



NYU

Global Institute
of Public Health

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Issues in Global Pediatric Oral Health - GPH – GU 2520.001, BIOL – GA 2520

Class Schedule: **Tuesday 6:45 – 8:25 PM**

Class Location: **TBA**

Semester and Year: **Spring 2016**

Professor: **Neal G. Herman, DDS, FAAHD**

Phone: **212-998-9654**

Email: **ngh1@nyu.edu**

Course Assistant:

Course Assistant Email:

Office: **College of Dentistry Room 983W**

Office Hours: **by appointment**

COURSE DESCRIPTION:

Children in disadvantaged communities of developing countries have rates of untreated oral diseases that range from 32-90%. In over forty of the least developed countries, many communities have no basic or emergency care for their populations.

The course will be conducted in a traditional seminar structure. Students will be challenged through individualized assignments to apply their knowledge of biologic foundations and public health principles and policy, as well as use critical thinking, to problem-solve and suggest solutions to public health issues. In addition, students will be exposed to ground-breaking and innovative concepts, landmarks and events in a historic context, chronicling the evolution of oral health care for children around the world. Classes will be multi-formatted, tailored to the number and background of the group, and consist of lectures, seminars, research articles and contemporary scientific literature, assigned projects and case studies. Students will collaborate with their peers in small groups and make oral presentations in class based on reading assignments, as well as individually submit a final paper or project in lieu of a written final examination. Additionally, to address how public health is practiced in real world scenarios, working professionals will be invited to discuss their career paths and work circumstances and allow students an opportunity to ask questions relevant to their own career goals.

COURSE OBJECTIVES:

The student will be able to

- understand the epidemiology of oral diseases in children
- understand and develop ways to meet the challenge of untreated oral diseases in disadvantaged communities
- identify significant issues that affect the oral health of children worldwide and proposed ways to improve the oral health of children
- acquire the skills necessary to develop oral health promotion strategies directed at children around the globe.

PRE-REQUISITES:

No pre-requisites

COURSE REQUIREMENTS AND EXPECTATIONS:

[Include information regarding assignments, participation, attendance, tardiness, readings etc.]

1. The student should meet the goals and objectives as outlined in the course syllabus.
2. The student must adhere to the classroom / seminar attendance policy.
3. The student is responsible for all assigned reading, as well as in-class material.
4. The student must receive passing grades in all assigned projects.

The first session is scheduled to meet Tuesday, January 26th. It will be in ____ from 6:45PM until 8:25PM. For the first meeting, as I do not know most of you, I'd like to spend a little time hearing about your backgrounds, interests and aspirations. I'd like to tell you a little about myself and my career as well, and discuss a few "housekeeping" issues pertinent to the course. Additionally, I will have a presentation prepared for you to begin introducing you to some contemporary issues in global pediatric oral health and dentistry.

Many class sessions will involve small group presentations based on reading assignments. Depending on enrollment, each group may consist of 2 or 3 students. Other sessions will include presentations by me or by visiting faculty. One of my major goals is to expose you to working oral health professionals in the public health arena, and offer you the chance to hear what it's like out there in the real world and give you an opportunity to pick the brains of some leaders in the fields of pediatric oral health and public health dentistry. I know that by the end of the course, you will have an expanded notion of oral health care pertaining to children around the world. I will try to keep the reading to a minimum, so that the course should not feel like a burden, but rather an enjoyable learning experience.

For your first assignment, I will be assigning excerpts from a book entitled “Nutrition and Physical Degeneration” by Weston A. Price, and then have groups report on their findings to the entire class.

A second project will involve the book “The Fluoride Wars” by Freeze and Lehr. Similarly, your group will make a presentation of your findings to the class. This helps minimize your reading burden, yet allows us total exposure to all the material.

Your final project will involve developing a Powerpoint presentation describing the health and oral health infrastructure of an entire nation. This will test your internet information and data collection skills. You get to choose the country – with the exception of those that have been reported on in past years.

Or, as an alternative to reporting on a nation, if you have a particular interest in a topic related to pediatric dentistry or public health, I will consider your request to substitute this for the final project described above. This will require my personal approval.

GRADING POLICY

GRADES GIVEN IN THE COURSE:

A, A-, B+, B, B-, C+, C, and F

A:	93-100	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	F:	<60
B:	83-86		
B-:	80-82		

MECHANISM FOR DETERMINATION OF FINAL GRADE:

Final grade will be based on a composite of attendance, participation in classroom discussions, demonstrated critical thinking skills and quality of assigned presentations and/or paper(s), determined solely by the course director.

Participation in class – 33% Oral Classroom Presentations – 33% Final Project – 34%

MAKEUP POLICY FOR MISSED CLASSES OR ASSIGNMENTS:

Students must complete assigned projects, presentations and papers. Missed classes cannot be made up, and as classroom participation is a partial determinant of performance, excessive absences may impact the final grade. If excessive absence results from a serious illness or circumstance beyond the control of the student, the course director, at his discretion, will determine the appropriate course of action.

ATTENDANCE POLICY FOR THE COURSE:

Students are expected to attend all class sessions and participate in all class activities. There are no makeup opportunities for missed sessions.

NYU CLASSES:

NYU Classes will be used extensively throughout the semester for assignments, announcements, and communication. NYU Classes is accessible through at <https://home.nyu.edu/academics>

TECHNOLOGY POLICY: N/A**COURSE OUTLINE:****Proposed Course Topics by Week: (subject to change at the discretion of the course director)**

Week 1	Children's dental caries as a global chronic disease
Week 2	Advocating for children's oral health around the world
Week 3	The medical model of care and conservative and therapeutic treatment philosophy
Week 4	Fluoridation status of the child and alternatives to community based fluoridation
Week 5	Risk assessment for children's oral/dental disease
Week 6	Children's diet, nutrition, and culturally influenced practices that affect oral health
Week 7	Case studies: Oral health infrastructure of other countries (presented by participants)
Week 8	Maternal oral health and its relationship to infant's general and oral health
Week 9	Alternative therapies and delivery systems: i.e. Intermediate Therapeutic Restorations (ITR – formerly ART), Silver Diamine Fluoride (SDF), Alternative fluoride modalities, etc.
Week 10	Invited lecturers: country specific programs (e.g. Africa, India, Chile)
Week 11	Societal influences and the role of the family in preventing childhood oral disease
Week 12	Ethical issues in dentistry: Theories, principles and case studies
Week 13	Case study: A municipal oral health program – New York City Department of Health Bureau of Oral Health
Week 14	Invited lecturer – career choices and the workplace for public health professionals
Week 15	Ask the Expert – Seminar/Q&A session on governmental affairs and policymaking

STATEMENT OF ACADEMIC INTEGRITY:

The NYU Global Institute of Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The GIPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the GIPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

Plagiarism

Plagiarism, whether intended or not, is not tolerated in the GIPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the GIPH and GIPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Program Director may take any of the following actions:
 - Allow the student to redo the assignment
 - Lower the grade for the work in question
 - Assign a grade of F for the work in question
 - Assign a grade of F for the course
 - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic

Affairs, as a final step. The student has the right to appeal the action taken in accordance with the GIPH Student Complaint Procedure.

STUDENTS WITH DISABILITIES:

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here. must appear on the syllabus. Information about the center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.