

**DH 72 Course Outline as of Fall 2022****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	8	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:**

Students will be introduced 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 71A; AND Concurrent Enrollment in DH 71B

**Recommended Preparation:****Limits on Enrollment:**

Acceptance into the program

**Schedule of Classes Information:**

Description: Students will be introduced 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 71A; AND Concurrent Enrollment in DH 71B

Recommended:

Limits on Enrollment: Acceptance into the program

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:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 1998	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**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. Properly identify which oral aids are appropriate for periodontal pockets greater than 4 millimeters
2. Compare and contrast fluoride concentration levels in both self-applied and professionally applied fluoride

### **Objectives:**

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

1. Discuss the concept of the health care continuum and that the dental hygienists practice along the continuum of care promoting health and well-being in terms of disease treatment, disease prevention, and health promotion and explain the role of biofilm and calculus in the initiation and progression of caries, gingivitis and periodontal disease
2. Describe ways in which a patient's beliefs, attitudes and values can affect their oral health behavior and motivation for change
3. Define evidence-based decision making (EBDM), apply the EBDM process and skills to access different sources of evidence, and discuss evidence sources and levels of evidence
4. Explain the primary purpose in integrating caries management by risk assessment (CAMBRA)
5. Demonstrate comprehensive and individualized nutritional counseling for individuals at risk of dental caries and periodontal disease
6. Discuss oral conditions associated with dentinal hypersensitivity and risk factors most likely contributing to dentinal hypersensitivity
7. Discuss the dental hygiene process of care and toothbrushing, including evidence-based decision making with patients regarding selection and use of a toothbrush based on specific

- needs
8. Select effective self-care devices including interdental and supplemental self-care devices for each patient based on efficacy, individual needs, and preference
  9. Discuss the process on selecting the right dentifrice, including the role of dentifrices in the demineralization and remineralization process
  10. Describe the rationale for systemic and topical fluoride use in the prevention of dental diseases

## **Topics and Scope:**

### **I. Health**

- A. Health education
- B. Health promotion
- C. Primary prevention
- D. Secondary prevention
- E. Tertiary prevention

### **II. Evidence Based decision making**

- A. Formulating a patient, intervention, comparison, outcome (PICO) question

### **III. Health Belief Model**

- A. Beliefs
- B. Values
- C. Motivation
- D. Compliance
- E. Cultural diversity

### **IV. Biofilm**

- A. Plaque
- B. Calculus
- C. Clinical assessment
- D. Treatment planning

### **V. Epidemiology**

- A. Indices
- B. Plaque measuring indices
- C. Reversible/irreversible

### **VI. Toothbrushes**

- A. Manual
- B. Electric
- C. Techniques

### **VII. Supplemental Aids**

- A. American Dental Association (ADA) accepted Interdental cleaners
- B. Rubber tip
- C. Tongue cleaner
- D. Soft Picks

### **VIII. Mouthwash**

- A. Therapeutic
- B. Cosmetic

C. Hygienic

IX. Toothpaste

- A. Therapeutic
- B. Cosmetic
- C. Hygienic
- D. Relative Dentin Abrasion (RDA) values
- E. Over the Counter (OTC) monograph

X. Xerostomia Products

XI. Fluoride and Dental Caries

- A. Pre-eruptive fluoride
- B. Post-eruptive fluoride
- C. Types of caries
- D. Demineralization
- E. Remineralization
- F. Fluoride rinses, dentifrices, etc.
- G. Toxicity
- H. Fluorosis

VI. Diet, Nutrition, and Dental Caries

- A. Vitamins and mineral
- B. Dietary patterns and cariogenic potential
- C. pH and neutralizing
- D. Nutritional analysis

VIII. Dentinal Hypersensitivity

- A. Types of dentinal hypersensitivity
- B. Hydrodynamic theory
- C. Types of nerve fibers
- D. Causes of hypersensitivity
- E. Treatment of hypersensitivity

**Assignment:**

1. Reading Assignments (15-20 pages pers week)
2. Oral Hygiene Product and Technique Research Assignment
3. Oral Hygiene Product and Technique Research Presentation
4. Dietary Analysis and Caries Risk
5. Readiness assessment Evaluation (6-10)
6. Exams- Quizzes(1-5) Midterm(2) Final Exam

**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.

Oral Hygiene Product and Technique Research Assignment
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Writing 30 - 40%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Dietary Analysis and Caries Risk, Readiness assignment evaluation

Problem solving  
5 - 10%

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

Oral Hygiene Product and Technique Research Presentation

Skill Demonstrations  
5 - 10%

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

Quizzes, midterm, final examination

Exams  
40 - 60%

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

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

Darby and Walsh Dental Hygiene; Theory and Practice. 5th ed. Bowen, Denise and Pieren, Jennifer. Elsevier. 2020

Instructor prepared materials on CANVAS