Course title and number: DDHS 3425 Health Promotion and Disease Prevention

Term: Fall 2021

Meeting times and location: Thursday 9 am-12 pm. COD Main Building Rm. 310
With possible Canvas Zoom meetings online

Course Description and Prerequisites

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. There are no required prerequisite courses.

Learning Outcomes or 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.

Instructor Information

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Office location
COD Main Building Rm. 139G
Other Participating Faculty:
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Kayla Reed, RDH, MS  kaylareed11@tamu.edu
Leah Spittle, BSDH, MS  lspittle1@tamu.edu

Textbook and/or Resource Material

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 (Provides accurate info on oral health topics)
- http://www.adha.org (American Dental Hygienists’ Association)
- http://www.ada.org (American Dental Association)
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.

Grading Policies
Attendance Policy:
Texas A&M University views class attendance as an individual student responsibility. In the Caruth School of Dental Hygiene regular and punctual attendance is mandatory for scheduled or rescheduled classes, clinics and related activities/events. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent.

IMPORTANT: All absences must be reported to Pam Hines by PHONE at 214-828-8340 and must be received prior to the beginning of the class/activity.

Excused Absences
Illnesses or emergencies: It is understood that absences due to severe or contagious illness, injuries or emergencies may occur. An absence due to illness may require a medical confirmation note from a student’s medical provider. For injuries or illnesses that require a student to be absent from class for three or more business days, a note from his or her medical provider is mandatory. If a student has frequent sick days, the program director may require a medical provider’s note for each absence. Note: An absence for a non-acute medical service does not constitute an excused absence.

Religious holy day: A student whose absence is excused under or the observance of religious holy day will be allowed to take an examination or complete an assignment from which the student is excused within 3 days after the absence. If the student fails to schedule and complete the exam or assignment within three days, a grade of zero will be given.
For additional information on excused absences, see Texas A&M Student Rule 7.1 at https://student-rules.tamu.edu/rule07.

Unexcused Absences

Tardiness and non-emergent appointments (illnesses not considered severe or contagious) scheduled during class time will be considered an unexcused absence. Quizzes and exams start at the beginning of class time. Students who arrive late will not receive extra time to take the quiz/exam. Since classroom learning applies directly to patient care, sleeping in class is considered an unexcused absence and is subject to the remediation policy. Students with unexcused absences or late arrivals will have TWO points deducted from their final course grade. No make-up quiz/test will be given if an absence is unexcused on a test day. Examinations will not be administered in advance for a planned/anticipated unexcused absence.

General Information

The designation of excused or unexcused absence will be determined on an individual basis by the Program Director and Student Affairs.

For any absences (excused or unexcused), it will be the student’s responsibility to review the lecture recordings for the class(es) missed. Additionally, the student must complete a make-up assignment(s) within 10 calendar days (including weekends) after returning to school. The make-up assignment will require the student to thoroughly answer the learning objectives for the class session(s) and define any listed terminology. The assignment must demonstrate the student has listened to the recording(s) and read the assigned reading. Make-up assignments must be typed, contain the title of the missed class session(s) and be sent via email within the 10-calendar-day deadline. Failure to complete the make-up assignment(s) within this time frame will result in TWO points being deducted from student’s final grade.

IMPORTANT: Failure to remediate all absences (excused or unexcused) by the final exam or end of semester may result in an “F” for the course.

To review the comprehensive Texas A&M University student attendance rule, go to http://student-rules.tamu.edu/rule07.

Virtual Classroom Etiquette

The past COVID Pandemic had required virtual classes. In the event that virtual classes are mandatory again or be designated by course director, students will attend virtual sessions as scheduled. Failure to attend virtual sessions will be subject to the above absence policy. During virtual classes, students are required to enter meeting with audio muted and video on. Video must remain on for the entire session. Virtual chat board will be used to post questions. Students are expected to be alert, engaged, and sitting upright with enough light to see faces. During virtual session, students will attempt to minimize extraneous interruptions from other household members or pets. Participation in virtual meetings is mandatory.
Grading Scale

- A  90.0-100
- B  80.0-89.99
- C  75.0-79.99
- D  70.0-74.99
- F  <70.0

Grades including the final course grade will not be curved or rounded.

Grading: The final grade based on the following:

- 6 Exams  85%
- 1 Laboratory Final Practical Exam  10%
- 2 Drug cards  2%
- 1 Quiz  3%

Remote Exam Proctoring

All exams for this course will be proctored by ExamSoft in person or by remote proctoring tools, ExamID and ExamMonitor. The use of these proctoring tools requires that the student have a laptop or desktop with a working webcam and microphone. It is the responsibility of each student to ensure that they have a working computer that complies with these requirements. The Apple iPad is not compatible with ExamMonitor. Students who do not have an appropriate laptop or desktop will need to be placed with the accommodations group to be proctored by a live person. It is the students’ responsibility to facilitate inclusion with the accommodations group.

ExamMonitor records the student’s screen and the student’s facial movements via the webcam. ExamMonitor will flag all activity, other than the student looking directly at the computer screen, as potential academic dishonesty. The student’s entire face must be visible to the webcam. All sounds, such as talking or paper rustling, will be flagged as potential academic dishonesty.

Students must take every precaution to ensure that they will have a secure and quiet environment for the entirety of the scheduled exam session. This includes that no person or pet intrudes on the exam session. Students must put away all items, including phones, notebooks, paper, textbooks, or any other potentially distracting item.

All proctoring reports will be reviewed for flagged incidents of academic dishonesty. The judgement of flagged incidents of potential academic dishonesty will be at the discretion of the course director. If an incident is determined to be an act of academic dishonesty, the student will then be subject to disciplinary action in line with the policies of Texas A&M University Health and the College of Dentistry. If a student unintentionally triggers what they feel will be a flagged incident then it is their responsibility to immediately communicate the incident to the course faculty once the exam session has concluded. The act of reporting the incident to faculty does not guarantee that the incident is not deemed to be an act of academic dishonesty. All flagged incidents will be reviewed.
Other Pertinent Course Information

1. 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.

2. 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.

3. 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.

4. 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.

5. I will generally answer student emails during regular business hours only: Monday through Friday from 8:30 am 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.

Mental Health & Wellness
Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. Emergency 24-hour help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org. Students can also contact the Office of Student Affairs at TAMUCOD at 214-828-8232.

TAMU Statement on Diversity and Inclusion:
Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values.

Americans with Disabilities Act (ADA)
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 Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

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

Syllabus created: 7/6/2021
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<td>Course Introduction</td>
<td>Review syllabus; sign Statement of Understanding <em>(DUE 8/26)</em></td>
<td>Cotter</td>
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<td>8/26</td>
<td>Health Promotion &amp; Disease Prevention</td>
<td>Wilkins: Ch. 1, pp. 4-15...Read up to Dental Hygiene Ethics (Introduction)</td>
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<td>Oral Health Literacy and Effective Patient Education, Dental IQ</td>
<td>Wilkins: Ch. 3, pp. 34-45</td>
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<td>9/2</td>
<td>Periodontium</td>
<td>Wilkins: Ch. 18, pp. 303-316 (The Periodontium)</td>
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<td>Periodontal Disease</td>
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<td>9/9</td>
<td>Exam 1</td>
<td>Wilkins: Ch. 17, pp. 279-302</td>
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<td>9/16</td>
<td>Dental Caries</td>
<td>Wilkins Ch.16, pp. 263-268 Start with Dental Caries and read up to Testing for Pulpal Vitality</td>
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<td>Ch. 25, pp. 421-431 (Protocols for Prevention and control of Dental Caries)</td>
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<td><em>Handout: Saliva Role in Remineralization</em></td>
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<td>Exam 2</td>
<td>Wilkins: Ch. 28, p. 472-483 (Dentifrices and Mouthrinses)</td>
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<td>Dentifrice Mouthrinses</td>
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| 9/30  | Caries Prevention Strategies; Fluoride; Sealants; Xylitol            | **Wilkins:** Ch. 34, pp. 574-597 (Fluoride)  
               Ch. 35, pp. 600-603 Read up to Clinical Procedures (Sealants)  
**Handout:** “Guidelines for Risk Assessment” (from DH Clinic Manual) | Cotter    |
| 10/7  | **Exam 3**  
Lesion Description | **Wilkins:** Chp. 13, pp. 203-206 Start with Documentation of Findings read up to Oral Cancer  
**Figure:** 13-12 A, B & C pp 204 & 205  
**Darby:** Chp. 16 pp. 213-217 | Cotter    |
| 10/14 | Oral Cancer  
Oral Cancer Screening | **Website:** [http://oralcancerfoundation.org/facts/index.htm](http://oralcancerfoundation.org/facts/index.htm)  
**Wilkins:** Ch. 13, pp. 206-209 Begin with Oral Cancer  
**Handout:** “Evidence-Based Clinical Recommendations Regarding Screening for Oral Squamous Cell Carcinomas”  
**Prepare drug cards for the following drugs:**  
1. Wellbutrin/Zyban/buproprion  
2. Chantix/varenicline  
**DUE:** 10/21/2021 | Cotter    |
| 10/21 | **Exam 4**  
Tobacco Cessation  
**Drug Cards DUE.**  
Turn in at beginning of class today. (assigned on 10/14) | **Wilkins:** Ch. 29, pp. 530-551;  
**DH Clinic Manual:** Tobacco Cessation | Cotter    |
| 10/28 | Obstructed Breathing/Snoring and Oral Health  
Oral Piercing | **Review YouTube Video:** [https://www.youtube.com/watch?v=Y8b99rGokM](https://www.youtube.com/watch?v=Y8b99rGokM)  
**Darby:** Chp. 55, pp. 885-886  
**Handout:** “Overview of Complications Secondary to Tongue and Lip Piercings”  
**Handout:** “Intraoral/Perioral Piercing and Tongue Splitting” | Cotter  
Plemons |
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<td>Mouth Protectors</td>
<td>Handout: “Treatment Guidelines for Avulsed Permanent Teeth with Closed Apex”</td>
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<td>11/11</td>
<td>Mechanical Plaque Removal:</td>
<td>Wilkins: Complete worksheet prior to class</td>
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<td>Toothbrushing, Dental Floss, Flossing Aids</td>
<td>Wilkins: Ch. 26, pp. 433-454 (Brushing) Ch. 27, pp. 455-461…Read up to Aids for Flossing (Flossing)</td>
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<td>11/18</td>
<td>Adjunctive Plaque Removal Aids &amp; Care of Dental Appliances</td>
<td>Wilkins: Complete worksheet prior to class</td>
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<td>Wilkins: Ch. 27, pp. 461-485…Start with Aids for Flossing. Ch. 29 pp. 488-490…Start with Dental Hygiene Care and read to Clinical Procedures for Band Removal and Debonding (Orthodontics) Ch. 30, pp. 505-511…Start with Patient Self Care Procedures for Fixed Protheses Read up to Denture-Induced Oral Mucosal Lesions (Care of Dental Prosthesis) Ch. 31, pp. 522-523…start with Peri-Implant Preventive Care up to Continuing Care (The Patient with Dental Implants)</td>
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<td>Handout: “Care of Patients with Full and Partial Dentures”</td>
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<td>11/25</td>
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<td>FALL BREAK</td>
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<td>12/2</td>
<td>TB, Flossing, and Adjunctive Aids Lab</td>
<td>Lab 603 Bring Typodonts</td>
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| 12/9  | DH Process of Care, Treatment Planning and Educational Services | • PreClinic Lecture Notes  
  o ODRA:  
  o Dental Hygiene Treatment Plan  
  • DH Clinic Handbook (Clinic) | Cotter     |
### Procedures section
- Evaluation Guidelines
- Treatment Planning Protocol

**Wilkins:**
Chap. 23, pp. 393-402 (Dental Hygiene Diagnosis and Care Planning)
Chap. 24, pp.406-419 (Preventive Counseling and Behavior Change)

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**Finals Week** 12/15 **Exam #6 and Lab Final**
STATEMENT OF UNDERSTANDING
3425 Health Promotion/Disease Prevention

~PLEASE RETURN TO MS. COTTER BY FRIDAY, AUGUST 26, 2021~

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