



HPM 750

Introduction to Dental Public Health

(Credit Hours: 3)

Department of Health Policy and Management
School of Public Health

Fall, 2009 Syllabus

Class Location (1101-F McGavran-Greenberg Hall)

Meeting Times (Monday's 05:15-07:50 p.m.)

Faculty: Gary Rozier

Adm Assistant: None

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Location:

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Office Hours: Mondays 4:00-5:00 p.m.

Office Hours:

Course Overview

The purpose of the course is to expose the student to the philosophy, practice and scope of dental public health as it exists in the health care system today. Four areas identified by the American Board of Dental Public Health as knowledge needed for the specialty practice of dental public health (administration, research, prevention, delivery and financing of dental care) are used as a framework for examining dental public health practice. The organization, delivery and financing of oral health care, primarily in the United States; and how public health dentistry does and should fit into the health care system are emphasized.

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>Competencies</i>
1	Understand the philosophy on which the practice of dental public health is based.	Community and Public Health Orientation Professionalism
2	Explore and analyze the scope of practice for the specialty of dental public health.	Community and Public Health Orientation Professionalism
3	Develop an understanding of the scientific method as a basis for clinical practice, program management, health policy formulation and research, and apply this knowledge to current problems in dental public health.	Analytical Thinking Change Management Political Savvy

4	Understand past, current, and emerging issues in oral health care financing, insurance, delivery, organization, policy, administration, access, and quality in the United States.	Analytical Thinking Systems Thinking
5	Explore and analyze an important dental public health issue and recommend realistic approaches to addressing the issue.	Analytical Thinking Innovative Thinking
6	Discuss and debate complex issues in dental public health and population oral health.	Communication Skills Professionalism

Resources

Website

HPM 750 has its own website using Blackboard software. (See <http://blackboard.unc.edu>.) This syllabus is on the website.

Be sure to check that the email address Blackboard has for you is correct. Click on the “Bb Desktop” tab in Blackboard and then click on “Personal Information.” If you need to change your email address, click on “Edit Personal Information” and follow the directions. Note that you need to change your email address in both Blackboard and the On-Line Campus Directory.

Text and Other Course Materials

This course does not require a textbook. However, you should consider purchasing a text for public health dentistry as a reference tool for not only this course but subsequent dental public health courses (HPM 751 and 752) and your professional career. The primary text is:

Burt BA, Eklund SA. *Dentistry, Dental Practice, and the Community*. 6th Edition. Philadelphia: WB Saunders, 2005 (order through Caduceus Bookstore or Elsevier publishers).

A number of journal articles and other documents are required reading. Most are available online at the web address given in the course syllabus or through Blackboard. Those that are available only as printed material will be distributed in class or made available in Blackboard.

Web Sources

A large number of agency websites provide important information useful to discussions in this course. These are for oral health programs at the Centers for Disease Control and Prevention, the Health Resources and Services Administration, the Centers for Medicare and Medicaid Services, the Indian Health Service, the National Center for Health Statistics, and the National Institute for Dental and Craniofacial Research, as well as various foundations such as the Children’s Dental Health Project. Some of these websites are identified under specific topics throughout this syllabus. Review of websites is not required. You also might want to subscribe to the dental public health listserv managed by Robert Weyant at the University of Pittsburgh. To manage your subscription go to: <http://list.pitt.edu/mailman/listinfo/dental-public-health>.

Requirements and Expectations

Class Participation:

You will be required to read the equivalent of about four scientific articles each week. You should be prepared for in-depth discussions of these readings. We also will discuss one case study on ethical issues associated with access to dental care. Some weeks, students will be asked to serve as the discussion leader for portions of the class. In preparing for and leading the discussion about the assigned topic, the student should rely on assigned readings for the course, PowerPoint slides posted on Blackboard and their own experiences. You also can use resources from the library, the Internet, and other sources in preparing for class. The purposes of these discussions are to explore the assigned issue, determine what you have learned about it, and how you might integrate it into broader healthcare issues.

Grades for discussion leaders are to be based on the following criteria:

- (1) Clear and effective presentation of course materials (20 percent);
- (2) Integration of relevant materials and subject matter from other sources (20 percent);
- (3) Accurate interpretation of course materials and other resources (20 percent);
- (4) Logical and appropriate application of material to issues (20 percent);
- (5) Ability to stimulate discussion on the topic (20 percent).

Semester Projects

(1) Review of Federal Oral Health Program

You will be asked to make an in-class presentation on a dental program of your choice within the Federal government. These presentations can be as broad as the activities of the Division of Oral Health at the Centers for Disease Control or as specific as the community water fluoridation program at the Centers for Disease Control.

Purpose of Assignment

The purpose of this assignment is to develop knowledge of the organization and delivery of dental services at the federal levels of the United States government, as well as assembling and presenting large amounts of information in a short time period.

Preparing Your Review and Presentation

You should seek information from three primary sources: the published literature (search MEDLINE), government documents such as the Surgeon General's Report on Oral Health, and agency Internet sites. You also can solicit information directly from the agency itself; however, I would not pursue this avenue too aggressively so as not to impose on people's time. Please contact me before you communicate directly with someone in a Federal agency. I can put you in touch with appropriate individuals in my agencies.

Describe your selected agency so that everyone will know what role it is supposed to play in the oral health of the American public, what specific functions it performs, and the impact of any of

its activities. For agencies with a broad mandate, you should concentrate on those programs or activities that are more policy oriented or public health relevant. For example, NIDCR has a large and aggressive research agenda in the biological and public health sciences (behavioral sciences, epidemiology, and population-based prevention). Here, as an example, you might want to concentrate on the agenda that is focusing on elimination of disparities in oral health.

Be as specific as possible on:

- Background of agency (How did it come to be?)
- Mission (What is it *suppose* to do?)
- Organizational structure and resources (What *resources* does it have to get the job done?)
 - Location of dental activity within larger agency
 - Budget
 - Personnel
 - Facilities (as appropriate)
 - Collaboration with other Federal agencies
- Scope and Activities (What *does* it do?)
 - Population served
 - Services or activities
 - Special projects or activities
- Evidence of effectiveness (What *impact* does it have on oral health outcomes?)
 - Changes in oral health policy
 - Improvements in access to dental services
 - Improvements in oral health status
 - Discoveries from funded research or other activities

The In-class Presentation

The presentation should be approximately 15 minutes in length. Provide me with a copy of your presentation (slides or outline of major points) after your presentation.

(2) Optional Semester Project

Students also can prepare a 10-page paper on one of the dental issues addressed in class, such as financing of dental care, workforce shortages or access to dental care. This exercise is not required, but will provide extra credit for those who wish to earn it. The paper should include a discussion of the problem and your proposed solution. You should contact me if you decide to write the paper so that we can decide on a topic and its content. Final papers are due by 5:00 p.m. the last day of semester final exams.

Cell Phones and Laptops

Turn off cell phones in class. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed.

Evaluation Methods

Grade Components

Component	% of Grade
Class participation	30%
Leading class discussion	40%
Semester project	30%
TOTAL	100%

Grading Scale

95 or above (H)
90-94 (H-)
85 to 89 (P+)
80 to 84 (P)
75 to 79 (P-)
70 to 74 (L+)
65 to 69 (L)
60 to 64 (L-)
Below 60 (F)

Exams

This class does not have examinations.

Evaluation Criteria

- (1) Accurate interpretations of assigned readings.
 - (2) Clear and effective class presentations of course readings.
 - (3) Effective class leader on assigned topics.
 - (4) Thorough search of literature and other sources for information about Federal dental programs.
 - (5) Well written and accurate paper on approved topic of choosing.
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UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this

most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (<http://instrument.unc.edu>).

Course Evaluation

The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.
