COURSE SYLLABUS

COURSE NO., HOURS AND TITLE: DH 448-1, Community Oral Health Practicum

LAB INSTRUCTOR: Jennifer S. Sherry, RDH, MSEd (Course Director)
Associate Professor, Dental Hygiene, School of Allied Health
Office: ASA Room 130
Phone: 618-453-8891(O); (618) 985-4933 (H—only in emergency);
(618) 967-9424 (only call if you cannot reach me via office or home)
E-mail: clnteth@siu.edu/jenlater@msn.com

OFFICE HOURS: Mon. 1 PM-3 PM; Tues. 10 AM-12 PM; Wed. 1 PM-3 PM
or by appointment

CLASS MEETING TIME/LOCATION: 1 hour weekly: Monday 9:00 AM-9:50 AM ASA Room 14

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 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 immediately. If any student needs special
services, please contact a faculty member or Disability Support Services at 453-5738. Peer tutors are also available;
see Robert Broomfield, Academic Advisor for the School of Allied Health for details.

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 448-1 Community Oral Health Practicum.** Principles of community oral health are applied through practical experience. Programming phases of assessment, planning, implementation, and evaluation are studied in detail. Lecture one hour weekly. 16 weeks. One credit hour. Not for graduate credit. Prerequisite: DH 347, CMST 101, ENGL 101 and 102. Restricted to DH majors only and approval from the School of Allied Health or the DH program. Laboratory fee: $35.

PROGRAM COMPETENCIES:

**Core Competencies (C)**
C.1 Apply a professional code of ethics in all endeavors.
C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
C.6 Continuously perform self-assessment for lifelong learning and professional growth.
C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
C.11 Record accurate, consistent, and complete documentation of oral health services provided.
C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.

**Health Promotion and Disease Prevention (HP)**
HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
HP.2 Respect the goals, values, beliefs, and preferences of all patients.
HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
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.
HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**Community Involvement (CM)**
CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.
CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system.
CM.3 Provide community oral health services in a variety of settings.
CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.
CM.6 Evaluate the outcomes of community-based programs, and plan for future activities.
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.

Dental Hygiene Diagnosis
PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

Implementation
PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

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 the course, the student will be able to:

Apply education principles and use creative methods for increasing the public's interest and participation in better oral health.

Take an active role in the community as an oral health resource person.

Describe the role of a dental hygienist in various community-based oral health programs.

Design a needs assessment instrument for a specified population.

Plan, implement, and evaluate oral health education programs.

Develop learning activities and visual aids to be used in oral health education programs.

Evaluate various types of educational materials pertaining to oral health and determine their value for use in educational programs.

Identify roles of the dental hygienist in promoting dental public health measures.

Describe career options for dental hygienists in community oral health.

Discuss how dental health education programs support the oral health objectives in Healthy People 2020.

TOPICAL OUTLINE:

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Program Planning Overview</td>
<td>5%</td>
</tr>
<tr>
<td>Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Planning</td>
<td>20%</td>
</tr>
<tr>
<td>Implementation</td>
<td>20%</td>
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<tr>
<td>Evaluation</td>
<td>20%</td>
</tr>
</tbody>
</table>
Dental Health Education and Promotion: 10%
Careers in Dental Public Health: 5%
Total Time: 100%

TEXTBOOK:

Other information such as articles, supplemental materials will be accessible on Desire 2 Learn (D2L) site. You will be responsible to print off if you would like hard copies of materials and bring to class.

Attendance Policy:
Attendance: Attendance is expected at all scheduled classroom experiences. The student is responsible for obtaining information concerning any missed class sessions. Absence from class for reasons other than illness or family emergencies is strongly discouraged. Whereas considerable work is accomplished on projects during class time, absences hinder group progress and communication and will affect attendance/peer evaluation portion of final grade.

Tardiness at a scheduled program event will result in a loss of one percentage point toward the student’s course grade.

Make-up quizzes: Scheduled quizzes may be made up the Tuesday following the missed class session. 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. 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:
The course is a practicum experience in public health programming. The phases of program planning, assessment, planning, implementation and evaluation are covered in detail in lecture/discussion format. Reading assignments are referenced from handouts and items given out in class, posted on Desire2Learn (D2L) as well as from the Nathe textbook that was required for DH 347. The reading is VERY IMPORTANT to grasp the program planning process. Use of the internet to access websites for current public health information is also key in this course.

GRADING/FINAL GRADE/GRADING SCALE:
The course grade is based on the following: Please note: Points are approximate, and may vary slightly from what is listed at the discretion of the professor.

Quizzes (scheduled) and unscheduled/pop----no make-ups

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>20</td>
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<td>Quiz 2</td>
<td>20</td>
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<tr>
<td>Quiz 3</td>
<td>20</td>
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<tr>
<td>Unscheduled (pop) quizzes</td>
<td>20</td>
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20 points
Writing to Learn and other assignments  
A portion of the writing to learn assignments will be done in class but will not be announced prior to class. There will be no make-ups for in-class writing assignments.

**Participation and attendance**  
2 points

(For two late arrivals to class or leaving class early one point will be subtracted from the 2 participation/attendance points. If cell phone rings during class or student is observed by the instructor as texting during class or lab, one point will be subtracted from the 4. After one missed class period, one percentage point will be subtracted from the final **Percentage** grade for each class period missed.)

Testlet Final  
70 points

**Total (Approximate):** 182 points*

*Note: This is the tentative total number of points for the course. The instructor reserves the right to amend the number of points if need be; however, students will receive changes in writing, and in sufficient time to comply with the changes and complete required coursework. At any point in the semester, the student can calculate their current course grade by dividing the number of points achieved thus far in the course by the total possible points thus far in the course. Grades will be entered on D2L throughout the course. Be sure to check grades through D2L.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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Minimum passing grade for this course is a “C”. If a grade of “D” or “F” is earned, the student must retake the part of the course below a “C”. Keep in mind, this course is only offered in the Fall semester.

**EXTRA CREDIT:**

Extra credit may be earned through voluntary participation in programs requested by the community. **Up to FIVE** points may be earned for each extra credit program/activity in which the student participates. Evaluation of extra credit will be based on the extent of each student’s participation, preparation, and time commitment. **A ONE PAGE TYPED reflection paper must be submitted upon completion of an extra credit program in order for the student to receive extra credit. The form for extra credit reflections is posted on Desire 2 Learn (D2L).**

**INSTRUCTIONAL OBJECTIVES: POSTED ON DESIRE 2 LEARN FOR THIS COURSE.**
**DH 448---Fall 2015**

*Tentative Class Schedule (The professors reserve the right to modify the class/lab schedule and activities, if needed.)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (Lecture)</th>
<th>Lecture (Mondays, 9:00 AM-9:50 AM)</th>
<th>Reading assignments are to be read prior to class or lab time</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 24</td>
<td>Syllabus/Intro. to course</td>
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<tr>
<td>2</td>
<td>Aug. 31</td>
<td>Assessment for program planning (LM PPT on D2L) &lt;br&gt; <em>Read before class, JDH article</em> &lt;br&gt; ‘Establishing Community Partnerships’ by DeAngelis and Warren and Assessment chapter Pg. 64-78 from a different text: “Readings” section on D2L</td>
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<td>3</td>
<td>Sept. 7</td>
<td>Labor Day - No Lecture due to holiday</td>
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<tr>
<td>4</td>
<td>Sept. 14</td>
<td>Analyzing Needs Assessments/Setting priorities (LM PPT on D2L)</td>
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<td>5</td>
<td>Sept. 21</td>
<td>Analyzing Assessments/Setting priorities (continued) &lt;br&gt; Program Goals and Objectives (LM PPT on D2L) &lt;br&gt; <strong>Quiz</strong>: Program Planning Chapters &amp; Assessment</td>
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<td>6</td>
<td>Sept. 28</td>
<td>Finish Goals and objectives (continued)</td>
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<td>7</td>
<td>Oct. 5</td>
<td>Resources and Constraints &amp; Lesson Planning (for ed portion of program) (LM PPT on D2L) &lt;br&gt; <em>Read before class</em>: Chapter 9 Nathe text: Lesson Plan Development</td>
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<td>8</td>
<td>Oct. 12</td>
<td>Fall Break—NO LECTURE</td>
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<td>9</td>
<td>Oct. 19</td>
<td>Implementation Strategies (LM PPT on D2L)</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>10 Oct. 26</td>
<td><strong>Quiz</strong>: Setting priorities, Goals &amp; objectives, Resources and Constraints</td>
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<td>11 Nov. 2</td>
<td>Program Evaluation (LM PPT on D2L)</td>
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<td><em>Read before class</em>: Chapter 13 Nathe text: Evaluation</td>
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<tr>
<td>12 Nov. 9</td>
<td>Dental Health Ed and Promotion (LM PPT on D2L)</td>
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<td><em>Read before class</em>: Chap 8 in Nathe text: Dent Health Ed &amp; Promotion</td>
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<tr>
<td>13 Nov. 16</td>
<td>Discuss Oral Health Day-Evaluate process structure, outcomes</td>
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<td>14 Nov. 23</td>
<td>Catch up Day</td>
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<tr>
<td>15 Nov. 30</td>
<td><strong>Quiz</strong>: (Implementation Strategies, Dental Health Ed and Promotion, Evaluation)</td>
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<td></td>
<td>Discussion/Final thoughts on Addus Project</td>
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<td><strong>HAND OUT FINAL EXAM---TAKE HOME---MUST HAND IN ON FINAL EXAM DATE</strong></td>
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<td>16 Dec. 7</td>
<td>Careers in Dental Public Health</td>
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<td><em>Read before class</em>: Chapters 20 &amp; 21 in Nathe text &amp; DH workforce models on D2L→″The Benefits of Dental Hygiene-Based Oral Health Provider Models″</td>
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<tr>
<td>17 Dec. 14</td>
<td>Career Options in Community Oral Health</td>
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<td>Current events in Community Oral Health and discussion</td>
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<tr>
<td>18 Dec. 14</td>
<td>**FINALS WEEK-. Testlet final—<strong>Friday, December 18—8-10 AM; Room 14 (turn in and discuss---You MUST be present to turn in your final)</strong></td>
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IMPORTANT DATES *
Semester Class Begins ........................................ 08/24/2015
Last day to add a class (without instructor permission) ........................................ 08/20/2015
Last day to withdraw completely and receive a 100% refund: ........................................ 09/06/2015
Last day to drop a course using SakaiNet ........................................ 11/01/2015
Last day to file diploma application (for name to appear in Commencement program) ........................................ 09/18/2015
Final examinations ........................................ 12/14-12/18/2015

Note: For outreach, internships, and short coursework deadlines, visit Registrar’s Academic webpage: http://Registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated 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://Registrar.siu.edu/pdf/summer/catalog1314.pdf

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://Registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two 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://Registrar.siu.edu/pdf/upper/catalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://GradSchool.siu.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.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.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.siu.edu

SALUKI 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) 453-5714, or salukicares@siu.edu, http://salukicares.siu.edu/index.html

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INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit http://www.inclusiveexcellence.siu.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.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

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://write.siu.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.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

Fall 2015 R.O.R.rouse