

HPM 750

Introduction to Dental Public Health

(Credit Hours: 3)

Department of Health Policy and Management
School of Public Health

Fall 2016 Syllabus

Class Location: 1101-F McGavran-Greenberg Hall

Meeting Times: Mondays 4:40 pm – 7:40 pm

Faculty:	Alex White, DDS, DrPH	Adm Assistant:	None
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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, and 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.

Course Learning Objectives

1. Understand the philosophy on which the practice of dental public health is based.
2. Explore and analyze the scope of practice for the specialty of dental public health.
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.
4. Understand past, current, and emerging issues in oral health financing, insurance, delivery, organization, policy, administration, access, and quality in the United States.
5. Explore and analyze an important dental public health issue and recommend realistic approaches to addressing the issue.

Resources

Sakai

HPM 750 has its own Website using Sakai software. [See <https://www.unc.edu/sakai/>] This syllabus as well as the course schedule and reading list are on Sakai.

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.

It is available on www.Amazon.com and from other online booksellers.

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 Sakai. Those that are available only as printed material will be distributed in class or made available on Sakai.

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 of Dental and Craniofacial Research (NIDCR), as well as various foundations such as the Children's Dental Health Project and the Pew Charitable Trust. Some of these Websites are identified under specific topics throughout the syllabus. Review of these Websites is not required.

Requirements and Expectations

Class Participation

You will be required to read the equivalent of about four (4) 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. The purposes of these discussions are to explore the assigned issues, determine what you have learned about it, and how you might integrate it into broader healthcare issues. 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 Sakai, and their own experiences. You also can use resources from the library, the Internet, and other sources in preparing for class.

Grades for discussion leaders are 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)

Dental Public Health Listserv

You are required to subscribe to the dental public health listserv managed by Dr. Robert Weyant at the University of Pittsburgh. To manage your subscription go to: <https://list.pitt.edu/mailman/listinfo/dental-public-health> We will discuss at least one issue that is raised for discussion each week.

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 and Prevention or as specific as the community water fluoridation program at the Centers for Disease Control and Prevention.

Purpose of Assignment

The purpose of this assignment is to develop knowledge of the organization and delivery of dental services at the Federal level 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 many agencies.

Describe your selected agency so that everyone will know what role it is suppose to play in the oral health of the American public, which 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 the agency (How did it come to be?)
- Mission (What is it supposed 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

In-Class Presentation

Your presentation should be about 15 minutes long. Provide me with a copy of your presentation (slides and/or outline of major points) after your presentation.

(2) Optional Semester Project

Students can also 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. It 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 a paper so that we can decide on a topic and its content. Final papers are due by 5:00 p.m. on 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-)
85-89 (P+)
80-84 (P)
75-79 (P-)
70-74 (L+)
65-69 (L)
60-64 (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.

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 Student Conduct (919-962-0805) or the Office of the Dean of Students (919-966-4042).

Read *The Instrument of Student Judicial Governance* at <http://instrument.unc.edu>.

Course Evaluation

The Department of Health Policy and Management participates 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.