

1	Course title	Community Dental Health Theory
2	Course number	1303587
3	Credit hours (theory, practical)	1 credit hour
	Contact hours (theory, practical)	15 contact hours
4	Prerequisites/co-requisites	
5	Program title	Doctor of Dental Surgery (DDS)
6	Program code	NA
7	Awarding institution	The University of Jordan
8	Faculty	Faculty of Dentistry
9	Department	Paediatric Dentistry, Orthodontics and Preventive Dentistry
10	Level of course	Bachelor
11	Year of study and semester (s)	5th year – 2 <sup>nd</sup> semesters
12	Final Qualification	DDS
13	Other department (s) involved in teaching the course	Department of Oral and Maxillofacial Surgery, Oral Medicine and Periodontology
14	Language of Instruction	English
15	Date of production/revision	Feb 2020

**16. Course Coordinator:**

Dr. Ahmad Aljafari  
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**17. Other instructors:**

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Dr Hamza Alduraidi	h.alduraidi@ju.edu.jo
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**18. Course Description:**

This course aims to introduce students to basic principles of public health in general and dental public health in particular. The students will learn: basic principles of public health, factors determining oral health and how they are measured, community approach to disease prevention and reducing inequalities, and basic principles of oral health promotion.

**19. Course aims and outcomes:**

A- Aims:
<ul style="list-style-type: none"> <li>• Endorsing the theoretical knowledge of students</li> </ul>
<ul style="list-style-type: none"> <li>• Application of epidemiologic principles and methodology in assessing oral health status and determinants of oral health in communities and populations.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of trends in the distribution of oral diseases and conditions, and risk factors for the diseases in different population groups.</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation of the scientific basis for currently accepted preventive procedures in dentistry.</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation of the efficacy, effectiveness, advantages, disadvantages, appropriateness, and costs of various preventive procedures..</li> </ul>
<ul style="list-style-type: none"> <li>• Determining appropriate preventive methods for patients and community programs in light of disease epidemiology, demographic trends, and resources available</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation of the evidence regarding interrelationships between oral and systemic health, focusing on diabetes mellitus, cardiovascular diseases, adverse pregnancy outcomes, and pneumonia</li> </ul>
<ul style="list-style-type: none"> <li>• Define and differentiate between private health care, public health and community dental health. •</li> </ul>
<ul style="list-style-type: none"> <li>• Identify the components of research design.</li> </ul>
<ul style="list-style-type: none"> <li>• Define the purpose of dental hygiene research and compare research designs</li> </ul>
<b>B-Intended Learning Outcomes (ILO's):</b> upon successful completion of this course, students will be able to ...
I. Knowledge and understanding, student should:
A1) Identify links between clinical practice and dental public health.

A2) Outline the criteria used to determine if a condition is a public health problem
A3) Understand the principles of measuring dental disease.
A4) Outline key findings of the effective reviews of oral health promotion
A5) Understand different methods and materials used in health education.
A6) Understand the main types of economic analyses.
A7) Identify which patient population is at increased risk for oral diseases.
A8) Identify types of indices; utilizing and calculating different indices used in oral epidemiology.
A9) compare various methods to establish priorities when planning community-based programs.
II. Intellectual skills, with ability to:
B1) Describe the implications of oral health trends in Jordan.
B2) Describe the steps involved in planning health education
B3) Present public health approaches to the prevention of traumatic dental injuries.
III. Subject specific skills, with ability to:
C1) Determine a dental public health problem and different strategies for dental health management.
C2) Plan appropriate health education. Basic knowledge of statistics related dental public health
IV. Transferrable Skills:
Describe some key statistical considerations in good study design.
D2) Understand the different types of epidemiological study and how to apply to dental care.
D3) Describe how to undertake the critical appraisal of an article in a scientific journal.

**20. Topic Outline and Schedule:**

- Evaluation for each topic is explained in section 22
- References for each topic is mentioned in section 25

Lecture no.	Subject	Material covered
1-7	Biostatistics	
8	Introduction to the principles of public health Determinants of health	<ul style="list-style-type: none"> <li>• Definition of dental public health including criteria used to determine if a condition is a public health problem</li> <li>• The underlying range of factors that determine people's health</li> <li>• The nature of and explanations for inequalities in health</li> <li>• The basis for the common risk/health factor approach</li> </ul>
9	Critical appraisal of literature	<ul style="list-style-type: none"> <li>• Definition of critical appraisal</li> <li>• Reasons why the literature needs to be appraised</li> <li>• How to undertake the critical appraisal of an article in a scientific journal</li> <li>• The key statistical considerations in good study design</li> </ul>
10	Principles of oral health promotion	<ul style="list-style-type: none"> <li>• Definition of oral health promotion</li> <li>• Key principles for oral health promotion</li> <li>• Potential partners and settings for oral health promotion</li> <li>• Key findings of the effectiveness reviews of oral health promotion</li> <li>• The importance of the concepts of behavior change to dental practice</li> <li>• The main elements of a selection of important theories of change</li> <li>• Important lessons for application in the clinical setting</li> </ul>
11	Program planning and evaluation	<ul style="list-style-type: none"> <li>• Effective community programs. Criteria</li> <li>• Planning for community programs</li> <li>• Compare program planning to individual patient treatment planning</li> <li>• Crucial aspects of effective program evaluation</li> <li>• Reasons for doing a program evaluation</li> <li>• Design part of a program evaluation instrument</li> </ul>
12-14	epidemiology	<ul style="list-style-type: none"> <li>• Definition of epidemiology</li> <li>• Understanding epidemiology</li> <li>• Basic principles of epidemiology</li> <li>• Oral disease pattern in man</li> <li>• Dental and periodontal indices</li> <li>• Prevalence, incidence, descriptive epidemiology</li> <li>• Differences between observational and experimental studies</li> <li>• Clarify the difference between cross-sectional, case control and cohort studies</li> <li>• Applying epidemiology in public health practice</li> </ul>
15	Revision and questions before the exam	

**21. Teaching Methods and Assignments:**

*Duration:* 15 weeks = 14 weeks teaching + 1 week exams

*Lectures:* 14 hours (1 lecture of 1 hour per week for 14) weeks

**22. Evaluation Methods and Course Requirements:**

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

1. Field visit

Course Requirement: Each student is required to complete one community based service visit. This integral part of the curriculum takes students outside of the School's clinics and campus to connect with diverse segments of the public and come to understand the impact of social, cultural, and economic forces on oral health care. The service learning visits are also an innovative and sustainable model for increasing access to care within the community and provides dental students and faculty with multiple opportunities to work with community partners in existing service programs where oral health education and services can be readily implemented.

2. **Midterm exam** (MCQs or essays) 40 points

3. **Final Exam:** 60 points. MCQs or essays

**23. Course Policies:**

**A- Attendance policies:**

Lecture attendance is obligatory. The hand-out and recommended textbook are not comprehensive and additional material will be covered in lectures. You are responsible for all material covered in lectures and material covered in e-learning discussions. Students are not allowed to enter lecture room after 5 minutes of its start. Marks are not awarded for attendance. Students are not allowed to attend final exam if they exceed the permitted percentage set in the UJ's regulations.

**B- Absences from exams and handing in assignments on time:**

The student will be allowed to set for a make-up exam (usually essay) if he/she did not attend the exam due to an acceptable excuse and the excuse was presented in due time as set in the UJ's regulations. If he/she did not attend an exam without an acceptable excuse the student's mark for that exam will be zero. Contributions in e-learning forums are accepted if submitted 24 hours before time of final exam.

**C- Health and safety procedures:**

No special recommendations.

**D- Honesty policy regarding cheating, plagiarism, misbehavior:**

Cheating is considered an unacceptable behavior in exams and a reason for unsuccessful course result. Please refer for your **Student Guide** book for detailed regulations.

**E- Grading policy:**

Percentage marks are converted to letters. (A)/(A-) are usually given for top 10-15% of students. Percentage mark < 50 does not mean a mark of (D-) or (F).

**F- Available university services that support achievement in the course:**

Students can utilize UJ's medical or main library facilities. In addition, they can access e-journals and e-books within campus. They can access the Moodle e-learning through the UJ's wireless internet facilities for free or through the computer lab in the Faculty of Dentistry. A lot of other facilities and support can be provided through the Deanship of Student Affairs.

**24. Required equipment:**

None special

**25. References:**

- Essential Dental Public Health; by [Blanaid Daly](#) (Author), [Richard G. Watt](#) (Author), [Paul Batchelor](#) (Author), [Elizabeth T. Treasure](#) (Author), 2002, Oxford University Press.
- Munro B.,ed (2006) statistical methods for health care research. 5<sup>th</sup>. Ed.philadelphia : Lippincott.
- Daniel. W.W. (2005) biostatistics: A foundation for analysis in the health sciences. New jersey: john Wiley & sons Inc
- The statistical package for social sciences ( SPSS) Ersion 10 And Above Will Be Used For Exercises And Explanation
- Howitt, D., and Cramer, D. (2005) introduction to SPSS in psychology for SPSS 10,11,12, AND 13 ( 3<sup>red</sup>) Harlow: Pearson.
- Access the periodicals online within the campus net: <http://e-library>
- Susan K. Grove (2007). Statistics for health care research- a practical workbook. Elsevier health. USA

Name of Course Coordinator: Dr Ahmad Aljafari      Signature:                      Date: Feb. 2020

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----

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Assistant Dean for Quality Assurance  
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