

CareQuest Cariology Curriculum Instructor Guide

Session 6: Levels of Prevention in Dental Caries: From Primordial to Tertiary Care

SESSION DETAILS

Pedagogy:

Lecture: Interactive Presentation

In-Class Activity:

1. Prevention Timeline Activity

Length: 60 mins

Extended Learning Module: Managing Dental Caries: Minimally Invasive Management of Caries

Short Self-Paced Course (approximately 30 minutes)

<https://learning.carequest.org/#/online-courses/bf334e27-1a6a-499d-aed8-9c25661bee44>

Description:

Learners will explore prevention levels in this session, covering public health strategies and individual/community clinical interventions. The aim is to provide learners with insights into preventive dentistry, emphasizing the pivotal role of early intervention and a comprehensive understanding of risk factors.

Learning Objectives:

- Define primary, secondary, and tertiary prevention.
- Discuss the CAMBRA protocol and the evidence for CAMBRA.
- Examine the evidence for the protocols listed within the CAMBRA framework.
- Explain how prevention aligns with disease progression.
- Apply prevention strategies based on timing.
- Describe how CAMBRA guides clinical decision-making.

PRE-SESSION PREP CHECKLIST

Reading:

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

Asynchronous:

- CareQuest Self-Paced Course, [“Connecting Caries Risk Assessments and Cultural Awareness”](#)

SYNCHRONOUS CLASS TIMING LESSON PLAN

- Opening and Framing [5 minutes]
- Caries as a Disease Process [5 minutes]
- Foundations of Prevention [5 minutes]
- Prevention Levels [10 minutes]
- Applying Prevention Concepts [10 minutes]
- Prevention Framework Application [20 minutes]
- CAMBRA and Clinical Application [10 minutes]
- Wrap Up [5 minutes]

LESSON OUTLINE	INSTRUCTIONAL PROMPTS
Opening and Framing [Lecture, 5 minutes]	Slide 1: Welcome and frame this as applying prevention concepts to clinical decision-making. Slide 2: Learning objectives (brief)
Caries as a Disease Process [Lecture, 5 minutes]	Slide 3: Emphasize that caries begins before it is clinically visible. Slide 4: Explain that clinical detection occurs after disease progression has started. Slide 5: Highlight the window for early prevention. Slide 6: Describe lesion severity from D1 to D4 as increasing disease progression.
Foundations of Prevention [Lecture, 5 minutes]	Slide 7: Define the levels of prevention. Emphasize that understanding this spectrum helps guide the type of care provided. Slide 8: Key takeaways: <ul style="list-style-type: none"> • Prevention occurs at both the individual and community levels. • Individual prevention focuses on patient-specific care and behaviors. • Community prevention focuses on population-level impact and access.
Prevention Levels [Lecture, 10 minutes]	Slides 9–10: Address slides notes. Describe primordial prevention as addressing environmental and social factors. Slides 11–12: Address slide notes. Explain primary prevention as preventing disease onset. Slides 13–14: Address slide notes. Emphasize secondary prevention as early

	<p>detection and management.</p> <p>Slides 15–16: Address slide notes. Define tertiary prevention as treating established disease and preventing complications.</p> <p>Slide 17: Connect prevention levels to real-world clinical examples.</p>
<p>Applying Prevention Concepts [Lecture, 10 minutes]</p>	<p>Slide 18: Explain upstream as focusing on prevention and risk. Explain downstream as focusing on treatment after disease occurs.</p> <p>Slide 19: Address slide notes. Explain that prevention occurs across multiple levels, not just in the operatory. Emphasize that effective prevention requires understanding where each intervention fits across these levels.</p> <p>Slide 20: Discuss the disease phases from preclinical to clinical to post-clinical.</p> <p>Slide 21: Emphasize that biological onset occurs before symptoms and detection.</p> <p>Slide 22: Highlight that prevention levels align with stages of disease progression</p> <p>Slides 23–24: Address slide notes. Reinforce that the framework supports clinical decision-making.</p>
<p>Prevention Framework Application [Lecture, Activity, 20 minutes)</p>	<p>Slides 25–26: Instruct learners to form groups of three to four. Allow 5 minutes to complete the activity. Direct learners to use color-coding as a guide for placement for items in word bank. Encourage discussion before selecting answers.</p> <p>Slides 27–28: Address slide notes. Key takeaways:</p> <ul style="list-style-type: none"> • Environmental changes happen before disease is visible. • Identifying and addressing those changes allows for earlier intervention and prevention. <p>Slides 29–41: Address slide notes to walk through the prevention timeline. Key takeaways:</p> <ul style="list-style-type: none"> • Timing determines whether it is prevention, early management, or treatment. • The goal is to match the right strategy to the right stage of disease.
<p>Clinical Application [Lecture, 10 minutes]</p>	<p>Slides 42–43: Review CAMBRA (brief)</p> <p>Slides 44–45: Explain that risk level determines frequency and type of care.</p>

	Slides 46–47: Highlight that prevention includes timing, not just intervention.
Wrap Up [Lecture, 5 minutes]	Slide 48 (final content slide): Reinforce key takeaways: <ul style="list-style-type: none">• Prevention strategies should be tailored to the individual patient.• Care extends beyond treatment to include behavior, environment, and risk.• Effective prevention aligns risk, timing, and intervention.