



Dental Hygiene Department

Student Course Document

COURSE CODE & TITLE:	DEN 2413 Introduction to Public Health
TERM:	Spring 2016
INSTRUCTOR:	Professor Anty Lam
CONTACT INFORMATION:	718.260.5068 alam@citytech.cuny.edu
OFFICE HOURS:	Wed (11:00 am - 12:00 noon) Thurs (4:00 pm - 5:00 pm)
CLASS HOURS:	2 Per Week
CONSULTATION HOUR:	1 Per Week
CREDITS:	2
PREREQUISITES:	DEN 2300, DEN 2311, DEN 2315, DEN 2318
COREQUISITES:	DEN 2400
PRE- OR COREQUISITE:	BIO 3524
REQUIRED TEXTBOOK:	<u>COMMUNITY ORAL HEALTH PRACTICE FOR THE DENTAL HYGIENIST</u> , 3 rd Edition, Kathy Voigt Geurink, Elsevier Saunders Inc., 2012.

Course Description

The dental hygienist’s role as an educator and resource person in the field of public and community health is examined. Field experience and participation in dental education programs are included. Students demonstrate competence in assessing, planning, implementing and evaluating community-based service learning projects. In conjunction with DEN 2400, students rotate out from clinic sessions to provide dental health education to Head Start children.

Evaluation Procedures

a. College Grading Scale

93 – 100.....	A
90 – 92.9.....	A-
87 – 89.9.....	B+
83 – 86.9.....	B
80 – 82.9.....	B-
77 – 79.9.....	C+
70 – 76.9.....	C
Below 70.....	Fail.

b. Course Assessment Method

Examinations (3)	45%
Cumulative Final	15%
Service Learning Project	20%
Online Assignments (1)	10%
Professionalism	5%
Class Participation	5%

College Attendance Policy

Attendance is taken promptly at the starting time of class meeting.

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester.

DEN 2413 meets 1 time/week, the allowable absence is 2 classes.

In addition to College Attendance Policy, Dental Hygiene Department Policy on attendance includes lateness or missing any part of a class meeting three times = 1 absence.

Lateness

Punctuality is an important part of being a professional. Occasionally circumstances may occur which affect ones being on time. An occasional lateness is understood. The lateness policy is for students who are habitually or chronically late.

Students who are late for:

7 class meetings:	-1 point off their final course grade
8 class meetings:	-5 points off their final course grade
9 or more class meetings:	-10 points off their final course grade

Professionalism

As per the Dental Hygiene Student Manual, the following will be taken into consideration in determining the final grade: rapport with instructors and peers; punctuality; adherence to established procedures and behaviors determined to be either unethical or unprofessional (disruptive behaviors or cheating). **10 points will be deducted from the final grade for noncompliance with the above standards of professionalism and in the event that is point value deduction creates a grade below 70, the student will follow the Dental Hygiene course repeat policy in the student manual.**

Make-Up Examinations

If you miss an examination, please contact me by phone or e-mail within 24 hours of the class meeting time to arrange for a make-up. 718-260-5070.

If I do not hear from you within that time, you will not get a grade for that exam.

Dental Hygiene Department Policy on Retesting

No student in any Dental Hygiene course will be retested in any examination for any reason. A failing grade on a quiz / examination will remain and be averaged with all other course grades.

New York City College of Technology Policy on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Course Requirements

Each student is expected to pass the pre-Biostatistics Exam with a minimum grade of 70 in Class 3. If a student does not pass, she/he is required to review the pertaining materials and pass the post-Biostatistics Exam with a 70 in Class 5.

Learning Experience

This course will utilize several approaches to teaching including but not limited to BlackBoard, PowerPoint, group discussions, lecture and community outreach activities in order to accomplish the stated objectives.

DEN 2413 Course Outline

Class 1 / Unit I	Orientation Introduction to Class Chapter 1
Class 2 / Unit II	Health Care Delivery in the US / Public Health Careers / Oral Health Initiatives Chapter 2 Chapter 4 Surgeon General's Report
Class 3 / Unit III	Epidemiology / Measuring Progress / Oral Health Status and Trend Chapter 3 Chapter 4 Chapter 5 Healthy People
Class 4 / Unit IV	Biostatistics
Class 5 / Unit V	Assessment in the Community Chapter 3 Appendix A, D, E
Class 6 / Unit VI Unit VII	Indices Oral Health Programs Chapter 6 Appendix C
Class 7 / Unit VIII	Health Promotion / Cultural Competency / Service Learning Chapter 8 Chapter 10 Chapter 11
Class 8 / Unit IX	Research Chapter 7
Class 9 / Unit X	Geriatric and Child Health / Social Responsibility Chapter 5 Chapter 6 Chapter 9 Chapter 12 Service Learning Paper Due
Class 10	Exam
Class 11	Field Visit
Class 12	Field Visit
Class 13	Field Visit
Class 14	Final Exam / Reflection Report Due
Class 15	-----

Reading Assignments

Text Book: COMMUNITY ORAL HEALTH PRACTICE FOR THE DENTAL HYGIENIST
3rd Edition, Kathy Voigt Geurink, Elsevier Saunders Inc. 2012.

Unit I / Class 1	Chapter 1 (pg. 1 - 12)
Unit II / Class 2	Chapter 2 (pg. 16 – 30) Chapter 4 (pg. 77 – 88)
Unit III / Class 3	Chapter 3 (pg. 48 – 54) Chapter 5 (pg. 119 - 135)
Unit V / Class 5	Appendix D (pg. 340 - 348) Appendix E (pg. 358 – 360)
Unit VII / class 6	Chapter 6 (pg. 171 - 190)
Unit VIII / Class 7	Chapter 8 (pg. 226 - 232) Chapter 10 (pg. 266 – 268)
Unit IX / Class 8	Chapter 7 (pg. 198 – 221)
Unit X / Class 9	Chapter 5 (pg. 142 – 146) Chapter 6 (pg. 190 – 194) Chapter 9 (pg. 247 – 249) Chapter 12 (pg. 308 – 314)

Dental Hygiene Competencies

Upon completion of the DEN 2413 course, the dental hygiene student will be able to:

Core

C.9 Communicate effectively with individuals and groups from diverse populations both verbally and in writing.

Health Promotion and Disease Prevention

HP.1 Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.

HP.2 Respect the goals, values, beliefs, and preferences of the patient or client while promoting optimal oral and general health.

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 or client adherence to disease prevention or health maintenance strategies.

Community Involvement

CM.1 Assess the oral health needs of community and the quality and availability of resources and services.

CM.2 Provide screening, referral, and educational services that allow clients to access the resources of the health care system.

CM.3 Provide community oral health services in a variety of settings.

CM.4 Facilitate client access to oral health services by influencing individuals and organizations for the provision of oral health care.

CM.5 Evaluate reimbursement mechanisms and their impact on the patient or client's access to oral health care.

CM.6 Evaluate the outcomes of community-based programs, and plan for future activities.

Professional Growth and Development

PGD.1 Identify career options within health care, industry, education, and research, and evaluate the feasibility of pursuing dental hygiene opportunities.

PGD.2 Develop practice management and marketing strategies to be used in delivery of oral health care.

Unit I Discipline Knowledge

Orientation

1. Identify the major concerns of public health as describe by the American Board of Public Health. (HP4)
2. Define dental public health as a specialty. (HP1)
3. Define dental disease as a public health problem and identify solutions. (HP4)
4. Define the levels of prevention for the major dental diseases. (HP2) (HP5)

Gen Ed SLO'S: Civic Engagement

Unit II Discipline Knowledge

Health Care Delivery in the US, Public Health Careers and Oral Health Initiatives

1. Identify various health care delivery systems in the US. (HP1)
2. List the major federal government agencies involved with dental public health. (HP1)
3. Describe the current status and trends of oral health in the US. (HP4) (HP5) (CM5)
4. Identify career opportunities in public health for the dental hygienist. (C9) (PGD1)
5. Relate the roles of the dental hygienist to community oral health practice. (HP2) (HP4) (HP5)
6. Identify additional education related to public health which a dental hygienist might pursue. (PGD1)
7. Contrast the role of the dental hygienist in public health with private practice. (PGD2)

Gen Ed SLO's: Civic Engagement, Foundations and Skills for Lifelong Learning

Unit III Discipline Knowledge

Epidemiology of Dental Diseases

1. Discuss the health goals & objectives of Healthy People 2010 and 2020. (C9)
2. Discuss the disparities in dental health care delivery to various groups in the US. (C9) (HP1)
3. Identify the population at risk, prevalence and preventive methods available for the major dental diseases. (HP1) (HP2) (HP4) (HP5)
4. List oral health surveillance systems, and the use of Basic Screening Survey (BSS). (C9)

Gen Ed SLO's: Civic Engagement, Ethical Reasoning, Inquiry and Analysis,

Unit IV

Biostatistics Discipline Knowledge, Discipline Skill

1. State the rationale for statistics in public health and in research. (C9) (CM1)
2. Interpret statistical findings in a research report. (HP1) (PGD2)
3. Give examples of the application of statistics to clinical & community dental health. (HP4) (HP5)
4. Define and apply the preliminary tests and measurements used in statistics. (C9) (HP1)

Gen Ed SLO's: Inquiry and Analysis

Unit V

Assessment in the Community Discipline Knowledge, Discipline Skill

1. Assess the oral health needs of a community. (C9) (CM1) (CM2)
2. Evaluate the quality and availability of services and resources of a community. (CM3) (CM4)
3. Identify the steps in community program planning. (HP1) (HP2) (CM6)
4. Describe the methods used to assess the oral health status of various groups. (C9) (CM1) (CM2)
5. Describe the methods used in various epidemiological studies. (HP4) (HP5)
6. Describe the main methods of data collection used in community settings. (CM3)

Gen Ed SLO's: Civic Engagement, Ethical Reasoning, Inquiry and Analysis

Unit VI

Indices Discipline Knowledge, Discipline Skill

1. Define a disease index. (C9)
2. State the purpose and characteristics of an index (HP4)
3. List several indices used to measure oral hygiene, bleeding and periodontal diseases. (HP4)
4. Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and the patient's self-report. (CM6)

Gen Ed SLO's: Inquiry and Analysis

Unit VII

Oral Health Programs Discipline Knowledge, Discipline Skill

1. Identify dental health preventive modalities including fluoridation, oral cancer screenings, dental sealant programs, and tobacco cessation programs.(C9) (CM4)
2. Utilize the community oral health improvement process by performing a needs assessment, planning, implementing and evaluating strategies for improvement. (HP4) (CM1) (CM2) (CM3) (CM4) (CM6)
3. Provide community oral health services in a variety of settings. (CM3)
4. Research oral health programs at federal, state and local levels of government. (HP1)
5. Identify sources of data for a given NYC community. (C9)

Gen Ed SLO's: Civic Engagement, Inquiry and Analysis,
Intercultural Knowledge and Competence

Unit VIII

Health Promotion & Health Communication Discipline Knowledge, Discipline Skill

1. Promote the values of oral and general health, and wellness to the public and organizations within and outside the profession. (HP1)
2. Respect the goals, values, beliefs, and preferences of the patient while promoting optimal oral and general health. (HP2)
3. Compare four theories of health promotion. (HP5)
4. Communicate effectively with individuals and groups from diverse populations both verbally and in writing. (C9)

Gen Ed SLO's: Ethical Reasoning, Intercultural Knowledge and Competence,
Oral Communication, Reading, Writing,

Unit IX

Research Discipline Knowledge, Discipline Skill

1. Assume responsibility for dental hygiene actions and care based on scientific theories and research. (C9)
2. Identify the types of health research. (HP4) (HP5)
3. Review and analyze the collecting data. (CM1) (CM6)

Gen Ed SLO's: Information Literacy, Inquiry and Analysis, Quantitative Literacy

Unit X

Geriatric & Child Health Discipline Knowledge, Discipline Skill

1. Identify the demographic trends in the US elderly. (C9)
2. Identify the methods used to assess the functional capacity of the elderly. (HP4)
3. Identify common causes of disabilities among the elderly. (HP4) (HP5)
4. List specific considerations in treating the elderly in nursing homes and in the private office. (CM3)
5. Describe the prevalence of dental diseases in children by age group. (C9)
6. Identify the cause, prevention and treatment of early childhood caries. (HP4) (HP5)
7. List government oral health programs targeted to children. (CM4)

Gen Ed SLO's: Civic Engagement, Ethical Reasoning,
Intercultural Knowledge and Competence

NYCCT General Education Competencies – derived for General Education Learning Outcomes

1. Civic Engagement – Civic engagement is ‘working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.’

4. Ethical Reasoning – Ethical reasoning is a reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

5. Foundations and Skills for Lifelong Learning – ‘all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence’. An endeavor of higher education is to prepare students to be this type of learning by developing specific dispositions and skills described in this rubric while in school.

6. Information Literacy – The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

7. Inquiry and Analysis – Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

9. Intercultural Knowledge and Competence – a set of cognitive, affective, and behavioral skills and characteristics that support the effective and appropriate interaction in a variety of cultural contexts.

10. Oral Communication – Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs or behaviors. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by qualitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc).

11. Quantitative Literacy– also known as numeracy or quantitative reasoning is a habit of mind, competency and comfort in working with numerical data.

12. Reading – Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

15. Writing – Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

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