



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

DHY2210 Community Dentistry and Education
4 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Define health education.
 - a. List the basic aims of health education.
 - b. Differentiate between the three types of preventive services employed to promote and maintain oral health.
2. Compare and contrast public health versus private practice.
 - a. Classify public health problems as perceived by the public.
 - b. Illustrate examples of public health solutions.
 - c. Explain the role of government in public health.
3. Describe the delivery of dental health in the United States.
 - a. Identify the governmental agencies related to dental hygiene.
 - b. Compare and contrast the function of federal, state and local governments relative to dental hygiene.
4. Explain the international professional organizations involving the dental hygiene profession.
 - a. Interpret the basic global components of the communication process.
5. Identify means of financing public health programs.
 - a. Compare and contrast Medicaid (Title XIX) and Medicare (Title VXII).
6. Identify the branches of government and how they pertain to dental hygiene laws.
 - a. Explain the role of government in public health
7. Identify the role of the dental hygienist as a change agent.
 - a. Identify the components of grant writing.
8. Differentiate between how proper assessment of a patient's level of need utilizing diagnostic models can guide the educator in designing motivational strategies.
 - a. Justify how health promotion theories help promote health.
 - b. Order the steps of the Learning Ladder and apply to case scenarios.
9. Construct an appropriate lesson plan for a specific target population.
 - a. Develop goals and objectives for a lesson plan.
10. Associate educational strategies to meet the individual needs of patients from the infant to the older adult.
 - a. Identify key factors for success in formal communication using active listening with diverse populations.
11. Describe how cultural values and beliefs regarding health care can affect oral health habits.
 - a. Define Eurocentric, acculturate, and assimilate.
12. Analyze community settings for dental health education presentations.

- a. Plan, present and evaluate a dental health presentation for a target population while maintaining professional etiquette and behavior when providing this customer service.
 - b. Construct goals and objectives tailored to meet individuals/group needs.
 - c. Illustrate teaching methods that would be appropriate and most effective for teaching different skills and populations.
13. Define an index.
 - a. Analyze the properties that an index should possess.
 - b. Identify and define the indices used in measuring.
 14. Utilize evidence based decision making in the practice of dental hygiene.
 - a. Explain the connection between research and private practice.
 15. Identify the role of ethics in research
 - a. Define the terms autonomy, beneficence, and bioethics.
 16. Analyze types of research designs used in oral epidemiology.
 - a. Differentiate between the hypothesis and null hypothesis of a research problem.
 - b. List the different sampling techniques.
 17. Describe the uses of various statistical techniques.
 - a. Differentiate between inferential and descriptive statistics
 - b. Differentiate between validity and reliability.
 18. Define the terms, characteristics and uses of epidemiology.
 - a. Assess the health goals and objectives of Healthy People 2020.
 19. Describe the distribution of the major oral diseases and the factors influencing that distribution.
 - a. Interpret the various ways in which epidemiological methods can be used.
 20. Analyze criteria used for evaluating dental literature.
 - a. Illustrate the major elements of a scientific study.
 21. Analyze the six public health career options/roles for the dental hygienist.
 - a. Discuss dental hygienists' role in the public health system.
 22. Create strategies for dental hygiene positions in Dental Public Health Settings
 - a. Analyze examples of alternative practice settings.
 23. Describe the "Community Dentistry and Education" component on the National Board Hygiene Examination
 - a. Identify tips for test-taking and take a practice examination of community cases.
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These SLOs are not approved for experiential credit.

Effective: Fall 2019