COURSE SYLLABUS

COURSE NO., HOURS AND TITLE: DH 347-2, Community Oral Health

COURSE INSTRUCTOR: Jennifer S. Sherry, RDH, MSEd
Associate Professor, Dental Hygiene, School of Allied Health
Office: ASA, Room 130
Phone: 618-453-8891 (O); 618-985-4933 (H) or 618-967-9424 (C) (only for emergency)
E-mail: clnteth@siu.edu or jenlater@msn.com

OFFICE HOURS: Monday—8-10 AM; Tuesday—10-12 PM; Wednesday—1-3 PM or by appt.

COURSE TIMES/LOCATION: Monday---2:00-3:50 PM (ASA Room 15)

ACADEMIC HONESTY: Students are expected to adhere to the policies regarding academic dishonesty and plagiarism, found in the latest edition of the SIUC Student Conduct Code http://policies.siu.edu/documents/studentconductcodefinalmay32011.pdf and http://studentlife.siu.edu/policies_resources/resources.html. All students are expected to adhere to a strict code of academic honesty. Academic dishonesty will be addressed according to the “Policies and Procedures Applicable to Academic Dishonesty” as stated in the Important Information for Students, Faculty, & Staff booklet.

From the Student Conduct Code, Section ii, Article a:

Acts of Academic Dishonesty: Plagiarism, representing the work of another as one’s own work; preparing work for another that is to be used as that person’s own work; cheating by any method or means; knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research; knowingly furnishing false information to a university official relative to academic matters; soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code. Sanctions will be imposed for violations of this policy in accordance with the Student Conduct Code. A copy of the Important Information for Students, Faculty & Staff booklet can be obtained from the Office of the Vice Chancellor for Student Affairs, Mail code 4308, Southern Illinois University, Carbondale, IL 62901-4308.

Dental Hygiene Specific System: If the student is involved in any acts of academic dishonesty, they will be disciplined. The discipline action will be decided by the faculty for this course as well as the Program Director for Dental Hygiene. This action will also be documented in the students’ permanent file. The student will also sign a form that states they understand and agree with the discipline.

ADA Accommodations: In keeping with the goal of the implementation of the Americans with Disabilities Act (ADA), all students for whom this act applies should notify the instructor no later than the second session of the course so that arrangements can be made for
accommodations to meet your educational needs and maximize learning. If any student needs special services, please contact the course instructor or Disability Support Services (453-5738, DSSsiu@siu.edu).

EMERGENCY PROCEDURES: Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

COURSE DESCRIPTION:
DH 347-2 Community Oral Health. The student is introduced to the general principles of dental public health, community dentistry and epidemiology. Also presented is an overview of current community based oral health programs and roles of a community based dental hygienist. Lecture two hours. 16 weeks. Prerequisites: DH 247 and DH 247L.

PROGRAM COMPETENCY:
Upon completion of the course the students will have achieved competence in the following:

C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations and active involvement in local organizations.

Health Promotion and Disease Prevention (HP)
HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.

Community Involvement (CM)
CM.5 Evaluate reimbursement mechanisms and their impact on the patient’s access to oral health care.
CM.7 Advocate for effective oral health care for underserved populations.
Patient Care (PC)
Assessment
PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.

Evaluation
PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Demonstrate a workable knowledge of terms used in dental public health and community dentistry.
2. Contrast the principles of community based dentistry with those of private practice dentistry.
3. Identify key historical events which have impacted community based dentistry.
4. Explain the hierarchy of public health organization in the United States.
5. Discuss current issues related to U.S. Health Care.
6. Describe the interrelationships among Healthy People 2020, National Health Objectives and community based oral health programs.
7. Discuss the interrelationships among dental need, demand, utilization and provision for care.
8. Discuss various financing methods for dental care, both private and public.
9. Define epidemiology and give examples of its practical application.
10. Define and discuss epidemiological methods for determining treatment needs in a population.
11. Associate the epidemiology of oral diseases with current public health measures and community dental programs.
12. Discuss health literacy as it specifically pertains to community oral health.

CONTENT OUTLINE:

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Dental Public Health/Surgeon General’s Report</td>
<td>20%</td>
</tr>
<tr>
<td>Dental Care Delivery in the US/Access to Care</td>
<td>10%</td>
</tr>
<tr>
<td>Financing Dental Care</td>
<td>10%</td>
</tr>
<tr>
<td>Legislative Approaches (IDHA Lobby Day)</td>
<td>3%</td>
</tr>
<tr>
<td>Oral Epidemiology</td>
<td>10%</td>
</tr>
<tr>
<td>Program Evaluation/HP 2020</td>
<td>10%</td>
</tr>
<tr>
<td>Current Oral Epidemiologic Findings</td>
<td>10%</td>
</tr>
<tr>
<td>The Prevention Movement</td>
<td>20%</td>
</tr>
<tr>
<td>Target Populations/Health Literacy and the Dental Practice</td>
<td>7%</td>
</tr>
</tbody>
</table>

*TOTAL TIME: 100%

*Community Jeopardy is review for the Final Exam, so not included in Course Topics.

TEXTBOOK INFORMATION:

Required:


ATTENDANCE POLICY:

*Attendance* is expected at all scheduled classes and will be documented. The student is responsible for obtaining information concerning any missed class sessions.

*Reading assignments* must be completed prior to class.

*Class participation* is expected from ALL students and will be evaluated. Evaluation will be based on quantity and quality of participation. Students are expected to be engaged in the discussion and not doing other activities (clinic scheduling, Facebooking, etc).

*Grades* will be posted on Desire 2 Learn (D2L) and may be checked at any time by the student. Please alert me if any discrepancies are noted.

*Tardiness* for class will be noted and will result in a **ONE PERCENTAGE POINT** deduction toward the student’s course grade.

*Make-up quizzes*: It is the student’s responsibility to contact the course instructor for make-up. No make-ups on unscheduled (pop) quizzes or in-class writing assignments (Writing to Learn).

All pagers, cell phones, MP3 players, iPods™, or other electronic devices with the exception of those directly related to the well-being of the student MUST be turned off or silenced. Please, no texting or usage of cell phone during lecture (UNLESS I HAVE YOU LOOK UP INFORMATION PERTAINING TO CLASS DISCUSSION). If you must
receive a phone call during class, please sit to the rear of the room nearest the door to make a quiet exit. This does not include calls from a patient to make or cancel an appointment. Excessive talking and chatter while the instructor or classmate has the “floor” is not only disrespectful, but also disruptive towards the accomplishment of the objectives—Please DO NOT DO IT.

**COURSE DELIVERY/METHODOLOGY:**

Course delivery will be lecture format utilizing Power Point presentations and discussion. An off-site community service project and lobby day excursion will also be included as required course activities. Power Point presentations will be downloaded to Desire 2 Learn (D2L) at SIU Online.

**GRADING:**

Course grades are earned through a combination of the following activities:

*Approximate points possible*

- 5 Reading quizzes  **10 pts ea**  50 points
- Midterm  50 points
- Final exam  110 points (comprehensive)
- Class participation  5 points

*(After one missed class, final grade reduced by 5 percentage points per each class missed. This deduction will take place at the end of the semester. Participation point(s) may be deducted for excessive talking, cell phone use during class, or other infractions deemed appropriate by the professor)*

- Assignments *(Approx 70 pts)*
  
  *Assmt 1 web*  20 points
  US Public Health System  
  *Assmt 2*  20 points
  DMFT/BSS/HP2020  
  *Assmt 3*  20 points
  Fluoridation, etc.  
  *Writing to Learn Assmts (announced or unannounced)*  10 points

Assignments will consist of Writing to Learn assignments (to partially satisfy the Writing Across the Curriculum requirements of the college),
and other assignments as deemed appropriate by the instructor. **No make-ups** on in-class writing/assignments!!

- Lobby Day Write Up  15 points
- Special Olympics Write Up  15 points

A required activity of this course is to attend IDHA Lobby Day in Springfield, IL on _______________________. Your Operative lab will be cancelled that day. We will leave Carbondale on a bus at approximately 5:30 a.m. and return by 6:00 p.m. **MORE INFO LATER, but please mark off in your schedule when the date is announced!**

A reflective essay about the experience will be required.

- Possible Extra Credit Opportunity: Special Olympics, Special Smiles—providing oral cancer screenings and education to the athletes. (Tentative date is Friday, May 6, 2016 *). A reflective essay will be due to receive points. *Points dependent on amount of time volunteering.

Total:  315 points

*Note* All course requirements must be completed to pass the course. A student may not opt out of a requirement and simply forfeit that portion of the grade. The instructor reserves the right to amend the grading percentages and/or course requirements if need be; however, students will receive changes in sufficient time to comply with the changes and complete required coursework.

Make-up exam/quizzes must be taken within 2 business days following the missed exam/quiz. If this is not accomplished, you will receive a ZERO for the missed exam/quiz. If you will be absent for an exam/quiz, please notify me prior to class.

Grading Scale: Grade may be determined at any point by accessing D2L and dividing the points earned by points possible which will yield a percentage.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>59% or below</td>
</tr>
</tbody>
</table>

*The minimum passing grade for DH 347 is a C. If a D or F is earned, the course must be repeated to complete the DH curriculum.*
Extra credit: If more community service opportunities present, students may earn extra credit by volunteering to do additional community service activities. Point values are dependent upon type of activity and time spent participating in the activity. A reflective essay will be required to receive extra credit points!

INSTRUCTIONAL OBJECTIVES:
Mastery of the following instructional objectives will lead toward mastery of SIU Dental Hygiene Program Core Competencies. Upon completion of each module, mastery of instructional objectives will be determined by means of written evaluation.

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

Overview of Dental Public Health (Health Promotion and Disease Prevention—HP.4)
1. Define Public Health
2. Demonstrate a workable knowledge of terms used in dental public health and community dentistry
3. Describe the evolution of public health science and practice
4. Define dental public health
5. Describe factors affecting public health
6. Contrast the principles of community based dentistry with those of private practice dentistry
7. Identify key historical events which have impacted community based dentistry

Dental Care Delivery in the US (Core Competency—C.8)
8. Identify key agencies which administer and support oral health programs at the local, state and national levels
9. Describe the state of dental health in the United States
10. Identify the government agencies related to dental hygiene
11. Compare the functions of federal, state, and local government in dental care delivery
12. Describe dental workforce issues
13. Define need, supply, demand, and utilization
14. Discuss the Surgeon General’s Report 2020
15. List the major findings of the Surgeon General’s Report 2020
17. Discuss the interrelationships among sociocultural factors in oral health care and how they affect access

Financing Dental Care (Community Involvement—CM.5)
18. Describe current methods of payment for dental care
19. Define and apply terminology associated with financing dental care
20. Identify the different insurance plans available for dental care
21. Identify the different insurance plans available for dental care
22. Describe the role of the government in financing dental care

Oral Epidemiology (Patient Care—PC.1; PC.2; and PC.3)
23. Define epidemiology and give examples of its practical application
24. Relate epidemiology to evidence-based practice
25. Define common epidemiologic terms
26. Define and discuss epidemiological methods for determining treatment needs in a population
27. Relate measurement to epidemiology
28. Describe ways to increase validity of epidemiologic research methods
29. List and describe various publications that report oral epidemiology in the United States
30. Identify Year 2020 National Health Objectives related to community oral health programming

Ch. 13: Program Evaluation (Evaluation—PC.12)
31. Identify various dental indexes and define their purposes

Ch. 17: Current Oral Epidemiologic Findings (Health Promotion and Disease Prevention—HP.4; HP.5)
32. Describe the current epidemiological issues of dental disease
33. Describe the current epidemiological issues of conditions
34. Compare the epidemiology of oral diseases with current community oral health programs
35. Use knowledge of epidemiological principles to research and present current information about an issue in oral health

Ch. 2: The Prevention Movement (Health Promotion and Disease Prevention—HP.5)
36. List and describe the current public health preventive modalities practiced today
37. Defend the need for preventive modalities in dental public health practice
38. Discuss ways in which a dental hygienist can become an advocate for community based oral health programs

Ch. 10: Target Populations (Community Involvement—CM.7)
39. Define target populations
40. Identify barriers to dental hygiene care

No Chapter: Health Literacy and the Dental Practice
41. Discuss strategies that can be utilized to improve interpersonal communication with clients in the clinical practice setting.
42. Identify the difference between health literacy and oral health literacy.
## DH 347-Community Oral Health
**Tentative Class Schedule**
**Spring 2016**

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Class Topic</th>
<th>Assigned reading is to be completed prior to class time</th>
<th>Reading Assignment Chapters in text HO=handout(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1 1-18-16</td>
<td>MLK holiday---NO CLASS</td>
<td></td>
<td>Nathe Chap. 1-Dental Public Health-An Overview</td>
</tr>
<tr>
<td>Wk 2 1-25-16</td>
<td>Syllabus: Introductions Dental Public Health—An Overview Nathe: Chapter 1</td>
<td></td>
<td>Nathe Chap. 1-Dental Public Health-An Overview</td>
</tr>
<tr>
<td>Wk 4 2-8-16</td>
<td>Dental Care Delivery (Public Health) in US Nathe: Chapter 3 Give web assmt</td>
<td></td>
<td>Nathe Chap. 3-Dental Care Delivery in US</td>
</tr>
<tr>
<td>Wk 5 2-15-16</td>
<td>Dental Care Delivery (Public Health) in US Nathe: Chapter 3 (Continued) (Watch DHAT DVD’s) Web assmt due</td>
<td></td>
<td>Nathe Chap. 3-Dental Care Delivery in US</td>
</tr>
<tr>
<td>Wk 6 2-22-16</td>
<td>Financing of Dental Care Nathe: Chapter 5</td>
<td>READING QUIZ: Nathe Chap. 3-Dental Care Delivery (PH) in US Nathe Chap. 5-Financing Dental Care Class activity: Financing Dental Care (quiz grade)</td>
<td></td>
</tr>
<tr>
<td>Wk 7 2-29-16</td>
<td>Midterm (Nathe Chapters 1, 3, and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk 8 3-7-16</td>
<td>Oral Epidemiology Nathe: Chapter 16</td>
<td>Nathe Chap. 16-Oral Epidemiology HP 2020</td>
<td></td>
</tr>
<tr>
<td>Wk 9 3-14-16 through 3-20-16</td>
<td>SPRING BREAK!!</td>
<td>RELAX!!</td>
<td></td>
</tr>
<tr>
<td>Wk 10 3-21-16</td>
<td>Program Evaluation Nathe: Chapter 13 Healthy People 2020</td>
<td>Nathe Chap. 13-Program Evaluation HP 2020</td>
<td></td>
</tr>
<tr>
<td>Wk 11</td>
<td>Epidemiology of Oral Conditions/Caries, Ging/Perio, Fluorosis, Oral Cancer, Early Childhood Caries (ECC), etc. (Give DMFT Assignment)</td>
<td>READING QUIZ: Nathe Chap. 13, 16-Prog. Eval. And Oral Epi.</td>
<td></td>
</tr>
<tr>
<td>Wk 12</td>
<td>Current Oral Epidemiology Findings (DMFT Assignment Due) Discus Lobby Day “particul&quot;s”</td>
<td>Nathe Chap. 17-Current Oral Epidemiological Findings</td>
<td></td>
</tr>
<tr>
<td>Wk 13</td>
<td>The Prevention Movement: Public Health Prevention Programs Nathe: Chapter 2 Caries, Fluoridation, Screenings, Alternative Restorative Treatment (ART), Early Childhood Caries (ECC)</td>
<td>Nathe Chap. 2-The Prevention Movement</td>
<td></td>
</tr>
<tr>
<td>Wk 14</td>
<td>Public Health Prevention Programs: cont. Sealants, Mouthguards, OC, ART, Xylitol IDHA LOBBY DAY WRITE UPS DUE (Give web assignment-fluoridation)</td>
<td>Nathe Chap. 2-The Prevention Movement</td>
<td></td>
</tr>
<tr>
<td>Wk 15</td>
<td>Target Populations Health Literacy (video) and discussion (Web assignment on fluoridation due)</td>
<td>READING QUIZ: Nathe Chap. 2-The Prevention Movement Nathe Chap. 10 Target Populations</td>
<td></td>
</tr>
<tr>
<td>Wk 16</td>
<td>Instructor Evaluation Community Jeopardy—Review for final exam **FRIDAY, MAY 6, 2016—Special Olympics, Special Smiles (during opposite clinic time—extra credit will be assigned depending on hours volunteered---reflection paper will be due to receive points)</td>
<td>READING QUIZ: Nathe Chap. 10 Target Populations</td>
<td></td>
</tr>
<tr>
<td>FINALS WEEK</td>
<td>Final Exam – Monday, May 9 2:45-4:45 PM---Room 15</td>
<td>Comprehensive</td>
<td></td>
</tr>
</tbody>
</table>

The instructor reserves the right to modify the schedule, if needed
SOUTHERN ILLINOIS UNIVERSITY

Syllabus Attachment
Spring 2016
http://pvaas.siu.edu/

IMPORTANT DATES *
Semester Class Begins: .............................................. 01/19/2016
Last day to add a class (without instructor permission): 01/24/2016
Last day to withdraw completely and receive a 100% refund: 01/31/2016
Last day to drop a course using SalukiNet: .................. 04/03/2016
Last day to file diploma application (for same to appear in Commencement program): ......................... 02/12/2016
Final examinations: ............................................... 05/09-05/13/2016

*For exam, final, internal, and course dropDDL dates, visit Registrar’s Academic webpage: http://sirRegistrar.sin.edu

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12–03/20/2016

WITHDRAWAL POLICY—Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form must be initialed by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://register.sin.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY—Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit http://sirRegistrar.sin.edu/grades/incomplete.html

REPEAT POLICY
As an undergraduate student, for the purpose of raising a grade, enroll in the course for credit no more than two times (total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://register.sin.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.sin.edu/about-us-grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.sin.edu/

PLAGIARISM
Student Conduct Code: http://sr.sin.edu/student_conduct_code/

MORRIS LIBRARY HOURS
http://www.lib.sin.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.sin.edu

ALASKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 536-5714, or salukiCares@sin.edu, http://salukicasres@sin.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.sert.sin.edu. Department of Safety’s website at www.dps.sin.edu (disaster drop down) and the Emergency Response Guideline booklet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during evacuations or sheltering emergencies.

INCLUSIVE EXCELLENCE
SIU enrolls people from all walks of life, from many different cultures and sub-cultures, and representing all stints of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit http://www.inclusivexcellence.sin.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.sin.edu/
Math Labs: http://math.sin.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a center or schedule an appointment please visit http://wcenter.sin.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.sin.edu/

Additional Resources Available:
SALUKINET: https://salukinet.sin.edu/sp/kone/displacement
ADVISMENT: http://advisement.sin.edu/
PROVOST & VICE CHANCELLOR: http://pvaas.sin.edu/
SIU ONLINE: http://online.sin.edu/

Spring 2016 RO’Rourke