**Course Syllabus**

**DHYG1215**  
Community Dentistry  
Course Rubric  
***** Note to Student *****

Student Success is our number one priority at Coastal Bend College and we realize that prompt, effective communication plays a significant role in achieving that goal. It is vitally important that you have the proper contact information for your instructor. This should include their phone number, email address, and if applicable, their office number, and office hours. If you ever have any problems contacting your instructor, or do not receive a prompt response to your inquiries, please contact the Assistant Dean of Allied Health, or the Dean of Workforce, as soon as possible. Their contact information is provided below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Secord</td>
<td>Interim Dean of Workforce</td>
<td>(361) 354-2408</td>
<td><a href="mailto:secordm@coastalbend.edu">secordm@coastalbend.edu</a></td>
</tr>
<tr>
<td>Loana Hernandez</td>
<td>Assistant Dean, Allied Health</td>
<td>(361) 664-2981</td>
<td><a href="mailto:lhernandez@coastalbend.edu">lhernandez@coastalbend.edu</a></td>
</tr>
<tr>
<td>Lynn Southerland</td>
<td>Director, Dental Hygiene</td>
<td>(361) 354-2553</td>
<td><a href="mailto:lsoutherland@coastalbend.edu">lsoutherland@coastalbend.edu</a></td>
</tr>
<tr>
<td>Karri Bausch</td>
<td>Assistant Professor</td>
<td>(361) 354-2537</td>
<td><a href="mailto:klbausch@coastalbend.edu">klbausch@coastalbend.edu</a></td>
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</tbody>
</table>

We wish you all the best in your education and encourage you to contact us if you have any questions or concerns.

Keeping student success in sight, faculty in each of the courses will review with students, course information with specific reading schedules, assignments, and testing information during the first week of class. Additionally, the course information will be posted to Blackboard (THECB 60x30TX compliance).

**Course Description:** The principles and concepts of community public health and dental health education emphasizing community assessment, educational planning, implementation, and evaluation including methods and materials used in teaching dental health education in various community settings

**Semester Hours Credit:** 2

**Lecture/Lab Hours:** 1/3

**Prerequisite:** Program Acceptance
Student Learning Outcomes:

1. Develop teamwork skills in designing a community dental health educational program that meets the needs of a target population.
2. Utilize communication skills to differentiate the governmental, sociological, environmental, and cultural concerns of the community.
3. Apply critical thinking skills to describe the principles and concepts of community dental health education and evaluation.

CIP Code Description: 51.0602 (Dental Hygiene/Hygienist) Student Learning Outcomes Assessment:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment Method</th>
<th>Target</th>
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<tbody>
<tr>
<td>Develop teamwork skills in designing a community dental health</td>
<td>Assessment of this SLO will be conducted using the major Community Group Project</td>
<td>90% of the students will score 80% or better on the</td>
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<tr>
<td>educational program that meets the needs of a target population</td>
<td>Presentations Rubric</td>
<td>presentation rubric</td>
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<tr>
<td>Utilize communication skills to differentiate the governmental,</td>
<td>Assessment of this SLO will be using oral presentation rubric</td>
<td>90% of the students will score 80% or better on the</td>
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<tr>
<td>sociological, environmental, and cultural concerns of the</td>
<td></td>
<td>presentation rubric</td>
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<tr>
<td>community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking skills to describe the principles and</td>
<td>Assessment of this SLO will be conducted using the chapter quiz on concepts of</td>
<td>90% of the students will score 80% or better on the</td>
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<tr>
<td>concepts of community dental health education and evaluation.</td>
<td>community dental health education chapter</td>
<td>examination</td>
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</table>

Evaluation Methods: Criteria rubric evaluations, written exams, assignments, quizzes, class participation, and attendance.

Major Exams 35%
Assignments, Quizzes, Projects 15%
Major Community Project and Formal Report 35%
Final Exam 15%

Grading equivalency for dental hygiene courses:
A 100-90
B  89-80
C  79-75
D  74-60
F  LESS than 60

Technical Support:

<table>
<thead>
<tr>
<th>Email Support:</th>
<th><a href="mailto:helpdesk@coastalbend.edu">helpdesk@coastalbend.edu</a></th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:cabrigo@coastalbend.edu">cabrigo@coastalbend.edu</a></td>
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<tr>
<th>Telephone Support:</th>
<th>866-722-2838 ext. 2508 (Toll Free)</th>
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<tbody>
<tr>
<td></td>
<td>361.354.2508 (Direct Line)</td>
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<tr>
<th>Live Chat:</th>
<th>Fall/Spring Hours: Monday-Thursday 8 a.m. to 8 p.m.; Friday 8 a.m. to 5 p.m.</th>
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<tr>
<td></td>
<td>Summer Hours: Monday-Thursday 7 a.m. to 6 p.m.</td>
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Tutoring Services: Coastal Bend College offers free tutoring services to all CBC students who need academic assistance. Services include One-on-One, Group, and Online tutoring to all current CBC students. The Tutoring Coordinator’s office is at CBC-Beeville in the Student Success Center (SSC), Room 140 which is in the R.W. Dirks building. The SSC’s hours of operation are Monday - Thursday from 8 am – 8 pm. Tutoring services are also available at all the CBC site locations and students can visit the site’s SSC. For questions regarding tutoring services, please contact the CBC Tutoring Coordinator at (361) 354-2838 ext. 2578 or visit us at our website at: http://coastalbend.edu/tutoring/.

<table>
<thead>
<tr>
<th>Beeville</th>
<th>Alice</th>
<th>Kingsville</th>
<th>Pleasanton</th>
</tr>
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<tbody>
<tr>
<td>3800 Charco Road 1-866-722-2838</td>
<td>704 Coyote Trail 1-866-891-2981</td>
<td>1814 Brahma Blvd. 1-866-262-1615</td>
<td>1411 Bensdale 1-866-361-4222</td>
</tr>
<tr>
<td>Beeville, TX 78102 Alice, TX 78332 Kingsville, TX 78363 Pleasanton, TX 78064</td>
<td></td>
<td></td>
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Grady C. Hogue Learning Resource Center (Library): Located on the Beeville campus, the operation hours are Monday - Thursday 8:00 a.m. - 6:00 p.m.; Friday 8:00 a.m.- 5:00 p.m. (Summer semesters will observe the CBC campus operation hours.) For locations and hours of CBC library in Alice, Kingsville, and Pleasanton sites please visit the library web page links below.

Grady C. Hogue Learning Resource Center (Library): http://lrc.coastalbend.edu/about
Online Catalog : http://lrc.coastalbend.edu/catalog
Library Website: http://lrc.coastalbend.edu/about
Hours and Locations: http://lrc.coastalbend.edu/hours
Financial Aid: Resources are available for students for financial aid, work study, and veteran benefits. For additional information, visit our website at www.coastalbend.edu/finaid or contact us at 361-354-2238. Office hours: Monday-Thursday 7-6 and Friday 8-5 (THECB 60x30TX compliance.)

ADA Statement: No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the College District, or be subjected to discrimination by the College District. Nor shall the College District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. 42 U.S.C. 12132; 28 CFR 35.130(g).

(See at: http://pol.tasb.org/Policy/Download/155?filename=GL(LEGAL).pdf)

Students with Disabilities: Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will need to provide documentation to the Director of Student Services so the most appropriate accommodations can be determined. Specialized services are available through the Office of Disability Services (SSB 4.104, 471-6259). For more information, contact (361) 3542300.

Kayla Devora-Jones
Dean of Student Services and Accessibility
3800 Charco Rd., Beeville, TX 78102
R.W. Dirks Ste. 105, Office 110
Phone: (361) 354-2532

Scholastic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College’s rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Coastal Bend College Policies FLB (Local) and FM (Local). Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

Use of E-mail for Official Correspondence to students: All students should be familiar with the college’s official email student notification policy. Students are expected to check their CBC email on a frequent and
regular basis to stay current with college-related communications, recognizing that certain communications may be time-critical. CBC email format: last name with last four digits of social security number @study.coastalbend.edu and password is your student ID (ex. cougarnation1234@study.coastalbend.edu).

Copyright Law and Intellectual Property Rights Policy: Copyright is the right of an author, artist, composer or other creator of a work of authorship to control the use of his or her work by others. Protection extends to literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial and graphic works, sculpture, motion pictures and other audiovisual works, sound recordings and architectural works. Generally speaking, a copyrighted work may not be reproduced by others without the copyright owner's permission. The public display or performance of copyrighted works is similarly restricted. Generally, the unauthorized reproduction, performance or distribution of a copyrighted work is copyright infringement and may subject the infringer to civil and criminal penalties. The Fair Use Doctrine outlines exceptions to this Law and is outlined in Coastal Bend College Policy, CT (Legal).

Coastal Bend College, its faculty, students and employees must comply with Copyright Law. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy CT (Legal) and CT (Local).

Questions regarding this information should be directed to the Director of Library Services at: library@coastalbend.edu or the Office of Marketing and Public Relations at: socialmedia@coastalbend.edu.

Intellectual Property: Student /Third Party Works: Rights to copyrightable or patentable works created by a student or a third party, that is, not a College District employee, shall reside with the author/creator. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy CT (Legal) and CT (Local).

Questions regarding this information should be directed to Library Services at: library@coastalbend.edu.

NOTE: The College website (www.coastalbend.edu) serves as the main source with the most current version of the Coastal Bend College Board Policies and the Coastal Bend College Catalog.

Audio or video recordings during class are prohibited. Cellular phones are a distraction to others and to instructor/professor. Therefore, cellular phones must be turned off or silenced during class time. Headphones, air pods and/or ear buds of any kind are also prohibited during class time.

Learning Innovation Excellence Leadership Diversity Respect Service Integrity Collaboration Communication

At all times, in all ways, the student is at the heart of all we do.
**General Course Information:**

This course consists of chapter readings, and discussion boards to cover all of the nutrition material. All learning modules will open weekly on Wednesday and end the following week on Tuesday. All learning resources will be available online.

Initial Discussion boards will close Sundays at 11:59 pm CST. Secondary discussion boards will close on Tuesdays 11:59 pm CST unless otherwise specified.

All required work within a learning module must be completed by the closing date/time or assignment deadline. Failure to submit the required work within a learning module designated timeframe will result in a zero unless otherwise determined by course faculty.

A new module opens weekly to biweekly depending on how quickly the material is covered. (Weeks 1-16). Modules related to special projects and/or discussion boards within the course will open simultaneously with a weekly module. Please refer to the *Spring 2020 Course Calendar* for the scheduled opening and closing dates for each module in the course. All learning activities and assignments are at the discretion of the instructor; students are responsible for reading all learning resources, assigned Chapters, and completing learning activities within each learning module.

Daily quizzes and/or class assignments may be given at the discretion of the course instructor. You can be tested on previous course material as the instructor deems necessary. The schedule is tentative and may be subject to change at any time.

Attendance is key to success in the class, as well as engaging in the curriculum.

**Instructor Expectations:**

The course syllabus provides direction for successful completion of the course. In addition, students are expected to follow specific instructions provided within each module. All written assignments in this course will use APA formatting. This includes references in Discussion Board posts and individual Assignments if applicable.

**Discussion Boards and Assignments:**  
*Discussion Boards* (DB)

1. **Purpose:** The Discussion Board posts are a platform for open conversation to allow students an opportunity to dialog on topics studied, debate issues and synthesize new material through interactions with peers. DBs are graded based upon expectations within each module and a grading
rubric.

2. **Initial Posts** to the DBs are due by Sunday at 2359 CST. **Secondary Posts** (in response to 2 colleagues’ **Initial Posts**) are due by Tuesday at 2359 CST.

3. Due to the nature of discussion postings, late **Initial Posts** will not be graded and students will forfeit any points related to the **Initial Post**. However, students are encouraged to participate in the **Secondary Posting** phase and will be eligible to receive points for this phase of the DB. **Secondary Posts** posted after Tuesday 2359 CST will not be graded and will result in zero points awarded for the **Secondary Posting** phase.

4. **Etiquette**: A collaborative and friendly learning environment is the expectation of any classroom discussion. Please use professional language only. Use discussion board posts to further develop skills in collaboration and teamwork. Treat the discussion area as a creative environment to ask questions, express informed opinions, revise/reverse opinions and take a deeper dive into the material.

Please use the following guidelines (in combination with the grading rubric) to develop **Initial Posts** and **Secondary Posts**.

Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing **Initial or Secondary Posts**.

Suggestions for replying to colleagues in during the **Secondary Posting** phase of the DB:

- a. Always be respectful of others
- b. Provide an alternative perspective with a discussion of your point of view.
- c. Share own experiences
- d. Ask questions to further the discussion
- e. Share an insight form having read the colleague’s posting.
- f. Offer and support with evidence from the literature an informed opinion (cite/reference).
- g. Validate an idea with your own experience.
- h. Make a suggestion supported with evidence from the literature (cite/reference).
- i. Expand on the colleague’s posting (cite/reference).

**Discussion Board Rubric: Initial and Secondary Posts**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent 100 points</th>
<th>Adequate 80 points</th>
<th>Poor 60 points</th>
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</thead>
<tbody>
<tr>
<td>1. Reflects on personal experience as a dental hygiene student, notes</td>
<td><strong>Student successfully provides detailed description to all three</strong></td>
<td><strong>Student provides detailed description to most, but not all prompts related to</strong></td>
<td><strong>Student provides limited detail or creativity for any or all prompts, no</strong></td>
</tr>
</tbody>
</table>
discussion and uses examples as a critical part of the learning experience. | prompts related to personal experiences. Goes above and beyond to write out detail and well thought out examples and cases | students' personal experiences | evidence of a clear understanding.

2. Exhibits excellent examples and detailed description of findings and patient explanation of the discussion topic. | Student successfully provides detailed description to all three prompts related to giving examples and explanation of the topic. Goes above and beyond to write out detail and well thought out examples and cases | Student provides detailed description to most, but not all prompts related to students' personal experiences | Student provides limited detail or creativity for any or all prompts, no evidence of a clear understanding.

3. Give examples of the importance and/or detailed information from the text that supports your findings. | Student provides detailed description to all prompts using creativity based on strides made in comprehensive patient care. | Student provides a detailed description to most prompts using creativity based on strides made in comprehensive patient dental care. | Student provides limited creativity or information about the discussion topic as explained in the module.

**Classroom Assessment Techniques**

1. **Purpose**: The CATs or classroom assessment techniques are intended to allow students an opportunity to write or express areas of curriculum that were unclear or not well understood as well as describe what areas were the most interesting or important.

2. **One Minute Paper** – Tests how much knowledge students are gaining or not gaining in the classroom
   - Written at the end of class
• A written and brief response to the following questions:
  • “What was the most important thing you learned during class?”
  • “What important question remains unanswered?”

3. **Muddiest Point Paper** – an assessment of where students are having the most difficulties with the material.
   • Written at the end of class
   • A quick and brief response to the following question:
     • “What was the muddiest point in lecture today?”

4. **Chapter Reviews** – review questions to go over at the end of the chapter, as needed and deemed necessary.

5. **Etiquette**: A collaborative and friendly learning environment is the expectation of any classroom discussion or assignment. Please use professional language only. Treat the assessment papers as a creative environment to ask questions, express informed opinions, for a richer understanding of the course material.

1-13-2020