



**Department of Periodontics**  
**DENH 5036 Health Promotion**  
 Fall 2018

<b>COURSE DESCRIPTION</b>	<p>This course is designed to provide learners with a theoretical framework for defining health promotion and sets the foundation for learners to see potential for health promotion in their work. In addition, this course will help learners understand the impact of media and delivery style for effective health messages. <b>Topics</b> in this course will use evidence- based practice to reflect health promotion theories, prevention, risk assessment, health education, and health policy. Additionally, interventions and strategies will be used to effectively evaluate the determinants of health and the health outcomes of individuals, families, groups and communities.</p> <p><b>Course activities</b> include: development of measurable behavioral objectives for educational intervention, <i>analysis</i>, and identification of health factors related to successful health programs, assessment of health promotion, and disease prevention activities, and development of an educational health promotion project for your community, and a comparison community health programs. All students are required to strictly adhere to HIPAA, environmental, health and safety regulations and social media guidelines per University policy.</p>
<b>TERM</b>	<b>Fall 2018</b>
<b>COURSE LEVEL</b>	MS in Dental Hygiene program at UTHSCSA
<b>PREREQUISITE COURSES</b>	There is no prerequisite for this course
<b>COURSE TYPE</b>	Didactic, asynchronous-blended learning format, virtual meetings
<b>CREDIT HOURS</b>	3 Semester Credit Hours
<b>CLOCK HOURS</b>	45 clock hours of lecture
<b>COURSE DAY and TIME</b>	Mondays 8:30-4:30PM and Wednesday's 8:30-11:00 AM, CT
<b>COURSE LOCATION</b>	UT Health San Antonio School of Dentistry 7703 Floyd Curl Drive San Antonio, TX Room # 4.4.84T, Long Campus on Wednesday's; Online or in person on Monday's.
<b>COURSE DIRECTOR</b>	Carol A. Nguyen, RDH, MS Associate Professor
<b>OFFICE LOCATION and HOURS</b>	UT Health San Antonio School of Dentistry Dept of Periodontics Division of Dental Hygiene 7703 Floyd Curl Drive San Antonio, TX

	Room # 2.500U.3, Long Campus Office Hours: by appointment or by phone/video conference for online students (210) 872-5621
<b>EMAIL ADDRESS</b>	nguyenc@uthscsa.edu
<b>EMAIL OFFICE HOURS</b>	Monday -Friday 8-5 PM; If you email after these hours; I will respond on the next within two business days. I check my email daily at noon and 4:30 PM
<b>EMAIL POLICY</b>	Every student is issued a University email address and account at the time of enrollment. This account is disabled if it is not accessed regularly. It is the student's responsibility to establish, maintain, and regularly access their email account. Per the UTHSCSA policy, only the students' University email address shall be used for any electronic institutional communication of an official nature. If students need help with their email accounts, they must contact Computing Resources/triage at 567-7777.
<b>PHONE</b>	Office (210) 567-3838 Cell) 210-872-5621 send a text with your name and question. I am available 7:30-9 PM Monday-Friday.
<b>REQUIRED TEXT(s)</b>	<b>Required:</b> Health Promotion, Jackie Green and Keith Tones, Ruth Cross & James Woodall, 3rd Ed. Age Publishing, ISBN-13: 978-1446294000  <b>Reference/Not required:</b> Dental Public Health & Research: Contemporary Practice for the Dental Hygienist, Christine Nathe, 4th Ed. ISBN 13-978-0-13-425712-9
<b>COURSE RATIONALE</b>	Primary disease prevention is a hallmark of our contemporary healthcare culture. From immunizations to prophylactic medication dosing to behavior counseling, researchers and healthcare providers have developed a host of interventions to thwart disease before it strikes, with the rationale that it is often easier to prevent disease than it is to treat it. Therefore, as prevention experts, dental hygienists have a responsibility to the public to promote the health and safety of the communities. To achieve this goal, this course is offered to the BS students to facilitate the learner's transition from curriculum-based learning to future independent, <i>life-long learning</i> in face-to-face and virtual settings, as a part of their overall degree plan.
<b>CODA STANDARDS</b>	This course satisfies a portion of the Commission on Dental Accreditation ( <b>CODA</b> )/ <b>ADA</b> accreditation standards for entry level dental hygiene graduates. These standards can be viewed on the ADA website, under Accreditation of Dental Education (see link below). Standards addressed in this course include, but are not limited to: <b>Prepare for Critical Thinking</b> 2-21: Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning 2-23 Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients <a href="https://www.ada.org/en/coda/current-accreditation-standards/revised-accreditation-standards">https://www.ada.org/en/coda/current-accreditation-standards/revised-accreditation-standards</a> Accessed May 14, 2018 A complete set of Standards for Dental Hygiene Programs may be accessed at: <a href="https://www.ada.org/~media/CODA/Files/dental_hygiene_standards.pdf?la=en">https://www.ada.org/~media/CODA/Files/dental_hygiene_standards.pdf?la=en</a>
<b>DENTAL HYGIENE COMPETENCIES</b>	Each CODA accredited dental hygiene program has a set of graduate competencies related to the standards but, unique to each institution.  <b>Dental Hygiene Program Competencies</b> Supported by the Health Promotion course will provide the learner the opportunity to:

	<ul style="list-style-type: none"> <li>Core competencies, C 1-7, C-9</li> </ul>
<b>COURSE GOALS</b>	<p>The Health Promotion course will provide learners with foundational knowledge and skills to:</p> <ul style="list-style-type: none"> <li>Communicate, assess, and interpret concepts that support the skill of analytical interpretation of public health principles</li> <li>To analyze, plan, implement and reassess public health programs/projects using SMART Objectives in their analysis</li> </ul>
<b>COURSE OBJECTIVES</b>	<p>At the end of the course the learner will:</p> <ol style="list-style-type: none"> <li>Describe the significance and identify SMART objectives in the analysis of <i>health promotion principles</i> related to successful program evaluation in public health settings.</li> <li>Critically evaluate and assess health promotion and disease prevention activities using EBP supported by sound scientific literature</li> <li>Develop knowledge, values and skills required for leadership to promote health programs that empower communities and voluntary action</li> <li>Raise awareness of the need for environmental and policy change that support health choices</li> <li>Develop of an educational preventive health program that improves the health, safety or environment in your community by applying health promotion principles</li> </ol>
<b>DELIVERY METHODS and COURSE EXPECTATIONS</b>	<p>Course activities and media provide selected opportunities for the learner to apply critical thinking skills for analysis of scientific literature used within healthcare. To meet these goals/objectives the course is delivered in a blended learning format that includes but, not limited to:</p> <ol style="list-style-type: none"> <li>Online activities such as student reflection, collaborations, and visual experiences were provided for supporting critical thinking</li> <li>Independent reading of course materials was provided to apply and understand the process of research</li> <li>Peer interactions were provided to enhance critical thinking and engage learners professional communication</li> <li>The virtual setting for online learners was provided to develop new/multidimensional perspectives, and frameworks for critical thinking using evidence-based practice.</li> <li>The virtual format presentation accommodates diverse literacy needs among our students to help differentiate, product, process and content of learning styles, interest, and readiness.</li> <li>Multi-modal concepts and virtual technologies allow students the opportunity to experience, conceptualize, analyze, and apply meaning to assignments.</li> <li>Media utilized include but are not limited to internet websites, video clips, and PowerPoint presentations.</li> </ol> <p>The learner is expected to:</p> <ul style="list-style-type: none"> <li>Complete all assignments and submit them in Canvas assignment drop box within the corresponding module.</li> <li>We are all human, you may turn in ONE assignment late (no more than 2 days from due date) with no penalty. After that, no late assignments will be accepted</li> <li>Inform the course director of needed assistance</li> <li>Check their email daily</li> <li>Be respectful of diversity in opinion/thoughts/perspectives</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare for online engagement with peers by reviewing course materials</li> <li>• All posts must be checked using Grammarly.com (free online proofreader) <u>before</u> posting. Note: faculty may ask for a pdf copy of Grammarly “Document Insight” as proof</li> </ul> <p><b>Instructor Help</b></p> <p>There is no remediation offered for this course. However, any student experiencing problems or needing help in the course, including working with <i>Canvas</i>, should feel free to ask for instructor help. Please call, email, or set an appointment to visit me in the office. My cell phone (210) 872-5621. Please send a text, as I may be in clinic when you call.</p>
<p><b>COURSE REQUIREMENTS</b></p>	<p>To successfully complete this course, it is the responsibility of each learner to participate in web-based modules, text &amp; web readings, learning activities, PowerPoint presentations, video clips, small group exercises, and other activities listed below that are framed within a population-based format. These activities are:</p> <ul style="list-style-type: none"> <li>• <b>Attendance</b> via online or in person class participation</li> <li>• Maintain <b>professionalism and integrity</b> as defined by the University</li> <li>• Use of <b>Grammarly.com tool</b> for proofreading all discussion or written assignments</li> <li>• <b>Completion and submission of assignments/quizzes</b></li> </ul> <p>Include web-based and text readings, learning activities, small group exercises, framed in a community-based setting. Learner team activities include the:</p> <p><b>COURSE ACTIVITIES</b></p> <p><b>A)</b> Each student will be required to complete learning activities on the web with the topics being discussed in some modules. These may be in the form of reflection, group/community interactions, discussion, or written assignments. Some of these activities include-finding reliable web resources, comparing white papers, position paper, executive summaries, conducting surveys on peers, etc.)</p> <p><b>B)</b> Develop 12 fifty-word oral health message for school nurses</p> <p><b>C)</b> Critique health messages with reflection</p> <p><b>D)</b> <b>Project 1:</b> Analysis of Mass Media: Develop three SMART behavioral objectives for an educational intervention in your community that will enable a small population (8-10) people to increase control over, and improve their health</p> <p><b>E)</b> <b>Project 2:</b> Develop an analysis of a health promotion program and summarize the data in graph, table or direct quote format using SWOT analysis. A reflection component is included in this assignment and will require that the learner offer a solution and two recommendations/resources to remedy weaknesses found the program that was critiqued.</p> <p><b>Materials</b> – Personal PC with webcam and speaker, cell phone with a camera is helpful too</p> <p><b>Computer Access</b> to Canvas learning management system, Microsoft Word, MS Excel, MS power point</p>

<p><b>COURSE EVALUATION AND GRADING SCALE</b></p>	<p>Grades for assignments/projects/exams/quizzes will be evaluated on a 100-point scale. There is no curve, no extra credit, no rounding of grades, no make-up assignments, nor remediation for this class. The examination protocol follows University policy. However, you will be glad to know that this is a project-based course and there are no exams but, there may be quizzes <a href="http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/generalgradingpolicy">http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/generalgradingpolicy</a></p> <p><b>Evaluation</b> for this course is based on successful completion of the Assignments in each of the <i>Canvas Learning Management System</i> modules and course requirements listed below. A grade of <u>C = 75 points</u> or better is required for successful completion of this course. There is no curve, extra credit, nor rounding upper Division Policy.</p> <p><b>Grading Scale:</b> Each learner must receive a grade of C to pass the course.  A = 90-100 points  B = 80-89 points  C = 70-79 points  F = 0-69 points  **A course grade of “C” or better must be achieved in Introduction to Research course to progress to the following semester.</p> <p><b>All assignments</b> are posted in the course calendar and <b>due on the Sundays</b> at <b>midnight</b> before the next class.</p> <p><b>Assignments Point value:</b></p> <hr/> <p><b>MS Student ASSIGNMENTS</b></p> <p>Participation ..... = 10  Ch1: Health Promotion Ideologies..... = 5  Ch 2 LHI, Ch 3 Determinants of Health ..... = 5  Ch 7: Health Education &amp; Advocacy Messages ..... = 10  Ch 8: Analysis of Mass Media Potential, <b>SFA “Framing”</b> = 10  Ch 8: Analysis of Mass Media Potential, <b>SFA Letter</b>..... = 10  Environmental Health Critique (Ted Talk)..... = 10  Project I Part 1. Health Promotion (PPT w/transcript) ..... = 10  Project I Part 2. Health Promotion (Video) ..... = 10  <u>Project 2 CH 11 Evaluating Health Program (SWOT)..... = 20</u>  <b>Total = 100 pts</b></p>
<p><b>ATTENDANCE</b></p>	<p>This is an asynchronous-blended learning course.</p> <p>Virtual class participation is required at least twice weekly. Failure to engage and participate in class assignments within Canvas course materials at least twice a week throughout the semester will be considered an absence. For a link to University Policy please visit this site: <a href="http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/studentabsences/">http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/studentabsences/</a></p> <p><b>PARTICIPATION REQUIRED OF ALL STUDENTS</b></p> <p>Students are required to engage with peers online at least 3 times per week through substantive <b>class participation</b>. Substantive class participation points are earned using this format:</p> <ul style="list-style-type: none"> <li>○ One shared post in discussion board must have a minimum of 250 words with six to ten complex, well-constructed sentences</li> </ul>

	<ul style="list-style-type: none"> <li>○ Support your comment/response with at least one reputable reference from [PubMed, Google Scholar, Elsevier] in APA format.</li> <li>○ Start a Socratic discussion on a topic related to the course module <ul style="list-style-type: none"> <li>▪ Ask peers about their experiences or ideas</li> <li>▪ Provide a web link or news article for further discussion</li> <li>▪ Offer a different but, respectful perspective to a topic</li> <li>▪ Describe how you have applied or resolved issues using module concepts to your professional life</li> </ul> </li> <li>○ It is the student's responsibility to start a discussion post weekly, if there is none posted</li> </ul>
<b>PROFESSIONALISM</b>	<p><b>ACADEMIC INTEGRITY AND PROFESSIONALISM</b></p> <p>It is the responsibility of the student to comply with regulations set forth in the current <u>UT Health Science Center Student Catalog</u>.</p> <p>Professional behavior is expected in both the classroom, laboratory, virtual or and community settings. The behavioral components of professionalism that are expected:</p> <ol style="list-style-type: none"> <li>1. If a learner is in a class/seminar session, the learner should be attentive to the presentation by conducting no other activities such as surfing the web or engaging in activities from areas other than course specific content; conducting these activities will be considered an absence.</li> <li>2. Arrive on time, be prepared by having completed any reading assignments prior to class and be ready to participate fully in class</li> <li>3. All cell phones must be turned off during classroom and laboratory time and be out of sight.</li> <li>4. The use of portable electronic devices is not acceptable during classroom and laboratory time.</li> <li>5. Cell phones will not be used during laboratory activities to take photos.</li> </ol> <p>All students will have the opportunity to demonstrate professionalism by:</p> <ul style="list-style-type: none"> <li>• Completing assignments on time</li> <li>• Being respectful of other's learning environment</li> <li>• Demonstrating the principles of life-long learning using the scientific inquiry processes and expanding upon current knowledge and skills</li> </ul> <p>Additional information may be obtained on academic dishonesty may be found at <a href="http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/scholasticdishonestypolicy/">http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/scholasticdishonestypolicy/</a>  Accessed May 2, 2018</p> <p>Each student will be evaluated on their ability to demonstrate the intellectual, ethical, behavioral and attitudinal attributes necessary to perform the duties required of members of the health professions. Part of this is the observance of proper netiquette rules and respectful class participation. Evidence of developing professional behaviors and attitudes will be observed during class throughout the semester (please refer to the guidelines set forth in the Student Handbook <a href="http://dental.uthscsa.edu/currentstudents.php">http://dental.uthscsa.edu/currentstudents.php</a>)</p> <p>If an infraction in unprofessional conduct, is ruled serious by the Academic Performance Committee and the faculty, we will follow the posted rules for UTHSC San Antonio Student</p>

Catalog for dismissal  
<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/grievances/>

**Academic Integrity & Professionalism: Course standards rubric**

	<u>Excellent</u>	<u>Acceptable</u>	<u>Poor</u>	<u>Unacceptable</u>
<b>Professional, respectful of a learning environment and civil in tone</b>	Postings adhere to course netiquette rules and are tolerant or non-adversarial to differences of opinion and respect for cultural diversity Postings are professional, not plagiarized, and are civil in tone and offer corrective feedback.	Postings mainly adhere to course standards. However, do not offer an alternative solution to peers.	Postings do not follow course standards for netiquette and/or lack professional tone.	Many lapses in course standards. Posting is rude, combative or inflammatory
<b>Timeliness and quantity</b>	3-4 postings per discussion, well distributed throughout the week with first posting occurring early in the week.	2-3 postings per discussion, postings distributed throughout the week with first posting occurring by day 4 of a weekly forum.	1-2 postings per discussion, somewhat distributed with first posting occurring by day 4 of a weekly forum	0-1 postings per discussion, not distributed throughout the week with postings occurring only on the weekend.
<b>Responsiveness</b>	Postings are engaged with the original poster and refer directly to the original prompt.	Postings are mostly engaged with the original poster's comments, and may or may not refer to the original prompt.	Postings minimally engage the poster and/or have a questionable relationship to the original prompt	Postings do not engage with the original poster and bear no relationship to the original prompt.

Adapted from: Judith V. Boettcher, Designing for Learning at  
<http://www.designingforlearning.info/index.html>

**HIPAA  
STATEMENT:**

As a student at the University of Texas Health Science Center at San Antonio, you have a legal and ethical responsibility to safeguard the privacy of all patients and protect the confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized se or disclosure in any format- oral/verbal, fax, written, or electronic/computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and



	including dismissal from the educational program. See the website below for updates <a href="http://uthscsa.edu/hipaa/training.html">http://uthscsa.edu/hipaa/training.html</a>
<b>REQUESTS FOR ACCOMMODATIONS FOR DISABILITIES</b>	In accordance with policy 4.2.3, Requests for Accommodations Under the ADA and the ADA Amendments Act of 2008 (ADAAA), any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100) to Academic, Faculty and Student Ombudsperson, Dr. Bonnie Blankmeyer, <a href="mailto:blankmeyer@uthscsa.edu">blankmeyer@uthscsa.edu</a> & ADA Compliance Office and a copy to his/her appropriate Associate Dean of their School and copy to the ADA Coordinator. Additional information may be obtained at <a href="http://www.uthscsa.edu/eeo/request.html">http://www.uthscsa.edu/eeo/request.html</a> .
<b>ABSENCE for RELIGIOUS HOLIDAYS</b>	Students requesting an excused absence for religious holidays should follow the guidelines outlined in the UT Health Science Center at San Antonio Catalog found at <a href="http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/studentabsences/">http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/studentabsences/</a> .
<b>USE of RECORDING DEVICES and SOCIAL MEDIA</b>	The use of media and communications devices such as cell phone (Using cellphone voice recorder, webcam), laptop, laptop webcam, PDAs, Fit Bits, etc. during class/lab is not authorized at any time. The recording of a class, lecture, taking images of the classroom, members of the class, and any activities within the classroom environment is not authorized unless approved by the instructor or required for compliance with the Americans with Disabilities Act (ADA). At no time will any recordings that have been NOT approved be given to another party, or uploaded to a third party website. Recordings within a classroom and labs are regarded as property of the university.
<b>ACADEMIC INTEGRITY</b>	<p>All students will have the opportunity to demonstrate integrity by:</p> <ul style="list-style-type: none"> <li>• Completing assignments individually</li> <li>• Collaborating with others to enhance the learning experience</li> </ul> <p>Any student who commits an act of academic dishonesty is subject to discipline, as prescribed by the UT System Rules and Regulation of the Board of Regents. Academic dishonesty includes but is not limited to cheating, plagiarism<sup>1</sup>, collusion, the submission for credit of any work or material that are attributable in whole or in part to another person, taking an exam for another person and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at <a href="http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/scholasticdishonestypolicy/">http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/scholasticdishonestypolicy/</a> Accessed May 2, 2018</p> <p>The materials used in this course and all instructional resources are intended for use only by students registered and enrolled in this course and are only to be used for instructional use, activities associated with, and for the duration of the course. All materials generated for this course, which includes but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, and any additional materials may not be retained in another medium or disseminated further. These materials may not be reproduced, displayed, modified or distributed without the express prior written permission of the copyright holder and/or the course instructor.</p>
<b>PLAGIARISM</b>	All academic work submitted to fulfill course requirements is expected to be the results of each student's own thought, research and self-expression. A student will have committed plagiarism if someone else's work is reproduced <u>without acknowledging its source</u> . Examples of sources that must be acknowledged include verbiage, ideas or other direct quotes from published articles, chapters of books, computer programs, graphic representations, research paper, and other kinds of works from a source not generated as part of the public domain.



<b>TITLE IX</b>	<p>TITLE IX is the title of the Education Amendments of 1972. It is a federal law that prohibits sex discrimination in education. It reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”</p> <p><b>University of Texas Health Science Center San Antonio’s Commitment:</b>  University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.</p> <p>In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at <a href="http://students.uthscsa.edu/titleix/">http://students.uthscsa.edu/titleix/</a></p>
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-Prof Nguyen