

WEST LOS ANGELES COLLEGE
DEPARTMENT OF DENTAL HYGIENE

- I. DH 205 DENTAL HEALTH EDUCATION
- II. PREPARED BY: JOY OGAMI AVILA, R.D.H., M.S.
- III. REVISED FOR: FALL 2013
- IV. PREREQUISITES: COMPLETION OF ALL ATTEMPTED DENTAL HYGIENE COURSES WITH A FINAL GRADE OF C OR BETTER
- V. UNITS AND HOURS: ONE UNIT, THREE HOURS, WEDNESDAY 8:05 A.M. – 12:20 P.M.
- VI. OFFICE HOURS: TUESDAY 3:30 P.M. – 4:30 P.M., FRIDAY 4:15 P.M. – 5:15 P.M.
AVAILABLE ALSO BY EMAIL AND APPOINTMENT
- VII. COURSE INSTRUCTOR: JOY OGAMI AVILA, R.D.H., M.S.
jcogami@gmail.com

VIII. COURSE DESCRIPTION:

This practicum course is designed to orient the dental hygiene student to the role of dental health educator and provide experiences in dental health education. In this course, students will be introduced to concepts of school program planning, development of evaluation mechanisms and coordinating efforts with educational and community systems.

IX. REQUIRED READINGS:

Nathe, C. Dental Public Health: Contemporary Practice for the Dental Hygienist, Second Edition. Upper Saddle River, New Jersey: Prentice Hall, 2001.

X. RECOMMENDED READING:

Gagliardi, L. Dental Health Education: Lesson Planning and Implementation. Second Edition. Upper Saddle River, New Jersey: Prentice Hall, 2006.

XI. STUDENT LEARNING OUTCOMES:

B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.

Assessment: *Students will develop lesson plans to effectively communicate to populations within the community. The students will have an opportunity to present these lesson plans and evaluate feedback to assess presentation outcomes.*

E. Civic Responsibility: Apply the principles of civility to situations in the contexts of work, family, community and the global world.

Assessment: *Students will apply theories and teaching/learning strategies through lesson plans that adapt uniquely to target populations. Population based activities will allow students to apply community dental health principles to prevent disease and promote health*

X. COMPETENCIES:

The student is expected to possess knowledge, skills, judgments, values, and attitudes to develop the foundation for the listed program competencies.

Program competency #1: Adhere to the American Dental Hygienist's Associations' code of ethical conduct and apply this code to established state and federal laws, recommendations, and regulations in the provision of dental hygiene care.

Program competency #5: Assess, plan, implement and evaluate community oral health services, including health promotions and disease prevention in variety of settings.

Program competency#6: Provide planned educational services using effective interpersonal communication skills and educational strategies to promote oral health for individuals and groups of diverse populations.

Program Competency #9: Integrate the principles of behavioral, dental, dental hygiene sciences to assess, formulate, implement and evaluate a comprehensive dental hygiene treatment plan for the patient to attain and maintain optimal oral health based on accurate, consistent and complete assessment data and modify treatment as necessary.

XII. COURSE GOALS:

1. To assess, design, plan, implement, and evaluate dental health lesson plans.
2. To introduce the students to a variety of different health care settings and populations through participation in local dental health education activities.
3. To have the ability to do effective self-assessments.
4. To have the ability to do professional peer evaluations.

XII. COURSE OBJECTIVES

At the completion of the course, the student will be able to:

- A. Effectively assess target audience for their level of knowledge on dental health.

- B. Design specific dental health education lesson plans utilizing different teaching and learning strategies.
- C. Utilize evidence-based dental health knowledge in the lesson plans.
- D. Implement grade specific dental health education lesson plan.
- E. Comply with WLAC Infection Control Policy with all activities.
- F. Communicate with peers, students, educators, and the community-at-large in a professional manner.
- G. Participate in community-based dental health education projects.

XIII. METHODS OF INSTRUCTION:

Lecture, discussions, demonstrations, small group experiences, collaboration with DH 204, independent study, and computer assignments.

XIV. METHODS OF EVALUATION:

A.	Community Dental Health Presentation	40%
B.	Class Presentations	10%
C.	Self-assessments and peer evaluations	10%
D.	Smoking Cessation Research	20%
E.	Sealant/Health Fair Participation Hours Class Participation	20%

Course grade will be based on the following scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C

Lower than 70% is a non-passing grade and constitutes failing this course. To continue in the dental hygiene program, the student must receive a C or better in this course.

General Information:

- Exams are the property of the instructor.
- Exams will be made from course readings, lecture material, and handouts.
- To receive credit, the assignment must be received by mid-night of the day the assignment is due.

- Academic dishonesty will not be tolerated and students should refer to the STUDENT BEHAVIOR AND COLLEGE DISCIPLINE INSTRUCTOR GUIDELINE provided on the class website and campus website.

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XV. COURSE OUTLINE

SESSION	LECTURE TOPIC
8/28	No Class
9/4	No Class
9/11	No Class
9/18	No Class
9/25	<ul style="list-style-type: none"> • Introduction to Dental Health Education • Smoking Cessation Project Introduction • Course Project Introduction
10/2	<ul style="list-style-type: none"> • Behavior and Learning Models • Introduction of ADPIE • Proposal Writing
10/9	<ul style="list-style-type: none"> • Lesson Plan Basics/Logic Model <ul style="list-style-type: none"> ○ Infants/Toddlers/Parents ○ School Age Children ○ Adults, the Elderly and Diverse Populations
10/16	Lab - Work on Lesson Plans/Presentations Proposal Due
10/23	<ul style="list-style-type: none"> • Presentations • Peer Review • Self Assessments
10/30	Community Service Event – Group 1
11/6	Community Service Event – Group 2
11/13	Community Service Event – Group 3
11/20	Community Service Event – Group 4
11/27	Community Service Event – Group 5
12/4	<i>School Site Presentation – Child Development Center</i>
12/11	<i>Self and Peer Evaluations Due</i> <i>Smoking Cessation Worksheet Due</i>

XVI: GRADING RUBRICS:

Smoking Cessation Research Grading Rubric
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CATEGORY	4	3	2	1
PICO Question Development	Strong understanding of PICO with strong question development.	Good understanding of PICO and good question development.	Fair understanding of PICO or fair question development. May be missing some components of PICO.	Failed to provide PICO analysis or did not demonstrate understanding of concept.
quality of Research	5 or more excellent, current resources were provided.	5 or more good resources were provided or some may be outdated.	Most resources were missing, weakly correlated with topic or outdated.	Some or all resources were not provided, OR research was not current.
Annotated Bibliography - Annotation	Excellent annotation of resources.	Good annotation of resources.	Fair annotation of resources.	Poor or missing annotations of resources.
Annotated Bibliography - Citations	Excellent APA citations provided with all components and formatting present.	Good APA citations provided with only minor components missing or minor formatting issues.	Fair APA citations provided with components missing or formatting issues.	Poor citations. APA may have not been used or more than 2 major components missing or major formatting issues.

CATEGORY	Excellent	Good	Fair	Poor
Analysis of Population (20 points)	Strongly identifies the "need" or area of focus for a grade specific dental health education lesson plan.	Identifies the "need" or area of focus, but lacks some supporting evidence.	The "need" or area of focus is vaguely or poorly established or addressed.	The "need or area of focus is incorrect or not addressed.
Audience Assessment (20 points)	Proper assessment of level of knowledge on dental health and strong connection to presentation made.	Levels of knowledge were fairly assessed, or presentation showed some difficulty adapting these levels.	Levels of knowledge poorly assessed, or presentation was poorly adapted.	Assessment of knowledge level was not made. Presentation was focused on the wrong audience.
Preparedness (20 points)	Group is completely prepared and is well-rehearsed.	Group is prepared but might have needed a couple more rehearsals.	Group is somewhat prepared, but it is clear that rehearsal was lacking.	Group does not seem at all prepared to present.

Content (40 points)	Shows a full understanding of the topic using strong teaching and learning strategies.	Shows a good understanding of the topic. Some teaching and learning strategies used.	Shows a good understanding of parts of the topic. Most teaching or learning strategies in need of improvement.	Topic not understood. Improper teaching or learning strategies used.
Anticipatory Set (20 points)	A strong anticipatory set established.	A good anticipatory set established.	A weak anticipatory set used.	Failure to establish an anticipatory set.
Group Work (30 points)	Works extremely well with group members. Actively participated in all of the components of the presentation.	Works well with group members. Participated in most of the components of the presentation.	Worked fairly well with group members. Participated in some of the components of the presentation.	Student had difficulty working with group members. Did not participate in presentation.