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
Outcome 1.1 - Use writing to discover and articulate ideas.	3
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.	2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.	2
Outcome 1.4 - Gather information and document sources appropriately.	2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.	3
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.	3
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	3
Outcome 1.8 - Demonstrate proficiency in revision and editing.	3
Outcome 1.9 - Develop a personal voice in written communication.	3
<b>Standard 2 - Quantitative Reasoning</b>	
Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.	
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	2
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	2
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	2
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	2
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	2
Outcome 2.6 - Assess the validity of statistical conclusions.	2
<b>Standard 3 - Information Retrieval and Technology</b>	
Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	2
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	2
Outcome 3.3 - Recognize, identify, and define an information need.	3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	3
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	2
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	3
<b>Standard 4 - Oral Communication</b>	
Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	3
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	3
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	3
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	3
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	3
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	3
<b>Standard 5 - Critical Thinking</b>	
Apply critical thinking skills to effectively address the challenges and solve problems.	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	3
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	3
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2
<b>Standard 6 - Creativity</b>	
Able to express originality through a variety of forms.	

Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	2
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.	2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.	2
Outcome 6.4: Apply creative principles to discover and express new ideas.	2
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.	2

### 33. Additional Information