

**DH 72 Course Outline as of Fall 2014****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	17.5	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:**

Introduction to the educational theory and practice of oral hygiene care. The primary focus will be on educational techniques to assist individuals and groups in 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 AND Concurrent Enrollment in DH 71B

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

Description: Introduction to the educational theory and practice of oral hygiene care. The primary focus will be on educational techniques to assist individuals and groups in 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 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>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b> Transferable	Effective:	Fall 1998	Inactive:
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<b>UC Transfer:</b>	Effective:		Inactive:
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### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Evaluate and select appropriate patient educational materials as determined by the patient's beliefs, attitudes, and values regarding their oral health behavior.
2. Use critical thinking skills in assessing patients' oral health needs, determining appropriate preventive measures, and implementation of individualized oral health care programs.

### **Objectives:**

- I. Describe ways in which a client's beliefs, attitudes and values can affect his or her oral health behavior.
- II. Demonstrate techniques for planning, implementation and evaluating client's oral health education programs in selected case studies. This includes:
  - A. Assessment of client's oral health needs
  - B. Setting of appropriate goals and objectives
  - C. Selection of appropriate preventive measures
  - D. Selection of appropriate client education materials and methods and strategies for communication.
  - E. Implementation of oral health care program
  - F. Documentation of client/hygienist interaction to facilitate evaluation of client performance at future appointments
- III. 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.
- IV. Describe the rationale for fluoride use in the prevention of dental caries.
- V. Discuss the role of diet and nutrition in the prevention of dental caries and periodontal disease.

- VI. Conduct a complete diet counseling experience for a client using proper procedures and strategies.
- VII. Discuss how the dental hygiene care provider can assist clients with disease prevention and oral health promotion at various life span stages.
- VIII. Explain the Bass, Stillman, and Charter manual tooth brushing techniques, and advantages and disadvantages of each method.
- IX. Explain the advantages of various power toothbrushes and indications for their use.
- X. Discuss appropriate use and indications of interdental plaque control devices.
- XI. Describe the methods for evaluation of personal mechanical oral hygiene practices.
- XII. Describe the rationales, applications, limitations, and uses of various types of toothbrushes and oral physiotherapy aids.

### **Topics and Scope:**

- A. Health beliefs, attitudes, and values:
  1. Cultural
  2. Conceptual
  3. Spiritual
  4. Psychological
- B. Principles of learning and motivation:
  1. Domains of learning
  2. Maslow's Hierarchy of Needs
  3. Dental Hygiene Human Needs Model
- 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 (Bass, Stillman, and Charter), and indications
    - b. power toothbrushes - types, techniques, and indications
    - c. interdental plaque control devices - types, techniques, and indications
- E. Diet counseling methods:
  1. Application of Maslow's Hierarchy of Needs.
  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, dentifrices, etc.
- I. Diet, nutrition, and dental caries:
  1. What food factors promote dental caries.
  2. What is an adequate diet.
  3. Functions of foods, eating habits, and intake of vitamins and minerals.

## Assignment:

1. Preparation of a chairside educational manual.
2. Preparation of a dietary analysis
3. Completion of reading assignments (30-50 pages per week).
4. Report on oral and general health (2-page paper).
5. Report on home care aids/products (2 2-page papers).
6. Internet search for reports and preparation for chairside educational manual.
7. Quizzes (4-6), midterm, and final examination.
8. Skill demonstration-Oral Hygiene Aids.
9. Case presentation.

## 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.

Chairside educational manual, two written reports, oral and whole body report using Internet searches.

Writing  
20 - 25%

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

Dietary analysis.

Problem solving  
5 - 10%

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

Oral hygiene aids demonstration.

Skill Demonstrations  
5 - 10%

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

Quizzes (4-6), midterm, final examination.

Exams  
40 - 60%

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

Case presentations

Other Category  
10 - 15%

## Representative Textbooks and Materials:

Primary Preventive Dentistry, Harris, Garcia-Godoy & Nathe, Elsevier, 8th Ed. 2014

Dental Hygiene Theory and Practice, Darby and Walsh. Elsevier, 3rd Ed., 2009

Nutrition for a Healthy Mouth. Sroda, Lipincott, Williams & Wilkins, 2nd Ed., 2010

Instructor prepared materials