

**DH 72 Course Outline as of Fall 1999****CATALOG INFORMATION**

Dept and Nbr: DH 72

Title: ORAL HEALTH EDUCATION

Full Title: Oral Health Education

Last Reviewed: 2/7/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	0	17	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This course is designed to introduce oral hygiene care education theory and practice. The primary focus will be on educational techniques that can be utilized to assist individuals and groups in becoming integrally involved as well as making informed decisions with regard to oral health promotion and disease prevention. Personal mechanical removal of bacterial plaque through use of toothbrushes and oral physiotherapy aids is emphasized.

**Prerequisites/Corequisites:**

Course Completion of DH 70 and Course Completion of DH 71A ( or DH 71) and Concurrent Enrollment in DH 71B

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course is designed to introduce oral hygiene care education, theory and practice. The primary focus will be on educational techniques that can be utilized to assist individuals and groups in becoming integrally involved, as well as making informed decisions

with regard to oral health promotion and disease prevention. Personal mechanical removal of bacterial plaque through use of toothbrushes and oral physiotherapy aids is emphasized. (Grade Only)

Prerequisites/Corequisites: Course Completion of DH 70 and Course Completion of DH 71A (or DH 71) and Concurrent Enrollment in DH 71B

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>	Transferable	Effective: Fall 1998	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

- A. Describe ways in which a client's beliefs, attitudes and values can affect his or her oral health behavior.
- B. Demonstrate techniques for planning, implementation and evaluating client's oral health education programs in selected case studies. This includes:
  1. assessment of client's oral health needs
  2. setting of appropriate goals and objectives
  3. selection of appropriate preventive measures
  4. selection of appropriate client education materials, and methods and strategies for communication.
  5. implementation of oral health care program
  6. documentation of client/hygienist interaction to facilitate evaluation of client performance at future appointments.
- C. Describe the oral disease process by identifying the factors involved in the etiology of dental caries and inflammatory periodontal disease and the ways in which these factors interact.
- D. Describe the role of fluoride in the prevention of dental caries by listing the principal methods of receiving fluoride protection and at least one advantage and one disadvantage of each method relative to other available methods.

- E. Discuss the role of diet and nutrition in the prevention of dental caries and periodontal disease.
- F. Conduct a complete diet counseling experience for a client using the procedures and strategies discussed in class and in the readings.
- G. Discuss how the dental hygiene care provider can assist clients with disease prevention and oral health promotion at various life span stages.
- H. Explain the Bass, Stillman's and Charters' manual toothbrushing techniques, and advantages and disadvantages of each method.
- I. Explain the advantages of various power toothbrushes and indications for their use.
- J. Discuss appropriate use and indications of interdental plaque control devices.
- K. Describe the methods for evaluation of personal mechanical oral hygiene practices.

### **Topics and Scope:**

- A. Health Beliefs, Attitudes, and Values
- B. Principles of Learning and Motivation
- C. Interviewing and Assessing Clients' Needs
  - 1. Creating an Environment for Client Education
  - 2. Individualizing Client Education (life span stages)
- D. Client Education Methods and Materials
  - 1. Chairside Instructional Techniques and AV Materials
  - 2. Personal Mechanical Oral Hygiene Practices
    - a. manual toothbrushes - types, techniques and indications
    - b. power toothbrushes - types, techniques and indications
    - c. interdental plaque control devices - types, techniques and indications
- E. Diet Counseling Methods
  - 1. Maslow's Hierarchy
  - 2. Transactional Analysis
  - 3. Learning Ladder
- F. Etiology and Prevention of Dental Caries
  - 1. Early theories
  - 2. Current Concepts
  - 3. Microflora
- G. Fluoride and Dental Caries
  - 1. Histology of Enamel
  - 2. History of Fluorides
  - 3. Mechanism of Fluoride Uptake
- H. Systemic Fluorides and Multiple Fluoride Therapy
  - 1. Topical fluoride
  - 2. Fluoride rinses, Dentifrice's, etc.
- I. Diet, Nutrition, and Dental Caries
  - 1. What Food Factors Promote Dental Caries?
  - 2. What is an Adequate Diet?
  - 3. Functions of Foods, Food Habits and Vitamins

## Assignment:

Preparation of a Presentation Manual

Preparation of a Dietary Analysis

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports

Writing  
5 - 35%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Quizzes, Exams, Skills

Problem solving  
5 - 40%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Field work, Performance exams

Skill Demonstrations  
5 - 25%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion, Fill in

Exams  
10 - 80%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Professionalism: Criteria used to evaluate on file.

Other Category  
5 - 40%

## Representative Textbooks and Materials:

Dental Hygiene Theory and Practice. Darby, M. and Walsh, M., W.B.Saunders, 1996.

Primary Preventive Dentistry, 3rd Edition, Norwalk, Ct: Applegate and Lange, 1991.

Supplementary Text:

Dental Health Education Theory and Practice. DeBiase, C., Philadelphia, PA: Lea & Febiger, 1991.