

Objectives for Section G-1

Assessment

Upon successful completion of this section the student will:

- a) Describe the 5 components of ADPIE
- b) Explain the importance of assessment as a core public health function
- c) Describe the determinants of health
- d) Explain what would comprise assessment data at a community level
- e) Describe how community assessment data could be gathered

Objectives for Section G-2

Diagnosis

Upon successful completion of this section the student will:

- a) Upon successful completion of this course the student will:
- b) Analyze the assessment data
- c) Identify critical oral health issues based on assessment results
- d) Prioritize the oral health issues

Objectives for Section G-3

Planning

Upon successful completion of this section the student will:

- a) Recognize oral health issues and their possible interventions
- b) Set measurable goals
- c) Mobilize community partners
- d) Describe resources needed
- e) Plan time frames for evaluation of goals and interventions
- f) Organize personnel

Objectives for Section G-4

Implementation

Upon successful completion of this section the student will:

- a) Adhere to planned time frames
- b) Oversee personnel
- c) Organize resources
- d) Implement planned oral health interventions

Objectives for Section G-5

Evaluation

Upon successful completion of this section the student will:

- a) Describe methods of evaluating previously set goals
- b) Plan to evaluate during and at the completion of the intervention
- c) Analyze the evaluation data
- d) Evaluate the goals for level of completion
- e) Describe deficiencies in implemented interventions
- f) Create new goals and interventions to meet the deficiencies
- g) Report on level of success of oral health interventions

Manual for Section G-1

Ref: ADPIE Community Oral Health Practice for the Dental Hygienist Ch. 3

Assessment

- a) *Describe the 5 components of ADPIE*
- b) *Explain the importance of assessment as a core public health function*
- c) *Describe the determinants of health*
- d) *Explain what would comprise assessment data at a community level*
- e) *Describe how community assessment data could be gathered*

(Ref. Darby & Walsh – Ch. 1)

Dental hygiene is the study of preventative oral health care. This includes managing behaviors to prevent disease and to promote health.

A process of care is used as a systematic approach to properly manage care of an individual or community. This involves six steps including:

- Assessment – the systematic collection of data to identify problems, needs, and strengths
- Diagnosis – decisions about community or individual based on all the assessment information and evidence based literature
- Planning – goals and interventions based on individual or community needs, values, and expectancies with evidence based literature to achieve optimal health
- Implementation – carrying out the plan to meet the assessed needs
- Evaluation – measurement of the outcomes of care
- Documentation – recording of all data, interventions and recommendations.

Assessment

- How do you gather the information you need?
 - Information can be gathered from an individual or from a whole community.
- How do you assess a Community?
 - Surveys of nutrition: what are the staple foods of a community? What are the most accessible foods? Is there easy access to sweets?
 - Surveys of oral health habits: What are people currently using to clean their teeth? Is there enough money to prioritize toothbrushes, dental floss, toothpaste?
 - Surveys of oral health knowledge: Do people know about plaque, how cavities are formed, what causes bleeding gums, what foods to choose that are not harmful to the oral cavity? Are they aware of the risks of smoking? Do they know that there is a link between the oral cavity and the whole body?
- Local oral health care access: Are the dentists in the community? Is dental care affordable? What barriers exist to accessing oral health care? (barriers may be lack of dentists, financial barriers, lack of value on dental care, fear of dental treatment)

- Assess what programs already exist: is there a prevention program already in the community? Have other organizations done short term oral health projects that may be built upon?
- Assess the systemic health of the community: what health problems exist in the community (Diabetes, AIDS, smokers)? Is medical treatment readily available? Are medications readily available for medical conditions?
- How do you assess individuals?
 - Visual assessment: What visible signs does the person present with? Look at color, consistency, texture, anatomical location, dimensions, size, shape. Use descriptive words.
 - Ask the person what they feel: Is there sensitivity, pain? Is the pain short or long lasting? What causes the pain? Is it a sharp pain or a dull aching pain?
 - Smell assessment: Is there a smell from their oral cavity? Does the patient smell it as well?
 - Chronic versus acute: Is it a recent problem (acute) or has it been an ongoing problem (chronic)?
 - Location: What area is causing the problem? Could it be associated with something obvious in the area?
 - Treatment history: What is already being done for the problem? What is the history of personal or professional treatment?
 - Dental history: What problems has the patient had in the past? Is there a history of pain that eventually stopped? Has the patient had treatment by a dentist before?
 - Pre-existing health conditions: Are there any current medical conditions of problems? Medications: Is the patient taking any medications, self prescribed or prescribed by a doctor? Is the patient using any local remedies for medical issues or the current dental issue(s)?
- What is the **suspected** question/hypothesis?
- Community: high caries rate, fluorosis, periodontal disease incidence, Systemic conditions leading to oral health problems, Pain occurrence, lack of education, accidents.
- Individuals: caries, pathology, systemic links leading to oral health problems, periodontal disease, infections, pain.

Manual for Section G-2

Diagnosis

- a) Upon successful completion of this course the student will:*
- b) Analyze the assessment data*
- c) Identify critical oral health issues based on assessment results*
- d) Prioritize the oral health issues*

Diagnosis - not actually being made, but a suggested condition

- What is the problem identified from the results of the Assessments?
- Results must be conclusive before making a plan for treatment or intervention, more tests or assessments need to be done.

Manual for Section G-3

Planning

- a) Recognize oral health issues and their possible interventions*
- b) Set measurable goals*
- c) Mobilize community partners*
- d) Describe resources needed*
- e) Plan time frames for evaluation of goals and interventions*
- f) Organize personnel*

Planning

- Individually: referral to dentist, recommend appropriate remedies, plan to follow up. Plan to provide education at this level as well.
- Community: What is the main goal? It must be measurable and written as what you want your audience to be able to do by the end of the program (example: all kids in the community will start using fluoridated toothpaste; all pregnant moms will be given oral health education during their pregnancy; parents will all be able to describe the pattern of tooth loss in kids). There must be a time frame set for evaluation of the goal(s).
- Partners would include dentists, hospitals, schools, NGOs....whoever will be involved in helping the program meet its goals.
- Resources could include anything from educational materials if the plan is to provide teaching, dental instruments and sterilization equipment is the plan is to provide treatment.

This component is important for presentation to partners in funding.

Manual for Section G-4

Implementation

- a) Adhere to planned time frames*
- b) Oversee personnel*
- c) Organize resources*
- d) Implement planned oral health interventions*

Implementation

- Individually-Questions: Who will the patient be referred to? When and how often will follow up happen? What tools will supplement the education provided?
- Community-Questions: Who is involved in delivering the program? How much/what resources will be needed? Where is the program to be carried out? When? Description of program.

Manual for Section G-5

Evaluation

- Describe methods of evaluating previously set goals*
- Plan to evaluate during and at the completion of the intervention*
- Analyze the evaluation data*
- Evaluate the goals for level of completion*
- Describe deficiencies in implemented interventions*
- Create new goals and interventions to meet the deficiencies*
- Report on level of success of oral health interventions*

Evaluation

- Individual: Ask the same questions that were asked at the beginning. What is the time frame for follow up? Pathology needs to be followed up in two weeks to see if it has resolved. Pain should be evaluated the next day to see if remedies have been followed and if symptoms have changed. Anything that is not responding to initial treatment should be referred. Some people should ideally be seen on a regular basis ie. HIV patients, kids, families, high risk people.
- Community: When will you evaluate the program goal? Summative-at the end of the planned time frame; or Formative-part way through the program to get an evaluation of how things are progressing-at this time you can change the plan according to the results of the formative evaluation? How? Usually by doing the same assessment done initially. Always refer back to the goal. Regular evaluations of communities with identified risks based on the assessment results.
- Formative evaluations involve performing an evaluation while the program is in progress to assess if changes need to be made to achieve the final goal. If changes need to be made they can be implemented upon consultation with partners.
- Summative evaluations involve performing an evaluation at the completion of the program time frame to assess if goals have been met. If goals have not been met, this should be reported to partners. It is not always considered a failure; adjustments can be made and

new programs can be planned to address the deficiencies. An unmet goal is still knowledge gained about the target population.