

## CareQuest Cariology Curriculum Instructor Guide

### Session 5: Personalized Caries Prevention: Applying Risk-Based Strategies

#### SESSION DETAILS

**Pedagogy:**

*Lecture:* Interactive Presentation

*In-Class Activity:*

1. Caries Risk Assessment Activity

**Length:** 60 mins

*Extended Learning Module: The Connection Between Caries Risk Assessments and Cultural Awareness*

*Short Self-Paced Course (approximately 30 minutes)*

<https://learning.carequest.org/#/online-courses/696edc38-6d9c-4408-a32e-0996f7c3016d>

**Description:**

Applying concepts of caries risk and balance is a core competency for oral health professionals. Through patient scenarios and peer discussion, students practice identifying disease indicators, risk factors, and protective factors and assigning an overall caries risk level. The activity emphasizes clinical reasoning and the role of caries risk assessment in guiding prevention planning and patient conversations. By engaging in a simulated provider-patient interaction, learners begin to connect risk assessment with individualized, preventive approaches to caries management.

**Learning Objectives:**

- Apply a caries risk assessment tool in a provider-patient scenario.
- Differentiate disease indicators, risk factors, and protective factors.
- Assign a caries risk level based on patient findings.
- Discuss how risk assessment guides prevention planning.

#### PRE-SESSION PREP CHECKLIST

**Reading:**

- [Essentials of Dental Caries](#), Kidd *et al.*, chapters 6 and 7
- 2021 CAMBRA article, Featherstone *et al.* [\[add a clickable link\]](#)

**Asynchronous:**

- CareQuest Self-Paced Course, [“Updating Your Knowledge of Dental Caries: Causes, Concerns, and Considerations”](#)
- CareQuest Self-Paced Course, [“Connecting Caries Risk Assessments and Cultural Awareness”](#)

**Synchronous:**

- CareQuest Session 4: Foundations of Caries Risk Assessment

**Material:**

- Make copies of the caries risk assessment form for each student
  1. American Dental Association: [Caries Risk Assessment Form \(Age 0–6\)](#)
  2. American Dental Association: [Caries Risk Assessment Form \(Age >6\)](#)

**Additional Resources:**

- “Caries Risk Assessment,” Texas Health and Human Services, accessed March 30, 2026, <https://www.hhs.texas.gov/providers/health-services-providers/texas-health-steps/dental-providers/caries-risk-assessment>.

**SYNCHRONOUS CLASS TIMING LESSON PLAN**

- Opening and Framing [5 minutes]
- Foundational Review [5 minutes]
- Activity Setup [10 minutes]
- Patient Scenarios [30 minutes]
- Communication and Strategies [5 minutes]
- Wrap Up [5 minutes]

LESSON OUTLINE	INSTRUCTIONAL PROMPTS
<b>Opening and Framing</b> [Lecture, 5 minutes]	<b>Slide 1:</b> Welcome and emphasize this is an application-based activity using caries risk assessment. <b>Slide 2:</b> Learning objectives (brief)
<b>Foundational Review</b> [Lecture, 5 minutes]	<b>Slide 3:</b> Review caries balance concept. <b>Slide 4:</b> Review caries risk assessment considers disease indicators, risk factors, and protective factors.
<b>Activity Setup</b> [Lecture, 10 minutes]	<b>Slide 5:</b> Address slide notes to introduce activity instructions. Emphasize this is a conversation, not a checklist. <b>Slide 6:</b> Walk through CRA form for ages 0–6. <b>Slide 7:</b> Walk through CRA form for ages over 6.

<p><b>Patient Scenarios</b> [Lecture, Activity, 30 minutes]</p>	<p><b>Slide 8:</b> Address slide notes to introduce patient #1.  <b>Slide 9:</b> Address slide notes to introduce patient #2.  <b>Slide 10:</b> Address slide notes to introduce patient #3.  <b>Slide 11:</b> Give clear directions on how to proceed after patient scenario conversations.  <b>Slide 12:</b> Explain low, moderate, and high risk categories.  <b>Slide 13:</b> Walk through example briefly. Highlight how findings connect to risk level.  Give instructions to divide into pairs or small groups of 2–3. For each patient scenario:</p> <ul style="list-style-type: none"> <li>• Spend 2–3 minutes having a brief conversation to gather information.</li> <li>• Then switch roles and repeat for another 2–3 minutes.</li> <li>• After both roles are completed, spend 3–4 minutes working together for the group discussion.</li> </ul>
<p><b>Communication and Strategies</b> [Lecture, 5 minutes]</p>	<p><b>Slide 14:</b> Explain that CRA should feel like a patient conversation.  <b>Slide 15:</b> Discuss prevention strategies. Additional examples in slide notes. Emphasize individualized care and targeting drivers of disease.</p>
<p><b>Wrap up</b> [Lecture, 5 minutes]</p>	<p><b>Slide 16 (final content slide):</b> Take 2 brief share-outs for each question.</p>

## REFLECTION ACTIVITIES

### **Reflection Question 1. Linking Risk to Management**

After determining the patient’s caries risk level, what prevention strategy would you prioritize first for this patient? Explain how the patient’s specific risk factors influenced your decision.

### **Reflection Question 2. Individualized Care Planning**

How would your prevention recommendations change if this patient’s risk level improved or worsened over time? What factors would you monitor at future visits?

### **Reflection Question 3. Patient-Centered Management**

What conversation would you have with this patient (or caregiver) to help them understand their caries risk and the prevention plan you are recommending?