COURSE SYLLABUS

CAMOSUN COLLEGE

TERM: Winter 2021

COURSE & SECTION: DHYG 391

COURSE TITLE: Community Oral Health 2

SECTION DETAILS: Tuesdays 2:30-4:20pm

INSTRUCTOR: Amber Chamut | D003 | chamuta@camosun.bc.ca

OFFICE HOURS: Please email to schedule an appointment

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC and the B.C. Government to ensure the health and wellbeing of students and employees Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: http://camosun.ca/covid19/faq/covid-faqs-students.html However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

COURSE DESCRIPTION

This course builds on concepts and theory from DHYG 390. Concepts of advocacy, health literacy, oral health trends and dental public health measures will also be explored. Health promotion principles will be applied in the community.

☐ Synchronous delivery:	☐ Asynchronous delivery	☒ Blended delivery:
Courses will be completely online with online scheduled meetings and expectations for remote student participation. There will be meeting times but not on campus. Students will be expected to manage time zone differences for scheduled online activities.	Courses will be completely online with no set meeting schedules. Students may participate from any time zone or anywhere in the world. All evaluation will be managed remotely.	A mixed delivery of both synchronous and asynchronous.

Course Credits: 2

Prerequisite(s):   B- in DHYG390
Corequisite(s):
Pre/Corequisite(s):   B- in DHYG345
Exclusion(s):

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar	2	16	32
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
		TOTAL HOURS	**32**

Additional Delivery information:
All students to write exam during scheduled time. Final exam is during Week 17. Time TBA.

LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

a) describe and apply a systems approach to community oral health programming in community settings.
b) describe community oral health activities related to the prevention and control of oral disease and promotion of health.
c) describe marketing strategies for community oral health education and promotion.
d) describe the role of the dental hygienist as an advocate for underserved population groups.
e) identify dental public health measures.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

(a) Texts: none
    Readings (available on D2L)

(b) Health Canada Website: http:/www.hc-sc.gc.ca
    Public Health Agency of Canada Website: http://www.phac-aspc.gc.ca
    World Health Organization Website: http://www.who.int/bulletin/en/index.html
    Canadian Association of Public Health Dentistry Website: http://www.caphd-acsdp.org/

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

ACTIVITY
Course Content
This course builds upon the community health concepts introduced in DHYG 390. The focus is on the role of the dental hygienist as an advocate, planning programs and marketing oral health. Current community

dental health research is also reviewed, as well as the need, demand and utilization of dental services in Canada.

On completion of this course the student will be able to:
1.0 Describe and apply a systems approach to community oral health programming in community settings.

1.1 Describe planning for community dental health programs.
- define "planning"
- explain the importance of planning with the community for dental health programs
- recall basic procedural steps for community dentistry program planning

1.2 Describe assessing the dental health needs of a target population.
- describe the purpose and method of a needs assessment
- define "target population" and "target population profile"
- explain information that needs to be obtained from a needs assessment survey
- describe appropriate questions for obtaining the information needed
- explain the need for socioeconomic data
- explain the use of indices and statistical data for determining need

1.3 Describe determining priorities.
- describe the analysis of needs assessment data to further define the target population and its dental health problems
- explain the importance of incorporating the perceived needs of the community when determining priorities

1.4 Describe developing program goals and objectives.
- differentiate between program goals and objectives
- define "outcome objectives" and "process objectives"
- explain the importance of developing measurable program objectives

1.5 Explain how to identify community resources.
- identify personnel, facilities and equipment needed for the program
- describe appropriate media strategies for marketing and education

1.6 Explain planning for evaluation.
- describe using formative and summative assessment processes for program evaluation

1.7 Describe involving community members in the planning phase.
- explain the importance of collaborating with community members when planning for community dental health programs
- describe involving community members to determine dental health priorities and blocks or constraints to achieving program goals, including possible solutions
- explain methods of informing community members about planned services and gaining their support for the proposed program
- explain the purpose of identifying and enlisting the support of community members who might serve as sources of information, community influence or financial support

1.8 Describe implementing, and evaluating community dental health programs.
- describe strategies for implementing a program that meets each of the program objectives
- explain monitoring the program and modifying the program objectives based on feedback
- explain reasons for evaluating programs
- relate summative evaluation findings to the original needs of the program recipients

- describe end-of-program reports including possible recommendations that could be made

2.0 Describe community oral health activities related to the prevention and control of oral disease and promotion of health.

2.1 Describe the relationship between literacy and health:
- define functional illiteracy
- discuss major health issues for people with low literacy
- describe ways of determining the readability level of health publications
- discuss ways of making health information more accessible to people who do not read well
- describe skills used to choose, rewrite and develop health materials that may be easily read

2.2 Describe oral health issues regarding Indigenous People
- briefly explain the history of Indigenous cultures in Canada and BC
- describe federal and provincial policies and legislation that have negatively affected Indigenous people
- discuss inequities in Indigenous people's health care
- recall current dental preventive programs for Indigenous people and possibilities for the future from DHYG 390

2.3 Describe the relationships between poverty and oral health
- discuss examples of partnerships between health professionals and low income groups to address inequities in health care

2.4 Discuss community health partnerships
- discuss information and skills that help health professionals establish, maintain and improve partnerships with other health groups within the community
- discuss barriers to positive partnerships between health professionals and client groups
- discuss the community health needs of different client groups
- describe oral health inequities in our community

3.0 Describe marketing strategies for community oral health education and promotion.

3.1 Describe the social marketing process.
- define "social marketing"
- describe components of the marketing process
- discuss ethical issues relating to marketing in dentistry

3.2 Describe the role of the dental hygienist in marketing.
- explain why dental hygienists are in an excellent position to market dental health to their patients
- relate marketing to the promotion of health and wellness and career satisfaction

3.3 Describe mass media activities pertaining to community dental health education and promotion.
- define "mass media"
- explain the strength and weaknesses of various forms of mass media used for health education and promotion

4.0 Describe the role of the dental hygienist as an advocate for underserved population groups.

4.1 Describe influence and change:
- discuss situations when you would attempt to change the way other people think about an issue
- discuss factors to consider when attempting to influence other individuals or groups

4.2 Describe the participation of dental hygienists in health initiatives.
- define "health initiatives"
- explain the history of dental hygiene involvement in health initiatives
- discuss how health initiatives develop from an idea phase to an action phase
- discuss how dental hygienists can become active partners in existing health initiatives
- discuss how dental hygienists can launch health initiatives of their own

5.0 Identify dental public health measures.

5.1 Describe the need, demand and utilization of dental services in Canada
- explain perceptions of "dental need" from the viewpoint of the dental professional and public

5.2 Discuss personal, political, social and economic factors influencing need, demand for and utilization of dental services.
- discuss the fact that those who frequently need the most care receive the least
- discuss types of predisposing factors, enabling factors and need factors
- discuss the interaction of these factors their effect on the utilization of dental health services
- discuss factors that can be changed through community health education programs to increase utilization of dental health services
- discuss possible future need, demand and utilization trends for dental services

5.3 Discuss barriers to the utilization of dental services.
- discuss the effect of geographic, economic, linguistic and educational barriers to the utilization of dental services
- discuss the influence of culture on the utilization of dental services
- discuss age-related barriers to the utilization of dental services
- discuss the significance of prejudices and value judgments on the dental professional's assessment of group "need"

5.4 Discuss strategies to effect change in the need, demand for and utilization of dental services, especially for community groups with special needs.

A schedule of weekly topics, assignment details and due date(s), and exam dates will be provided in the first week of classes.

STUDENT EVALUATION

NOTE: minimum passing grade for this course is B- or 70%

DESCRIPTION	WEIGHTING
Assignments:	
• Cultural Competency Assignment	25%
• Community Presentation	20%
• Briefing Note/Advocacy Assignment	15%
• Our Place Participation and Evaluation	10%
Class Participation:	
• Attendance, engagement, contribution to discussions	10%

Exams:		
• Final Exam Note: a minimum grade of 70% on the final exam is required for course completion		20%
If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. If you wish to dispute a final grade you have received, please refer to the Grade Appeal Policy.	TOTAL	100%

SCHOOL, DEPARTMENT, OR PROGRAM PROCEDURES, REQUIREMENTS, AND STANDARDS

More information available on D2L

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit http://camosun.ca/services/.

Academic Advising	http://camosun.ca/services/academic-advising/
Accessible Learning	http://camosun.ca/services/accessible-learning/
Counselling	http://camosun.ca/services/counselling-centre/
D2L Support	desupport@camosun.ca
Financial Aid and Awards	http://camosun.ca/services/financial-aid/
Help Centres (Math/English/Science)	http://camosun.ca/services/help-centres/
Indigenous Student Support	http://camosun.ca/learn/school/indigenous-education-community-connections/
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/services/writing-centre/learning-skills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/services/student-support/
Ombuds	http://camosun.ca/about/ombudsman/
Registration	http://camosun.ca/services/registration/
Technology Support	http://camosun.ca/services/its/
Writing Centre	http://camosun.ca/services/writing-centre/

If you have an urgent mental health concern, please contact Counselling. Urgent counselling sessions are available daily at both campuses during business hours. If you have an emergency or need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

STATEMENTS: POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

COLLEGE-WIDE POLICIES

Academic Accommodations for Students with Disabilities
The College is also committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, anxiety, depression, learning, etc). If you have a disability, the Centre for Accessible Learning (CAL) can help you document your needs and create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate accommodations you need without disclosing your diagnosis or condition to course instructors. If you need to request academic accommodations, you can contact CAL at: accessible@camosun.ca or by phone at 250-370-3312 (Lansdowne) or 250-370-4049 (Interurban). Visit http://camosun.ca/services/accessible-learning/ for more information.

Academic Progress
Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy
Please visit http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit http://camosun.ca/learn/fees/#deadlines.

Grading Policy
Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf for further details about grading.

Mandatory Attendance for First Class Meeting of Each Course
Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the

"Attendance" section under "Registration Policies and Procedures"
(http://camosun.ca/learn/calendar/current/procedures.html) and the Grading Policy at
http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf to learn more about the process involved in a medical/compassionate withdrawal.

Student Code of Conduct (Academic and Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Conduct Policy at http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf to understand the College's expectations of academic integrity and student behavioural conduct.

CHAIR REVIEW DATE: Dec 17, 2020
TEMPLATE VERSION: 2020.1

Changes to this Course Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.