

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

- I. DH 150: (Section 7033) PREVENTIVE DENTISTRY
- II. PREPARED BY: Lisa Kamibayashi, R.D.H., M.S.D.H.
- III. REVISED FOR: FALL 2015
- IV. PREREQUISITES: COMPLETION OF ALL DENTAL HYGIENE COURSES WITH A FINAL GRADE OF "C" OF BETTER
- V. UNITS AND INSTRUCTORS: TWO UNITS, Total 36 hours lecture, 15 Weeks  
Tuesday 10:25 a.m. to 12:30 p.m.
- VI. COURSE INSTRUCTOR: LISA KAMIBAYASHI R.D.H., M.S.D.H.  
E-MAIL: [mrskamiba@gmail.com](mailto:mrskamiba@gmail.com)  
Office: 310-287-4457  
Google Voice: 424-571- 2647  
\*Reply will be made within 48 hours. Usually not available to reply during evening hours and weekends.
- OFFICE HOURS: Monday 11:00 to 12:00 & 1:00 to 2:00 p.m.

VII. COURSE DESCRIPTION:

This course provides the fundamentals for the clinical application of primary preventive dentistry procedures. Content centers on the strategies to prevent plaque diseases and the skills required for effective patient education and motivation.

VIII. REQUIRED TEXT:

Darby, Michele L., Walsh, Margaret M. Dental Hygiene Theory and Practice 4th Edition. Elsevier, 2015. (ISBN #978-1-4557-4548-7)

Institutional Student Learning Outcomes addressed in this course:

- A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
- F. Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs. Use competent technique in a musical performance.
- H. Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

Program Learning Outcome:

**PLO I. Professionalism**

The dental hygiene students must appreciate their role as health professionals at the local, state, and national levels. Students will demonstrate the necessary knowledge and values in legal regulations and ethical issues for the practice of dental hygiene.

**PLO II. Health Promotion and Disease Prevention**

The dental hygiene students will demonstrate competency in the performance and delivery of oral health promotion and disease prevention service in public health, private practice and alternative settings. The dental hygiene students will be able to apply principles in assessment, diagnosis, planning, implementation and evaluation of treatment. The graduate must also be prepared to influence others to facilitate access to care and services.

**PLO-III. Patient Care**

The students will demonstrate a through foundation in the biomedical, clinical, and behavioral sciences to achieve successful patient treatment outcomes. Student will utilize critical thinking and sound clinical judgment and cultural sensitivity with patients.

Course SLO (will be updated for BS degree)	Criterion Level
1. Develop a classroom presentation and a patient education brochure on a topic related to preventive dentistry using evidence-based research methods.	At least 80% of students will score above 75% of the points on the grading rubric.
2. Write an effective dialogue to educate a patient in a specific situation or scenario that was given.	At least 80% students will score above 5 points out of 10 maximum points for each case scenario question.

X. COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. List and describe the three levels of preventive dentistry.
2. Describe the role and formation of biofilm in dental caries and periodontal disease.
3. Name the primary and secondary bacterial colonizers of dental plaque biofilm.
4. Compare and contrast the various strategies to prevent plaque diseases and objectives of the patient education process.
5. Explain the philosophy of tooth brushing and describe the technique, advantages and disadvantages of all aids.
6. Demonstrate and select proper technique of brushing.
7. State the effects of improper tooth brushing on the gingiva and teeth and explain corrective measures.
8. Describe toothbrush design and technique, compare and contrast different tooth brushing techniques.
9. Demonstrate and select proper technique of flossing, and other interdental cleaning aids to different types of patient.
10. Explain the chemical components of mouth rinse and dentifrice and their use for oral care.
11. List the ingredients found in a fluoride dentifrice and state how effectiveness is measured.
12. State the four basic methods of fluoride administration

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

13. Describe the metabolic and toxic components of fluoride in the human system.
14. Describe the various modes of application available for topical fluoride administration.
15. Identify and describe the various types of topical fluorides as to characteristics, advantages and disadvantages.
16. Describe as for a typical patient how fluoride can prevent dental caries.
17. Describe how the proper dosage of fluoride supplements is determined and give the effectiveness rates for preschoolers and school-children.
18. Explain the penetration process of fluoride into the tooth surface during systemic and topical fluoride uptake.
19. Identify the advantages and disadvantages of the various fluoride dietary supplements.
20. Explain the relevance of multiple fluoride therapy for caries prevention.
21. Discuss the effect of fluoride in diseases other than dental caries.
22. Describe the sites of dental caries and list the options available for dealing with potential lesions.
23. List the clinical advantages and disadvantages of pit and fissure sealants.
24. List the criteria for selecting teeth for sealant patient.
25. State the essential requirements for maximum retention of sealants in teeth.
26. Describe the hygienist's role in placement and monitoring of the retention of sealants.
27. Discuss the steps of smoking cessation program and the available therapies.
28. Identify health related factors beyond our control and health related factors that the individual can control.
29. Analyze the three-day diet diary and identify the cariogenic diets and its exposure.
30. Identify the risks associated with caries and periodontal diseases.
31. Plan an oral hygiene care regimen for pediatric, geriatric and special population patients.
32. Discuss the rationale for modification of plaque control programs to meet specific patient needs.
33. Identify patient situations, which may hinder compliance in patient education.
34. Discuss the dental hygienist's role in overcoming various patient education problems such as anxiety or stress.
35. Discuss the professional-patient relationship and its effects on patient education and motivation.
36. Identify and discuss the steps in the health behavior intervention process.
37. Explain the principles of behavior modification that are relevant to teaching preventive dentistry.
38. Explain the motivational level of specific need with various dental patients and explain the relationship between motivation and learning.
39. State the primary behavior modification goal of plaque control and discuss a hygienist's responsibilities to patients regarding plaque control.
40. Describe evaluation of dexterity, and implications of age and disease in the approaches selected for homecare instruction.
41. Synthesize the research findings and conclude the clinical application of the findings.
42. Compose a professional brochure for educating the public.

XI. METHODS OF INSTRUCTION:

- Lecture and discussion
- Role playing
- Readings and research
- Student presentation

XII. METHODS OF EVALUATION:

1. Passing grade of "C" (70%) or better on **the midterm examination**. (25 %)
2. Passing grade of "C" (70%) or better on **the accumulative final examination** (30 %)
3. **Evidence Based "Public Education Brochure" and Presentation** (25 %)
4. **1 Quiz** (10 %)
5. **Weekly Homework Assignment** (10 %)

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

**Evidenced Based Educational Brochure**

The evidence based decision making has been become a common practice in field of medicine and dentistry for patient care. Because there are so many options and opinions, you and your patient may have difficulty making the best decision. For quick, clear, and safe decision can be made by using the good scientific evidences and clinical experiences. This project will help you start practicing the evidence based decision making for your patient care in the future.

Three students (Total 10 teams) can work together on this assignment. Students select a topic from the list below. The topics are selected from the current issues in preventive dentistry and questions asked by patients frequently during patient treatment.

There are two parts in this assignment.

**PART I: Oral Presentation for Dental Professionals (Classmates)**

For oral presentation, the time limit for each topic is 10 minutes. Use effective visual aids such as PowerPoint Presentation, or videos, or posters or supplemental aids to present your topic and findings to class. The audience is your classmates (professional level knowledge) who have dental knowledge. Make sure to present something new and interesting for the class.

The presenters must submit a list of references used for the project at the end of your presentation. **At least three** current (within 5 years) professional research articles must be included to support the findings and recommendations.

**PART II: Brochure Presentation for Patient Use**

Each team will complete ONE colored brochure of the topic presented. The brochure must be prepared for the general public (people with no dental knowledge) and should be made for clinical use. Make one color copy for your course instructor and make 30 black and white copies for your classmates. Use layman's term and make a professional looking brochure. Make sure to list all the references used (articles, textbooks, webpages, company brochure etc....) at the back page of the brochure with small fonts (like font size 7-8). **Due: Tuesday, December 9 at your presentation time**

**Topics:**

1. **Electric toothbrushes (Which one is good one to use?)**
2. **Topical fluoride vs. Water Fluoridation (How are they different? When to use which products? Is it safe? )**
3. **How to select mouth rinses**
4. **Oral care for cancer patients (Immunocompromised Patients)**
5. **Dental Pit and Fissure Sealants**
6. **Smoking cessation**
7. **Xerostomia**
8. **Dentinal Hypersensitivity Treatment & Prevention**
9. **Prenatal oral care/ oral care during pregnancy/ Pediatric Oral Care (Age 0 to 12)**
10. **Halitosis Prevention**

**Grading Policies, Class Policies and Procedures:**

COURSE LETTER GRADE WILL BE BASED ON THE FOLLOWING SCALE:

- A (100 - 90%)
- B (80 - 89%)
- C (70 - 79%)
- D (60 -69 %)
- F (Below 59%).

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

A minimum grade of C is required to continue in the Dental Hygiene Program and earn Associate Degree in Dental Hygiene from West Los Angeles College.

Course Rules:

1. Attendance is required at all sessions.
2. Tardiness and Unexcused absences will be handled in accordance with the West Los Angeles College's Attendance Policy. (More than two hours of tardiness or unexcused absence may cause withdrawal from the dental hygiene program.)
3. The classroom is a no-phone zone for more effective learning for everyone concerned. Texting during class will NOT be tolerated. Cell phones need to be turned OFF.
4. Any disruptive behavior may result in the exclusion from the class. (Please refer to "Standards of Student Conduct" Fall 2015 Schedule.)
5. Graded examination will be returned in one week after all students have taken them.
6. Mid-term and final examinations are the property of the instructor.
7. Copying questions from exam is an act of cheating.
8. Examination items are from the texts and lecture materials, assigned articles and handouts.
9. Plagiarism is an act of cheating. Please use references for any ideas, words, sentences, phrases, and paragraphs that you borrowed from other source.
10. Please make use of office hours. Your instructor is available for the discussion of all course materials during office hours and/or by appointment.
11. Special Instructional Accommodation: If there are special accommodations that you require to be successful in this course, please discuss your situation with the professor. To receive accommodations for a special need or disability, students must register with the Office of Disabled Student Program and Services, HLRC. Tape recording of lectures and discussions will not be permitted without the consent of the instructor.

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

**Note: The schedule is tentative, therefore, subject to change depending upon the class progress. You are responsible for all the announcement and materials covered during your absence.**

**DH 150: Fall 2015 Schedule**

WEEK	DATE	TOPIC	ASSIGNMENT
1	9/1	Overview of the Course Evidenced-Based Decision Making Primary Preventive Dental Concepts Dental Disease and Conditions Research topic assignment	Darby: Chapter 3, Chapter 4, Chapter 5, Chapter 6
2	9/8	Toothbrushes and Tooth brushing Methods	Darby: Chapter 23
3	9/15	Auxiliary Oral Hygiene Aids	Darby: Chapter 24
4	9/22	Dentifrices, Mouth Rinses, and Chewing Gums	Darby: Chapter 25 & 31
5	9/29	Topical Fluoride	Darby: Chapter 33
6	10/6	Systemic Fluoride	
7	10/13	<b>Case Scenario Quiz</b>	
8	10/20	Pit-and-Fissure Sealants Dentinal Sensitivity	Darby: Chapter 34
9	10/27	<b>MIDTERM EXAMINATION (2 hours)</b>	
10	11/3	CAMBRA, Risk Assessment, Nutritional Counseling Smoking Cessation	Darby: Chapter 35 Darby: Chapter 36
11	11/10	Prenatal and Pediatric Oral Care	Darby: Chapter 54
12	11/17	Preventive Oral Health Care for Geriatric, Disabled, Immunocompromised Patients and Xerostomia	Darby: Chapter 55
13	11/24	<b>Mrs. K Out of Town</b>	
14	12/1	Health Education and Promotion Theories	
15	12/8	Research Presentation	<b>All presentations and brochures Due</b>
	Final Week	<b>FINAL EXAMINATION (2 hours)</b>	Will cover everything

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

Due Date	DH 150 Weekly ASSIGNMENT: Assignments must be turned in as a hard copy. Please type your assignment.
9/8	<p><b>Start of DH Journey. Observe your enemy “Plaque Biofilm”!</b> Start this assignment immediately and continue for 5 days. Disclose your teeth using a disclosing solution applicator from your kit. Paint all the surfaces (mesial, distal, occlusal, buccal &amp; lingual) of all your teeth first. Then rinse your mouth once. Take a frontal smile shot with your camera. Observe disclosed teeth and take your <u>plaque free index</u> on your first day and describe more description of how the disclosed areas are. Tissue conditions, color, shades of disclosing solution, teeth crowding etc...</p> <p>Continue disclose before you brush your teeth every day for 5 days and take a photo of your disclosed teeth every day. On 5<sup>th</sup> day, take another <u>plaque free index</u>. Submit a short report of your findings of the week and what you discovered. Insert your daily photos in small frames on your report paper. We will discuss your findings in class.</p>
9/15	<p><b>Did I get all the surfaces?</b> Use two NEW different kind of toothbrushes from your student kit. Continue disclosing your teeth this week every day, but disclose only after you brush your teeth. Use different toothbrush and tooth brushing methods on different day. (DO NOT FLOSS or use interdental cleaning tools before disclosing!) Do you observe any difference among different brushes and methods? Take a picture of your post brushing disclosed teeth daily. Submit a short report of your findings and what you discovered.</p>
9/22	<p><b>Am I perfect, yet?</b> Continue to disclose your teeth after flossing and brushing or using an interdental aid everyday. Make sure to clean interproximals before you brush. Take a photo of your disclosed teeth every day. Submit the best photo of your disclosed teeth post brushing and interdental cleaning compare to the worst photo of the past weeks. Type a report of your journal about your last three weeks.</p>
9/29	<p><b>Go window shop!</b> You don't have to buy anything, just go to one of major drug stores (Rite Aid, CVS store, Walgreen) or discount stores (Target, K-mart, Wal-mart etc.) or Grocery stores (Ralphs, Vons, Albertson, <u>but not</u> natural store like Whole Foods, Trader Joe's or Sprouts). Visit oral care section and observe what they have. Spend at least 20 minutes observing! Please answer the questions below and write a summary report. Please do not take photographs in the store. It is illegal to take pictures in the store. Their merchandise is their property and taking a photo will be equal to copying their display scheme. If the store person asks you, tell them that you are a dental hygiene student and you are studying oral care products.</p> <ul style="list-style-type: none"> <li>❖ Which store did you go? In which city?</li> <li>❖ Where was the dental section located? How did they display oral care products?</li> <li>❖ What brand is located on the top shelf? How about second one? Or bottom shelf? (Describe the display scheme).</li> <li>❖ Where are toothbrushes located? What their cost range?</li> <li>❖ Where are toothpastes located? What their cost range?</li> <li>❖ Where are flosses or interdental aids? What their cost range?</li> <li>❖ Where are mouthwashes? What are the active ingredients of different mouth wash?</li> <li>❖ Did you find any new products that you were not aware of? List all the products and we can discuss them in class.</li> <li>❖ Please describe your experience of this assignment. What was your thought?</li> </ul>
10/6	<p><b>Let's find research articles!</b> Go to Dentalcare.com. Search for <b>course #340</b> (Strategies for searching the literature using PubMed.) The completion of the course is just for reference, not the assignment. Let's start finding the articles for your presentation. Use PubMed and look for articles for your research topic. Find at least 3 full articles related to your research topic. Submit the abstracts of those articles.</p>
10/13	No assignment due. Study for the quiz

WEST LOS ANGELES COLLEGE  
DEPARTMENT OF DENTAL HYGIENE

<b>10/20</b>	<b>Go to Dentalcare.com.</b> If you have not registered as a student, register now. Click Education Tab. Then click Student Corner. Find Continuing Dental Education Section. <b>Then enter assignment #37277.</b> The course number: # 377 "Caries process and prevention strategies: Risk Assessment" Submit your course completion record.
<b>10/27</b>	No Assignment Due. Study for the exam.
<b>11/3</b>	<b>Anyone Smoking? Am I at Risk?</b> Interview a person who smokes or has smoked previously. Ask if they tried to quit. How they quit or tried to quit. What is hard about quitting? Are they aware of the effects of smoking on periodontium? Submit one page report of what information you obtained and what your thoughts about smoking. Go to: <a href="http://www.phillipsoralhealthcare.com/CARE">www.phillipsoralhealthcare.com/CARE</a> Use risk assessment tool for both caries and periodontal diseases risk for yourself. Print out the report and bring it to the class.
<b>11/10</b>	Sugar Monster? Using worksheet provided in Google Drive, write down everything you consume for 3 consecutive days, including 1 weekend day. Do a carbohydrate analysis for yourself.
<b>11/17</b>	<b>Be a kid. Go to <a href="http://www.Dentalcare.com">www.Dentalcare.com</a> Assignment # 37229. Complete Course # 54 (Basic Techniques for Management of the Infant and Toddler Patient. Submit your assignment through Dentalcare.com.</b>
<b>11/24</b>	Work on your presentation.
<b>12/1</b>	Work on your presentation.
<b>12/8</b>	Patient education brochure is due.
<b>Final Week</b>	Study for the final Exam

**West Los Angeles College  
Dental Hygiene Department**

**DH 150: Evidence Based Educational Presentation and Brochure Grade Form – Fall 2015**

**Student's Name:** \_\_\_\_\_ **Topic:** \_\_\_\_\_ **Total Points:** \_\_\_\_\_ **/100 points**

Criteria	Excellent (A)	Good (B)	Needs Improvement (C)	Unsatisfactory (D)	Omit (F)
<b>Part I: Presentation to Dental Professionals</b>					
<b>Organization, Clarity, and Engagement of Presentation. Understandable Presentation for Professional Audience (25)</b>	20	18	14	12	0
	The information was presented organized, concise, clearly presented to the class. Easy to follow and engaged the audience.	The information was presented fairly well. Organization and Presentation skills need to be improved. The audience was engaging.	The information was presented in disorganized and not clear. The most audience was able to follow.	The information was presented disorganized and not clear. The audience was confused.	No organization, clarity. Audience was lost.
<b>Critical Analysis, Scope, Depth, and Synthesis of the topic information (25)</b>	25	20	18	15	0
	The information was well researched and presented very effectively with critical analysis and synthesis. The depth and scope were well presented.	The information was put together effectively. Additional critical analysis and synthesis would make the presentation perfect.	The information can be better if it was presented with the critical analysis, scope, depth and summary.	Missing critical information. No critical analysis, synthesis of information was missing. The scope, depth and summary was missing.	Could not put the information together.
<b>Visual Aids Effectiveness, Format, Presentation Style, Flow, and Time Limit (15)</b>	10	8	6	4	0
	Visual aids were effectively used. The presentation style was professional and created a nice flow. It was presented within the time limit.	Visual aids were used effectively. The presentation style needs some adjustment. It was presented within the time limit.	Visual aids were used. Needs improvement with the presentation style.	The visual aids were not used effectively. Needs improvement with the presentation style. The presentation was too short or too long.	Visual aids were not used. The presentation style was not effective. The time limit was too short or too long.
<b>Part II: Brochure Presentation for Public</b>					
<b>Organization, Quality, Structure, Flow, Understandable Topic Presentation for Patients (20)</b>	25	20	18	15	0
	The information was organized, professional, and critically thought and presented. patient centered.	The information was put together effectively. One of the following is missing: Organization, professional quality, patient centered.	The Information and thoughts were not organized and not professional quality. Confusing to patients.	The brochure does not have a structure or flow. Wrong critical information. Not patient centered.	Could not put the information together.
<b>Grammars, Spelling, Format of Referencing, Professional Style, Plagiarism (10)</b>	15	13	11	9	0
	No Errors noticed	One Error	Two errors	Three errors	More than three errors
<b>Meeting Due Date (5)</b>	5	3	1	0	0
	Met the due date.	Late submission by one day.	Late submission by 2 days.	Late submission by 3 days.	Late submission more than 4 days.

**Comments:**