

Preventive Oral Health Educator Program

Please contact uniteeducationteam@gmail.com to register to take the program and to access the tests. Upon successful completion of all tests and final cases, a certificate of completion will be available.

Course details

Course Hours: 102 hrs

Teaching method: computer based independent/distance supported learning with web based support and guidance.

Course description

This course/program is in preventive dental education, with the intent of educating and equipping students with the tools to implement dental education and prevention in community settings. The course/program will educate the student(s) in the following areas:

Head and Neck Anatomy: bones, innervation, muscles and salivary glands

Dental Anatomy: hard and soft tissues, numbering systems, terminology, primary and secondary occlusion

Dental diseases : periodontal disease, caries, pathology, and trauma

Methods of Preventing dental diseases: oral self care, smoking, nutrition, fluoride, oral exams

Dental pain: types of pain, causes and treatment

Systemic links: pregnancy, heart disease and HIV/AIDS

How to assess, diagnose, plan, implement, and evaluate community programs

The intent is to provide enough information and cognitive training that one would need to become a knowledgeable educator and health promoter in a community. There is no goal to provide psychomotor training in this program as all of the training is through distance learning. So the program is focused on cognitive education, although the hope is that some affective learning would also take place in the form of increasing the value these preventive dental educators have on oral health.

Evaluation Methods

Please contact uniteeducationteam@gmail.com to register to take the program and to access the tests. Upon successful completion of all tests and final cases, a certificate of completion will be available.

Each of the 7 units will have a self test at the end which will be followed up by the administrators for support and feedback.

There are 7 case studies as the final overall evaluation which will encourage the integration of knowledge and critical thinking. These cases will be evaluated by the administrators.

Grade breakdown:

Minimum grade is 70% on the final cases. If 70% is not achieved a second set of cases may be given.

Expectations

The student in this program will be committed to putting in the time and effort needed to gain a good understanding of the included material. The successful student will not only work through the material but will communicate with the administrators for necessary feedback and support. The maximum time to complete the program will be 24 weeks. If more time is needed, special permission **may** be given. The goal is to produce a trained professional individual, able to take the information learned and apply it to specific situations. This person will recognize the characteristics unique to their community and be able to tailor the delivery of this preventive education to meet its needs.

The program is delivered via computer technology but questions can be sent electronically for clarification and guidance throughout the program.

Required texts:

Unit A: Head and Neck Anatomy 15 hrs

Section 1: Bones of the Skull 3 hrs

By the end of this unit the student will be able to:

- List major bones of the skull
- List major bones of the skull
- Identify the location of major bones on a skull
- Describe landmarks of the maxillae
- Describe landmarks of the mandible
- Describe different types of joints of the skull – movable, immovable
- Identify the major foramina and openings and the relevant structures that pass through them

Section 2: Innervation of the Mouth/Dentition 5hrs

By the end of this unit the students will be able to:

- Identify the components of a nerve
- Describe the process of an impulse
- Define and contrast the function of an artery and a vein
- Name the basic components of the nervous system and its divisions
- Name the 12 pairs of cranial nerves and their function
- Name the branches of the trigeminal nerve and which area each branch supplies
- Describe where the facial nerve is located and its function
- Discuss the effects of damage to the nerves
- Discuss some common conditions associated with nerve damage- bells palsy, trigeminal neuralgia

Section 3: Muscles of the Head & Neck 4hrs

By the end of this unit the students will be able to:

- Describe the action of a muscle
- List the muscles of mastication
- Describe the function and location of the muscles of mastication
- List and identify the different movements of the jaw and muscle involved
- Discuss the TMJ
- Explain the effects of parafunctional habits on TMJ
- Explain various causes and management of TMJ pain- NG, exercise, relieving a lockjaw

Section 4: Salivary Glands 3hrs

By the end of this unit the students will be able to:

- List the names and locations of the 3 major salivary glands
- Discuss the importance of saliva
- Identify symptoms of blocked salivary flow
- Discuss problems related with reduced/lack of salivary flow
- Explain management of reduced salivary flow

UNIT B: Dental Anatomy 15 hrs

Section 1: Types of Teeth/Abnormalities and Occlusion 5hrs

By the end of this unit the students will be able to:

- Name and identify the location of the various teeth
- Identify parts of a tooth and differentiate between its six surfaces

- Identify different tissues that make up a tooth
- Identify different functions of the teeth
- List and describe developmental tooth anomalies
- List various types of anomalies that affect the colour, number, size and /or shape of the teeth
- List and describe acquired tooth damage
- Define centric occlusion and relation
- Define overbite, over jet, cross bite, open bite
- Discuss Angle's 3 types of malocclusion, and include the relationships involving molars and canines, and facial profiles
- Discuss parafunctional habits and their effects

Section 2: Tooth Numbering System 2 hrs

By the end of this unit the students will be able to:

- Describe the classification of arches, quadrants and sextants
- Describe the Universal tooth numbering system for permanent and primary teeth
- Describe the Federation Dentaire Internationale (FDI) system for permanent and primary teeth
- Describe the Palmer notation system for permanent and primary teeth
- Identify and code teeth within the mouth using any of the 3 systems

Section 3: Primary and Secondary Dentition 4 hrs

By the end of this unit the students will be able to:

- Describe the difference between primary, secondary, and mixed dentition
- Describe and identify the types and number of teeth in each quadrant for primary and secondary dentition
- Discuss how many teeth are in primary and permanent dentition
- Discuss eruption schedule of primary teeth
- Discuss eruption schedule of permanent teeth
- Discuss important clinical considerations for each dentition period

- Discuss how a dental educator can integrate knowledge of dentition into preventive measures

Section 4: Soft Tissue Structures of the Oral Cavity

2hrs

By the end of this unit the students will be able to:

- Define the boundaries of the oral cavity
- Define and identify lips, vestibule, hard palate, soft palate, gingiva, buccal mucosa, labial mucosa, alveolar mucosa, tongue, floor of mouth, torus, frenum, uvula, tonsils
- Identify and differentiate between normal and abnormal tissues in the oral cavity

UNIT C: Dental Diseases

20hrs

Section 1: Periodontal Disease

7hrs

By the end of this unit the students will be able to:

- Describe the structures of the periodontium
- Differentiate clinically between the periodontium in health and in disease
- Outline the process of periodontal disease
- Compare and contrast the diseases of periodontitis and gingivitis

- Describe the inflammatory response in periodontal disease
- Recognize the signs of gingivitis and periodontitis
- List the possible etiologies of periodontal disease
- Describe dental plaque biofilm
- Identify local and systemic risk factors for periodontal disease
- Discuss the possible treatment interventions for periodontal disease

Section 2: Caries 5hrs

By the end of this unit the students will be able to:

- Identify the different tissues that compose the teeth
- Explain the caries process
- Identify the factors that contribute to the development of caries
- Discuss risk factors for caries
- Describe the stages of the caries process
- Discuss the symptoms of caries
- Discuss the possible treatment interventions for caries

Section 3: Pathology 5hrs

By the end of this unit the students will be able to:

- Recognize intraoral deviations from normal
- Use terminology to describe intraoral lesions
- Discuss common oral pathologies
- Identify symptoms of common oral pathologies
- Discuss ideal treatment options for common oral pathologies
- Recommend practical treatment options for common oral pathologies

Section 4: Trauma 3 hrs

By the end of this unit the students will be able to:

- Recognize signs of common soft tissue oral trauma
- Recognize symptoms of common soft tissue oral trauma
- Recognize signs of common dental trauma
- Recognize symptoms of common dental trauma
- Recommend methods of preventing oral/dental trauma
- Discuss ideal treatment for oral/dental trauma
- Recommend practical treatment options for common oral/dental trauma

UNIT D: Prevention of Dental Diseases 22hrs

Section 1: Oral Self Care 3hrs

By the end of this unit the students will be able to:

- Discuss the importance of proper oral self care in the oral cavity
- Students will be able to verbalize the importance of oral self care in the oral cavity
- Explain different tooth brushing techniques and methods
- Students will be able to list (bass, horizontal, circular method) + verbalize the purpose of each method
- Describe the different parts of different toothbrushes
- Students will be able to verbalize the different parts of the toothbrushes
- Discuss the importance of tongue brushing
- Students will be able to explain the relationship between tongue brushing and halitosis
- Explain the purpose and importance of flossing
- Students will be able to demonstrate the spool technique and verbalize the importance of flossing
- Describe local alternatives to brushing and flossing and toothpaste

Section 2: Fluorides

2hrs

By the end of this unit the students will be able to:

- Explain the role of fluoride in the oral cavity
- Students will be able to verbalize the role of fluoride in the oral cavity
- Describe different types and sources of fluoride that are naturally occurring and professionally applied
- Students will be able to list the different type and sources of fluoride.
- Define dental fluorosis
- Students will be able to verbalize the meaning of dental fluorosis
- Describe advantages and disadvantages of fluoride
- Students will be able to list the pros and cons of fluoride

- Explain how fluoride is beneficial in stopping the progression of caries
- Students will be able to verbalize the relationship between caries management and fluoride

Section 3: Smoking 5hrs

By the end of this unit the students will be able to:

- Discuss the implications of smoking and the oral cavity
- Students will be able to verbalize the implications of smoking and the oral cavity
- Explain the health and oral effects of tobacco
- Students will be able to identify the health and oral risk factors associated with tobacco
- Describe the interventions on tobacco cessation and the common withdrawal symptoms.
- Students will be able verbalize the interventions on tobacco cessation
- Students will be able to identify the common withdrawal symptoms

Section 4: Intraoral and Extraoral exams 4hrs

By the end of this unit the students will be able to:

- Explain the benefits to intra/ extra oral exams
- Students will be able to list the benefits of intra/extra oral exams
- Differentiate between normal, atypical and abnormal findings of the head and neck
- Students will be able to list and distinguish between normal, atypical and abnormal finding of the head and neck
- Describe the proper format in conducting an intra/extra oral exam
- Students will be able to demonstrate the proper format in conducting an intra/extra oral exam
- Describe different categories of oral lesions

- Students will be able to list the different categories of oral lesions
- Explain the use of specific descriptors in categorizing lesions
- Students will be able to identify and use specific descriptors accordingly to categorize lesions

Section 5: Nutrition

8hrs

By the end of this unit the students will be able to:

- Describe different types of food and nutrient groups
- Students will be able to verbalize the different types of food and nutrient groups
- Describe the role of nutrition on total well being
- Students will be able to verbalize the relationship between nutrition and total well being
- Explain the role of sucrose in the oral cavity
- Students will be able to verbalize the role of sucrose in the oral cavity
- List foods that are caries promoting
- Students will be able to list the foods that are at risk of caries
- Define carbohydrates, lipids and proteins and how these play a role in the human body
- Students will be able to verbalize the meaning of carbohydrates, lipids and proteins.
- Students will be able to verbalize the relationship between carbohydrates, lipids, proteins and their role in the human body
- Define lactose intolerant and list the common ethnic backgrounds at higher risk
- Students will be able to verbalize the meaning of lactose intolerant and its relationship to certain ethnic backgrounds
- Describe the nutritional needs during pregnancy
- Students will be able to identify the nutritional intake required during pregnancy

UNIT E: Dental Pain

7hrs

Section 1: Types of Dental Pain

2hrs

By the end of this unit the students will be able to:

- Describe and differentiate between acute and chronic pain
- Describe and differentiate between localized and generalized pain
- Describe and differentiate between hypersensitivity pain and infection causing pain
- Describe and differentiate between hard tissue and soft tissue source of pain

Section 2: Causes of Dental Pain

2hrs

By the end of this unit the students will be able to:

- List the possible etiologies of hypersensitivity
- List the possible etiologies of hard tissue pain
- List the possible etiologies of soft tissue pain
- List the possible etiologies of pain arising from diseases of microbial origin
- List the possible etiologies of pain due to physical and chemical trauma

Section 3: Treatment of Dental Pain

3hrs

By the end of this unit the students will be able to:

- Describe and differentiate between temporary and permanent treatment for pain
- List at least 3 methods to reduce dentinal hypersensitivity
- Recognize signs of pain which require referral to the dentist
- Differentiate between scientific methods of pain control and local folklore
- Identify effective traditional methods of pain control

UNIT F: Systemic Links to Oral Health and Disease

16hrs

Section 1: Pregnancy

6hrs

By the end of this unit the students will be able to:

- Explain the role of Plaque-Induced Gingivitis modified by systemic factors

- Students will be able to verbalize the how pregnancy can enhance gingivitis in the presence of bacterial plaque
- Discuss the importance of increased nutritional and energy intake during all stages of pregnancy
- Students will be able to verbalize the importance of doubling vitamin and mineral intake during pregnancy in the development of the fetal oral health
- Students will be able to verbalize the increased energy requirement during pregnancy in minimizing the occurrence of low-birthweight infants.
- Discuss the common oral manifestations during pregnancy
- Students will be able to identify and list the oral manifestations during pregnancy
- Students will explain the link between good periodontal health and low birth weight pre term infants.

Section 2: Heart Disease

3hrs

By the end of this unit the students will be able to:

- Explain the relationship between cardiovascular disease and periodontal disease
- Students will be able to verbalize the relationship between CVD and periodontal disease and oral health care to maintain oral health
- List the subcategories of CVD and explain its risk factors
- Students will be able to list the subcategories of CVD (i.e. Rheumatic Heart Disease, I E, Valvular Heart Defect, HCD, Coronary Heart Disease, Congestive Heart Failure, Congenital Heart Disease) and verbalize its risk factors
- Discuss the oral manifestations associated with cardiovascular medications
- Students will be able to verbalize the oral manifestations associated with cardiovascular medications (i.e xerostomia, increased risk of developing caries and periodontal disease)
- Explain the risk of heart disease for women in menopause
- Discuss prevention practices of heart disease

Section 3: HIV/AIDS

4hrs

By the end of this unit the students will be able to:

- Discuss the common oral manifestations associated with HIV carriers

- Students will be able to identify and list HIV associated oral lesions
- Discuss the common oral manifestations associated with AIDS carriers
- Students will be able to identify and list the oral manifestations associated with AIDS carriers
- Explain the risk of HIV infection amongst health care workers
- Students will be able to verbalize the importance of infection control for healthcare workers and its patients (i.e chlorohexidine rinse to minimize opportunistic infection)
- Explain the pathogenesis of HIV and AIDS
- Discuss common drug therapies
- Explain oral health processes of care for HIV/ AIDS

Section 4: Diabetes 3 hours

By the end of this unit the students will be able to:

- Describe Diabetes Mellitus and the differences between types 1 and 2
- Describe how diabetes can be controlled through diet, life style and medication
- Discuss the common oral manifestations associated with Diabetes
- Explain the link between diabetes and periodontitis

UNIT G: The Process of ADPIE 12hrs

Section 1: Assessment 2hrs

By the end of this unit the students will be able to:

- Describe the 5 components of ADPIE
- Explain the importance of assessment as a core public health function
- Describe the determinants of health
- Explain what would comprise assessment data at a community level

- Describe how community assessment data could be gathered

Section 2: Diagnosis 2hrs

By the end of this unit the students will be able to:

- Analyze the assessment data
- Identify critical oral health issues based on assessment results
- Prioritize the oral health issues

Section 3: Planning 4hrs

By the end of this unit the students will be able to:

- Recognize oral health issues and their possible interventions
- Set measurable goals
- Mobilize community partners
- Describe resources needed
- Plan time frames for evaluation of goals and interventions
- Organize personnel

Section 4: Implementation 2hrs

By the end of this unit the students will be able to:

- Adhere to planned time frames
- Oversee personnel
- Organize resources
- Implement planned oral health interventions

Section 5: Evaluation

2hrs

By the end of this unit the students will be able to:

- Describe methods of evaluating previously set goals
- Plan to evaluate during and at the completion of the intervention
- Analyze the evaluation data
- Evaluate the goals for level of completion
- Describe deficiencies in implemented interventions
- Create new goals and interventions to meet the deficiencies
- Report on level of success of oral health interventions

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