New Course Request

Indiana University

Fort Wayne Campus

1. School/Division: Health & Human Services/Dental Education
2. Academic Subject Code: DHYG

3. Course Number: H404 (must be cleared with University Enrollment Services)
4. Instructor:

5. Course Title: Practicum in Community Health

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2012

7. Credit Hours: Fixed at ______ or Variable from ______ to ______

8. Is this course to be graded S-F (only)? Yes [ ] No [X]

9. Is variable title approval being requested? Yes [ ] No [X]

10. Course description (not to exceed 50 words) for Bulletin publication: Same as the existing IU course (Structured practical experience coordinating, and evaluating instruction in an educational setting and/or assessing, planning, implementation, and evaluation of public health programs.)

11. Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

13. Estimated enrollment: ______ of which ______ percent are expected to be graduate students.

14. Frequency of scheduling: Annual [ ] Will this course be required for majors? Yes [ ] No [ ]

15. Justification for new course: Part of the Community Public Health concentration of the BSDS-DH degree

16. Are the necessary reading materials currently available in the appropriate library? Yes [ ] No [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date: 3/15/10

Date Department Chairman/Division Director

Date Dean

Date Dean of Graduate School (when required)

Date Chancellor/Vice-President

Date University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
DHYG H404 Practicum in Community Health

Class Time: As scheduled
Location: Neff 333
Practicum Time: As scheduled
Credit Hours: 3

Textbooks:
1. Practicum in Community Health Course Manual

Instructor: Professor Nancy K. Mann, RDH, MSED.
Office: Neff Hall, Room 130H
Phone: Office, 481-6569
Email: MannN@ipfw.edu

Course Description: DHYG 404 utilizes sites off campus to develop the expanding role of the dental hygienist in the health care system. The course is a survey of various community dental health programs, with field experience in dental health instruction in schools, nursing homes, community centers and hospitals. Structured practical experience in planning, supervising, coordinating, and evaluating instruction in a community setting will be provided. Alternative practicum experiences, based on students’ anticipated future roles, may also be considered.

Course Competencies:
This course will continue the development of the following Indiana University-Purdue University, Fort Wayne competencies of the dental hygienist. As a participating member of the supervisory health-care team, the dental hygienist plays an integral role in assisting patients achieve and maintain optimal oral health. Dental hygienists must exhibit competence in the following domains:

1. **Core Competencies (C)**
   Foundations in ethics, values, skills and knowledge of all aspects of the dental hygiene profession.

2. **Health Promotion and Disease Prevention (HP)**
   Knowledge of wellness, health determinants, disease prevention and effective health-care delivery.

3. **Community Involvement (CM)**
   Knowledge and skills in the assessment, planning, implementation and evaluation of programs and activities which benefit the general population.

4. **Professional Growth and Development (PGD)**
Knowledge and skills in effective communication, problem-solving abilities, and critical thinking mechanisms which will influence future roles of dental hygienists in their ever-changing roles in health-care delivery.

**Core Competencies (C)**

C.1 Graduates will apply a professional code of ethics in all endeavors.
C.2 Graduates must be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services.
C.5 Graduates will assume responsibility for dental hygiene actions and care based on accepted scientific theories, research, and standards of care.
C.6 Graduates will continuously utilize self-assessment mechanisms to promote lifelong learning and professional growth.
C.7 Graduates will advance the profession through service activities and affiliations with professional organizations.
C.8 Graduates will utilize interpersonal and communication skills to effectively interact with diverse population groups.

**Health Promotion and Disease Prevention (HP)**

HP.1 Graduates will promote the values of oral health and wellness to the public.
HP.2 Graduates will respect the goals, values, beliefs and preferences of the patient/client while promoting oral health.
HP.3 Graduates will identify individual and population risk factors and develop strategies that promote oral health.

**Community Involvement (CM)**

CM.1 Graduates will be competent in assessing, planning, implementing and evaluating community-based oral health programs, including health promotion and disease prevention activities.
CM.2 Graduates will provide screening, referral and educational services that allow patients/clients access to resources for health care.
CM.3 Graduates will provide community oral health services in a variety of settings.
CM.4 Graduates will evaluate reimbursement mechanisms and their impact on a patient’s/client’s access to oral health care.
CM.5 Graduates will evaluate the outcomes of community-based programs and develop strategies for future activities.

Indicators Under working cooperatively:
- Learner appreciates the diversity of values and cultural differences among people
- Learner plans and works together in meetings
- Learner applies conflict management skills
- Learner accepts constructive criticism
- Learner enhances working relationships with peers, faculty, patients, and clients
- Learner resolves conflict objectively
Patient/Client Care (PC)

PC.1 Graduates will be competent in providing dental hygiene care for diverse populations, including children, adolescents, adults, geriatric patients, indigent patients and medically compromised patients.

PC.2.3 PLANNING
Graduates will collaborate with patients/clients and other health professionals to formulate a comprehensive dental hygiene care plan that is patient centered and based on current scientific evidence. Competence in planning strategies include: establishing a planned sequence of care based on the dental hygiene diagnosis and identified oral conditions.

PC.2.4 IMPLEMENTATION
Graduates will provide preventive treatment designed to achieve and maintain oral health. Implementation activities include:

PC.2.5 EVALUATION
Graduates will evaluate the effectiveness of preventive and educational services. Evaluation procedures include:
1. evaluating the patient’s satisfaction with the preventive and educational oral health care received
2. providing subsequent treatment or referrals based on evaluation findings.

Professional Growth and Development (PGD)

PGD.1 Graduates will identify career options within the health-care industry, education and research and will evaluate the feasibility of pursuing dental hygiene opportunities.

PGD.2 Graduates will identify management and marketing strategies to be used in non-traditional health-care settings.

PGD.3 Graduates will access professional and social networks and resources.

Instructional Methods: Field experience, evidence based learning, and service learning will be used in this course.

The course instructor will provide a list of community partners although students are not limited to this list. They may investigate an agency of interest. Examples include hospitals, nursing homes, schools, clinics, health fairs, and organizations. Students will rotate at each site, but prepare one oral health proposal sheet for an agency of their choice.

Field Experience Evaluations: The course director and/or community partner supervisor will evaluate the individual student at each field experience site. Attendance, punctuality, organization, learning strategies and communication skills will be evaluated. 100 points per rotation
Public Health Employment Proposal: Students will prepare a two-page proposal outlining the need for a public health dental hygienist in the setting where they are rotating. The proposal will contain background information on the population served, a documented need, workload assessment and financial impact to the community partner. Format will be reviewed in class. 50 points for proposal.

DHYG H404 Practicum in Community Health
ORAL HEALTH PROGRAM FINAL REPORT FORMAT
AND GRADING CRITERIA

Title Page
Title of program, course number, semester, student names, date.

Abstract
A summary, confined to approximately 200 words, which briefly but concisely define the project purpose, Healthy People 2020 objective(s), methods, materials and results.

Introduction
Statement of the Problem, Program Participants, Goals and Objectives, Review of the Literature, Methods Rationale. List these all by subtopics under Introduction.

Program Design and Procedures
Methodology; include personnel utilized, materials and media utilized and financing sources. Content of Educational Program and Schedule of Activities.

Results
Organize this section around the objectives, that is, restate the first objective and present findings. Repeat for each objective. Present the data collected in tables and figures accompanied by sufficient text to point out important findings. Report the results of statistical testing at the appropriate level of significance in both tables and text. Written findings should appear on the same page or as near to tables and graphs as possible. Written findings should precede illustrations. Results are strictly a report of data.

Project Evaluation
List supervisors and describe their role in your project. Place any reports or evaluations presented to them in an appendix. Describe how your group internally monitored your project and made modifications to your project since the proposal. Describe any tests, surveys or indices used to evaluate the focus group. Reference all evaluation instruments and place in an appendix. Present the adequacy, effectiveness, and efficiency data for each objective.

Discussion
Interpret the statistical analysis by discussing possible explanations of the findings. Relate findings to previous knowledge, data or theories in the field (relate back to review of the literature.) Explain any discrepancies in the findings, why the results were
different from what was expected. Explain in terms of statistical significance. Anticipate value or meaning of the data. Discuss weaknesses and limitations of the project. What were the high points of your community involvement? What disappointments did you experience? In what areas could you have been better prepared? Which areas would you stress or de-emphasize next time? Was the evaluation of the project satisfactory?

**Conclusions**

State the results of the objectives as “met or did not meet” and by what level of significance if appropriate. Interpret results as probability statements. Make statements of fact that you can infer to the general population from your sample population. Do not make interpretations or generalizations that go beyond the data at hand.

**Recommendations**

Give two or three suggestions for follow-up or future projects. Recommend possible applications for the findings or practical suggestions for implementation of the findings. Identify any new questions raised by the project. What would you do differently next time?

**Budget**

Design according to hypothetical income and expenditures.

Income: List financing organization and amounts received. If items were donated, list donor and assign an identification symbol. Donor items listed in expenditures should be identified with the corresponding symbol.

Expenditures: List items utilized, estimated costs, donated costs and actual costs. List items in appropriate categories.

**Acknowledgements**

Thank the appropriate people and funding sources.

**References/Bibliography**

**Appendices**

Identify each appendix by letter and reference page number in the table of contents.

**GRADING CRITERIA:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Title Page, Abstract, Introduction, Program Design and Procedures</td>
<td>5</td>
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<tr>
<td>Results</td>
<td>25</td>
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<tr>
<td>Discussion</td>
<td>25</td>
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<tr>
<td>Project Evaluation</td>
<td>25</td>
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<tr>
<td>Conclusion</td>
<td>15</td>
</tr>
<tr>
<td>Budget, Acknowledgements, References/Bibliography, Appendices</td>
<td>5</td>
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<tr>
<td>Total</td>
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# Proposed Budget Sheet

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Cost</th>
<th>Donated Cost</th>
<th>Actual Cost</th>
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<tbody>
<tr>
<td>I. Personnel</td>
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<tr>
<td>A. Salary</td>
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<td>B. Per Diem</td>
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<tr>
<td>II. Administrative Expenses</td>
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<tr>
<td>A. Rental of site</td>
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<td>B. Printing and Duplicating</td>
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<td>C. Communications</td>
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<td>III. Travel</td>
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<td>IV. Program Materials</td>
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<tr>
<td>A. Media/equipment</td>
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<td>B. Supplies (list each)</td>
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<td>V. Consultant</td>
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<tr>
<td>VI. Miscellaneous</td>
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H 404 COMMUNITY DENTAL HEALTH PROJECT BUDGET
**DHYG H404 Practicum in Community Health**

**Grade Sheet for Oral Health Program (complete one at community site of choice)**

**Students:** 

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
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<tr>
<td><strong>Abstract</strong></td>
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<tr>
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<td><strong>Appendices</strong></td>
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<td><strong>Incorrect Format/Resubmit</strong></td>
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<td><strong>Late</strong></td>
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<td><strong>Total Points</strong></td>
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**Grade** 

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Points for Course:

100 for 4 rotations 400
Employment Proposal 50
Oral Health Program Proposal 100
Total 550

94-100 A
88-93 B
87-81 C
80-75 D
74- F

*Note on Class / Field Experience Attendance:

Many people are counting on you this semester so attendance at all practicum sites is mandatory, including any make up dates.

Attendance: Attendance is expected for all class sessions with professional, mature behavior expected for all lectures and presentations. A student’s grade will be lowered up to a total of 20% for inappropriate/unapproved/unexcused absences, repeated lateness to class, talking or showing disrespect, or having cell phones, pagers, or beepers going off in class. A percentage will be deducted per unexcused absence.

DISCLAIMER This syllabus is subject to change at the discretion of the course instructor. It is meant to be a guide.

DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at http://www.ipfw.edu/sss/

The SPOT Learning Center: Make your study time not only more effective, but also more efficient by signing up for free tutoring available in the SPOT in Kettler G21 (next door to the Writing Center). You are entitled to 2 free hours per week of one-to-one, course-specific help in understanding concepts, practicing the application or explanation of material being learned, and developing effective test-taking strategies. Make all appointments online through TutorTrac at www.ipfw.edu/casa. If you don’t see a tutor available for your class, contact us in Kettler G21!

Drop-in tutoring is also available for math (schedule on Web site) and a few other subjects. If you need help with study skills in general, drop by the SPOT to view our self-paced tutorials or make a one-to-one appointment. Information about STEPS (Student Technology Education ProgramS) classes can be found on the CASA Web site, too.
Also, check with your instructor about whether Supplemental Instruction (group study) is available for this class. Questions? Call 481-5419.

**SPOT Learning Center Hours Fall 2009: Monday-Thursday 8 a.m. to 8 p.m.; Friday 8 a.m. to 4 p.m.**

**The WRITING CENTER**: Save time and write better papers or presentations for any class through free one-to-one or small group consultations in The Writing Center, Kettler G19 (next door to the SPOT Learning Center). Bring assignments, questions, ideas, and a draft (if you have one). Consultants can help you get started, write more clearly, revise, edit, and cite sources responsibly. Come as you begin writing and as you revise. Drop-ins are welcome if time is available, but appointments, made online through TutorTrac, receive preference. For TutorTrac, online consulting, and resources to make your writing process easier, go to [www.ipfw.edu/casa/writing](http://www.ipfw.edu/casa/writing). Questions? Call 481-5740.

**Writing Center Hours Fall 2009: M-Th 10 a.m. to 6 p.m.; F 10 a.m. to 2 p.m.; Su 1 to 5 p.m.**
Dental Hygiene Program
DHYG H404 Practicum in Community Health

Rotation Contact Sheet
Please turn in to course instructor at the end of your rotation for the day

Dental Hygiene Students: ________________________________

Teacher Name: __________________ Telephone: ____________

School/Agency Address:
____________________________________________________

Grade/Age Level: __________

Number of Students: __________

Date/Time of student presentation: ________________________

Past Experience with Dental Hygiene Students:
____________________________________________________
____________________________________________________
____________________________________________________

Would you recommend this site again for future presentations?
____________________________________________________

Do you have any recommendations for future presentations?
____________________________________________________
____________________________________________________

10
1. Review client’s chart in order to assess any pre-existing medical conditions or treatment that might affect the oral evaluation.

2. Perform the extra and intraoral examination and note any areas of concern.

3. Inspect the dentition, restorations, dentures or partial and note any areas of concern. Clean the dentures and partials. Suggest appropriate referral.

4. Evaluate the oral hygiene status of the client as excellent, good, fair or poor. Note areas that need improvement. List specific goals.

5. Does the client need any additional oral hygiene aids? List the specific aids needed.

6. Does the client need assistance in daily oral hygiene tasks? Identify the type of assistance needed.

Additional Comments: