

## Course Information

Course Number: DDHS 3425  
Course Title: Health Promotion and Disease Prevention  
Section: Fall 2023  
Time: 9:00 am- 11:50 am  
Location: SOD Main Building, Rm. 310  
Credit Hours: 3

## Instructor Details

Course Director: Jane C. Cotter, RDH, MS CTTS, FAADH  
Office: SOD Main Building, Rm 139G  
Phone: 214-828-8458  
E-Mail: j\_cotter@tamu.edu  
Office Hours: MW 8:00 am -12:00 am Th 1:00 pm-4:00pm or by appointment

## Additional Participating Faculty

Jaqueline Plemons, 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. There are no required prerequisite courses.

## Course Prerequisites

None

## Special Course Designation

Undergraduate Dental Hygiene bachelor's degree

## Course Learning Outcomes

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 attached appendices 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 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, Department 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 lifestyle 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.
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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.

### Textbook and/or Resource Materials

Wilkins EM. Clinical Practice of the Dental Hygienist, 14<sup>th</sup> Ed., *Jones & Bartlett Learning*, Burlington, MA 01803.

Darby and Walsh. Dental Hygiene Theory and Practice, 5<sup>th</sup> Ed., Elsevier, Maryland Heights, MO 2020.

### 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> (American Dental Hygienists' Association)
- <http://www.ada.org> (American Dental Association)
- <http://www.aap.org> (American Academy of Periodontology)

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 Policy

#### 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%
- 1 Quiz 5%
  
- **Extra Credit:** One (1) extra credit point can be earned to the final course grade by showing proof of completion of the End of Course Evaluation Survey. Students will be given classroom time to complete their anonymous End of Course Evaluation Survey and will be rewarded with One (1) extra credit point if they show proof of submission by 4:30PM of the last class period prior to final exam week.

### Professionalism Expectations

1. Cell phones, 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 the 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 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 the 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 8:30am 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.

### Course Schedule

See attached course schedule at the end of document.

## Optional Course Information Items

### Technology Support

Students are responsible for maintaining their devices and ensuring that they are in proper working order throughout the semester. This includes maintaining access to the college wireless network, access to all accounts (both TAMU and TAMU Health) and keeping passwords up to date. Students are expected to keep their devices up to date regarding patches and OS updates.

#### Division of IT

If the student experiences issues with an electronic device, Wi-Fi access, axiUm, Zoom, or user accounts, their first point of contact should be the Division of IT Central Help Desk or the local Division of IT at SOD. The Central Helpdesk provides 24-hour support.

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| Division of IT Central Help Desk<br>Website: <a href="https://it.tamu.edu/help/">https://it.tamu.edu/help/</a><br>Phone: 1-979-845-8300<br>Email: <a href="mailto:helpdesk@tamu.edu">helpdesk@tamu.edu</a> | SOD Local Division of IT<br>Office<br>Room: 519<br>Phone: 214-828-8248 |
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#### COD Instructional Design Team

For electronic exam support or problems concerning other academic technology, such as the LMS (Canvas), ExamSoft, or Exemplify, students should contact the Instructional Design team.

Room: 516 through Academic Affairs

Carmina Castro

[ccastro@tamu.edu](mailto:ccastro@tamu.edu)

(214-828-8316)

Jeff Lowry

[lowryj1@tamu.edu](mailto:lowryj1@tamu.edu)

(214-828-8243)

## Attendance Policy

Texas A&M University views class attendance as an individual student responsibility. In the Department 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 frequented sick days, the program director may require a medical provider's note for each absence. **Note:** An absence from 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.**

### **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 the Office of Student Affairs and Student Diversity.

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 or handwritten (legibly), 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>**

### **Late Work Policy**

- Late work will be accepted.
- 10 points will be lost for each day assignment is late including weekends.

## Academic Integrity Statement and Policy

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

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

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You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). You can also contact Student Affairs at 214-828-8210, or your Program Director, for guidance.

## Americans with Disabilities Act (ADA) Policy

### **Texas A&M School of Dentistry**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Office of Student Affairs and Student Diversity in the Administration Building Room 514 or at (214)-828-8987 or [eslacy@tamu.edu](mailto:eslacy@tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

## Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is

handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#). School of Dentistry students can contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, Security at 214-828-8335, their Program Director, or their Department Head to report an incident.

## Statement on Mental Health and 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 healthy self-care by utilizing available resources and services on your campus. If you need assistance contact: [caps@tamu.edu](mailto:caps@tamu.edu) or <http://caps.tamu.edu/>

### **Texas A&M School of Dentistry**

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. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). You can also contact Graduate Studies at 214-828-8182 or Student Affairs at 214-828-8210 for a referral to a local counselor. These counseling sessions are private and confidential, as are any referral requests.

## Campus-Specific Policies

### Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](http://howdy.tamu.edu) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.



**Course Topics, Calendar of Activities, Major Assignment Dates**
**~CLASS SCHEDULE 2023~**
**3425 Health Promotion and Disease Prevention**

\*\*\* Schedule is subject to change at any time during the semester\*\*\*

[HPDP Weekly Learning Objectives](#)

| DATE | TOPICS   | ASSIGNMENT  | FACULTY |  |
|------|--|---|---------|--|
| 8/17 | Course Introduction  | Review syllabus; sign Statement of Understanding ( <b>DUE 8/24</b> )  | Cotter  |  |
| 8/24 | Health Promotion & Disease Prevention<br><br>Oral Health Literacy and Effective Patient Education, Dental IQ | <b>Wilkins:</b><br>Ch. 1, pp. 7-17<br><b>Wilkins:</b><br>Ch. 3, pp. 36-45<br>Ch. 24, pp. 440-454  | Cotter  |  |
| 8/31 | Tooth Deposits   | <b>Wilkins:</b><br>Ch. 17, pp. 301-323  | Cotter  |  |
| 9/7  | <b>Exam 1</b><br>Periodontium<br>Periodontal Disease   | <b>Wilkins:</b><br>Ch. 18, pp. 327-341 (The Periodontium)<br><br>Ch. 19, pp 344-361 (Periodontal Disease Development)   | Cotter  |  |
| 9/14 | Dental Caries  | <b>Wilkins</b><br>Ch.16, pp. 283-290 Start with Dental Caries and read up to Testing for Pulpal Vitality<br><br>Ch. 25, pp. 458-460 (Protocols for Prevention and control of Dental Caries)<br><br><b>Handout: Saliva Role in Remineralization"</b><br>El Pitts, D Furgeson. Saliva's Role in Remineralization. <i>Dimens of Dent Hyg.</i> May 2018; 26-29. | Cotter  |  |
| 9/21 | <b>Exam 2</b><br><br>Lesion Description  | <b>Wilkins:</b><br>Chp. 13, pp. 218-222 Start with Documentation of Findings read up to Oral Cancer   | Cotter  |  |

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|-------|---|--|--------|--|
|       |   | <b>Figure: 13-12 A &amp; B pp 220 &amp; 221 and Figure:13-13 pp 221</b><br><b>Darby:</b><br>Chp. 16 pp. 213-217 Read up to Skin Cancer<br><br><b>HPV module and Quiz DUE: 10/11 by 11:59pm</b>   |        |  |
| 9/28  | Oral Cancer<br><br>Oral Cancer Screening                          | <b>Website:</b><br><a href="http://oralcancerfoundation.org/facts/index.htm">http://oralcancerfoundation.org/facts/index.htm</a><br><br>Wilkins: Ch. 13, pp. 222-224 Begin with Oral Cancer<br><br><b>Handout: "Evidence-Based Clinical Recommendations Regarding Screening for Oral Squamous Cell Carcinomas"</b> | Cotter |  |
| 10/5  | <b>Exam 3</b><br>Dentifrice<br>Mouthrinses                        | <b>Wilkins:</b><br>Ch. 28, p. 514-525 (Dentifrices and Mouthrinses)  | Cotter |  |
| 10/12 | Caries Prevention Strategies; Fluoride; Sealants; Xylitol         | <b>Wilkins:</b><br>Ch. 34, pp. 619-643 (Fluoride)<br>Ch. 35, pp. 648-650 Read up to Clinical Procedures (Sealants)   | Cotter |  |
| 10/19 | <b>Exam 4</b><br><br>Tobacco Cessation                            | <b>Wilkins:</b><br>Ch. 32 pp. 574-594.   | Cotter |  |
| 10/26 | Obstructed Breathing/Snoring and Oral Health<br><br>Oral Piercing | <b>Review YouTube Video:</b><br><a href="https://www.youtube.com/watch?v=Y-8b99rGpkM">https://www.youtube.com/watch?v=Y-8b99rGpkM</a><br><b>Darby:</b><br>Chp. 55, pp. 885-886   | Cotter |  |

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|  |  | <b>Article: Dentalcare.com</b><br>"Oral Piercing Implications for Dental Professionals."<br><br><b>Article: ADA statement</b><br>"Intraoral/Perioral Piercing, Tongue Splitting, and Tooth Jewelry"   | Plemons |  |
| 11/2   | <b>Exam 5</b><br><br>Avulsed Tooth Management<br><br>Mouth Protectors    | <b>Article: "Guarding the Precious Smile: Incidence and Prevention of Injury in Sports: A Review"</b><br><br><b>Canvas Handouts:</b> <ol style="list-style-type: none"> <li>Treatment Guidelines for Avulsed Permanent Teeth with Closed Apex</li> <li>Dental Trauma</li> </ol>   | Cotter  |  |
| 11/9   | Mechanical Plaque Removal:<br>Toothbrushing, Dental Floss, Flossing Aids | <b>Wilkins:</b><br>Ch. 26, pp. 470-490 (Brushing)<br>Ch. 27, pp. 500-502...Read up to Aids for Flossing (Flossing)<br><b>Website:</b> <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> | Cotter  |  |
| 11/16  | Adjunctive Plaque Removal Aids & Care of Dental Appliances               | <b>Wilkins:</b><br>Ch. 27, pp. 496-510<br>Ch 30, pp 547-555 Start with Professional Care Procedures for Patients with Fixed Prosthesis and stop at Denture-Induced Oral Mucosal Lesions   | Cotter  |  |
| 11/23  | <b>FALL BREAK</b>  |   |         |  |
| 11/30  | TB, Flossing, and Adjunctive Aids Lab                                    | <b>Lab 30 Bring Typodonts</b>   | Cotter  |  |
| 12/7   | DH Process of Care, Treatment Planning and Educational Services          | <ul style="list-style-type: none"> <li><b>PreClinic Lecture Notes</b> <ul style="list-style-type: none"> <li>ODRA:</li> </ul> </li> <li><b>DH Clinic Handbook (Clinic Procedures section)</b> <ul style="list-style-type: none"> <li>Evaluation Guidelines</li> </ul> </li> </ul> <b>Wilkins:</b><br>Ch. 22, pp. 415-422<br>Ch. 23, pp. 426-434<br>Ch. 24, pp. 440-454  | Cotter  |  |
| <b>Finals Week 12/13 Exam #6 and Lab Final</b> |  |   |         |  |

