

Integrating Information and Evidence-Based Oral Health Literacy Into An Expanded Dental Hygiene Curriculum: A Faculty-Librarian Collaboration

Sean Stone | Michelle Quirke | Sara Lowe

Indiana University-Purdue University Indianapolis (IUPUI)

Indiana University School of Dentistry, Indiana



2-22

Graduates must be competent in the evaluation of current scientific literature.

Commission on Dental Accreditation

Accreditation Standards for Dental Hygiene Education Programs

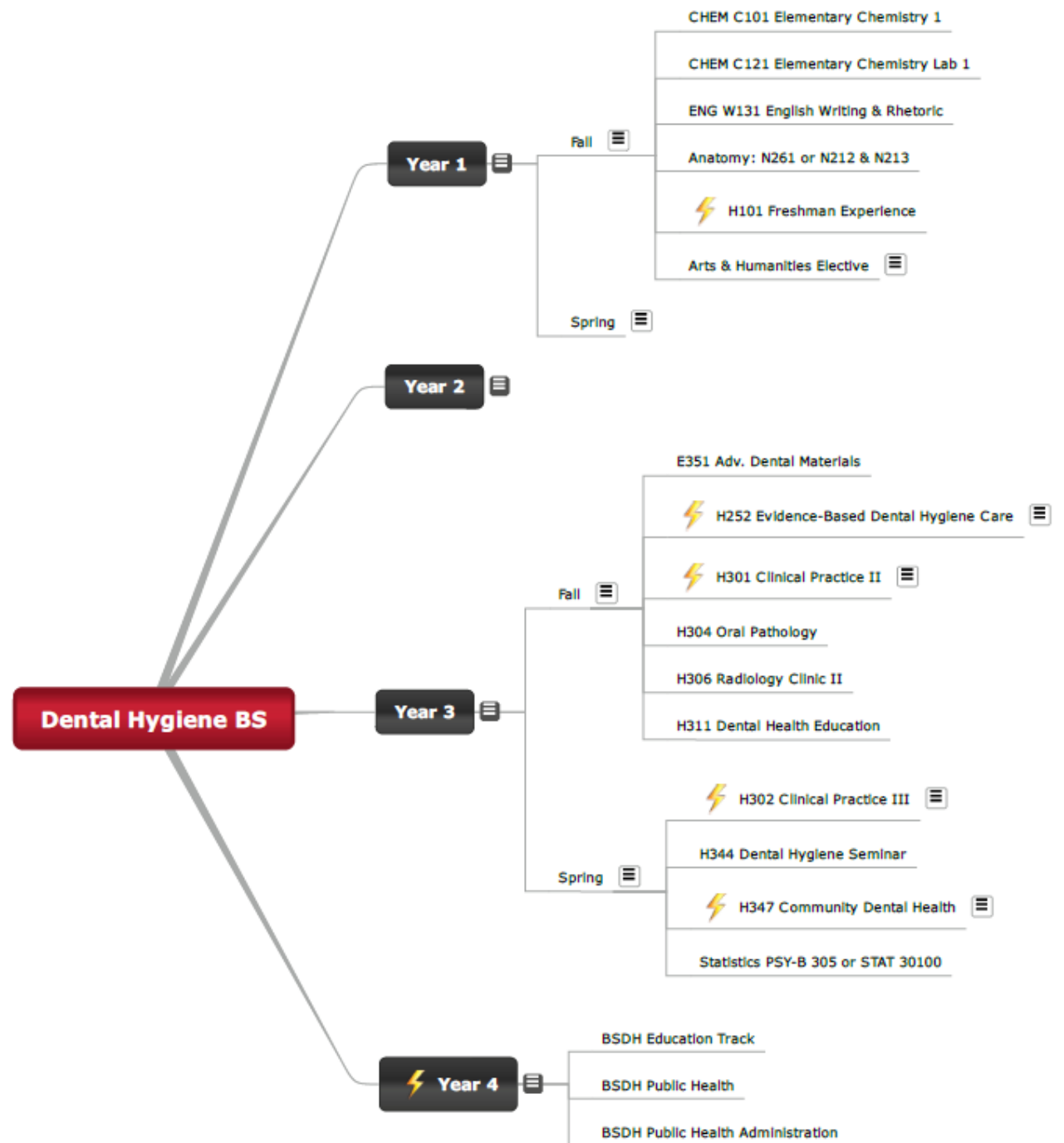
Challenges for IL Integration

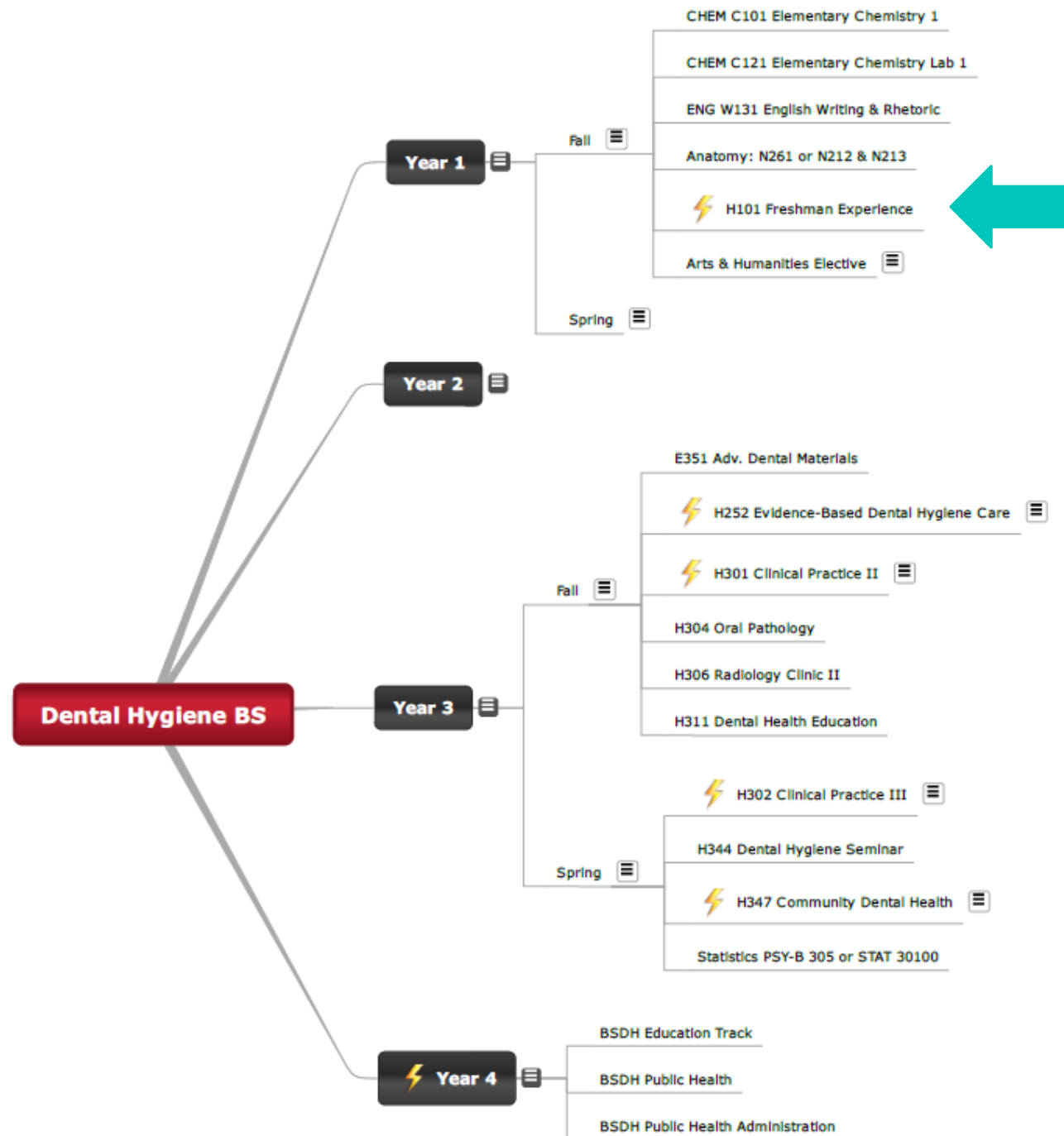


Challenges for IL Integration

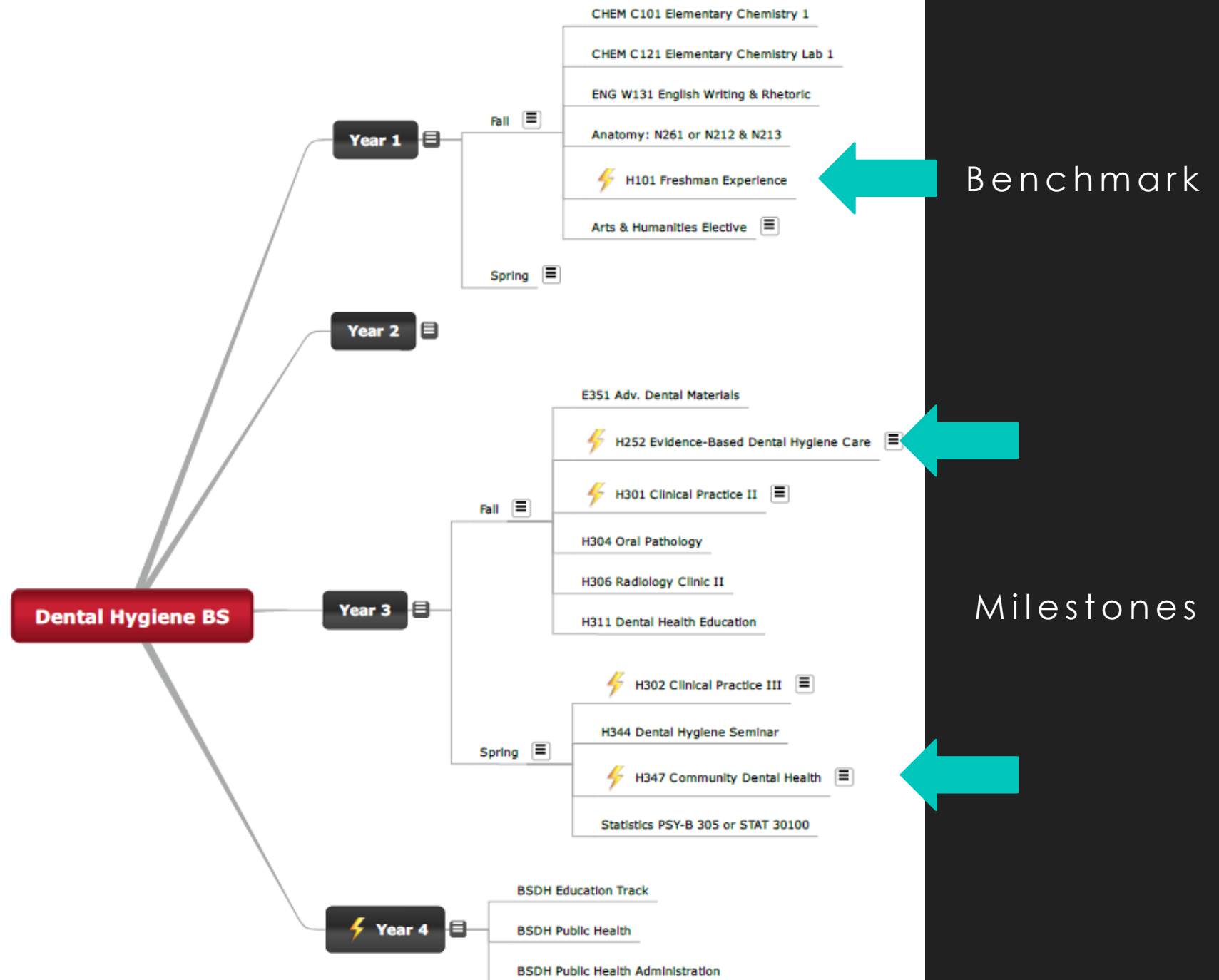


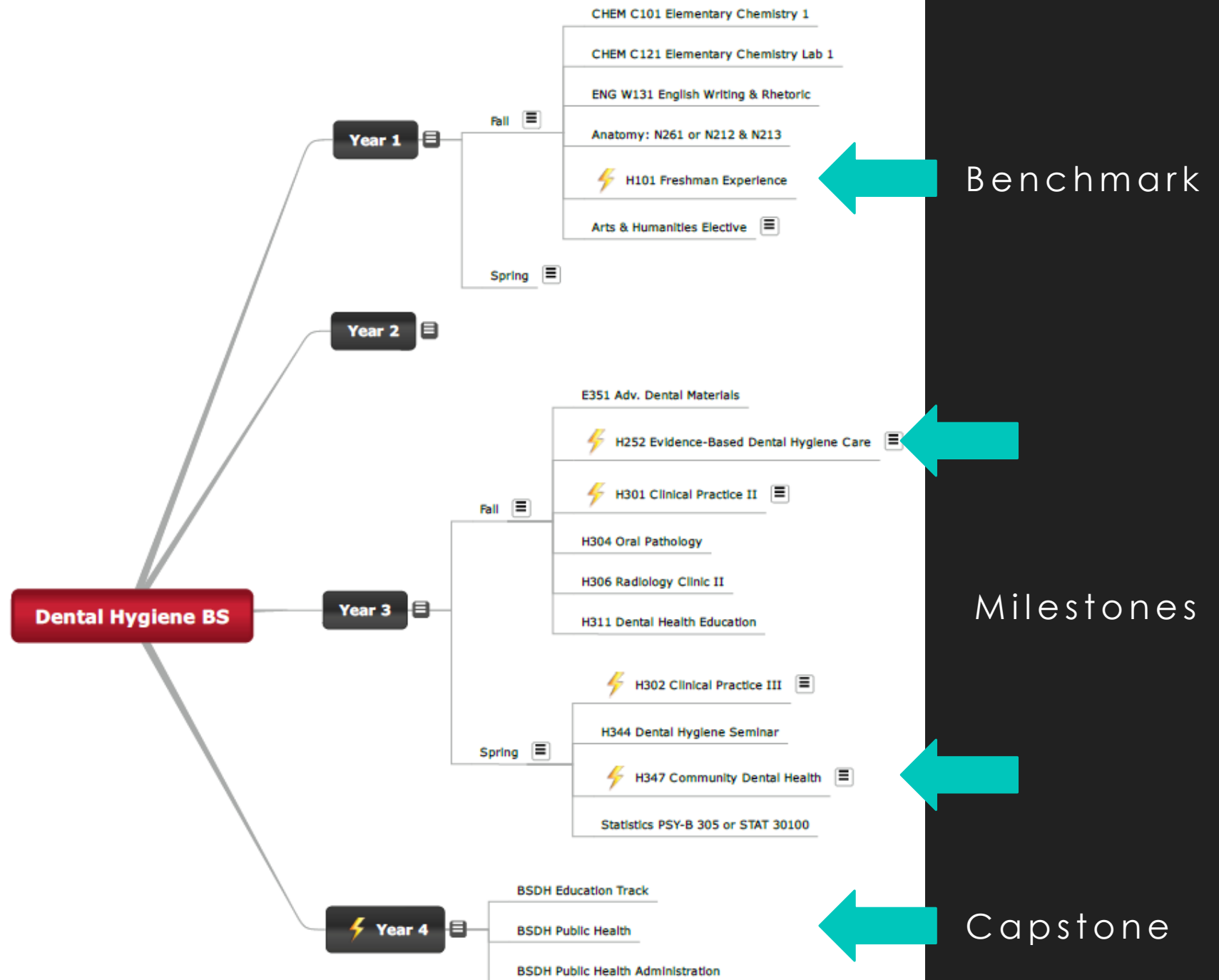
Curriculum Changes



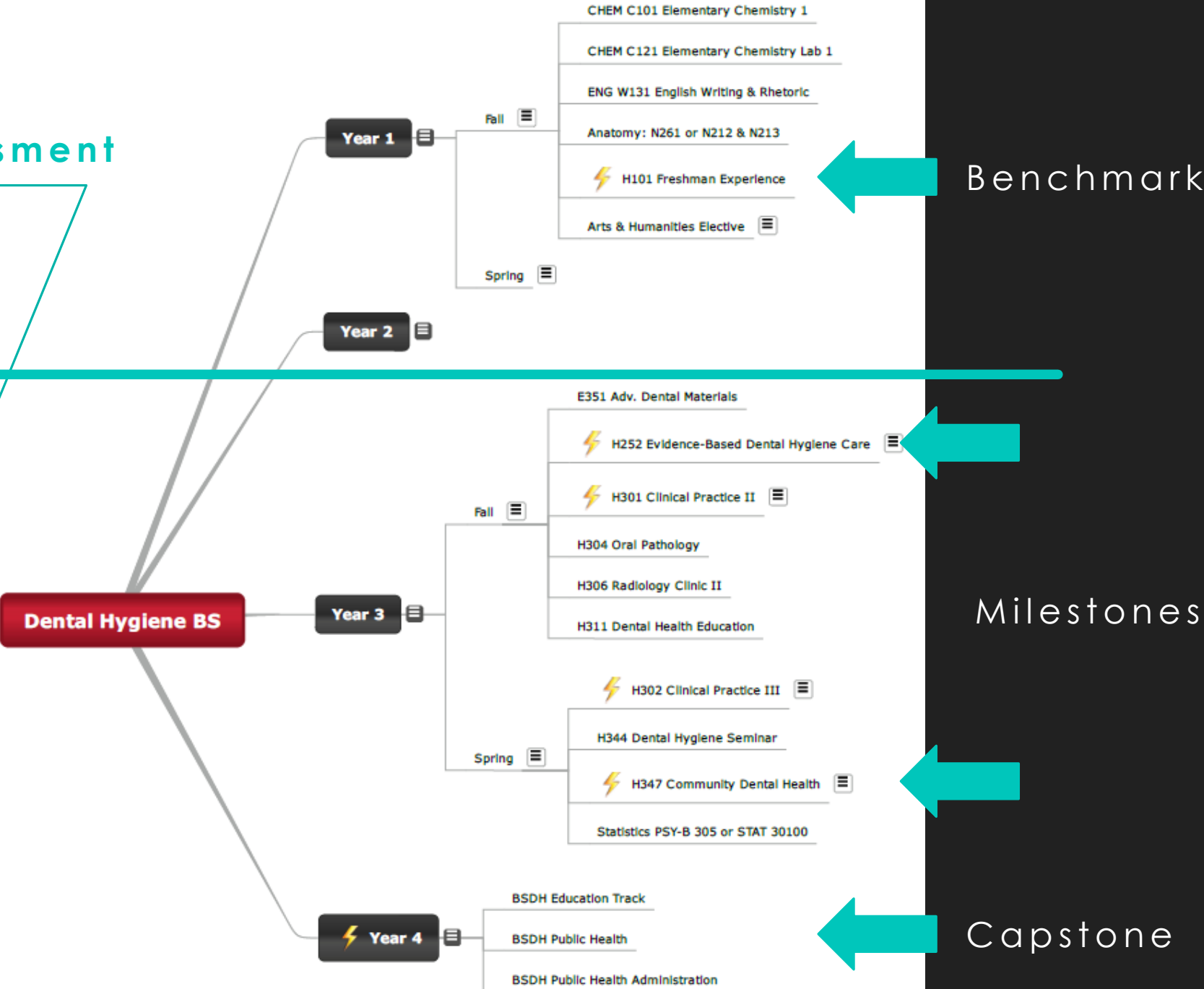
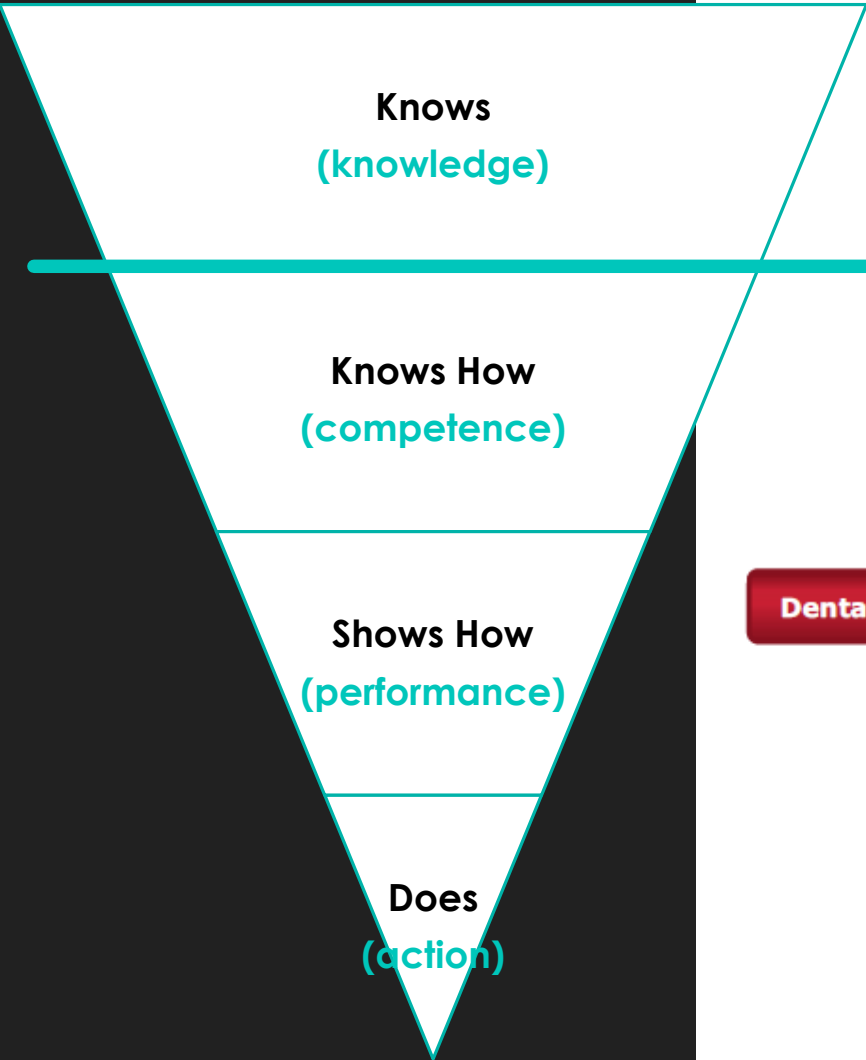


Benchmark





Miller's Pyramid of Assessment





Librarian Collaboration



IUPUI Bridge

Bridge

Home

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[The Research Process](#)

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Chat is offline.

Welcome!

Welcome to Bridge! The information in this research guide will be useful now and as you move through college. Anytime you need to understand the process of finding information about a topic or question, this is your go-to guide.

The Research Process

Text alternative for web accessibility infographic



Start Your Research!

2016 Bridge EXPL (Sabol)

Throughout college and in your profession you'll be asked to come up with answers to questions. This process helps you find information to answer those questions.

1 : Define your question or topic.

Before you start it is important to have a **question** or **topic** in mind. This focuses your research and saves wasted time reviewing irrelevant material. (*See Research Guide > 1: Your Question for help with developing a question.*)

Question or Topic:

2 : Find sources.

Search **Academic Search Premier** (*Research Guide > 3: Find Materials*) to identify a **credible article** on your topic. (*See Research Guide > 4: Evaluate for tips on how to identify and evaluate articles.*)

Article Title _____ Year _____

Author(s) _____ Pages _____ Vol/Issue _____

Journal Title _____

Do you think this is a scholarly article? Why or why not?

Explain in 1-2 sentences how this article seems relevant to your research question or topic?

Bridge – DH

Start Your Research!

Dental Hygiene Freshman Experience

Name: _____

Throughout college and in your profession you'll be asked to come up with answers to questions. This process helps you find information to answer those questions.

1 : Define your question or topic.

Before you start it is important to have a **question** or **topic** in mind. This focuses your research and saves wasted time reviewing irrelevant material. Chose a topic to research that is somehow related to oral health or dental hygiene.

Question or Topic:

Rubric

	Level of Achievement		
	Developed 3	Emerging 2	Initial 1
Source Selection	Sources are highly relevant and useful for researching the stated topic.	Sources are somewhat relevant and useful for researching the stated topic.	Sources are not relevant or useful for researching the stated topic.
Annotation	Annotations do an excellent job of summarizing the content of the source and its relevance to the topic.	Annotations do an adequate job of summarizing the content of the source and its relevance to the topic.	Annotations do not adequately summarize the content of the source and its relevance to the topic.
Evaluation	The merits of each source are clearly stated. Sources fit the context of the topic.	The merits of some sources are clearly stated although some may lack some merits. Some sources may not fit the context of the topic.	The merits of most if not all sources are not clearly stated or lack merit. Sources do not fit the context of the topic.
Citation	Citations are complete and in the assigned style.	Citations are either incomplete or not in the assigned style.	Citations are incomplete and not in the assigned style.
Mechanics	Very few punctuation, spelling, or grammar errors.	Some punctuation, spelling, or grammar errors.	Many punctuation, spelling, or grammar errors.

H101 – Group Presentation



Solution

Dental professionals need to be **better educated**

Proper advice and counseling on tobacco cessation needs to become part of a routine.

Dental professionals need to be educated on the options their patients (who are tobacco users) have available to them.

Dental professionals need to be informed on current statistics and health risks to better educate their patients on why they should start receiving counseling and support

Patients (tobacco users) need to know they are not alone with their addiction and there are people willing to help them quit.

References

- Allen, S. R., & Kritz-Silverstein, D. (2016). Dental vs. medical students' comfort with smoking cessation counseling: implications for dental education. *Journal of Dental Education*, 80(8), 959-965.
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- Lemaster, M., & Maready, A. (2014). Oral Health Risks Among College Students. *Dimensions of Dental Hygiene*, 12(7).
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Table Clinic

Table Clinic Guidelines with Basic Rubrics for Points

1. INTRODUCTION—4 pts.

- To acquaint reader with the topic and intent of the writer
- Basic overview
- Major goal of table clinic
- Information from the review of the literature can be summarized and presented briefly to document the topic

2. STATEMENT AND SIGNIFICANCE OF THE TOPIC—5 pts.

- Begins with declarative statement of topic
- Comprehensive document of the significance of the topic in which the student justifies the topic's worth
- Supporting evidence to describe the magnitude and impact of topic
- Include the following: previous (controversial) findings, recommendations for new studies, lack of related published research

3. OPERATIONAL DEFINITIONS—3 pts.

- Explain terms in observable and quantifiable language
- Do not provide terms found in a dictionary
- Include terms found in table clinic

4. LITERATURE REVIEW—12 pts.

- Enable student to become familiar with what is already known about the problem
- Cognizant of both the supporting and opposing points of view
- Guidelines:
 - Begin by developing an outline of topics related to the problem
 - Gather resource materials related to topics on the outline
 - Tackle each topic on the outline by writing **quoted annotated bibliographies** and making notes
 - Research the most current references first, since these already incorporate earlier re- search finds and supply direct source for relevant bibliographies
 - Save time by scanning abstracts and summaries of past research reports to differentiate between relevant and irrelevant materials
 - Organize the review into: intro, subtopics, summary

5. References—2 pts

- To be formatted according to professional author guidelines of the *Journal of Dental Hygiene (JDH)*. <http://jdh.adha.org/site/misc/ifora.xhtml> By using these guidelines, students should begin understanding the format for scientific writing, which should also help them understand articles they are reading. JDH follows the National Library of Medicine (NLM). Students also have the option of using APA as an acceptable format.
- References should come from peer-reviewed sources and PubMed is the search engine of choice.

PROCESS EVALUATION

Table Clinic Presentation Evaluation Form

Students: _____ Date: _____

Topic: _____

- | | |
|--|-------|
| 1. Appropriate topic for table clinic | _____ |
| 2. Evidence of research of the topic | _____ |
| 3. Prepared for questions and discussion | _____ |
| 4. Appropriate time length | _____ |
| 5. Appropriate communication skills | _____ |
| 6. Utilizes visual aids appropriately | _____ |
| 7. Organized, well-prepared handouts | _____ |
| TOTAL | _____ |

Comments:

Score Keys:

3 = Needs no improvement

2 = Needs minimal improvement

1 = Needs considerable improvement

0 = Unacceptable

Table Clinic

4. LITERATURE REVIEW—12 pts.

- a. Enable student to become familiar with what is already known about the problem
- b. Cognizant of both the supporting and opposing points of view
- c. Guidelines:
 - (1) Begin by developing an outline of topics related to the problem
 - (2) Gather resource materials related to topics on the outline
 - (3) Tackle each topic on the outline by writing **quoted annotated bibliographies** and making notes
 - (4) Research the most current references first, since these already incorporate earlier re- search finds and supply direct source for relevant bibliographies
 - (5) Save time by scanning abstracts and summaries of past research reports to differentiate between relevant and irrelevant materials
 - (6) Organize the review into: intro, subtopics, summary

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Badging



Best Paper

Awarded for
top final
paper



Best Participant

Awarded by Peer
Vote for Best E-
portfolio and
Instructor Vote for
Group Presentation



Creative Thinker

Awarded by
Instructor/librarian for
connection of
concepts in the
annotated
bibliography



Critical Thinker

Awarded for conceptualizing,
applying, analyzing,
synthesizing, and/or
evaluating information
observed in critical reflection
in E-portfolio.

Impact Beyond the Grade



Olivia Johnson, FA16: FIRST YEAR SEMINAR: 32937

@OJ32 ⌚ 28 days 👁 Shown 120 times

👁 STUDENT 🏆



On Thursday, I attended the Scott County HIV Panel. I never realized what a problem HIV was and the effects it has on people. In the panel they discussed the actions they all had in part of stopping the epidemic, one being a needle exchange program. My first thought when hearing this was, "Isn't that just like arming a robber?" But the members of the panel explained the disease these people have causes them to do whatever it takes for them to get that high and if they can help them at least do it safely, they're hopefully helping them think about recovery. It definitely made me think of how many people in our community need our help.

Impact Beyond the Grade



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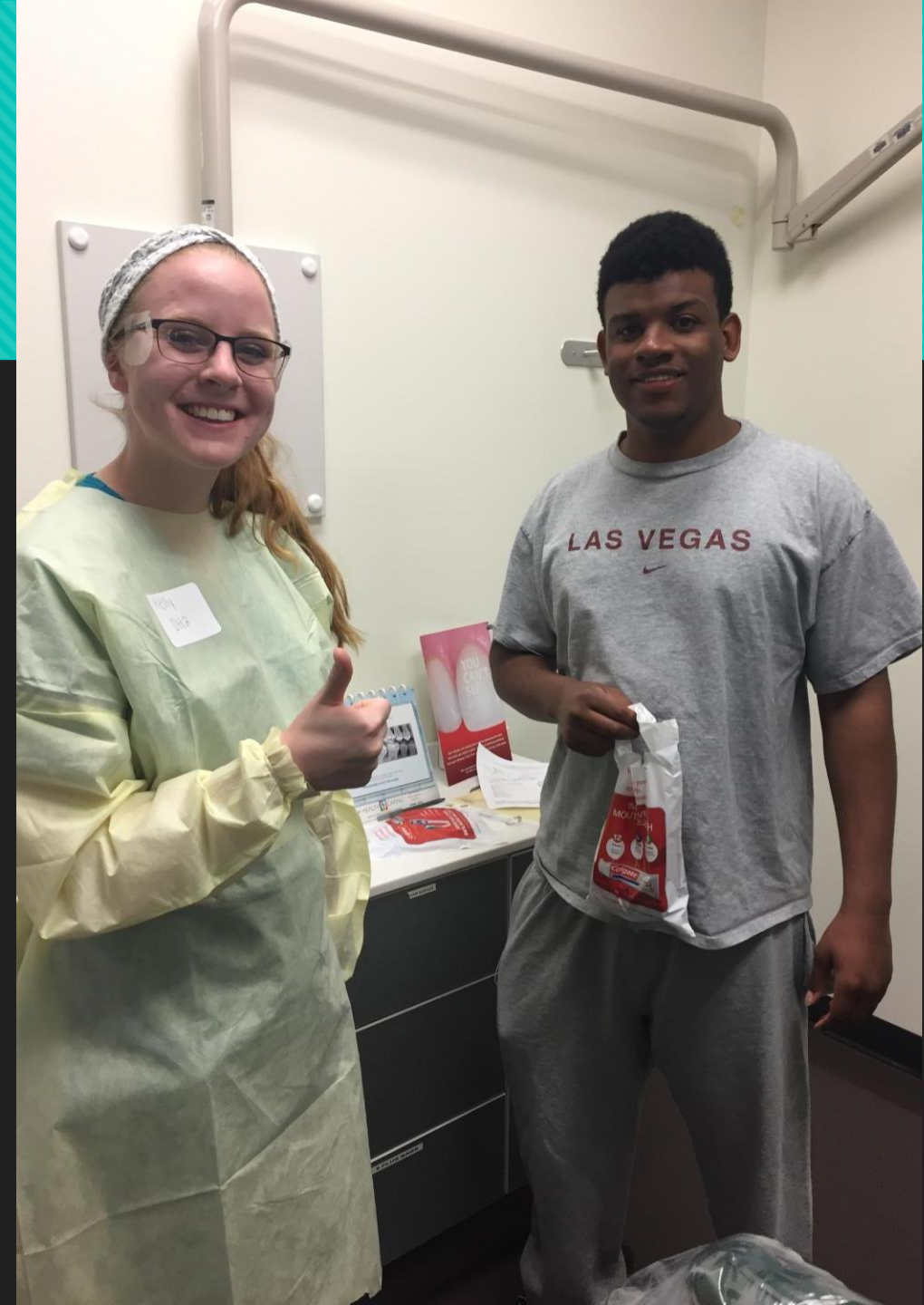
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Conclusions

- Practice & Scaffolding
- Formative ➡ Summative assessment
- Librarian Accessibility
- Purposeful Collaboration
- Transferability



POLL

What is one thing
you will apply from
this session?

<https://respond.cc>

Session key: 561481

References

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Thank you!

FMI: Sean Stone smstone@iu.edu