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**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Dental Programs**

**DHYG 151 – Principles and Issues 2**

**Winter 2012**

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**COURSE OUTLINE**

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**The Approved Course Description is available on the web @**

**[http://www.camosun.bc.ca/hhs/\\_dental\\_hygiene\\_/index.php](http://www.camosun.bc.ca/hhs/_dental_hygiene_/index.php)**

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

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**1. Instructor Information**

- (a) Instructor: Ada Barker
- (b) Office hours: drop by and see schedule on door
- (c) Location: 003 Dental Building
- (d) Phone: 370-3193 office Alternative: 250-479-8098 home
- (e) E-mail: barkera@camosun.bc.ca
- (f) Classroom

**2. Intended Learning Outcomes**

This course further develops the student's understanding of the influence of research, ethics and standards on professional practice. The process of dental hygiene care is studied as wellness-oriented, research-based and devoted to supporting and empowering the client. Students learn to access and critically read professional publications with a focus on understanding the process of care, teaching self-care, and managing fearful and anxious clients.

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

1. Examine current, health focused dental hygiene services.
2. Understand health promotion principles and strategies to enable individuals to achieve optimal oral health.
3. Apply a collaborative and interdisciplinary approach to health promotion for clients.
4. Apply strategies for systematic inquiry to validate or improve dental hygiene services.
5. Assess professional and scientific literature relevant to dental hygiene practice.

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## SPECIFIC OBJECTIVES

### 1. Examine current, health focused dental hygiene services.

- 1.1 Discuss ethical obligations in the process of dental hygiene care.
  - provision of care- review from 150
  - self assessment - review from 150
  - informed consent-review from 150
  - clients rights- review from 150
  - consultation/referral
  - social responsibility
  - CDHA and CDHBC Code of ethics - review from 150
  - Every day ethics
- 1.2 Discuss ethical issues and public policy related to oral health care
  - distributive justice
  - allocation of funds
  - public funding for oral health care
- 1.3 Explain how theory and research influence dental hygiene practice
  - theory development recall (150) dental hygiene theories ( Human Needs Theory, QOL)
  - theory and practice, levels of theory
  - recall evidence-based decision making process
  - discuss the scientific method used in research
  - research terms: variables, hypothesis, paradigms, types of research
- 1.4 Discuss changing concepts in health resulting from new philosophies
  - historical view, 1990's paradigm shift - review from 150
  - contemporary health trends and view
  - primary health care in Canada - review from 150
  - population health approach - review from 150
  - health trends
- 1.5 Discuss the dental hygiene view of health and oral health
  - federal dental health officer - review from 150
  - preventive orientation
  - social and biological influences on health
  - dental hygienists' role
- 1.6 Discuss concepts in health promotion
  - Review concepts from 150
    - o barriers to care
    - o health determinants
    - o access strategies
    - o professional advocacy
    - o BCDHA initiatives

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2. **Understand health promotion principles and strategies to enable individuals to achieve optimal oral health.**

2.1 Discuss motivational techniques to help clients modify health habits.

- health beliefs and behaviours affecting health
- health education
- Theories of Motivation and their application- review from DH 150
  - o Maslow's hierarchy of needs
  - o Health beliefs
  - o Stages of change –Transtheoretical Theory
  - o reasoned action
  - o attribution theory
  - o planned behavior
  - o locus of control
  - o social learning
  - o social cognitive theory ( self efficacy)
- Why self care education doesn't always work - review from DH 150

2.2 Discuss teaching and learning approaches for encouraging compliance

- Psychological factors
- Communications to enhance compliance
- education
  - o andragogy and pedagogy
  - o learning process
  - o transfer of learning
  - o learning ladder
  - o managing change
  - o setting up for success
  - o examples of lessons

2.3 Discuss education of the client through the lifespan

- discuss adult developmental stages (early, middle and late maturity)
- discuss health of seniors and appropriate oral health promotion approaches
- discuss motivational interviewing as a means of unlocking habitual behaviours

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

3.1 Discuss health promotion services of dental hygienists

3.1.1 Determining the client's level of control over health.

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

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- 3.1.2 Collaborating with other health care professionals
    - empowering the client to make health a priority
    - providing information re: general health issues
    - referral to community health programs (smoking cessation, cardio vascular fitness, fat free cooking, nutritional counseling, mental health, etc.)
    - collaboration with decision makers and society (elder abuse, child abuse )
    - encouraging discussion between health care providers
    - health centers for underserved populations
    - internet messages for client education and empowerment
  - 3.1.3 Health promotion approaches to achieving health for all
    - Ecological levels of influence
    - Marketing
    - Health education
    - Collaboration
    - mass media
    - community organization
    - advocacy, legislation and public policy

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

- 4.1 Describe dental hygiene evidence for practice
  - contemporary research topics
  - finding research
  - various types of professional reports:
    - Annotated Bibliography
    - Literature review
    - Research report
    - Systematic Review
    - Meta Analysis
    - Editorial
- 4.2 Discuss sources of support available for dental health research.
  - grant applications,
  - sources of funding: community grants, block funding, government grants, professional association grants, scholarship or project funding, commercial funding
  - mentoring relationships in research
- 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
  - research ethics
  - sources of research
  - professional publications on-line
  - copyright guidelines and approval
  - key words to facilitate literature search

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- 4.5 Recall from 150: Parts of a journal article  
(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)
  - 4.6 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. **Assess professional and scientific literature relevant to dental hygiene practice.**
- 5.1 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)
  - 5.2 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
  - 5.3 Examine oral health literature.
    - critical analysis
    - evidence
    - decision making
    - application of theory to practice

### 3. Required Materials

- (a) Texts Required: Mason J., Concepts in Dental Public Health, (2005) Lippincott, Darby and Walsh, 3<sup>rd</sup> Edition, Dental Hygiene Theory and Practice
- (b) Other: Camosun College Course Materials DHYG 151 Course Package

### 4. Course Content and Schedule

Class Hours 4 hour / week x 14 Weeks  
Out of Class hours: 4 hour per week

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## 5. Basis of Student Assessment (Weighting)

### (a) Article Critique Collaborative Exam: (Final Exam Week) 20%

With 3 of your peers/ colleagues, review assigned research article and complete a critique according to the protocol distributed in class.

### (b) Literature Review 30%

Construct a literature review on an instructor-approved topic, which reports on peer reviewed professional publications. Focus on oral self-care theories and health promotion. Details discussed in class and outlined in assignment. **(Due March 13, 2012)**

### (c) Quizzes – see schedule for dates, Week 4, Week 8, Week 11, Week 14 40%

### (d) Participation- 10%

Class attendance, preparation and discussion, assigned readings, etc.

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

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## 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.

## 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)