

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Text Update: Spring 2022  
Date Prepared: Spring 2022  
C & GE Approved: May 19, 2022  
Board approved: July 13, 2022  
Semester effective:

Dental Hygiene (DNLT) 4040 Health Education Methods and Practice (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: The study of education theories and principles for didactic, lab and clinical courses. The faculty role in active teaching and learning, development of critical thinking and reflective writing skill, development of curriculum, outcomes and competencies, and course delivery methods. Theory and practices of clinical instruction and supervision related to psychomotor skill development, competency-based evaluation, student mentoring and remediation. Examination of organizational and administrative philosophy and practice in curriculum planning, implementation and evaluation based on accreditation standards. Prepares the dental hygienist to become a successful educator in a dental hygiene program by addressing areas such as: learning theories, teaching strategies, learning objectives, lesson plans, syllabi, curriculum design, evaluation tools, and roles of an educator.

Type of Class/Course: Degree Credit

Representative Texts:

Nilson, Linda B. Teaching at Its Best: A Research-Based Resource for College Instructors, 4th ed., Jossey-Bass, 2016.

Davis, Barbara Gross. Tools for Teaching. 2nd ed. Jossey-Bass, 2009.

Bastable, Susan B., et al. Health Professional as Educator: Principles of Teaching and Learning, Jones & Barlett Learning, 2011.

Additional Required Materials:

Course Objectives:

By the end of the course, a successful student will be able to:

1. compare and contrast the three major categories of learning theories: constructivism, behaviorism, and cognitivism.
2. using an instructional design model, create an instructional module of 60 minutes in length.
3. design a comprehensive course syllabus that includes all the recommended components to facilitate student success.
4. develop learning activities for a didactic course, a lab course and a clinical course, and cite current educational best practices used in the creation of the learning activities.

5. create two different evaluation tools, including a rubric for a written assignment and a clinical performance evaluation rubric.
6. develop teaching strategies to foster academic integrity.
7. compare the teaching evaluation criteria from two different colleges and cite the components that foster the instructor's development as an educator.
8. analyze the relationship between creating an inclusive classroom and federal legislation and campus policies that address nondiscrimination on the basis of sex, gender, sexual orientation, age, physical ability, race, religion, nationality, citizenship, and other factors.
9. examine a standard from an accreditation document and develop a plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.

#### Course Scope and Content:

- Unit I            Pedagogy and learning theories
  - A. Constructivism
    - a. Piaget, Kolb, Dewey, Montessori
    - b. Problem-based learning
    - c. Active learning
    - d. Knowledge building
  - B. Behaviorism
    - a. Social learning theory
    - b. Reinforcement and repetition
  - C. Cognitivism
    - a. Gestalt theory
    - b. Instructor as facilitator
  
- Unit II            Instructional design
  - A. ADDIE model in instruction
    - a. Analysis
    - b. Design
    - c. Development
    - d. Implementation
    - e. Evaluation
  - B. motivational design
    - a. Attention
    - b. Relevance
    - c. Confidence
    - d. Satisfaction
  
- Unit III           Course design for Community Colleges
  - A. Course outline of record
    - 1. Required components
    - 2. Objectives and learning outcomes
    - 3. Blooms taxonomy
    - 4. Content alignment with objectives
    - 5. Textbooks and resources
    - 6. Disciplines
    - 7. Content development for labs and clinics
    - 8. Methods of instruction

9. Methods of evaluation
  10. Curriculum approval process
  11. Title 5 Education Code and curriculum
- B. Syllabus design
- a. Basic information
  - b. Course description
  - c. Learning outcomes/goals/objectives
  - d. Materials
  - e. Requirements: exams, quizzes, assignments
  - f. Policies: grading procedures, attendance, participation, etc.
  - g. Schedule: tentative calendar of topics and readings, exam dates, drop date
  - h. Resources: tips for success, glossaries, links, academic support services
  - i. Statement on accommodation
  - j. Evaluation of student performance and grading criteria
  - k. Rights: students' and instructors'
  - l. Safety and emergency preparedness
  - m. Honor code
  - n. Disclaimer
- C. Numeracy
- D. Online and hybrid instructor considerations

#### Unit IV

##### Learning Activities

- A. Lecture
- B. Discussion
- C. Debate
- D. Presentations
- E. Small group
- F. Case studies
- G. Journal reviews
- H. Peer review
- I. Simulation
- J. Role playing
- K. Labs
- L. Clinics
- M. Online and hybrid delivery activities

#### Unit V

##### Evaluation

- A. Setting expectations, standards and criteria
- B. Consistency and fairness in grading
- C. Constructive feedback
- D. Rubrics for evaluation
- E. Faculty calibration and inter-rater reliability for multiple examiners

#### Unit VI

##### Academic misconduct

- A. National statistics on academic dishonesty
- B. Forms of academic misconduct
  - a. Plagiarism
  - b. Test-taking and cheating
- C. Causes of academic misconduct

- D. Strategies to promote academic honesty
- E. Responding to academic misconduct

#### Unit VII

- Faculty
  - A. Minimum qualifications
  - B. Full time faculty
    - a. Tenure
    - b. Non tenure
  - C. Part time faculty
  - D. Evaluation
    - a. Self-evaluation
    - b. Institutional evaluation
    - c. Student evaluation
  - E. Professional development
    - a. Instructional competency
    - b. Strategies for improving instruction
    - c. Teaching portfolios
    - d. Mentoring students

#### Unit VIII

- Professional responsibilities and ethics
  - A. Student information and privacy rights
  - B. Inclusive environment
  - C. Fair evaluation of student performance
  - D. Standards of professionalism
  - E. Sexual harassment and sexual assault
  - F. Students with disabilities and accommodations

#### Unit IX

- Accreditation
  - A. Institutional accreditation
  - B. Program specific accrediting bodies
  - C. Standards
  - D. Exhibits and documentation addressing the standards
  - E. Site visits
  - F. Resources

#### Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, 50-100 pages per week.
2. Evaluate curriculum.
3. Create various educational materials.
4. Final assignment/term project: work with a independently or in a small group to prepare and present an educational module.

#### Methods of Instruction

1. Lecture

2. Discussion
3. Individual and collaborative activities
4. Writing assignments

**Methods of Evaluation**

1. writing an academic paper comparing the major learning theories and evaluating the theories that seem most relevant to educating adult allied health students.
2. creating a course syllabus or green sheet that includes the best practice components.
3. using the ADDIE or ARCS instructional design model, create and present an instructional module.
4. peer reviewing an instructional model.
5. developing a plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.

**Supplemental Data:**

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO

Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Dental Technology or Health or Education