

NEW YORK CITY COLLEGE OF TECHNOLOGY

DENTAL HYGIENE DEPARTMENT

STUDENT COURSE SYLLABUS

THIS IS A FULLY ONLINE COURSE ONLY

**COURSE TITLE: DENTAL HYGIENE PROGRAM
DEVELOPMENT PART I**

COURSE CODE: TBA

SEMESTER: FALL 2019

INSTRUCTOR: PROF. AUDRA HAYNES

**ONLINE OFFICE
HOURS: WEDNESDAY 5:30pm-6:30pm
THURSDAY 5:30pm-6:30pm
BY ONLINE APPOINTMENT**

EMAIL: AHaynes@citytech.cuny.edu

**PHONE: OFFICE- 718-260-5000
CELL- 646-734-9857**

**COURSE
CREDITS/HOURS: 3 CREDITS/ 2 HOURS**

COURSE DAY: MONDAY 6pm-8pm

COURSE DESCRIPTION:

This course will study the basic approaches and methods for planning and evaluating dental public health programs. This includes learning the theories, methods, and models used in health promotion and health education, as well program evaluation. This course has been designated as a “Writing Intensive” (WI) course by City Tech. The requirements will include both informal and formal writing assignments. Both types of assignments must be completed and submitted by their due date for complete credit. The majority of the grade will be based on the completion and quality of each assignment. The assignments are not intended to make your academic life difficult but to help you better understand the course material and develop your own dental health prevention program.

REQUIRED EBOOKS:

Community- Based Health Interventions

Author: Sally Guttmacher, Patricia J Kelly, Yumary Ruiz-Janecko

Publisher: John Wiley & Sons Incorporated

Evaluating Public and Community Health Programs

Author: Muriel J Harris

Publisher: John Wiley & Sons Incorporated

RECOMMENDED ADDITIONAL RESOURCES:

Ebook: Introduction to Community and Public Health

Author: Manoj Sharma, Paul W. Branscum, Ashutosh Atri

Publisher: John Wiley & Sons Incorporated

Web Pages:

<https://www.cdc.gov/oralhealth/index.html>

<https://www.cdc.gov/eval/guide/cdcevalmanual.pdf>

<https://ctb.ku.edu/en/toolkits>

COURSE FORMAT:

This course is entirely online. Course content will be obtained from readings and supplemental material from instructor.

1. You will need a City Tech email account provided by the college.
2. You should have Internet access and be able to use the latest versions of Chrome, Firefox, Internet Explorer, Safari, or Edge. JavaScript, Java, and Cookies must be enabled. Allow pop-up windows. The latest technical requirements from Blackboard are found at:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support

3. If you intend to use BlackBoard Collaborate Ultra, choose the latest versions of Chrome or Firefox. Technical details are found at:
https://help.blackboard.com/Collaborate/Ultra/Moderator/Get_Started/Browser_Support
4. A link that allows you to run a browser checker and get feedback as to whether you can run Blackboard and Collaborate Ultra can be found at:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker
5. You need access to computer with at least 256 MB RAM and an Internet connection via a 56K modem or the college T1 line.

All participants must be familiar with BlackBoard before the beginning of the semester. Below are the steps to access Websupport 1 for help with accessing “Beginners Guide to BlackBoard”:

1. Go to the City Tech Home Page
2. Scroll down, click on “quick links.”
3. Scroll down to “Websupport 1.”
4. Click on “City Tech Online.”
5. Choose Students. Scroll down to “Beginners Guide to BlackBoard,” and click.
6. Click on “Beginners Guide to BlackBoard Course Info.”

If you need help with Blackboard or Blackboard Collaborate, go to the Technology Enhancement Center in G-601, email iTEC@citytech.cuny.edu, call (718)254-8565, or take student workshops listed at <http://websupport1.citytech.cuny.edu/workshops.html>

We will be using OpenLab to post weekly discussions and to post ePortfolio.

We will be using eBooks for the semester, follow the link below to the library to access eBooks resources:

https://library.citytech.cuny.edu/#quicktabs-oneseach_copy_for_sandbox=2

COURSE PARTICIPATION:

Active and respectful participation is required for the course. All participants are required to read the assigned material and respond to postings on a weekly basis. Responses must be descriptive and thoroughly explained. Responses should be no more than 1 to 2 paragraphs in length. Responses to questions and assignments should be posted by Thursday evening to allow for participants to respond to posting prior to online class session on Monday evenings. A grading rubric will be used for Discussion Board postings.

NETIQUETTE GUIDE:

This online course involves weekly written responses posted on the Discussion Board. Professionalism and respect of all participants is expected. It is highly recommended that all participants read the CUNY School of Professional Studies netiquette guide:

<http://catalog.sps.cuny.edu/content.php?catoid=2&navoid=205>

COURSE GOALS AND OBJECTIVES:

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

Utilize critical reading, logical thinking, and writing to understand the topic at hand.

Evaluate knowledge and skills in each of the following subject areas as they relate to community-based needs:

1. Describe the state of oral health in the United States:

- Government influence on the dental care delivery system:
- Describe the dental care delivery system in the United States.

2. Identify the needs of a target population group by gathering and analyzing appropriate assessment data:

- Describe cultural diversity.
- Describe the effect culture has on oral health care
- List barriers to obtaining and delivering oral health care.

3. Describe the prevention, control and treatment of oral diseases.

4. Oral health education and promotion:

- Describe health education and promotion principles.
- Outline the different learning and motivation theories.
- Describe how a dental hygienist could best educate a target population.
- Defend the need for preventive modalities in dental public health practice.
- Formulate channels of communication to promote interprofessional community collaboration.
- Compare the effectiveness, efficiency, practicality and economic feasibility of preventive measures when applied to community-based dental programs.

5. Program planning and evaluation:

- Identify and use community dental health activities related to prevention and control of oral conditions and promotion of health.
- Assess, diagnose, plan, implement and evaluate a community-based program.
- Plan an evaluation for the community program.
- Describe the mechanisms of program evaluation.
- Identify possible constraints, alternatives and evaluation tools for the program.

COURSE ASSIGNMENTS:

Assignments must be posted to BlackBoard the earliest Friday evening, no later than 11pm Sunday evening. As professionals you are expected to manage your time effectively. You will not be allowed to post assignments late. Points will be deducted from your final grade.

In the case of an emergency, students must contact the instructor as soon as possible to make arrangements for submitting assignments.

Course Assignments	% of Final Grade	Due Date
Needs Assessment	10%	Week 3
Literature Review	10%	Week 7
Program Proposal	20%	Week 9
Logic Model/Evaluation/Budget	20%	Week 11
Final Report on Oral Health	30%	Week 12-14
Weekly Discussions/Participation	10%	Weekly

COURSE GRADING:

Letter Grade	Numerical Grade Range	Quality Points (QPA)
A	93-100	4.0
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3.0
B-	80-82.9	2.7
C+	77-79.9	2.3
C	70-76.9	2.0
D	60-69.9	1.0
F	59.9 and below	0.0
WU	Unofficial Withdrawal (attended at least once)	0.0
WF	Withdrew Failing	0.0

ACADEMIC INTEGRITY:

Academic Integrity at City Tech 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.

— NYCCT statement on academic integrity

New York City College of Technology, like all academic institutions, encourages and thrives on the open exchange of ideas. At City Tech, we expect everyone to conduct their intellectual work with honesty and integrity. With this goal in mind, and in response to the Report of the CUNY Committee on Academic Integrity (<http://web.cuny.edu/academics/info-central/policies/academic-integrity-report.pdf>), the NYCCT College Council approved a new academic integrity policy in May 2007. City Tech's academic integrity policy aims to deter academic dishonesty by students, and allow the college to process cases of academic dishonesty more effectively. This policy has been in effect as of August 27, 2008.

FORMAL SEMESTER ASSIGNMENT

ORAL HEALTH INTERVENTION PROGRAM

Oral Health Disparities in America

Oral health disparities are a major concern for many Americans. Race, ethnicity, gender, socioeconomic status, age, disabilities, and geographic location can have an influence on oral health. This semester, your project will be to develop a dental hygiene intervention program. Using the web link <https://www.cdc.gov/oralhealth/index.html>, choose a targeted population focusing on how disparities and cultural factors are influencing the oral health of that population. Based on this information, you will develop an oral health intervention program to address the needs of that population, accounting for cultural influences and disparities.

To help build towards the formal final assignment. You will have a series of informal written assignments that will not be graded but will be used to help plan and develop your intervention program.

COMPONENTS ORAL HEALTH INTERVENTION PROGRAM:

Each student will:

1. Select a target population
2. Perform a needs assessment for the target population
3. Write a literature review on your target population
4. Develop an oral health intervention program
5. Develop a Logic Model with program goals, objectives, budget, and evaluation
6. Develop a power point presentation of your oral health intervention program

INFORMAL ASSIGNMENTS

Week 1:

- What are some of your cultural norms, and do they influence your oral health behavior?
What are some of the oral health disparities in your community?

Week 2:

- State who your targeted population group is and why you chose that group.

Week 4:

- Describe the type of dental hygiene program you want to develop and why.

Week 5:

- Describe one or two interventions you want to implement in your program and why.

Week 11:

- How have your views changed over the course of the semester and how will that influence your patient care in the future?

DISCUSSION BOARD POSTINGS:

Students will be required to participate in weekly discussions posted on OpenLab based on material covered in class. The weekly postings and discussions will be worth **10%** of your final grade.

On Discussion Board:

You are required to review and respond to another classmate's answers.

You are encouraged to use the discussion board as a place to share ideas and suggestions with each other as you are in the process of developing your oral health intervention program.

Students are encouraged to use the site to share thoughts and ideas as well as post articles and stories related to oral health disparities.

GRADING RUBRIC FOR DISCUSSION POSTING

Criteria	Exemplary = 3	Proficient = 2	Developing = 1	Unsatisfactory = 0	Score
Critical Analysis	Discussion posting display an excellent understanding of the required readings, videos, & underlying concepts. Discussion board postings were outstanding , contained all required elements	Discussion posting display an understanding of the required readings, videos, & underlying concepts. Discussion board postings contained all the required elements.	Discussion postings repeat and summarize basic, correct information at a foundational level. Discussion board postings contained some (not all) of the required elements.	Discussion posting activity show little or no evidence that readings, lecture material, or concepts were completed or understood. Postings are largely personal opinions or feelings, without supporting statements or concepts	
Contribution	Contributed to discussion in a substantive and contributory way above and beyond a foundational level. Participates above the required weekly posting.	Contributed to discussion in a meaningful way. Student participates in discussions on a weekly basis.	Contributed somewhat to the discussion; but did not elicit anything beyond a foundational level. Student participates periodically in weekly discussions.	Did not contribute to the overall class discussion. Students never participates in weekly discussions.	
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication	Written responses are largely free of grammatical spelling or punctuation errors, 0-2 errors grammatical. The style of writing generally facilitates communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader (3-4 grammatical errors)	Written responses include some grammatical, spelling or punctuation errors that distract the reader (3-4 grammatical errors)	

ePORTFOLIO:

The ePortfolio provides the student the opportunity to create a professional website to showcase their best academic work for graduate school and job postings. The dental program intervention designed in this course will be incorporated into your ePortfolio. Below is the link the City Tech website for more information on ePortfolios:

<https://openlab.citytech.cuny.edu/eportfolio/>.

Portfolio would contain 2 pieces:

1. A Competency Piece with Evidence
2. A personal reflection of that learner's experience

COURSE OUTLINE

Date	Topic	Readings	Activities/Assignments
Week 1	<ol style="list-style-type: none"> Class Introduction to Online Course Syllabus Review Introduction to Program Development and Evaluation <p>Topic Discussion “Oral Health In America”</p> <ol style="list-style-type: none"> Oral Health Disparities 	Guttmacher Sharma Harris	<p>Prior to First Class Session, view TED Talk: Ron Gutman, “The Hidden Power of Smiling”</p> <p><u>Respond the following question:</u> If the power of the smile has such a profound impact on overall well-being. Do you feel that there is an impact on individuals with poor oral health, Why or Why not?</p> <p>Choose a Target Population</p>
Week 2	<p>Socioeconomic Determinants of Health:</p> <ol style="list-style-type: none"> Needs Assessments: Determining Programs and Services Community Assessment: Needs Assessment for Targeted Population 	Guttamacher Harris Sharma	Discussion Postings
Week 3	Writing a Program Proposal	Guttamacher Harris Sharma	<p>Discussion Postings</p> <p>Needs Assessment Draft Due</p>
Week 4	Writing Goals and Objectives	Guttamacher Harris Sharma	<p>Discussion Postings</p> <p>Needs Assessment Due</p>
Week 5	Planning Models	Guttamacher Harris Sharma	<p>Discussion Postings</p> <p>Literature Review Draft Due</p>
Week 6	Logic Models	Guttamacher Harris Sharma	Discussion Postings
Week 7	Logic Models	Guttamacher Harris Sharma	<p>Discussion Postings</p> <p>Literature Review Due</p>
Week 8	Funding Research/Budget Development	Guttamacher Harris Sharma	<p>Discussion Postings</p> <p>Logic Model Draft Due Program Proposal Draft Due</p>

Week 9	Funding Research/Budget Development	Guttamacher Harris Sharma	Discussion Postings
Week 10	Program Evaluation: Pretest/Posttest	Guttamacher Harris Sharma	Discussion Postings Program Proposal Due
Week 11	Program Evaluation: Pretest/Posttest	Guttamacher Harris Sharma	Discussion Postings
Week 12	Guest Presentation		Student Feedback Question/Answers Logic Model Due
Week 13	Student Project PowerPoint Presentation: 10 minutes/student 5 minutes for presentation 5 minutes for question/answers		Student Feedback Question/Answers
Week 14	Student Project PowerPoint Presentation: 10 minutes/student 5 minutes for presentation 5 minutes for question/answers		Student Feedback Question/Answers
Week 15	Final Project Due		All components of dental intervention program with edits and revisions.

PROGRAM DEVELOPMENT AND EVALUATION PART I

ASSIGNMENT LIST

FORMAL SEMESTER ASSIGNMENT

ORAL HEALTH INTERVENTION PROGRAM

Oral Health Disparities in America

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To help build towards the formal final assignment. You will have a series of informal written assignments that will not be graded but will be used to help plan and develop your intervention program.

COMPONENTS ORAL HEALTH INTERVENTION PROGRAM:

Each student will:

7. Select a Target Population
8. Perform a Needs Assessment for the target population
9. Write a Literature Review on your target population
10. Develop an Oral Health Intervention Program
11. Develop a Logic Model with program goals, objectives, budget, and evaluation
12. Develop a Power Point presentation of your oral health intervention program

FORMAL ASSIGNMENT TIMELINE:

Your assignments are to be submitted on time, due at the beginning of class. If any material is submitted late, there will be a 20-point grade deduction off your final grade.

Week 1:

- Choose a Target Population

Week 3:

- Needs Assessment draft due.
- Needs Assessment should be 2-3 pages, doubled spaced, APA style, with at least 2 references.

Week 4:

- Needs Assessment due

Week 5:

- Literature Review draft due
- Literature Review should be 3-4 pages, doubled spaced APA style, with at least 4 outside references

Week 7:

- Literature Review due

Week 8:

- Program Proposal/Logic Model draft due

Week 10:

- Program Proposal due

Week 12:

- Logic Model due

Week 13/14:

- Student PowerPoint Presentation

Week 15:

- Final Project due

INFORMAL SEMESTER ASSIGNMENTS

Week 1:

- What are some of your cultural norms, and do they influence your oral health behavior?
What are some of the oral health disparities in your community?

Week 2:

- State who your targeted population group is and why you chose that group.

Week 4:

- Describe the type of dental hygiene program you want to develop and why.

Week 6:

- Describe one or two interventions you want to implement in your program and why.

Week 12:

- How have your views changed over the course of the semester and how will that influence your patient care in the future?

CLASS ACTIVITIES:

WEEK 1:

Prior to First Class Session, view [TED Talk: Ron Gutman, “The Hidden Power of Smiling”](#)

Respond the following question:

If the power of the smile has such a profound impact on overall well-being. Do you feel that there is an impact on individuals with poor oral health, Why or Why not?

WEEKLY:

Each week 2 students will be required to work together, and post 2 articles related to weekly topics and provide a one-page response to the articles, with 2 questions that each student must respond back to.