

SYLLABUS

COURSE: DENF 1934 Prevention of Oral Diseases
SEMESTER: Fall
CREDIT HOUR: 1.0

REVISED: 2004
REPRINTED: 2009

COURSE DIRECTOR: Douglas M. Simmons, D.D.S., M.P.H.

GOAL

The goal of this course is to provide dental students with the necessary information and skills to plan and implement oral health prevention programs. It will emphasize health promotion and prevention at the community and individual levels. This course will attempt to make students aware of how cultural traditions and socioeconomic status influence the way individuals seek oral health care. To affect this awareness, students will provide oral health promotion and prevention programs for selected schools, community health centers, and community groups. The Greater Houston Area Health Education Center (AHEC) will help identify sites that reflect the diverse cultural, ethnic, racial, and social makeup of the state of Texas.

Instructional methods used in this course will be lectures and service-learning activities. The service-learning activities will provide both a community service and an opportunity for student reflection via the use of group discussions, journals, and oral presentations. Through our partnership with the AHEC, students will be assigned a community site where they will plan and present oral health education programs. The structured community outreach will give students a chance to explore their values, gain knowledge and appreciation of diverse communities and their cultural traditions, and develop a better understanding of oral health needs of populations.

Upon successful completion of this course, students will be able to plan and implement effective community oral health education programs. Furthermore, this course will provide students with the background information for the community oral health presentation they will be required to make in DENF 2704 Introduction to Clinic.

OBJECTIVES

I. DENTAL HEALTH CARE DELIVERY SYSTEMS

1. Define dental public health.
2. Compare methods used in public health practice with those of private practice.
3. Describe traditional dental public health programs.
4. Explain the epidemiology of oral diseases.

II. EVIDENCE – BASED DENTISTRY

1. Analyze the evidence supporting the use of different types of fluoride compounds to reduce dental caries.
2. Analyze the role of dental health education in the prevention of dental oral diseases.

III. DIVERSITY AND SOCIO - CULTURAL ISSUES IN ORAL HEALTH

1. Discuss the Health Belief Model and Cultural Competency.
2. Put into practice effective strategies for developing and maintaining culturally competent approaches for providing oral health care.
3. Plan and implement a culturally appropriate community-based oral health education program.
4. Describe the effect of culture, ethnicity, race, and economic on the access to oral health care.

IV. PERSONAL ORAL HYGIENE PRACTICES

1. Discuss and describe the primary methods of preventing oral diseases.
2. Describe and list the purpose of the various oral hygiene devices.
3. Compare and contrast personal oral hygiene practices with professional oral hygiene services.
4. Compare and discuss the recommended tooth brushing techniques.

V. FLUORIDE THERAPIES

1. Discuss the benefits of water fluoridation for children, adolescents, and adults.
2. Discuss the fluoride compounds accepted for professional use and compare their effectiveness.
3. Discuss the alternatives to fluoridation of community water systems.

4. Explain how to adjust a community water supply to an optimal fluoride level and state the optimal fluoride concentration range of community water systems, in parts per millions.

VI. NUTRITION AND DIET

1. Discuss the role of diet and nutrition in oral health.
2. Put into practice diet counseling for the prevention of dental caries.

VII. PIT AND FISSURE SEALANTS

1. Discuss the criteria for selecting teeth for sealant placement.
2. Evaluate the evidence that support the placement of sealants to prevent dental caries.

VIII. ORAL CANCER AND PREVENTION

1. List the evidence for the main etiological factors that contribute to development of oral cancer.
2. Describe the common sites for oral cancer.
3. Discuss methods of preventing oral cancer.

RESOURCES

I. Media Resources

A. Printed media

1. Required text

George Gluck and Warren M. Morganstein, editors
Jong's Community Dental Health, 5th ed.
Mosby Books, St. Louis, 2003

2. Supplemental text

Burt and Eklund
Dentistry, Dental Practice and the Community, 5th ed
W.B. Saunders Co., Philadelphia

3. Handouts are to be distributed in class by various instructors.

B. Electronic media

Web-based materials as determined by the Course Director.

II. Human Resources

Douglas Simmons, D.D.S., M.P.H.,
Phone: 713-500-4300; Room: 491.
Email: Douglas.M.Simmons@uth.tmc.edu

Course Director

Deborah R. Franklin, D.D.S., M.A.
Phone: 713-500-4291; Room 486
E-mail: Deborah.R.Franklin@uth.tmc.edu

STUDY PLAN AND REQUIREMENTS

This course consists of weekly lectures, community-based rotations that utilize service-learning, and a final examination. Students are expected to be present and prompt for all lectures. Three Wednesday afternoons are scheduled for students to plan and implement their service-learning activity. Students will be assigned to groups of six or seven students for their service learning activity. Students will be required to keep a journal of their community service-learning activity, which will be turned in at the last class period. Each group will participate in a reflection exercise during two class periods. The reflection exercises will consist of a brief oral presentation that highlights the group's service-learning activity. In addition, students will participate in one group reflection exercise focusing on cultural diversity.

DENF 1934 PREVENTION OF ORAL DISEASES 2009 Fall Semester Lecture Schedule

Lectures: Wednesday, 9:00 - 9:50 am, Room 340 unless otherwise indicated.
Off-campus activity: Wednesday afternoon. See schedule for dates.

Date	Session	Lecture Topic	Presenter
Aug 19	9-9:50 am	Introduction to Prevention and Population Health	Simmons
Aug 26	9-9:50 am	Diet and Nutrition	Bahl
Sep 2	9-9:50 am	Prevention of Oral Diseases	Hensen
Sep 9	9-9:50 am	Fluorides and Caries	Rice
Sep 16	9-9:50 am	Access to Oral Health Care	Trajtenberg
Sep 23	9-9:50 am	Oral Disparities in the United States	Trajtenberg
Sep 30	9-9:50 am	"Health Belief Model" & Cultural Diversity	Franklin
Oct 7	9-9:50 am	Guest Lecture	Grobe Hood
Oct 14	9-9:50 am	Guest Lecture	Grobe Hood
Wed, Oct 14	1-5:00 pm	Planning Service-Learning Room B81	Simmons
Oct 21	9-9:50 am	Reflection	Simmons
Wed, Oct 21	1-5:00 pm	Service-Learning	Simmons
Oct 28	10-10:50 am	Reflection	Simmons
Wed, Oct 28	1-5:00 pm	Service-Learning	Simmons
Nov 4	9-9:50 am	Reflection Hand in Service-Learning Journal Course Evaluation	Simmons
Nov 11	9-9:50 am	FINAL EXAM Room 207	Simmons

EVALUATION METHODS

The final grade of the course is based on an accumulation of points in the following areas: attendance, service-learning, (journal, reflection exercises, and oral presentations), and final examination.

ATTENDANCE

As stated in the *Student Guide to Academic Studies*, "Attendance is expected at all scheduled lectures, clinics, laboratories, seminars, case presentations, rotations and individual faculty appointments. Attendance is considered one measure of a student's professional conduct. Students who abuse attendance requirements will be considered for academic action." Please read the attendance section of the *Student Guide* to become familiar with this policy.

Attendance will be taken by the course director at each lecture. To monitor attendance at the service-learning sessions, students will be required to turn in an evaluation form from a representative of the site at which their group presented its program for each session at the site. These forms will be turned in with the service-learning journal. The forms must be signed by the site representative. Each student will be awarded one (1) point for each lecture that he/she attends and ten (10) points for the community presentation.

The attendance grade will count for 10% of the final course grade.

A student with an excused absence will not be penalized. Attendance grade(s) for day(s) missed due to an excused absence(s) will not be counted in the calculation of the final grade.

SERVICE-LEARNING

Students will plan and present oral health education presentations at one of the following: an elementary school, a community service agency, a community health center, a day care center, a homeless shelter, or a similar site selected by the course director. The Greater Houston AHEC will identify potential sites and coordinate students' presentations. The class will be divided into ten groups of six or seven students for their community outreach service-learning activity. Each group will meet with the AHEC program director on Wednesday, October 6 to plan their oral health presentations. Student groups will be randomly assigned to sites and each group will be responsible for scheduling its presentation. Each student will be awarded five (5) points for participating in the planning session.

Reflection

Students will participate in group discussions, write reflection journals, and make oral presentations.

The first reflection activity will be a group reflection about cultural diversity. Students are expected to actively participate in the class discussion and afterwards write a reflection paper about the issues explored in class. The paper will be due at the next class session after the group reflection exercise. Students can receive a maximum of twenty (20) points for this paper. (Guidelines and grading criteria will be provided at the first class session.)

Students will keep a journal about their service-learning activities. A journal entry should be made after each scheduled service-learning period. Journal entries should be made as soon after the service-learning activity as possible. Journals will be collected at the last class period. Students can receive a maximum of thirty (30) points for their journal. (Guidelines and grading criteria will be provided at the first class session.)

Each group of students will make a ten minute oral presentation about their community activities at the end of the course. The presentation should address the following areas.

- Describe the specific experience.
- What did the group learn about the community?
- What was the most enjoyable part of the experience?
- What was the least enjoyable part of the experience?
- How did the experience affect your belief about communities?

The oral presentation must be accompanied by a brief (no more than two typed pages) report expanding on the five points listed above. It must also include a cover sheet containing the community site, the course number, the date of the activity, and the names of all group members. Since this is a group exercise, each member can receive a maximum of ten (10) points. (Guidelines and grading criteria will be provided at the first class session.)

The service-learning grade will account for 50% of the course grade.

EXAMINATION

There will be a final examination in this course that will consist of multiple-choice, true/false, fill-in-the-blank, and short essay-type questions. The written examination will cover all materials taught in the lecture portion of the course. The policies in the current *Student Guide to Academic Studies* will apply to grading procedures, course failures and remediation. In case of an unexcused absence for the exam, there will be no remakes, and the recorded grade will be zero (0).

The final examination grade will account for 40% of the course grade.

Evaluation Component	Maximum Possible Points	Weight
Attendance	19	.10
Service-Learning Activities	65	.50
Final Examination	100	.40