Texas A&M University College of Dentistry
Caruth School of Dental Hygiene

**Course Number and Name:** DDHS 3425 Health Promotion and Disease Prevention

**Course Type:**  Lecture  Laboratory  Clinical  Seminar  Selective

**Academic Year/Semester Offered:**  2017-2018  X  Fall  ___  Spring  ___  Summer Session

**Course Director:**  Jane Cotter, RDH, MS, CTTS

**Other Participating Faculty:**
Kathy Muzzin, RDH, MS
Jacqueline M. Plemons, DDS, MS
Elain Benton, RDH, BS
John Wright, DDS, MS

**Course Description:**
This course introduces the student to the etiology and prevalence of oral diseases and oral problems. The emphasis of the course is on the role of the dental hygienist in the promotion of optimal oral health, the prevention of oral diseases, and the importance of achieving and maintaining excellent personal oral health habits. The importance of and the techniques for educating the patient in self-care skills will also be examined.

**Course Objectives:**
Upon completion of this course, the student will be able to:
1. Demonstrate the knowledge and skills needed to prevent the onset and/or progression of periodontal disease, dental caries, oral cancer and oral traumatic injuries by providing individualized patient education based on the patient’s oral needs.
2. Identify patients’ oral health problems and assist patients in developing appropriate self-care regimens.
3. Appropriately apply behavioral and communication techniques when treating diverse population groups.
4. Plan and implement individualized oral health promotion/disease prevention educational services for patients.
5. Acquire and practice the skills necessary to achieve and maintain optimum personal oral health.
6. Use published research and critical thinking to evaluate the safety and efficacy of oral health products and to make recommendations to patients.
7. Value health promotion and disease prevention behaviors by demonstrating a commitment to holistic health care.

*Specific learning objectives are provided in the Course Manual for each topic.*
Learning Outcomes/Related Competencies:
The following list of beginning competencies identifies the knowledge, skills and attitudes the
dental hygiene student must acquire by graduation in order to become a competent, curious and
caring practitioner of dental hygiene. This course will begin to address these specific
competencies that will be needed to treat patients in a professional and competent manner. Refer
to Competencies for the Dental Hygienist, Caruth School of Dental Hygiene, revised 5/2013.

Information Management and Critical Thinking
2.1 Apply critical thinking skills and evidence based decision making to the practice of dental
hygiene.
2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical
care.
2.3 Communicate effectively with diverse populations without discrimination.

Professional Identity
3.1 Prepare for career opportunities within health care, industry, education, research, and other
roles as they evolve for the dental hygienist.

Self-Care Instruction
4.2 Identify the health needs of individuals and assist them in the development of appropriate
and individualized self-care regimens.
4.3 Encourage patients to assume responsibility for their health while respecting their goals,
values, beliefs and preferences.

Patient Care
6.1 Determine medical conditions that require special precautions or consideration prior to or
during dental hygiene treatment.
6.2 Perform an extraoral and intraoral examination of the patient including assessment of vital
signs and radiographic examination, and distinguish normal from abnormal findings.
6.4 Recognize predisposing, etiologic risk factors, and life style choices that may require
intervention to prevent disease.
6.5 Analyze and interpret the assessment data to formulate a dental hygiene diagnosis related to
and congruent with the diagnosis of the dentist and other health professionals.
6.6 Determine the need for referral to the appropriate health professional.

Planning
7.1 Determine priorities and establish oral health goals with the patient/family and/or guardian
as an active participant.
7.2 Acknowledge cultural differences in populations when planning treatment.
7.3 Establish a planned sequence of educational and clinical services based on the dental
hygiene diagnosis using the problem-based approach.
7.4 Communicate the plan for dental hygiene services to the dentist or other interdisciplinary
health team members to determine its congruence with the overall plan for oral health care.

Implementation
8.3 Select and administer the appropriate preventive and/or antimicrobial (chemotherapeutic)
agents and provide pre- and post-treatment instructions.

Evaluation
9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments,
examination techniques, and determine the appropriate maintenance schedule.
9.3 Compare actual outcomes to expected outcomes when expected outcomes are not achieved
and modify therapy as necessary.

**Evaluation Criteria/Methods:**
Conscientious attention to deadlines, course meeting times, completion of reading and/or written assignments, and active participation in all class activities can have a favorable impact on your learning, as well as that of your classmates.

Exams and quizzes may be multiple choice, true/false, short answer, and/or questions based on a case study. All questions are based on the learning objectives for each topic. Spelling is important! *I will deduct ½ point on any answer that includes misspelled words.* Information for test questions will come from powerpoints, reading assignments and assigned terminology.

*Exam and quiz grades will not be curved or rounded. The use of cell phones or any other aids not approved by the instructor during exams are strictly prohibited. Students may review exams in the course director’s office by appointment only. Any concerns regarding specific exam questions should be submitted to the course director by email immediately following the exam. The email must include the exam question/content, the rationale, and reference supporting the rationale (Power Point notes, assigned reading, formative, etc.).*

**Grading:**
The final grade based on the following:

- **Quizzes (6)** 30%
- **Mid-Term Exam** 25%
- **Final Exam** 25%
- **Laboratory Final Practical Exam** 17%
- **Drug cards** 3%

**Grading Scale:**

- **A** = 90-100
- **B** = 80-89
- **C** = 75-79
- **D** = 70-74
- **F** = <70

**Learning Materials:**
Wilkins EM. Clinical Practice of the Dental Hygienist, 12th Ed., Lippincott Williams & Wilkins, Baltimore, MD 2015.

**Remediation Policy:**
Failure to obtain a grade of 70 or better in this course constitutes a failure. The student will be required to complete remediation during January and February following the completion of the course or repeat the course at the next regularly scheduled time. The extent of the deficiency will determine if remediation or repeat of the course is indicated.

**Attendance and Make-up Policy:**
Attend all class sessions as required by Texas A&M University, Baylor College of Dentistry, Texas A&M Health Science Center. Absences must be reported to Pam Hines at 214-828-8340 and must be received prior to the beginning of class. If a student is absent from a class, it will be their responsibility to see the course director for information missed during his/her absence. Any
absences due to illness may require a note from your doctor. For any unexcused absences or late arrivals (over 5 minutes) two (2) points will be deducted from your final course grade. For university excused absences, refer to Student Rule 7 for details (http://student-rules.tamu.edu/rule07). For an excused absence, a missed exam or assignment must be made up within (time frame) of the excused absence.

**I consider sleeping in class to be an unexcused absence.** Soon you are going to be working on living, breathing patients and all of the information given in this course is crucial in order for you to treat patients safely and effectively. For each sleeping offense, you will be notified by email that your grade will be lowered due to the lecturer observing your sleeping behavior. The determination of excused and other unexcused absences will be determined on an individual basis by the course director and the director of student affairs.

There are several quizzes given in this course and they will always be given at the beginning of the class period. Students will not be allowed to enter the classroom once the quiz has been started; so, consequently those students that are late will miss the quiz and will receive a grade of zero. Oral make-up quizzes will be given for those who are sick.

**Laboratory/Clinic Policies and Procedures:**
There are two lab sessions included in this course. The first lab deals with toothbrushing and flossing techniques; the second with adjunctive plaque removal aids. Students are expected to come prepared and on time for each lab session. Instructions for each lab will be given in the lecture preceding lab day.

**Special Accommodation for Persons with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Paul Dechow, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

**Academic Integrity Statement and Policy:**
1. Honesty and integrity are two important characteristics that describe a professional. Students must familiarize themselves with all school policies, and in particular the *Academic and Disciplinary Due Process for Students Document*. Lying, cheating, collusion and plagiarism will not be tolerated. At a minimum, any suspicion or evidence that a student engaged in this type of conduct will result in a zero on the particular exam or assignment involved and an automatic lowering of the course grade by one full letter grade. Any violations of the Code of Conduct will also be reported to the Associate Dean for Academic Services.

   “An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the honor Code, to accept responsibility, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations,
research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

http://aggiehonor.tamu.edu

- Students are responsible for completing and protecting their own work.
- Students must not offer work prepared by another person as work of their own, whether written (themes, essays, term papers, tests) or other work.
- Students must not commit any action that is dishonest, unethical, unprofessional or in violation of College policies or procedures.
- If a student fails to demonstrate professional behavior during the course, a meeting with the course director may be required. Unprofessional behavior includes, but is not limited to, a breach in integrity, excessive tardiness and absenteeism, cheating, lying, and collusion, disrespect to peers, staff, faculty and insubordination.
- **Unprofessional conduct** may also be subject to the Texas A&M College of Dentistry Due Process Document found at: disciplinary-due-process-approved-admin-council-21apr2017

2. Cell phones, pagers, iPods and all other electronic devices **must be turned off and placed out of reach during each class session.** This course will have guest lecturers who are donating their time to speak in this class. If a student has a critical family matter that warrants the need for ready access to your phone this should be discussed with the course director prior to the start of class.

3. Any student who demonstrates behavior that is disruptive during class (i.e. talking, laughing, text messaging, ringing cell phone, or studying materials from other courses), will be asked to leave room. **Five points will be deducted** from the final grade for every instance of disruptive behavior by the student.

4. Students should come to class alert and should be attentive during all class sessions. The student is responsible for all information covered in each class session, all reading assignments, and the list of terminology associated with each lecture. Test questions will come from all of these areas.

5. All reading assignments are listed in the Class Schedule, found at the end of this syllabus. All reading is expected to be completed **PRIOR** to the class session. This will best prepare the student for classroom discussion in which each student is expected to participate.

6. I will generally answer student emails during regular business hours only: Monday through Friday from 8:30am to 5 pm. Emails may not be answered at all if the question being asked can be answered by reading material I have already given you. Please check your TAMU email regularly for messages and announcements.

**Blackboard:**
Grades and notices will be posted on Blackboard. It is the student’s responsibility to periodically check Blackboard for course related materials and announcements. Questions regarding grades
posted on Blackboard should be brought to the attention of the course director within 2 weeks after the grades are recorded.

**Additional Learning Resources:**
Dental or dental hygiene journal articles and patient education pamphlets may also be assigned for a particular topic. In addition, the following internet resources may be helpful to find additional information for your patients on any topic discussed in this course:

- [www.cochrane.org](http://www.cochrane.org) (Provides accurate info on oral health topics)
- [http://www.adha.org](http://www.adha.org) (American Dental Hygienists’ Association)
- [http://www.ada.org](http://www.ada.org) (American Dental Association)
- [http://www.aap.org](http://www.aap.org) (American Academy of Periodontology)
- [www.jbutler.com/](http://www.jbutler.com/) (Toothbrushes, floss, adjunctive plaque control aids)

You can also enter the term “oral care products” into Google or another search engine and you will obtain information on a variety of products. Many of these sites have downloadable and printable educational information for your patients.

*Date Syllabus Prepared: 6/22/2017*
## ~CLASS SCHEDULE 2017~

**3425 Health Promotion and Disease Prevention**

All classes will be held in room 310 unless otherwise noted  
***Schedule is subject to change at any time during the semester***

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>TOPICS</th>
<th>ASSIGNMENT</th>
<th>FACULTY</th>
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<tbody>
<tr>
<td><strong>UNIT 1 – PREVENTION OF PERIODONTAL DISEASE</strong></td>
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<tr>
<td>8/17</td>
<td>Course Introduction</td>
<td>Review syllabus; sign Statement of Understanding (DUE 8/24)</td>
<td>Cotter</td>
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<td></td>
<td>Health Promotion &amp; Disease Prevention</td>
<td>Login to Blackboard</td>
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<td></td>
<td>Effective Patient Education</td>
<td><strong>Wilkins:</strong> Ch. 1, pp. 4-14...Read up to Dental Hygiene Ethics (Introduction)</td>
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<td><strong>Wilkins:</strong> Chap. 3, pp. 30-34 Read up to Communication Across the Lifespan</td>
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<td>Chap. 26, pp. 419-423 Read up to Motivational Interviewing</td>
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<td>8/24</td>
<td>The Periodontium</td>
<td><strong>Wilkins:</strong> Ch. 18, pp. 298-309 (The Periodontium)</td>
<td>Cotter</td>
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<td></td>
<td>Periodontal Disease</td>
<td>Ch. 19, pp 312-325 (Periodontal Disease Development)</td>
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<td><strong>Website:</strong> <a href="http://www.mouthhealthy.org/en/az-topics/g/gum-disease">http://www.mouthhealthy.org/en/az-topics/g/gum-disease</a></td>
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<td>Study for Quiz #1</td>
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<td>8/31</td>
<td><strong>QUIZ #1 - Covers HPDP, Effective Patient Education, The Periodontium, Periodontal Disease,</strong> Tooth Deposits</td>
<td><strong>Wilkins:</strong> Ch. 15, pp. 256-265 (Biofilm); Table 15-1 Tooth deposits; Table 15-2 Characteristics of supragingival and subgingival biofilm.</td>
<td>Cotter</td>
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<td>Ch. 21, pp. 350-357 (Calculus)</td>
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<td>Ch. 22, pp. 360-367 (Stain)</td>
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<td>Date</td>
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<td>Reading Material</td>
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<td>9/7</td>
<td>Mechanical Plaque Removal: Toothbrushing, Dental Floss, Flossing Aids</td>
<td><strong>Complete worksheet prior to class</strong></td>
<td>Cotter</td>
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<td><strong>Bring Typodont to class today!</strong></td>
<td><strong>Wilkins:</strong> Ch. 28, pp. 447-469 (Brushing) Ch. 29, pp. 471-478…Read up to Interdental brushes (Flossing) FYI Handout: “Focus on Toothbrushes” Website: <a href="http://www.ada.org/en/about-the-ada/ada-positions-policies-and-statements/statement-on-toothbrush-care-cleaning-storage-and">http://www.ada.org/en/about-the-ada/ada-positions-policies-and-statements/statement-on-toothbrush-care-cleaning-storage-and</a> Study for Quiz #2</td>
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<td>9/14</td>
<td><strong>QUIZ #2 – Covers Tooth Deposits &amp; Mechanical Plaque Removal</strong></td>
<td><strong>Complete worksheet prior to class</strong></td>
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<td>Adjunctive Plaque Removal Aids &amp; Care of Dental Appliances</td>
<td><strong>Wilkins:</strong> Ch. 29, pp. 478-485…Start with Interdental Care Ch. 31 pp. 504-506…from DH Care up to Dental Hygiene Instrumentation (Orthodontics) Ch. 32, pp. 514-526 Read up to Additional Instructions (Dental Prostheses) Ch. 33, pp. 539-540…start with Peri-Implant Hygiene up to Continuing Care (Dental Implants) <strong>Handout:</strong> “Care of Patients with Full and Partial Dentures”</td>
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<td>9/21</td>
<td><strong>Lab Session- Tooth brushing, Dental Flossing Techniques, Flossing Aids</strong></td>
<td>Prepare for lab today by reviewing your worksheet from 9/7 lecture.</td>
<td>Meet in Lab 30</td>
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<td>9/28</td>
<td><strong>Lab Session- Adjunctive Aids, Dental Appliance Care</strong></td>
<td>Prepare for lab today by reviewing your worksheet from 9/14 lecture.</td>
<td>Meet in Lab 30</td>
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<td>Study for Quiz #3</td>
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<td><strong>10/12</strong></td>
<td>Dentifrices and Mouthrinses</td>
<td>Wilkins: Ch. 30, p. 488-498 (Dentifrices and Mouthrinses) <strong>FYI Handout: “Focus on Mouthrinses” (in Course Manual)</strong> Study for Quiz #4</td>
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<td><strong>10/19</strong></td>
<td>QUIZ #4 - Covers Dental Caries, Dentifrices and Mouthwashes</td>
<td>Wilkins: Ch. 36, pp. 594-604 Read up to Clinical Procedures (Fluoride) Ch. 37, pp. 620-623 Read up to Clinical Procedures (Sealants) <strong>Handout: “MI Paste Protocol”</strong> <strong>Handout: “Guidelines for Risk Assessment” (from DH Clinic Manual)</strong></td>
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**UNIT 3 – PREVENTION OF ORAL CANCER**

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<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tr>
<td><strong>10/26</strong></td>
<td>MID-TERM EXAM- Covers all topics up to this point Oral Cancer</td>
<td>Website: <a href="http://oralcancerfoundation.org/facts/index.htm">http://oralcancerfoundation.org/facts/index.htm</a> Wilkins: Ch. 56, pp. 944-946 Read up to Chemotherapy (Oral Cancer)</td>
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<td><strong>11/2</strong></td>
<td>Screening for Oral Cancer</td>
<td>Pamphlet on Oral Cancer Self-Exam <strong>Handout: “Evidence-Based Clinical Recommendations Regarding Screening for Oral Squamous Cell Carcinomas”</strong> Prepare drug cards for the following drugs: 1. Wellbutrin/Zyban/buproprion 2. Chantix/varenicline <strong>DUE: 11/9/17 (See handout from DH Handbook)</strong> Study for Quiz #5</td>
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<td><strong>11/2</strong></td>
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<td>Cotter Muzzin</td>
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<td>Date</td>
<td>Quiz</td>
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<td>11/9</td>
<td>QUIZ #5 - Covers Oral Cancer &amp; Screening for Oral Cancer</td>
<td>Introduction to Tobacco Cessation Clinic; Tobacco Use, Health Effects &amp; Tobacco Cessation Strategies; Wilkins: Ch. 34, pp. 547-565; Box 34-4 Nicotine dependency pp. 555; Box 34-5 pp. 556 Nicotine Withdrawal; Figure 34-4 pp. 563 The 5 &quot;A's&quot; flow chart. DH Clinic Manual: Tobacco Cessation; Drug Cards DUE. Turn in at beginning of class today. (assigned on 11/2)</td>
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<td>11/16</td>
<td>Oral Piercing</td>
<td>Handout: “Overview of Complications Secondary to Tongue and Lip Piercings”</td>
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<td>11/23</td>
<td>NO CLASS...Have a GREAT Thanksgiving Holiday!</td>
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<td>11/30</td>
<td>QUIZ #6- Covers Tobacco Use, Health Effects, &amp; Tobacco Cessation Strategies; Oral Piercing; Avulsed Tooth Management; Mouth Protectors</td>
<td>Review guidelines for ODRA, Treatment Plan and Writing Progress Notes in your notes from 3160 Preclinic; DH Clinic Manual: Treatment Plan Protocol ODRA Guidelines Risk Assessment Guidelines</td>
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<td>12/7</td>
<td>DH Process of Care, Treatment Planning and Educational Services</td>
<td>Wilkins: Chap. 24, pp. 396-403 (Read up to Four-Handed Dental Hygiene)</td>
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<td>Final Review</td>
<td>Chap. 25, pp 408-414 (Read up to Informed Consent)</td>
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<td>12/11-12/15</td>
<td>Exam Week: Final Written Exam – Time/Date - TBA</td>
<td>Lab Practical Final Exam – Time/Date - TBA</td>
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STATEMENT OF UNDERSTANDING
3425 Health Promotion/Disease Prevention

~PLEASE RETURN TO MS. COTTER BY FRIDAY, AUGUST 18, 2017~

I, (please print name)

_______________________________________________________________________________________, verify that faculty has reviewed the 3425 Health Promotion / Disease Prevention course syllabus with me. I understand the course expectations in the syllabus as they have been explained to me. I agree to abide by the policies and course requirements as stated in the syllabus.

_______________________________________________________________________________________

Student Signature Date

Received and Reviewed by:

_______________________________________________________________________________________

Course Director Signature Date