COURSE OUTLINE

DHYG 159: DENTAL HEALTH EDUCATION

Prepared by: Pamela P. Quinn, RDH, BSE, MSEd

SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE
DENTAL HYGIENE AAS PROGRAM
MARCH 2015
DHYG 159: DENTAL HEALTH EDUCATION

A. **TITLE:** DENTAL HEALTH EDUCATION

B. **COURSE NUMBER:** DHYG 159

C. **CREDIT HOURS:** 2

D. **WRITING INTENSIVE COURSE:** NO

E. **COURSE LENGTH:** 15 WEEKS

F. **SEMESTER(S) OFFERED:** SPRING

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   2 HOURS OF LECTURE EACH WEEK

H. **CATALOG DESCRIPTION:** This course provides the necessary background for developing one’s communication skills during individualized instruction in the clinic and group presentations within the community. Students will learn to assess the needs of a diverse population of patients; and will utilize that assessment information to critically develop a dental hygiene diagnosis and appropriate preventive treatment plans for a variety of patients. Throughout this course, students will be exposed to various preventive strategies that can be used to promote and maintain oral health. The student will be expected to develop either a patient education brochure that can be used chairside or design a bulletin board for the clinical area that portrays a preventive message to the observer. Minimum C grade is required.

I. **PRE-REQUISITES/CO-COURSES:** Pre-requisite: matriculation in dental hygiene. Co-requisite: DHYG 151 Clinical Dental Hygiene I or permission of the instructor.

J. **GOALS (STUDENT LEARNING OUTCOMES):** By completion of this course, the student will be capable of meeting the following course learning outcomes which are linked to the institutional learning outcomes. This course provides the foundation for dental hygiene competencies: 1.1, 1.8, 1.9, 1.16, 3.1, 3.2, 3.3, 3.4, 4.4, 8.1, 8.2.

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Institutional Outcomes</th>
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<tbody>
<tr>
<td>1. Review and analyze a medical, social, dental and radiographic history to determine patient needs and develop an effective preventive treatment plan.</td>
<td>2. Critical Thinking 3. Prof Competency</td>
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<tr>
<td>2. Analyze the clinical evidence collected during the assessment phase of care to develop preventive strategies that will maintain or promote oral health.</td>
<td>2. Critical Thinking 3. Prof Competency</td>
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<td>3. Demonstrate effective communication skills and display cultural sensitivity when educating individuals in the clinical setting and interacting with diverse groups within the community to promote good oral health.</td>
<td>1. Communication 3. Prof Competency</td>
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<tr>
<td>4. Evaluate various dental care products and make recommendations based on current scientific literature.</td>
<td>2. Critical Thinking 3. Prof Competency</td>
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<tr>
<td>5. Promote good oral health through participation in community outreach projects.</td>
<td>3. Prof Competency</td>
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M. EQUIPMENT: none

N. GRADING METHOD: A – F
A letter grade will be issued utilizing the conversion table below. Students must achieve a minimum C grade in all dental hygiene courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>B+</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B</td>
<td>84 - 89</td>
</tr>
<tr>
<td>C+</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C</td>
<td>75 - 79</td>
</tr>
<tr>
<td>D</td>
<td>74 - 70</td>
</tr>
<tr>
<td>F</td>
<td>69 or lower</td>
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O. MEASUREMENT CRITERIA/METHODS:
Homework Assignments
Quizzes
Participation in a Health Fair
Development and Implementation of a Dental Lesson in a Pre-K or Kindergarten Classroom
Designing a Preventive Message for one of the Bulletin Boards in the Clinic
Self Assessment of Communication Skills
Final Exam

P. DETAILED COURSE OUTLINE:

I. Health Promotion & Prevention
   A. Primary, Secondary and & Tertiary Prevention
   B. Barriers to Care
   C. Environmental Factors That Influence Attitudes & Behaviors
   D. Xerostomia
   E. Halitosis

II. Oral Infection Control
   A. Toothbrushing Techniques
   B. Supplemental Brushing
   C. Interdental Care

III. Dimensions of Patient Education
   A. Teaching Aids
   B. Communication Skills
   C. Layman/Professional Terms
   D. Body Language

IV. Steps in a Preventive Program
   A. Assessment
   B. Choosing an Intervention
   C. Implementing the intervention
   D. Evaluation of the Selected Intervention
   E. Adjustment when necessary
V. Theories of Change
A. Health Belief Model
B. Theory of Stages of Learning
C. Theory of Transtheoretical Model
D. Social Cognitive Theory
E. Theory of Reasoned Action

VI. Caring for the Dental Prostheses
A. Precautions
B. Technique
C. Chemical agents
D. Specialty Brushes

VII. Assessment of Deposits
A. Plaque
B. Material Alba
C. Calculus
D. Food Debris

VIII. Periodontal Diseases
A. Plaque and Nonplaque Induced Gingivitis
B. Chronic Periodontitis
C. Aggressive Periodontitis
D. Supra and Infrabony Pockets

IX. Tobacco Cessation Program
A. 4 A’s
B. Interventions
C. Proper Referral

X. Dentifrices, Mouthrinses & Irrigation
A. Components of a Dentifrice
B. Components of a Mouthrinse
C. Chlorhexidine
D. Home Fluoride Rinses
E. Oral Irrigation
F. Xylitol

XI. Child Patient
A. Oral Health Considerations for Infants
B. Oral Health Considerations for Toddlers and Preschoolers
C. Guidance for Parents & Caregivers

Q. **LABORATORY OUTLINE:** Not applicable