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## **SPECIFIC OBJECTIVES**

- 1. Examine current, health focused dental hygiene services.**
  - 1.1 Explain how theories and concepts of dental hygiene influence practice
    - theory development
    - recall (150) dental hygiene theories ( Human Needs Theory, QOL)
    - theory and practice, levels of theory
    - where knowledge comes from, evidence base
    - research, scientific method
    - research terms: variables, hypothesis, paradigm
    - dental hygiene paradigm : theory, research, practice
  - 1.2 Discuss changes in concepts in health resulting from new philosophies and research
    - changing concepts in health
    - historical view, 1990's paradigm shift
    - 2000 requirements for health
    - Preventive initiatives of Canadian Government
    - Contemporary health trends and views
    - Role of health professionals and health care
    - Contemporary view of health
    - Preventive care, contingency care/regular care
    - health promotion
    - public health programs
    - access to care
    - self care
  - 1.3 Dental Hygiene view of health and oral health
    - wellness (intellectual, physical, spiritual, emotional, social- recall from 150)
    - preventive oral health care
    - dental hygiene care and health promotion
  - 1.4 Discuss concepts in health promotion
    - barriers to care, access to care
    - strategies to improve access
    - advocacy , professional responsibility
    - health promotion strategies
- 2. Understand health promotion principles and strategies to enable individuals to achieve optimal oral health.**
  - 2.1 Discuss behavioural foundations of dental hygiene care.
    - communications and the CARE principle
    - factors affecting compliance in adult learners (locus of control, self efficacy, perceived threat)
    - learning and changing health behaviours
    - recall (150) cultural, social and economic influences on health behaviours
    - dental hygienist as change agent
    - optimal oral health vs. perfect oral health

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- 2.2 Understand the determinants of preventive oral health behaviours
- demographic factors
  - education
  - economic status
  - family
  - media
  - culture
  - self esteem
  - stress
  - cognitive
  - health risks
  - barriers to care
  - interviews
- 2.3 Discuss motivational techniques to help clients change health habits.
- health belief model
  - stages of change
  - reasoned action
  - self efficacy theory
  - attribution theory
  - locus of control
  - sense of coherence
  - human needs
  - fear
- 2.4 Discuss teaching and learning approaches for encouraging compliance
- andragogy and pedagogy
  - learning process
  - transfer of learning
  - learning ladder
  - managing change
  - setting up for success
  - examples of lessons
  - clinical application of bio film theory
- 2.5 Discuss approaching the client through the lifespan
- characteristics and clinical techniques for pre schoolers
  - discuss guidance cooperation model of management
  - discuss characteristics of older school children
  - discuss clinical management of older school children
  - discuss clinical management techniques for adolescents
  - discuss adult developmental stages ( early, middle and late maturity)
  - discuss physiological aging in seniors
  - discuss health of seniors and appropriate oral health promotion approaches

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3. **Apply a collaborative and interdisciplinary approach to health promotion for clients.**

3.1 Health Promotion activities for dental hygienists

3.1 Determining the client's needs.

- barriers to oral health
- individualized approach
- clients past performance, health results
- oral habits associated with stress
- client's role in re assessment and referral
- recall characteristics of effective instruction (150, 160,161)
- visual aids, literacy, concept development
- clinical application of biofilm theory
- fear and anxiety and pain perception
- client empowerment

3.2 Collaborating with other health care professionals

- providing information re general health issues
- community health programs (smoking cessation, cardio vascular fitness, fat free cooking, nutritional counseling, mental health)
- collaboration between decision makers and society ( elder abuse, child abuse )
- encouraging discussion between health care providers
- centers for underserved populations
- cyberspace messages
- mass media promotion of oral health
- community organization ( Tsewultan Health Center)

3.3 Discuss the dental hygienist's legal and ethical obligation for referrals.

- regulations under the Health Profession's Act of BC (CDHBC Practice Standards)
- Camosun College policy (DH 161)
- collegial relationships re referrals.
- traditional practice relationships re referrals.
- dental specialists scope(recall from DH 140)
- agencies and support services in the Community

4. **Apply strategies for systematic inquiry to validate or improve dental hygiene services.**

4.1 Describe dental hygiene research progress.

- contemporary research topics
- finding research
- various types of professional reports:
  - Literature review
  - Editorial
  - Research report

4.2 Discuss sources of support available for dental health research.

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- grant application
  - mentoring relationships in research community grants,
  - block funding, government grants, professional association grants, scholarship or project funding, commercial funding
- 4.3 Describe the role of individual dental hygienists in oral health research.
- informal dental hygiene research
  - preparation for formal research in diploma-level, degree and graduate programs in dental hygiene
- 4.4 Recall (150) use of technology to access information
- sources of research
  - professional publications on-line
  - copyright guidelines and approval
  - key words to facilitate literature search
- 4.5 Examine a literature review.
- components  
(abstract, introduction, review of existing research, purpose of the research, methods, findings, analysis/discussion of the findings, recommendations for dental hygiene practice, recommendations for future research.)
5. **Assess professional and scientific literature relevant to dental hygiene practice.**
- 5.1 Describe the scientific research process
- research hypothesis (research question)
  - inductive and deductive reasoning
  - quantitative/scientific research process
  - qualitative/interpretive research process
  - survey research
  - ethics and legalities in research
  - confidentiality and informed consent
- 5.2 Identify various research designs.
- common types of research design :
  - research controls: population, variables, sampling, experimental control, data collection, tests of significance, reliability.
  - identify sources of bias in research (selection, participation, measurement, testing)
- 5.3 Discuss statistical terms reported in published studies.
- research measurements
  - common scales of measurement
  - confidence, probability and error
  - descriptive tests of significance
  - inferential tests of significance
  - tests of correlation, regression
  - test interpretation/ misinterpretation
- 5.4 Examine oral health research literature.

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- sources
  - peer review
  - evidence
  - analysis
  - decision making
  - application of theory to practice

### **3. Required Materials**

- (a) Texts Required: Mason J., Concepts in Dental Public Health, (2005) Lippincott, Williams and Wilkins
- (b) Other: Camosun College Course Materials DHYG 151 Research Analysis and Interpretation 2007 available at the Camosun College Bookstore in February 2008

### **4. Course Content and Schedule**

Class Hours 4 hour / week x 14 Weeks

- (a) Out of Class hours 4 hour per week.

### **5. Basis of Student Assessment (Weighting)**

#### **(a) Group Exam: 15%**

With 2 colleagues, review assigned research article and complete a critique according to the protocol distributed in class.

#### **Exam Week**

#### **(b) Literature Review 30%**

Construct a literature review (minimum 5, maximum 10 pages) on an instructor-approved topic, which reports on peer reviewed professional publications. Focus on oral self-care theories and approaches. Details discussed in class and outlined in assignment. **(Due March 30, 2008)**

#### **(c) Quizzes – see schedule for dates**

- 15% Education Processes –February 12, 2008
- 15% Research Terms- March 12, 2008
- 15% Understanding Statistics in Research- April 9, 2008

#### **(d) Participation-**

10% class preparation and discussion, assigned readings, class exercises.

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## 6. Grading System

### 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-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 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.

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## 7. 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, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### **ACADEMIC CONDUCT POLICY**

There is an Academic 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.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)