

Course Code: DHG 230

Course Title: Community Dental Health

Department: Allied Health

Effective Date: Summer 2026

PCS Code: 1.2 - Occupational/Technical Instruction

CIP Code: 51.0602

Repeatability: 0

Credit Hours

Catalog Notation: 2-3-3

Credit Hour Distribution:

Lecture: 2

Lab: 3

Clinical: 0

Total: 3

General Course Information

Catalog Description

Knowledge of public health system including community dental health. Dental health education program planning, including assessing, planning, implementing and evaluating community programs. Critically analyze research. Knowledge and application of evidence-based practice. Communicate technical dental health information.

General Course Objectives

1. Explain the role of government and key national oral health initiatives in public health practice.
2. Explain oral health disparities, inequities, and social determinants of health that affect population groups.
3. Follow a sequence of steps in the health communication process when developing, implementing, or evaluating a health communication plan or project.
4. Explain the importance of assessment as a core public health function.
5. Identify and use sources of oral health surveillance data for program planning.
6. Explain the major health education theories.
7. Describe the evidence-based decision making process and the levels of evidence used in relation to the process of EBDM.
8. Recognize various research designs, indices, and data analysis.
9. Describe the components of culture and how culture affects health.

Minimum Placement Levels

English	Reading	Math
Placement out of ENG 099	Placement out of CCS 099	Placement out of MAT 072

Prerequisites

Credit in DHG 212, DHG 215, and DHG 216
Admission into the Dental Hygiene program

Methods of Evaluation

3-5 quizzes, 4-5 exams, creating and presentation of Community Oral Education project, 1 group class presentation, 7-9 online assignments, reflective writing.

Instructional Materials and Additional Supplies

Community Oral Health Practice for the Dental Hygienist, Beatty, C.F. Current Edition. 978-0-323-35525-4

Course Content

General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Global Awareness and Cultural Reasoning: Students will demonstrate their understanding of global issues, gender and sexual orientation, and multicultural perspectives.

Course Segments and Student Learning Outcomes

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
People's Health	1. Describe the current state of oral health. 2. Describe the dental hygienist's ethical responsibility to the community according to the ADHA Code of Ethics. 3. Define health, public health, dental public health, community health, and population health. 4. Define the continuum of dental hygiene care and differentiate between disease treatment, disease prevention, and health promotion. 5. Compare procedures in the private practice setting to public health practice. 6. Describe the characteristics of a public health measure and list examples. 7. Describe the changing emphasis of public health. 8. List the criteria for a public health problem and identify public health problems within a community. 9. Identify public health measures or solutions; relate them to public health problems. 10. Describe activities undertaken by the World Health Organization and the functions of governmental levels in public health: federal, state, and local. 11. List the operating agencies of DHHS, PHS, and the Commissioned Corps and describe their primary functions. 12. Describe Head Start and the hygienist's role in this organization. 13. Compare Medicaid, CHIP, and Medicare, the populations served, benefits, and funding. 14. Compare and contrast a Public Health District with a Federally Qualified Health Care Facility: the purpose, funding/tax base, services provided, populations served, cultural groups, languages spoken, and programs offered. 15. Compare and contrast the roles of Federal programs, SOHP, local programs, and coalitions. 16. Explain the history and purpose and give examples of the HP2030 Objectives. 17. List the role of the Association of State and Territorial Dental Directors (ASTDD). 18. Explain the importance of Interprofessional Collaborative Practice (ICB). 19. Describe the future potential and challenges of dental public health. 20. Describe the main objective of public health and how it is achieved. 21. Describe the professional roles of the dental hygienist as defined by the ADHA.	4	3	0

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Smoking Cessation Lab	1. Discuss the multi-factorial nature of smoking in relationship to smoking cessation. 2. Define the 5 A's developed by the Public Health Service. 3. List and define the Prochaska's Stages of Change. 4. Discuss intervention strategies for each stage of change. 5. Define the Public Health Service's 5 R's. 6. List the benefits of quitting. 7. List FDA approved drugs for smoking cessation and describe how each smoking cessation drug works. 8. List types of NRT available and discuss how NRT (Nicotine Replacement Therapy) works. 9. Assess the level of tobacco dependence. 10. Discuss the oral effects of tobacco use and respond to common patient questions and concerns. 11. Discuss resources a private practice office or clinic should have as part of a Smoking Cessation Program. 12. Implement smoking cessation counseling during patient care. 13. Participate and practice through role-playing with patients during each phase of the Stages of Change.	0	2	0
Assessment for Community Planning	1. Explain the importance of assessment as a core public health function. 2. Describe the roles of public health professionals in assessment. 3. Discuss the basic terms and concepts of epidemiology. 4. Describe the conceptual models that illustrate the determinants of health. 5. Identify the determinants of health that affect the health of individuals and communities, especially in public health. 6. Describe the function of the ASTDD and the Seven Step Assessment Model. 7. Discuss the importance of an Advisory Committee. 8. List the factors identified in a community profile. 9. Describe the phases of ADPIE in organizing an effective community oral health program. 10. Define goals and objectives. 11. Describe the SMART requirements for writing appropriate objectives. 12. List the verbs used for the domains of learning: psychomotor, cognitive, and affective. 13. Create an assessment of target group needs. 14. Describe the burden of disease, the impact of oral health provision, and the future of the state of dental care provision in Illinois as outlined in "Oral Health in Illinois, October 2016". 15. Compare and contrast secondary and primary data and the different methods of data collection that can be used in community health assessments: surveys, questionnaires, and screenings. 16. Explain how program goals and objectives are used in program planning, implementation, evaluation, and documentation. 17. Compare summative and formative evaluation. 18. Write lesson plan objectives for specific population target group. 19. Develop and modify oral health lessons to specific target populations: elderly, adult, special needs, school-aged youth, and preschool children. 20. Recognize the values and beliefs of the target population while promoting optimal oral and general health. 21. Write pre- and post-test assessments. 22. Implement oral health lesson plans created for specific target population. 23. Improve the oral health knowledge of the healthcare professionals/staff to a level of 90 percent improved responses.	3	10	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Assessment for Community Planning (cont'd)	24. Self-evaluate the presentation after presenting to classmates for formative evaluation. 25. Self-evaluate the presentation after presenting to the target group for summative evaluation. 26. Identify SDOH and impact on community oral health. 27. Identify advanced roles that will impact community oral health. 28. Demonstrate the ability to search the literature considering the target group. 29. Identify practices that can be used to motivate individuals towards disease prevention and health maintenance.			
Health Promotion and Communication	1. Define and differentiate between health education and health promotion. 2. Give examples of health education and promotion strategies for individuals, community, and legislation/advocacy. 3. Define health equity. 4. Describe the Cognitive Learning Model and explain the error commonly made with this approach. 5. Describe what is meant by internal and external forces and give examples of each. 6. Describe the ecologic approach to health promotion. 7. Differentiate between the the components of the Stages of Learning Ladder, Transtheoretical Model, Health Belief Model, Social Learning Theory, Community Organization Theory, Diffusion of Innovations Theory, and Organizational Change: Stage Theory. Give examples of each. 8. Explain the importance and benefits of providing culturally and linguistically appropriate oral health care. 9. Describe possible ways to tailor the health education information to specific target groups.	3	12	0
Measuring Oral Health Status and Progress	1. Discuss the national Healthy People initiative and its significance; relate it to surveillance. 2. Recognize the Healthy People 2030 national oral health objectives. 3. Define health disparity and health equity. 4. Define the steps and indications for the following: Basic Screening Survey (BSS) National Health and Nutrition Examination Survey (NHANES), and National Oral Health Surveillance System (NOHSS). 5. Discuss the importance of Oral Health-Related Quality of Life (QOL). 6. Define index, reliability, and validity. 7. List the eight attributes of a good index and give examples as they relate to index use for individual patients, research, and community health. 8. Define intra-rater and inter-rater reliability. 9. Identify the two descriptive categories of indices. 10. Define reversible and irreversible indices. 11. Discuss errors in collecting, recording, and analyzing data. 12. Describe the indications, differentiations, methods of implementation, criteria for scoring, and individuals responsible for the development of the following indices: DMFT/DMFS, def, RCI, EIBI, GBI, SBI, GI, PDI, CPITN, OHI-S, PLI, PHP, PHP-M, and Fluorosis.	5	3	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Applied Research	1. Define Epidemiology terms: a) Epidemiology, Mortality, Morbidity; b) Epidemic, Endemic, Prevalence; c) Determinant, Experience, Incidence; d) Control groups, Placebo, Treatment groups; e) Blind study, Double blind study, Biostatistics; f) Target population, Samples 2. Compare qualitative, quantitative, and mixed methods of research. 3. Compare observational, experimental, and quasi-experimental research designs. 4. List and understand the types of analytical studies: cross-sectional, case control, retrospective, cohort, and prospective. 5. Define experimental group, control group, pretest, post-test, crossover, split mouth, and factorial. 6. Differentiate between primary and secondary research. 7. List and describe sampling techniques: random, stratified, systematic, purposive (judgmental), and convenience. 8. Describe when a small sampling may be necessary. 9. Define statistical terms: Data, descriptive statistics, count, inferential statistics, rate, central tendency, index, range, discrete data, variance, continuous data, Standard Deviation, t-test, ANOVA, parametric statistics, Chi-squared test, nonparametric statistics, Type I Alpha Error, P-Value, and Type II Beta Error. 10. Differentiate between the hypothesis and the null hypothesis of a research study. 11. Discuss the ethical guidelines of participation in a research study. 12. Discuss the difference between the independent, dependent, and extraneous variables. 13. List and give examples of the "scales of measurement". 14. Define and calculate mean, median, and mode. 15. Describe the characteristics of a normal bell curve and identify the standard deviation. 16. Describe key characteristics of normal and skewed distributions. 17. Describe inferential statistics. 18. Define correlation co-efficient and discuss how to determine the strength of a correlation between two variables. 19. Illustrate positive and negative correlations. 20. Determine if results are statistically and/or clinically significant. 21. Identify a statistically and highly significant P-Value. 22. Recognize various displays of data: Plot graph, Frequency polygon/Line graph, Bar graph, and Histogram.	6	5	0
Applied Research - Analysis of Literature	1. Discuss the ADHA policies regarding Evidence-Based Practice. 2. Discuss the need for the dental hygienist to be a competent researcher. 3. Describe the components of evidence-based decision making. 4. List the best sources to access the highest levels of evidence. 5. Describe the different types of research and identify the highest level of evidence. 6. Define Peer-Reviewed articles and give examples. 7. Define Clinical Practice Guidelines. 8. List the goals of a scientific paper. 9. Describe each component of a scientific paper. 10. Define validity and relevance. 11. Demonstrate basic research skills by accessing Pubmed, Cochrane Collaboration, and ADA.	3	2	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Applied Research - Analysis of Literature (cont'd)	12. Demonstrate the use of Clinical Queries, Boolean operators, MeSH Database, and Filter. 13. Compare and contrast the criteria for evaluating dental literature and review a research report. 14. Search the literature for research regarding SDOH that applies to the Case Study Patient. 15. Search the literature for research regarding Advanced Roles of Dental Hygiene that would possibly increase access to care for the Case Study Patient.			
Population Health	1. Describe the burden of disease globally and in the United States. 2. Describe the social effects of oral disease. 3. Explain the oral health disparities and inequities among population groups. 4. Define the following terms: Normative need, Effective Demand, Potential Demand, utilization, status, and trend. 5. Describe the current status of oral health in the United States. 6. Describe current methods of payment for dental care. 7. Define pluralistic system of payment. 8. Identify various insurance plans available for financing dental care. 9. Describe the role of government in financing dental care. 10. Explain the issues related to the adequacy of the oral health workforce, as well as the future outlook and recommendations. 11. Describe how teledentistry can be used to enhance workforce capacity and improve access to oral health care. 12. Describe the infrastructure and capacity of dental public health programs and future outlook. 13. Discuss child and adult benefits of community water fluoridation. 14. Define the Healthy People 2030 target goal for water fluoridation.	3	3	0
Cultural Competence, Health Literacy, and Global Dental Hygiene	1. Define the terms: Culture, cultural sensitivity, cultural competence, pluralism, diversity, ethnocentrism, subcultures, stereotyping, and poverty. 2. Discuss the Sociocultural theory. 3. Discuss the Diversity Continuum in Communication. 4. List examples of diversity among our patient population. 5. Discuss how we might avoid attitudes of ethnocentrism. 6. Identify how culture influences the way people communicate. 7. Explain the importance of health literacy and e-literacy in health communication. 8. List skills that foster effective cross-cultural communication. 9. List barriers to oral health care for diverse populations. 10. Describe the purpose of the CLAS Standards. 11. Describe, compare, and contrast models that are used in the development of cultural competence. 12. Discuss the components of the L.E.A.R.N. and R.E.S.P.E.C.T models. 13. Describe patient-centered care and compare and contrast patient-centered care and cultural competence. 14. Describe how one would integrate cross-cultural care into the Dental Hygiene Process of Care: Assessment, Planning, Implementation, and Evaluation. 15. Identify global oral health challenges and the positioning of dental hygiene care. 16. Self-evaluate personal characteristics demonstrating acceptance and embracement of cultural diversity. (ADEA Tool #5). 17. Self-evaluate ability to communicate cross culturally effectively. (ADEA Tool #5).	3	3	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Service Learning	1. Define Service Learning. 2. List the characteristics that distinguish Service Learning from other experiential learning experiences. 3. Describe essential components of Service Learning. 4. List benefits of Service Learning for the student, community partner, dental hygiene program, faculty, institution, and the nation's oral health. 5. Recall methods to manage the challenges associated with Service Learning. 6. Self-evaluate personal recognition of the value of service-mindedness. (ADEA Tool #6).	0	2	0

Total Contact Hours

Lecture Hours	Lab Hours	Clinical Hours
30	45	0