



COURSE UNIT DESCRIPTION

Course unit title	Code
PUBLIC HEALTH AND DENTAL PUBLIC HEALTH	

Lecturer(s)	Department(s)
Coordinating: Assoc Prof. R. Bendinskaitė, Others: dr. Vaida Taminskienė; assist. Greta Aidukaitė	Faculty of Medicine, Institute of Public Health; Faculty of Medicine Institute of Odontology Centre of Clinical Odontology

Cycle	Level of the course unit	Type of the course unit
Integrated studies		Compulsory

Mode of delivery	Period of delivery	Language of instruction
Face-to-face	Semester	English

Prerequisites and corequisites	
Prerequisites: Completed courses of Human Anatomy, Human Physiology, Human biology and fundamentals of genetics in dentistry	Corequisites (if any): non.

Number of ECTS credits allocated to the course unit	Total student's workload	Contact hours	Self-study hours
5 credits	134	67	67

Purpose of the course unit		
Programme competences to be developed		
Purpose of the course is to give students knowledge about the conceptions of the new (modern) public health. Developed competencies include conceptual thinking, analysis of public health problems from different sources, synthesis and critical assessment, knowing about impact of environmental factors on the health of population. To indoctrinate with fundamental of individual prevention of oral diseases, oral hygiene, measures and methods of oral hygiene, influence of diet and fluoride to hard dental tissues. To develop the ability to communicate with patients irrespective of their social background, involving the patient to promote their understanding of the oral health and enhance cooperation in professional and individual preventive measures as a contribution to their future oral health.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Generic competencies The graduates will be able:		
To collect and use information from different sources and assess it critically and scientifically.	Interactive lectures, seminars with active learning methods (brainstorming, case studies, group working), search of information, self-studying.	Test from multiple choices and open-ended questions. Exam from multiple choices and open-ended questions.
To know limits of own competencies, if necessary, refer to other specialists and work	Interactive lectures, modelling and solving of	Test from multiple choices and open-ended questions.

with them in team; seek knowledge of common, non-medicine field science.	situations during the seminars	Exam from multiple choices and open-ended questions.
Subject specific competencies The graduates will be able:		
Reasonably justify basics of the new public health, to know WHO, EU countries' priorities in public health policy, main documents and legislations, to have clear and proper public position regarding improvement of public health.	Interactive lectures, seminars with active learning methods (brainstorming, case studies, group working), search of information, self-studying (presentation, essay)	Test from multiple choices and open-ended questions. Exam from multiple choices and open-ended questions.
To know and understand main international health problems, methods of health promotion.	Interactive lectures, seminars with active learning methods, case studies, self-studying.	Test from multiple choices and open-ended questions. Exam from multiple choices and open-ended questions.
To foresee and to assess health risk factors (smoking, use of alcohol, drugs, nutrition, physical activity, stress and other behaviour factors), to understand the variety of the environment, to work in international environment	Interactive lectures, seminars with active learning methods (brainstorming, case studies, group working), search of information, self-studying (presentation, essay)	Test from multiple choices and open-ended questions. Exam from multiple choices and open-ended questions.
Student will have knowledge of classification and structure of dental plaque and its disclosing methods	Lectures, self study.	Testing (open-ended and closed-ended items), task completion, examination at the end of the semester
Student will have knowledge of measures and methods of individual prevention of oral diseases and will be competent to explain it to the patient.	Lectures, group discussion, preclinical work, role-play, self-study.	
Student will be competent to complete diet analysis and to give an advice to patient how do not impair oral health.	Lectures, group discussion, role-play, self-study.	Participating in discussions, task completion, examination at the end of the semester.
Student will have knowledge of public oral health promotion, the prevalence of the common dental conditions in the country of training and will be competent to discuss and compare with data from other countries.	Lectures, group discussion, role-play, practical training at preschool, presentation of booklet on prevention of oral diseases, self-study.	Participating in discussions, task completion, examination at the end of the semester
Student will have knowledge of benefits and limitations of fluoride use in prevention of oral diseases and will be competent to apply it in practice.	Lectures, group discussion, preclinical work, self-study.	

Topics	Contact work hours							Time and tasks of self-study	
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practical training	Total contact hours	Self-study	Tasks
1. Conception of health and public health. Development of the concepts of the new and modern public health. Epidemiologic change of public health problems. Dental public health.	2		2				4	2	Literature reading and analysis
2. Population health. Surveillance and assessment. Sources of health information. Public health indicators and monitoring. Social determinants of health. Health inequalities. Globalization and health.	2		2				4	6	Literature reading and analysis; solving of tasks; discussions; essays
3. Lifestyle, health behaviour and health (tobacco-health effects, alcohol-related health problems, drug use and disorders, nutrition, physical activity, stress, etc.)			4				4	6	Literature reading and analysis; case studies; solving of tasks; discussions; essays; presentations
4. Health promotion and prevention, health education. Salutogenesis. Health literacy.	2		4				6	4	Literature reading and analysis; case studies; discussions; essays
5. Environmental health. Air, water, soil, pollution and health effects. UV radiation and health. Climate change, ozone depletion, impact on environment and health, international prevention policy.	2		4				6	6	Literature reading and analysis; solving of tasks; discussions; presentations
6. Occupational health. Occupational health risk factors (noise, vibration, lighting, microclimate, ionizing and non-ionizing radiation, etc.). Toxic substances, hazardous and medical wastes, management of them. Occupational diseases and their prevention.	2		4				6	4	Literature reading and analysis; case studies; solving of tasks; discussions; essays; presentations
7. The World Health Organization, its public health policy. "Health 2020". United Nations Sustainable Development Goals by the year 2030. EU health policy. International and intersectional collaboration in public health. Non-governmental organizations roles and public health. Types of health systems			4				4	4	Literature reading and analysis; discussions; essays; presentations
8. Influence of oral hygiene to dental hard tissues	2			2			4	4	To present the analysis of tooth pastes in the market.
9. Diet and diseases of dental hard tissues	2			3			5	5	To complete and present the diet analysis of family

								member.
10. The role of fluoride in the caries prevention.	2		4			6	6	To analyse and present fluoride preparations for professional use in the market
11. Prevention of oral diseases according to age.	2		2			4	4	To prepare and to complete the lesson of the prevention of oral diseases at preschool.
12. Public oral health.	2		3			5	5	To prepare booklet on prevention of oral diseases
13 Dental plaque and calculus.	2		2			4	4	
14. Personal oral hygiene. Motivation of the patient.			1	4		5	5	
Total	2		25	20		67	6	
	2						7	

Assessment strategy	Weight (%)	Assessment period	Assessment criteria
Components must be maintained at no less than score 5; the final score is the average of sum of both scores received			
Public health			
Active participation in seminars and workshop	10	Semester	1 point – active participation in discussions, answers to questions, ability to formulate problems and questions, to give critical notes 0,5 point - participation in discussions, answers to questions 0 points – almost does not participates in discussions; missed more than a third of classes
Essay	20	Semester	Essay of 5-7 pages. Essay includes introduction, aim and objectives, literature review, discussion and summary. Assessment: 10 (excellent) – excellent essay 9 (very good) – very good essay 8 (good) – good essay, there are non-essential inaccuracies 7 (average) - average essay, there are inaccuracies 6 (satisfactory) – satisfactory essay, there are inaccuracies and mistakes 5 (poor) – poor essay, there are major inaccuracies and mistakes Fail: 4, 3, 2, 1 (unsatisfactory) – doesn't meet minimum requirements. 0 (unsatisfactory) – essay was not submitted
Presentations	20	Semester	15-20 minutes presentation from selected topic. Assessment: 10 (excellent) – excellent project and presentation 9 (very good) – very good project and presentation 8 (good) – good project and presentation, there are non-essential inaccuracies 7 (average) - average project and presentation, there are inaccuracies 6 (satisfactory) – satisfactory project and presentation, there are inaccuracies 5 (poor) – poor project and presentation, there are major

			inaccuracies Fail: 4, 3, 2, 1, 0 (unsatisfactory) – doesn't meet minimum requirements. 0 (unsatisfactory) – presentation was not prepared and presented
Exam	50	Session	Test from 20 open and multiple choice questions (different level of difficulty, from understanding to evaluation), ranging from 0,1 to 1 point per question. Assessment: 10 - excellent, exceptional knowledge and skills 9 – very good knowledge and skills 8 – good knowledge and skills 7 - average knowledge and skills 6 - knowledge and skills 5 – poor knowledge and skill Fail: 4, 3, 2, 1, 0 (unsatisfactory) – doesn't meet minimum requirements
Dental public health			
Participating in discussions	10%	During semester	Active participating, replaying and formulating problems and questions, giving critical comments - 10 points Participating, answering the questions - 5 points Almost non participating - 0 points
Task completion	10%	During semester	Comprehensive task completion - 10 points Non-comprehensive task completion - 5 points No task completion - 0 points
Test during lecture	10%	During semester	Assessment criteria: 10: Excellent knowledge, assessment level.95-100 % of correct answers. 9: Very good knowledge, assessment level. 85-94 % correct answers. 8: Good knowledge, unsubstantial mistakes, synthesis level. 75-84 % correct answers. 7: Modest knowledge, few mistakes, analysis level. 65-74 % correct answers. 6: Poor knowledge, substantial mistakes, application of knowledge level. 55-64 % correct answers. 5: Knowledge meets only minimal requirements, lot of mistakes, knowledge and comprehension level. 45-54 % correct answers. 1-4: Minimal requirements are not met. 0-44 % correct answers.
Examination (testing) at the end of the semester.	70%	At the end of semester	Assessment criteria: 10: Excellent knowledge, assessment level.95-100 % of correct answers. 9: Very good knowledge, assessment level. 85-94 % correct answers. 8: Good knowledge, unsubstantial mistakes, synthesis level. 75-84 % correct answers. 7: Modest knowledge, few mistakes, analysis level. 65-74 % correct answers. 6: Poor knowledge, substantial mistakes, application of knowledge level. 55-64 % correct answers. 5: Knowledge meets only minimal requirements, lot of mistakes, knowledge and comprehension level. 45-54 % correct answers. 1-4: Minimal requirements are not met. 0-44 % correct answers.

Author	Year of	Title	No of periodical	Publication place and publisher
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	public ation		or vol. of publication	or Internet link
Compulsory literature				
Valerij Dobrovolskij, Rimantas Stukas	2015	Nutrition: research and evaluation: course material		Vilnius University Press
Rebert H. Friis.	2012	Essentials of Environmental Health.		Jones & bartlett Learning, LLC
Bernard J. Turnock	2012	Essentials of Public Health.		Jones & bartlett Learning, LLC
Theodore H. Tulchinsky, Elena A. Varikova	2009	The new public health. An introduction for the 21 st century		USA, Elsevier
Glanz K., Rimer K.B., Lewis F.M.	2008	Health behaviour and health education. Theory, Research and Practice	4th edition	Jossey_bass, San Francisco
David Pencheon, Charles Guest, David Melze, J.A. Muir Gray	2006	Oxford Handbook of public health		Oxford University Press
Jepsen S, Deschner J, Braun A, Schwarz F, Eberhard J.	2011	Calculus removal and the prevention of its formation. Periodontology 2000 p. 167-88.	55(1)	http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1600-0757
J. Lindhe, N. P. Lang, T. Karring.	2008	Clinical Periodontology and Implant Dentistry, 5th edition 3-50;573-587;695-757		Blackwell Munksgaard
Fejerskov O., Kidd E	2008	Dental caries The disease and its clinical management		Blackwell Munksgaard
Compendiums, articles, international documents and guidelines, etc				
Additional literature				
Frumkin H.	2010	Environmental Health. From Global to Local.	Second edition	John Wiley & Sons
David Pencheon, Charles Guest, David Melze, J.A. Muir Gray	2006	Oxford Handbook of public health		Oxford University Press
I. Balčiūnienė ir kiti.	2008	[Clinical odontology] p.90-97, 338-378.		UAB "Vaistų žinios", Vilnius
Balčiūnienė I., Brukienė V.	2001	[Prevention and treatment of primary teeth caries and its complications] p. 56-72.		Vilnius
Brukienė V., Balčiūnienė I.	2002	[Prevention of permanent teeth caries and treatment of its complications in the period of mixed dentition]p. 13-36.		Vilnius