



CAMOSUN COLLEGE
School of Health & Human Services
Dental Programs

DHYG 391 Community Oral Health 2
Winter 2015

COURSE OUTLINE

The Approved Course Description is available on the web @

<http://www.camosun.bc.ca/calendar/current/web/dhyg.html#DHYG291>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.

1. Instructor Information

| | |
|-------------------------|--|
| (a) Instructor | Melissa Schaefer |
| (b) Office hours | By appointment |
| (c) Location | Dental 003 |
| (d) Phone | 370-3193 Alternative: _____ |
| (e) E-mail | schaefer@camosun.bc.ca |
| (f) Website | n/a |

2. Course Description and Particulars

This course builds on concepts and theory from DHYG 390. Concepts of advocacy, health literacy, oral health trends and dental public health measures will also be explored. Health promotion principles will be applied in the community.

Prerequisites: B- in DHYG 390
Pre or Co-requisite: DHYG 345

Credits: 2
In class hours: 2 per week x 16 weeks

3. Required Materials

- (a) Texts: none
Course Pack: DHYG 391 Winter 2015
- (b) Health Canada Website: <http://www.hc-sc.gc.ca>
Public Health Agency of Canada Website: <http://www.phac-aspc.gc.ca>
World Health Organization Website: <http://www.who.int/bulletin/en/index.html>
Canadian Association of Public Health Dentistry Website: <http://www.caphd-acsdp.org/>

4. Intended Learning Outcomes

| Intended Learning Outcomes | Program Outcomes |
|--|--|
| <ol style="list-style-type: none"> 1. Describe and apply a systems approach to community oral health programming in community settings. 2. Describe community oral health activities related to the prevention and control of oral disease and promotion of health. 3. Describe marketing strategies for community oral health education and promotion. 4. Describe the role of the dental hygienist as an advocate for underserved population groups. 5. Identify dental public health measures. | <ol style="list-style-type: none"> 1. Function as a professional dental hygienist. 2. Communicate and collaborate effectively with individuals, family, community and interdisciplinary teams. 3. Demonstrate critical thinking and use evidence based decision-making to provide optimal dental hygiene services to individuals, families and community. 4. Advocate improving oral health and access to oral health services for individuals, families and community. 5. Coordinate and contribute to the effective management of the practice environment to ensure quality care and services. 6. Function as a competent clinician using the dental hygiene process of care. 7. Educate individuals, families and community about oral health including its relationship to general health. 8. Apply health promotion principles to improve the health of individuals, families and community. |

5. Course Elements

This course builds upon the community health concepts introduced in DHYG 390. The focus is on the role of the dental hygienist as an advocate, planning programs and marketing oral health. Current community dental health research is also reviewed, as well as the need, demand and utilization of dental services in Canada.

On completion of this course the student will be able to:

- 1.0 Describe and apply a systems approach to community oral health programming in community settings.
 - 1.1 Describe planning for community dental health programs.
 - define "planning"
 - explain the importance of planning with the community for dental health programs
 - recall basic procedural steps for community dentistry program planning
 - 1.2 Describe assessing the dental health needs of a target population.
 - describe the purpose and method of a needs assessment
 - define "target population" and "target population profile"
 - explain information that needs to be obtained from a needs assessment survey
 - describe appropriate questions for obtaining the information needed
 - explain the need for socioeconomic data
 - explain the use of indices and statistical data for determining need

- 1.3 Describe determining priorities.
 - describe the analysis of needs assessment data to further define the target population and its dental health problems
 - explain the importance of incorporating the perceived needs of the community when determining priorities
- 1.4 Describe developing program goals and objectives.
 - differentiate between program goals and objectives
 - define "outcome objectives" and "process objectives"
 - explain the importance of developing measurable program objectives
- 1.5 Explain how to identify community resources.
 - identify personnel, facilities and equipment needed for the program
 - describe appropriate media strategies for marketing and education
- 1.6 Explain planning for evaluation.
 - describe using formative and summative assessment processes for program evaluation
- 1.7 Describe involving community members in the planning phase.
 - explain the importance of collaborating with community members when planning for community dental health programs
 - describe involving community members to determine dental health priorities and blocks or constraints to achieving program goals, including possible solutions
 - explain methods of informing community members about planned services and gaining their support for the proposed program
 - explain the purpose of identifying and enlisting the support of community members who might serve as sources of information, community influence or financial support
- 1.8 Describe implementing, and evaluating community dental health programs.
 - describe strategies for implementing a program that meets each of the program objectives
 - explain monitoring the program and modifying the program objectives based on feedback
 - explain reasons for evaluating programs
 - relate summative evaluation findings to the original needs of the program recipients
 - describe end-of-program reports including possible recommendations that could be made

2.0 Describe community oral health activities related to the prevention and control of oral disease and promotion of health.

- 2.1 Describe the relationship between literacy and health:
 - define functional illiteracy
 - discuss major health issues for people with low literacy
 - describe ways of determining the readability level of health publications
 - discuss ways of making health information more accessible to people who do not read well
 - describe skills used to choose, rewrite and develop health materials that may be easily read
- 2.2 Describe oral health issues regarding First Nations People
 - briefly explain the history of First Nations culture in Canada and BC
 - describe federal and provincial policies and legislation that have negatively affected First Nations people
 - discuss inequities in First Nation's people's health care
 - recall current dental preventive programs for First Nations people and possibilities for the future from DHYG 390

- 2.3 Describe the relationships between poverty and oral health
- discuss examples of partnerships between health professionals and low income groups to address inequities in health care
- 2.4 Discuss community health partnerships
- discuss information and skills that help health professionals establish, maintain and improve partnerships with other health groups within the community
 - discuss barriers to positive partnerships between health professionals and client groups
 - discuss the community health needs of different client groups
 - describe oral health inequities in our community

3.0 Describe marketing strategies for community oral health education and promotion.

- 3.1 Describe the social marketing process.
- define "social marketing"
 - describe components of the marketing process
 - discuss ethical issues relating to marketing in dentistry
- 3.2 Describe the role of the dental hygienist in marketing.
- explain why dental hygienists are in an excellent position to market dental health to their patients
 - relate marketing to the promotion of health and wellness and career satisfaction
- 3.3 Describe mass media activities pertaining to community dental health education and promotion.
- define "mass media"
 - explain the strengths and weaknesses of various forms of mass media used for health education and promotion

4.0 Describe the role of the dental hygienist as an advocate for underserved population groups.

- 4.1 Describe influence and change:
- discuss situations when you would attempt to change the way other people think about an issue
 - discuss factors to consider when attempting to influence other individuals or groups
- 4.2 Describe the participation of dental hygienists in health initiatives.
- define "health initiatives"
 - explain the history of dental hygiene involvement in health initiatives
 - discuss how health initiatives develop from an idea phase to an action phase
 - discuss how dental hygienists can become active partners in existing health initiatives
 - discuss how dental hygienists can launch health initiatives of their own

5.0 Identify dental public health measures.

- 5.1 Describe the need, demand and utilization of dental services in Canada
- explain perceptions of "dental need" from the viewpoint of the dental professional and public
- 5.2 Discuss personal, political, social and economic factors influencing need, demand for and utilization of dental services.

- discuss the fact that those who frequently need the most care receive the least
- discuss types of predisposing factors, enabling factors and need factors
- discuss the interaction of these factors their affect on the utilization of dental health services
- discuss factors that can be changed through community health education programs to increase utilization of dental health services
- discuss possible future need, demand and utilization trends for dental services

5.3 Discuss barriers to the utilization of dental services.

- discuss the effect of geographic, economic, linguistic and educational barriers to the utilization of dental services
- discuss the influence of culture on the utilization of dental services
- discuss age-related barriers to the utilization of dental services
- discuss the significance of prejudices and value judgments on the dental professional's assessment of group "need"

5.4 Discuss strategies to effect change in the need, demand for and utilization of dental services, especially for community groups with special needs.

A schedule of weekly topics, assignment details and due date(s), and exam dates will be provided in the first week of classes.

6. Basis of Student Assessment (Weighting)

(a) Assignments

| | |
|---|------------|
| Advocacy Assignment (details TBA) | (15 marks) |
| Community Presentation..... | (40 marks) |
| Our Place participation and evaluation..... | (10 marks) |
| Readings..... | (10 marks) |

(b) Exams

| | |
|-----------------|------------|
| Final exam..... | (25 marks) |
|-----------------|------------|

7. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

- Standard Grading System (GPA)
- Competency Based Grading System

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|--------------------------------------|-------------------------|
| 90-100 | A+ | | 9 |
| 85-89 | A | | 8 |
| 80-84 | A- | | 7 |
| 77-79 | B+ | | 6 |
| 73-76 | B | | 5 |
| 70-72 | B- | <i>Passing Grade</i> | 4 |
| 65-69 | C+ | | 3 |
| 60-64 | C | | 2 |
| 50-59 | D | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description |
|-------|---|
| COM | The student has met the goals, criteria, or competencies established for this course, practicum or field placement. |
| DST | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC | The student has not met the goals, criteria or competencies established for this course, practicum or field placement. |

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|-----------------|---|
| I | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family. |
| IP | <i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course. |
| CW | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |

8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/E-2.5.pdf>