



DISCIPLINE SHEET

1. Study programme

1.1.	"CAROL DAVILA" UNIVERSITY OF MEDICINE AND PHARMACY BUCHAREST				
1.2.	FACULTY OF DENTISTRY				
1.3.	DEPARTMENT: 3				
1.4.	DISCIPLINE : Oral Health and Community Dentistry				
1.5.	STUDY DOMAIN: Health, sectoral regulated within the European Union				
1.6.	STUDY LEVEL: I (Bachelor's degree) and II (Master's degree)				
1.7.	STUDY PROGRAMME: DENTAL MEDICINE IN ENGLISH				

2. Discipline

2.1.	Discipline name according to the study curriculum: : ORAL HEALTH EDUCATION				
2.2.	Discipline code: MD03OP18EN				
2.3.	Discipline type (FD/SD/CD): -				
2.4.	Discipline optionality (COD/ED/FAD): ED				
2.5.	Lectures tenure: Professor Mihaela Adina Dumitache, Associate Professor Ionela Ruxandra Sfeatcu				
2.6.	Practical classes / seminar tenure: Professor Mihaela Adina Dumitache, Associate Professor Ionela Ruxandra Sfeatcu, Assistant Professor Loredana Cristina Dumitrașcu, Assistant Professor Mariana Cărămidă				
2.7. Year of study	III	2.8. Semester	VI	2.9. Evaluation (E/C/V)	C

3. Estimated total time (hours/ semester of teaching and training activity /individual study)

I. University training						
3.1. Number of hours per week	2	from which:	3.2. lecture	1	3.3. practical class/ seminar	1
3.4. Total hours in the study curriculum	28	from which:	3.5. lecture	14	3.6. practical class/ seminar	14
II. Preparation/ individual study						
Time distribution						hours
Study of lecture materials, textbooks, books, study of the minimum recommended bibliography						12
Additional documentation activity in the library, on online platforms						10
Specific preparation activities for projects, practical classes, preparation of assignments, reports						5
Preparation for presentations or evaluations, preparation for the final examination						5
Tutoring activity						-
Other activities						-
3.7. Total hours of individual study						32
3.8. Total hours per semester (3.4.+3.7.)						60
3.9. Number of credits						2

4. Prerequisites (where appropriate)

4.1. curriculum	Not necessary
4.2. proficiencies	Not necessary

5. Conditions (where appropriate)

5.1. for lecture activity	Lecture hall with computer, projector, internet, access to e-learning platform
5.2. for practical class/ seminar activity	Lecture hall with computer, projector, internet, access to e-learning platform

6. Learning outcomes*

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> - Knowledge of the dimensions and determinants of health - Knowledge of lifestyle risk factors for the main oral diseases - Understanding the concept of inequalities in access to dental health services due to socio-economic differences 	<ul style="list-style-type: none"> - Identifying and interpreting the impact of socialization spheres on the formation of oral hygiene skills and habits, non-cariogenic diet for the prevention of oral diseases - Identifying lifestyle risk factors for oral diseases - Applying persuasion techniques in dental practice 	<ul style="list-style-type: none"> - Planning and integrating strategies to quit tobacco, alcohol and drugs - Actively contributing to the development of good practices in oral hygiene and choosing a non-cariogenic diet to adopt a healthy lifestyle

7. Discipline objectives (correlated with learning outcomes)

7.1. General objective	- acquirement of general terms of oral health education
7.2. Specific objectives	- acquirement of specific oral health education methods applicable in the dental office and in communities

8. Contents

8.1. Lecture	Teaching methods	Observations
1. Health determinants and how health-related behaviour influences oral disease development. Health education definitions.		2 hrs
2. Methods of interpersonal education for oral health addressed to the patient in the dental office Models and stages of changing risky behavior for oral health and the communication process in oral health education	Interactive presentation of the subject accordingly to the course plan, using multimedia materials, power-point presentations	2 hrs
3. The motivational interview in oral health education in the dental office. Definition, major principles of the method.		2 hrs
4. The motivational interview in oral health education in the dental office. Tools for patient motivation		2 hrs

5. Motivational interviewing in health education adapted to groups (communities)		2 hrs
6. Oral health education methods, interpersonal and ,addressed to groups and communities		2 hrs
7. Health education through mass media. Internet and Social media in education. Commercial product promotion campaigns and health education		2 hrs

Recent bibliography:

1. Kimbrough-Walls V, Henderson K. Oral Health Education 1st Edition, Perason PUBLISHER, 2019
2. Kopp SL, Ramseier CA, Ratka-Krüger P, Woelber JP. Motivational Interviewing as an Adjunct to Periodontal Therapy—A Systematic Review. *Front. Psychol.* 2017;8:279. doi: 10.3389/fpsyg.2017.00279.
3. Shiva CYK, Mukta VS, Vinay KM. Patient Education and Motivation. *Advances in Dentistry & Oral health.* 2017;7(1):555708. DOI:10.19080/ADOH.2017.07.555708.
4. Zhan C, Qu W, Fok MR, Jin L, Lin Y. Motivational Interviewing on Periodontal Treatment Outcomes: A Meta-Analysis. *Int Dent J.* 2024 Feb 1:S0020-6539(24)00005-4. doi: 10.1016/j.identj.2024.

8.2. Practical classes/ seminar	Teaching methods	Observations
1. Determinants of health. Case studies. Cultural differences	Team activities, discussions and debates, role play	2 hrs
2. Creating scenarios/dialogues/role play within the motivational interview centered on the patient. Modeling applied in dentistry	Viewing filmed material.	2 hrs
3. Motivational interviewing in oral health education. Applying the tools to the chosen work topic	Choosing the target person (the patient), choosing the topic (pathology) and designing the interview plan (in order to motivate the patient for lifestyle change).	2 hrs
4. The motivational interview in oral health education in the dental office. Tools for patient motivation		2 hrs
5. Oral Health education for groups and communities through the Motivational Interview	Creating scenarios for patient-centered motivational interviews and doctor-patient role-plays.	2 hrs
6. The structure of an education session addressed to a group of children. The lesson plan. Educational presentation: principle, structure, forms.		2 hrs
7. Communication strategies for online education. Tactics depending on the communication channel. Press interview plan. Social learning from cosmetic and medical product advertisements.	Creating a script for motivational interviewing in a group. The choice of the target group, of the problem to be debated, the creation of the dialogue highlighting the principles of the Motivational Interview.	2 hrs

Recent bibliography:

1. Balasooriyan A, van der Veen MH, Bonifácio CC, Dedding C. Understanding parental perspectives on young children's oral health (≤ 4 years) growing up in a disadvantaged neighbourhood of Amsterdam, the Netherlands: an exploratory study *BMC Public Health.* 2024;24(1):627. doi: 10.1186/s12889-024-18073-0.

2. Doughty J, Grossman A, Paisi M, Tran C, Rodriguez A, Arora G, Kaddour S, Muirhead V, Newton T. A survey of dental services in England providing targeted care for people experiencing social exclusion: mapping and dimensions of access. *Br Dent J.* 2022;1–8. doi: 10.1038/s41415-022-4391-7.

3. Watt RG, Venturelli R, Daly B. Understanding and tackling oral health inequalities in vulnerable adult populations: from the margins to the mainstream. *Br Dent J.* 2019;227(1):49–54. doi: 10.1038/s41415-019-0472-7.

4. Freeman R. Promoting Inclusion Oral Health: Social Interventions to Reduce Oral Health Inequities. *Dent J (Basel).* 2020;8(1):5. doi: 10.3390/dj8010005

9. Assessment

Activity type	9.1. Evaluation criteria	9.2. Evaluation methods	9.3. Percentage of final grade
9.4. Lecture	- Interactive participation of students in the course - Correct answers for theoretical knowledge	Active presence, answers, appropriate use of specialized terminology Theoretical exam - written test (grid - 18 questions with single answer) from all chapters of the analytical curriculum	80%
9.5. Practical classes/ seminar	- Interactive participation of students in the seminar - Solving the tasks proposed in the seminars	Active presence, providing answers, appropriate use of specialized terminology Evaluation of topics proposed at seminars	20%
9.5.1. Individual project (if any)	-	-	
Minimum performance standard			
Acknowledge of the fundamental notions of oral health education			