Study Guide

***College of Dentistry, Lahore Medical & Dental College* COMMUNITY & PREVENTIVE DENTISTRY CURRICULUM (2022-2023)**



|  |  |  |
| --- | --- | --- |
| ***Course Director:***  Prof. Dr. Nazli Shujaat | BDS, MSc (UK), F.I.C.D (USA) | Head of Department |
| ***Contributors:*** |  |  |
| Dr. Syeda Lalarukh Saba Shah | BDS, MPH | Assistant Professor |
| Dr. Mariam Fatima | BDS, MPH | Assistant Professor |
| Dr. Zarish Nasir | BDS | Demonstrator |
| Dr. Syed Hussain Al Hussaini | BDS | Demonstrator |

# INTRODUCTION:

Community & Preventive Dentistry or Dental Public Health is a broad subject which seeks to expand the focus and understanding of the dental profession on the range of factors that influence oral health and most effective means of preventing and treating oral health problems.

# OBJECTIVES:

* To encourage students to develop analytical skills and intriguing approach to the delivery of Dental care.
* To understand and explore the factors determining Oral Health and the most effective ways of preventing and treating Oral Diseases and reducing inequalities.

# COMPETENCIES:

### Major Competence:

Improving Oral Health of individuals, families, community and country.

### Supporting Competence:

* Be able to apply the Principles of Health Promotion and disease prevention.
* Be able to understand the need of geriatric patients and complex relationship or Oral and general aging changes and diseases of such patients.
* Have knowledge of the Health Care System and provision of health care to the community and hospital services.
* Be competent in understanding the complex interactions between Oral health nutrition, general health, drugs and diseases that can have an impact on Oral health and Oral diseases.
* Have knowledge of the prevalence of common Oral diseases in the country of practice.
* Be able to evaluate the social and economic trends and their impact on Oral Health care.
* Have knowledge of the importance of community based preventive measures.
* Be able to carry out Oral Health Promotion & Education Programs for groups, children and adults.
* Advocate Community based preventive measures such as *Water Fluoridation.*
* Be able to provide Health care in the community with full understanding of social, cultural and environmental factors which contribute to health or illness.
* Should have adequate knowledge of Evidence Based Dentistry and Basic Biostatistics and should be able to apply these in their own research.
* Have knowledge of country regulations governing the dental profession and the professional organizations and associations, both in-country and abroad.

**Total number of Lectures and Practicals:**

* Lectures:
* Practicals/ OSPE+ PBL Sessions:

|  |  |
| --- | --- |
| **MODULE NUMBER OF LECTURES** | |
| Module I | 30 |
| Module II | Lectures = 30 Practicals/ OSPE = 70 |
| Module III | 24 |
| Module IV | 24 |
| Module V | 6 |

# COURSE OUTLINE

**Sr#**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr#** | **LECTURE/ DISCUSSION TOPICS** | **FACILITATOR** | **MIT** |
|  | ***MODULE I: DENTAL PUBLIC HEALTH*** | | |
| 1 | Principles of Dental Public Health | Prof. Dr. Nazli Shujaat |  |
| 2 | Determinants of Health | Prof. Dr. Nazli Shujaat |  |
| 3 | Public Health Approaches to prevention | Prof. Dr. Nazli Shujaat |  |
| 4 | Clinical Iceberg | Dr.Mariam Fatima |  |
|  | ***MODULE II: ORAL EPIDEMIOLOGY*** | | |
| 5 | Overview of Epidemiology | Prof. Dr. Nazli Shujaat |  |
| 6 | Evidence-Based Dentistry | Dr. Syeda Lalarukh Saba Shah |  |
| 7 | Surveying and Oral Health Surveys | Dr. Syeda Lalarukh Saba Shah |  |
| 8 | Oral Indices | Dr. Mariam Fatima |  |
| 9 | Dental Auxiliaries (Profession Complementary to Dentistry) | Dr. Syeda Lalarukh Saba Shah |  |
| 10 | Epidemiology of Oral Diseases | Prof. Dr. Nazli Shujaat |  |
|  | ***MODULE III: PREVENTION & ORAL HEALTH PROMOTION*** | | |
| 11 | Sugar and Caries Prevention | Prof. Dr. Nazli Shujaat | On-Campus/ Online |
| 12 | Oral Cancer Prevention | Prof. Dr. Nazli Shujaat | On-Campus/ Online |

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr# LECTURE/ DISCUSSION**  **TOPICS** | | **FACILITATOR** | **MIT** |
| 13 | Prevention of Periodontal Diseases | Prof. Dr. Nazli Shujaat |  |
| 14 | Fluoride and Fissure Sealants | Prof. Dr. Nazli Shujaat |  |
| 15 | Prevention of Dental Trauma | Prof. Dr. Nazli Shujaat |  |
| 16 | Principles of Oral Health Promotion | Prof. Dr. Nazli Shujaat |  |
| 17 | Oral Health Education | Dr. Syeda Lalarukh Saba Shah |  |
| 18 | Nutrition and Oral Health | Dr. Mariam Fatima |  |
| 19 | How to carry out Atraumatic Restorative Treatment (ART) on Decayed Teeth | Dr. Mariam Fatima |  |
| 20 | Oral Hygiene Aids (Types of Brushing Techniques,  Flossing, Dentrifices) | Dr. Mariam Fatima |  |
| 21 | Disclosing Agents | Dr. Mariam Fatima |  |
|  | ***MODULE IV: HEALTH SERVICES*** | | |
| 22 | Overview of Health Care Systems | Prof. Dr. Nazli Shujaat |  |
| 23 | Planning Dental Services | Prof. Dr. Nazli Shujaat |  |
| 24 | Financing Oral Health Care | Dr. Mariam Fatima |  |
| 25 | Problems with Health Services | Prof. Dr. Nazli Shujaat |  |
|  | ***MODULE V: BIOSTATISTICS*** | | |
| 26 | Overview of Biostatistics | Dr. Syeda Lalarukh Saba Shah |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr# LECTURE/ DISCUSSION**  **TOPICS** | | **FACILITATOR** | **MIT** |
| 27 | Sampling Techniques | Dr. Syeda Lalarukh Saba Shah |  |
| 28 | Data & Types of Data | Dr. Syeda Lalarukh Saba Shah |  |
| 29 | Introduction to Parametric and Non- Parametric Tests | Dr. Mariam Fatima |  |
| 30 | Dental Ethics | Dr. Mariam Fatima |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr#** | **PRACTICAL TOPIC** | **FACILITATOR** | **MIT** |
| 1 | Tooth Notation | Dr. Syeda Lalarukh Saba Shah |  |
| 2 | Tooth Brushing | Dr. Syeda Lalarukh Saba Shah |  |
| 3 | DMFT | Dr. Syeda Lalarukh Saba Shah |  |
| 4 | CPITN | Dr. Mariam Fatima |  |
| 5 | Instruments (Identification) | Dr. Mariam Fatima |  |
| 6 | Materials (Identification) | Dr. Mariam Fatima |  |
| 7 | Cross Infection Protocol | Dr. Mariam Fatima |  |

#### Prof. Dr. Nazli Shujaat

Head of Department Community & Preventive Dentistry

LMDC, Lahore

**MODULE I: DENTAL PUBLIC HEALTH**

**Weightage**

23%

**No. of Seqs**

1

**No. Of Mcqs**

5

K= Knowledge S= Skill

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| By the end of this module, students should be able to: | Lecture & | ✅ |  | MCQs |
|  | PBL |  | SEQs |
| * Define Dental Public Health * Identify the links between clinical practice and dental public health | Sessions |  |  |
| * Outline the criteria used to determine if a condition is a public health problem |  |  |  |
| * Describe the concepts of health, disease and illness from the perspective of a |  |  |  |
| professional and lay person |  |  |  |
| * Outline the nature of and explanation for, Inequalities in health |  |  |  |
| * Describe the basis of common risk/ health factor approach |  |  |  |
| * Describe different strategic approaches in prevention |  |  |  |
| * Describe the rationale for choosing between approaches |  |  |  |
| * Outline the principles of screening * Design a strategy to tackle a major oral health problem |  |  |  |

## MODULE II: ORAL EPIDEMIOLOGY

|  |  |  |
| --- | --- | --- |
| **Weightage** | **No. of Seqs** | **No. of Mcqs** |
| **Theory: 24%**  **Practical/ OSPE: 83%** | 5 | 15 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| By the end of this module, learners should be able to: | Lectures | ✅ |  | MCQs |
|  | PBL |  | SEQs |
| * Define epidemiology and its requirements * Describe the uses of epidemiology * Classify epidemiological studies * Outline the steps necessary to undertake and epidemiological study | Sessions  Small Group Teachings |  | VIVA |
| * Describe the different types of epidemiological studies and how they are applicable to dental |  |  |  |
| care |  |  |  |
| * Understand the principles of measuring dental disease |  |  |  |
| * Classify surveys and be able to outline its steps |  |  |  |
| * Describe the ideal features of an index and know some of the limitations of existing |  |  |  |
| indices |  |  |  |
| * Describe the index ages and correlate them with surveys and health |  |  |  |
| * Classify Dental Auxiliaries * Describe the trends in Oral health of children and adults |  |  |  |
| * Describe the trends in oral health inequality * Discuss the implications of these trends for oral health care |  |  |  |
| * Define the terms *Evidence Based Medicine (EBM)* and *Evidence Based Dentistry (EBD)* |  |  |  |
| * Implement and EBD approach to a clinical problem |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| **OSPE/ Practical skills:**  By the end of the practical skills teaching, students/ learners should be able to:   * Identify and differentiate between different instruments * Demonstrate the practical application of each instrument * Identify different filling and ART materials and be able to demonstrate the mixing and application of the mentioned * Should demonstrate the correct method of Periodontal Probing on Typodont * Should demonstrate full knowledge of all steps of Periodontal Probing including placement of instrument and application required force on gingiva * Demonstrate full knowledge of ***dmf*** and ***DMFT*** and be able to measure and calculate ***DMFT*** from any patient scenario on models * Illustrate complete knowledge of all brushing techniques and should be able to perform each technique on given model | OSPE | ✅ | ✅ | OSPE/ VIVA |



**MODULE III: PREVENTION & ORAL HEALTH PROMOTIONS**

|  |  |  |
| --- | --- | --- |
| **Weightage** | **No. of Seqs** | **No. of Mcqs** |
| **24%** | 3 | 10 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| By the end of this module, students/ learners should be able to: | Lecture | ✅ |  | SEQs |
|  | PBL |  | MCQs |
| * Define Oral Health Promotion * Apply the knowledge of principles of health promotion and disease prevention in creating | Sessions  Small |  | VIVA |
| strategies for this purpose | Group |  |  |
| * Illustrate the need of geriatric patients and complex relationship of Oral and General aging | Teachings |  |  |
| changes and diseases of such patients |  |  |  |
| * Apply the concepts of disease etiology, its prevention and impact on the population by |  |  |  |
| designing and conducting a survey |  |  |  |
| * Outline the key principles of oral health promotion |  |  |  |
| * Describe the five areas for action outlined in the Ottawa charter and provide oral health examples |  |  |  |
| of each |  |  |  |
| * List potential partners and settings for oral health promotions |  |  |  |
| * Outline key findings of effectiveness reviews of oral health promotion |  |  |  |
| * Describe briefly how the action of fluoride was discovered |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| * Describe how fluoride works in the prevention of dental caries | Lecture | ✅ |  | SEQs |
| * List and describe the methods of fluoride delivery | PBL  Sessions |  | MCQs |
| * Be able to describe the advantages and disadvantages of each mode of delivery | Small |  | VIVA |
| * Analyze the arguments for and against the sue if fluoride in caries prevention | Group  Teaching |  |  |
| * Outline the public health importance of fissure sealants |  |  |  |
| * Present a classification of sugars based upon several types of classification |  |  |  |
| * Critically outline the principal sources of evidence on the relationship between sugar |  |  |  |
| consumption and caries development |  |  |  |
| * Describe ways of assisting individuals to reduce their sugar consumption |  |  |  |
| * Outline approaches t o r educe sugars consumption at population level |  |  |  |
| * Outline the principal epidemiological facts for Oral Cancer |  |  |  |
| * Describe the etiology of Oral Cancer * Identify opportunities for prevention of oral cancer within the clinical environment |  |  |  |
| * Outline a range of public health approaches to oral cancer prevention |  |  |  |
| * Describe the key epidemiological features of periodontal diseases |  |  |  |
| * Outline the main etiological factors in periodontal disease |  |  |  |
| * Critically assess preventive options for periodontal disease |  |  |  |
| * Outline preventive and health promotion approaches appropriate for the prevention of |  |  |  |
| periodontal diseases |  |  |  |
| * Define health education |  |  |  |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| * Outline key messages in oral health education. * Describe the steps involved in oral health education. | Lecture  PBL | ✅ |  | MCQs  SEQs |
| * Present an overview of the different methods and materials used in health education | Sessions |  | VIVA |
| * Outline the principles of evaluation of health education | Small  Group |  |  |
| * Describe the the epidemiology and etiology of dental trauma and its impacts. | Teaching |  |  |
| * Outline the primary and secondary prevention of trauma. |  |  |  |
| * Describe the limitations of treatment in dental trauma and its preventive options |  |  |  |
| * Assess the oral health issues of old age and describe the factors limiting the access to receive |  |  |  |
| care |  |  |  |
| * Define, outline and describe different forms of disability and impairment. |  |  |  |
| * Present an overview of the practical aspects of preventing oral disease. |  |  |  |
| * Classify nutrients and describe each * Outline and identify Oral manifestations associated with malnutrition |  |  |  |
| * Assess patient’s nutritional status and nutritional problems |  |  |  |
| * List and give practical application of dietary counseling and advice |  |  |  |
| * Define oral health education and be able to describe its objectives and principles |  |  |  |
| * Enlist and describe the education process including the domains of learning |  |  |  |
| * Identify and explain general educational theories and models |  |  |  |
| * Describe the approaches in oral health education and health promotion |  |  |  |
| * Identify, describe and have practical knowledge of *Atraumatic Restorative Treatment (ART)* |  |  |  |



**MODULE IV: HEALTH SERVICES**

|  |  |  |
| --- | --- | --- |
| **Weightage** | **No. of Seqs** | **No. of Mcqs** |
| **24%** | 3 | 5 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| By the end of this module, students should be able | Lectures | ✅ |  | SEQs |
| to: |  |  |
|  | PBL |  | MCQs |
| * Outline the range of the factors that influence the development of health care systems | Sessions | VIVA |
| * Describe the different components of a health care system | Small  Group |  |
| * Outline criteria by which health care systems could be evaluated | Teachings |  |
| * Provide a definition of planning and outline the basic steps of planning cycle |  |  |
| * Describe the range of information needed in planning dental services. |  |  |
| * Define concepts of need * Outline the range of measures that are used in socio-dental measures |  |  |
| * Define quality of health care and outline the principles of clinical governance |  |  |
| * Understand the reason why health economics are part of modern health services |  |  |
| * Briefly explain the work done in dentistry * Describe the common problems with health care delivery |  |  |
| * Define the terms *“access to care”* and *“barriers to care”* |  |  |
| * Briefly outline how the barriers to care might be overcome for disadvantaged groups |  |  |
| * Define the term inequality and its relationship to the receipt of care and experience of poor health |  |  |

**MODULE V: BIOSTATISTICS**

|  |  |  |
| --- | --- | --- |
| **Weightage** | **No. of Seqs** | **No. of Mcqs** |
| **6%** | 3 | 10 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **MIT** | **K** | **S** | **Mode of Assessment** |
| By the end of this module, students should be able to:   * Define statistics and biostatistics * Describe the various methods of presentation of data * Classify and describe various sampling techniques and be able to apply that knowledge in a scenario * Describe the measures of central tendency and dispersion * Outline the characteristics of normal distribution and be able to draw a labeled diagram * Describe various aspects of statistical influence * Classify and explain the various tests of significance | Lectures  PBL  Sessions | ✅ |  | SEQs MCQs VIVA |

* Revision classes and tests will commence after course completion.
* Tentative date for Send up ( ) August, 2020.
* Send up examination will be set on the pattern of UHS Professional exam.

##### Policy for missed Research assignments/ Presentations:

1. Students have to provide valid reasons for missed test and assignments.
2. Students must inform HOD prior to the date of scheduled assessment.
3. Course Director has Discretionary power over the final decision.

##### Policy for Attendance:

1. Those who show up within first 10 minutes will be marked **“Present”**
2. Those who show up after 10 minutes of starting period will be marked **“Late”**
3. 03 Lates will be considered equal to **“01 Absent”**

## TABLE OF SPECIFICATIONS OF COMMUNITY & PREVENTIVE DENTISTRY

Group presentations for the topics of **Community & Preventive Dentistry** have been scheduled as follows. The Those members, who will not be presenting, will be involved in the question answer session at the end of the presentation. All students will be graded according to their performance & marks will be added to their internal assessment.

Each group is directed to discuss & finalize the contents of their presentation with the supervisors prior to the scheduled presentations

|  |  |  |
| --- | --- | --- |
| **TOPICS SEQs MCQs** | | |
| Balanced diet (Nutrition in health and disease) | 1 | 2 |
| Dental Auxiliaries | 1 | 1 |
| Indices of Oral Diseases | 2 | 4 |
| Dental Public Health | 1 | 7 |
| Fluorides and Dental Caries | 2 | 5 |
| Epidemiology of Oral Diseases | 1 | 0 |
| Biostatistics | 2 | 4 |
| ART | 1 | 0 |
| Oral Cancer | 1 | 1 |
| Epidemiology | 1 | 5 |
| Prevention of Oral/ Periodontal Diseases | 1 | 11 |
| Health Education | 1 | 2 |
| Survey, Planning and Education | 0 | 1 |
| Behavioral Sciences | 0 | 2 |
| **TOTAL** | **15** | **45** |

## 2ND PROFESSIONAL UNIVERSITY EXAMINATION

Total marks: 200

|  |  |  |
| --- | --- | --- |
| **WRITTEN EXAM= 90**  **Marks**  SEQs: 45 Marks  MCQs: 45 Marks | **VIVA/ ORAL & PRACTICAL EXAMINATION= 90**  **Marks** | **INTERNAL ASSESSMENT= 20**  **Marks**   * *10 Marks included in Written*   *Exam*  5 Module Tests= 1.5 Marks each  1 Send up= 2.5 Marks   * *10 Marks included in Practical*   *Exam*  Attendance= 5 Marks  Research/ Presentation= 2.5 Marks  Attitude & Demeanor= 2.5 Marks |

# RECOMMENDED TEXTBOOKS:

* Fundamentals of Community & Preventive Dentistry

*Nazli Gul Ghani, Shujaat H. Idris*

* Textbook of Community & Preventive Dentistry

*Hiremath*

* Textbook of Preventive and Community Dentistry

*Joseph John*

# REFERENCE BOOKS:

* Prevention of Oral Disease
* Essential Dental Public Health

*Murray, Nunn, and Steele*

* Dental Public Health
* Community Oral Health
* Dental Public Health
* Epidemiology

*Daly, Watt, Batchelor, and Treasure*

*Meera Patel & Nakul*

*Cynthia M Pine*

*Prof. Dr. M.A. Soofi*

*Mausner & Bahn*

##### Prof. Dr. Nazli Shujaat

*Head of Department Community & Preventive Dentistry*