

Dental Public Health Sciences 510
Social and Historical Perspectives in Dentistry
Fall 2014

9:30 am - 11:50 am

Course Director: Donald L. Chi, DDS, PhD
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Course website: <https://faculty.washington.edu/dchi/private/dphs510.html>

2 Credits

Location varies

Course Description

This course will guide you through the process of developing critical thinking skills. We adopt a public health framework rooted in the behavioral, social, and public health sciences to help you develop skills that can be used to solve clinically-relevant public health problems. We use principles from evidence-based dentistry in deriving solutions. The lectures, writing assignments, out-of-class assignments, readings, and small group sessions will introduce you to the fundamental principles of dental public health. You will be expected to critically evaluate a real-world dental public health case involving biological, behavioral, social, ethical, and cultural elements; work collaboratively with group members to identify resources and gather information to develop a comprehensive understanding of the problem; develop hypotheses regarding the nature and complexity of the problem; prioritize goals and objectives relevant to the problem; and develop a feasible solution rooted in evidence-based dentistry principles. The course will culminate in a final in-class group presentation, which is an opportunity to demonstrate what your group learned over the course of the quarter and your creativity in deriving a solution.

Educational Goals and Objectives

The goal of this course is to introduce students to public health principles and to help students become independent learners. These are principles that affect the dental profession and the public as a whole but are equally as relevant to the one-to-one interactions between provider and patient. *A successful outcome of this course is a knowledgeable student body energized to play an active role in solving the vexing dental health issues that present in our community and nation.*

Our goal is to help you develop critical thinking skills rather than to impart factual knowledge. You will be expected to do substantial preparatory work outside of class time. Critical thinking skills are fundamental to becoming a competent clinician and a life-long learner.

At the conclusion of this course students will be expected to achieve the following objectives:

1. Demonstrate an understanding of dental public health principles and problems in the United States and Washington State, including how oral health problems affect particular vulnerable subgroups and communities.
2. Analyze public health problems with dental, medical, biological, behavioral, social, ethical, cultural, and community aspects, and formulate a plan for seeking information on various aspects of the problem consistent with good clinical practice and being a continual learner.
3. Demonstrate the ability to identify, understand, and articulate alternative points of view about a public health problem involving dentistry.
4. Evaluate different models of oral health care financing, management, and delivery.
5. Apply the principles of behavioral and social science that pertain to population-centered oral health care and to promotion, improvement, and maintenance of population oral health.
6. Demonstrate basic information search skills to help analyze public health problems, including the use of print and online resources (e.g., Medline, GoogleScholar).
7. Make a coherent, professional presentation of the dental public health problem your group studied and offer viable solutions.
8. Recognize the role of lifelong learning and self-assessment in maintaining competency.

Core Principles That Guide This Course

1. Sickness and illness are features of people and society.
2. Health requires the prevention of illness and the amelioration of sickness.
3. Good oral health is not merely the absence of disease.
4. Oral health is not a luxury. The young, unskilled, elderly, and other members of society that do not produce goods and services desire oral health as much as those involved in the production process.
5. The degree to which individuals express their desire for oral health is a function of behavioral, social, and cultural factors (e.g., past experiences, health literacy, education, social structure).
6. Dentistry exists to meet the needs of people for optimal oral health.
7. The various health professions are interdependent. None of us are completely independent.

Rationale for Problem-Based Learning

What Is Problem-Based Learning?

Problem-Based Learning (PBL) is a student-driven educational approach that uses real-world cases to teach students how to solve clinical problems and generate solutions. The goal of this course is to give students an opportunity to analyze a public health problem, to research and understand it, and then to develop feasible solutions. Small groups should address the most critical problems highlighted in the case. Lectures, out-of-class assignments, writing assignments, and readings provide a basic framework for understanding the problem. The particular problems you will address in your small groups are adapted from the 2000 Surgeon General's Report on Oral Health, Healthy People 2020, and the 2011 Institute of Medicine Report on Improving Access to Oral Health Care for Vulnerable and Underserved Populations.

Required Readings

Borrell LN, Crawford ND. [Social disparities in periodontitis among United States adults 1999-2004](#). Community Dent Oral Epidemiol. 2008 Oct;36(5):383-91.

Chi DL. [Reducing Alaska Native paediatric oral health disparities: a systematic review of oral health interventions and a case study on multilevel strategies to reduce sugar sweetened beverage intake](#). Int J Circumpolar Health. 2013;72:21066.

Mobley C, Marshall TA, Milgrom P, Coldwell SE. [The contribution of dietary factors to dental caries and disparities in caries](#). Acad Pediatr. 2009 Nov-Dec;9(6):410-4.

Skillman SM, Doescher MP, Mouradian WE, Brunson DK. [The challenge to delivering oral health services in rural America](#). J Public Health Dent. 2010 Jun;70 Suppl 1:S49-57.

Shuler CF. [Keeping the curriculum current with research and problem-based learning](#). J Am Coll Dent. 2001;68(3):20-4.

Treadwell HM, Northridge ME. [Oral health is the measure of a just society](#). J Health Care Poor Underserved. 2007 Feb;18(1):12-20.

Student Expectations

Lectures

Arrive on time. Before lecture begins, turn off all personal cell phones. Be ready to actively learn, listen, and participate. Be respectful and courteous. All PowerPoint slides presented in class will be uploaded onto the course website within 48 hours of the lecture.

Small Group Sessions

Arrive on time. Students are expected to come to all sessions ready to actively participate in all discussions. If you need to miss a small group session, notify your small group facilitator in advance. Most small group facilitators can be reached by email (see Personnel Contact Information section below). Students who miss more than one session are required to complete an extra assignment to receive a passing grade. The student is responsible for obtaining this assignment from the course director. Participation will be evaluated using the following criteria:

- Showing up to small group sessions on time
- Being prepared to discuss research findings relevant to the case
- Displaying initiative in completing out-of-class tasks
- Participating actively in discussions
- Listening respectfully to alternative viewpoints
- Engaging in constructive dialogue with classmates and facilitators

Final Examination

The in-class final examination will include multiple choice questions and short answers. The closed-book examination will draw from the required readings and materials covered in lecture. The examination will test your understanding of broader concepts rather than detailed facts. You will be asked to apply the skills and knowledge gained from the lectures, readings, Medicaid assignment, critical summaries, and small group discussions.

Final Group Presentation

Each small group is responsible for preparing and delivering a **15-minute** presentation that: 1) briefly summarizes the problem the small group has been studying; and 2) describes potential solutions to the problem that demonstrate the application of the dental public health principles discussed in this course.

The presentation should be prepared using Microsoft PowerPoint. Students may wish to include handouts along with their presentations. A copy of the PowerPoint slide presentation (PC or MAC format) should be emailed to the Course Director (dchi@uw.edu) **before 5PM on November 17th**. If you have handouts, your group is responsible for making copies. All of the presentations will be pre-loaded onto a computer in the classroom.

The presentations will be evaluated using the following criteria:

- Completing the presentation within the allotted 15 minutes.
- The public health problem is clearly defined
- Solution is comprehensive and creative
- Presentation is professional, organized, logical, and easy to understand

Evaluation

The course is graded Pass, Fail, or Honors. To receive a passing grade, you must receive at least 70 points (see Point Distribution below), which requires that you: attend all lectures and small group sessions; actively participate during lectures and small group sessions; submit high-quality weekly critical summaries on-time; pass the in-class final examination; contribute to your group's class presentation; and complete an online course evaluation. We reserve the right to assign Honors to students who demonstrate exceptional performance.

Attendance and Participation	20 points
Medicaid Assignment and Critical Summaries	20 points
Final Exam	40 points
Final Group Presentation	20 points
Total	100 points

DPHS 510 Personnel Contact Information

Course Director

Donald L. Chi, DDS, PhD, Associate Professor

Department of Oral Health Sciences

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Course Coordinator

Kathy Hobson

Department of Oral Health Sciences

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Small Group Facilitators

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Department of Oral Health Sciences

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Librarians**Terry Jankowski, MLS, AHIP, Head of User Experience**

Health Sciences Libraries (HSL)

Office: T214 (HSL), Phone 543-3397, Email: terryj@uw.edu

<http://libguides.hsl.washington.edu/jankowski/>

Jonathan Potter, EWU Allied Health Sciences Librarian

Office: 2SAC, Phone: 509-368-6557, Email: jonathan.potter@mail.ewu.edu

Competencies Addressed and Assurance of Competency

UW Competency #	UW School of Dentistry Competency	Assurance of Competency
18	Practice dentistry within the ethical standards of the dental profession and the law. (2-20; 2-21)	Final presentation
19	Utilize information technology resources in contemporary dental practice. (2-24)	Critical Summaries Final examination Final presentation
21	Recognize the role of life-long learning and self-assessment in maintaining competency.	Medicaid assignment Critical Summaries Final presentation
22	Utilize critical thinking in assessing technical and scientific information for use in identifying patient needs and treatments.	Critical Summaries Final presentation
24	Evaluate different models of oral health care management and delivery.	Final presentation