



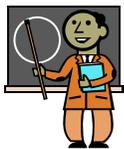
**Before the Community Workshop**

*Well before the Community Workshop, you will need to schedule infants and young children to be “patients” during the practice session. You could also work with a local daycare center or school to set up this practice session. Be sure that you maintain appropriate infection control and have permission from parents to work with their children. If parents can attend, that would be best. You will also need to have all of the supplies ready for this session, including everything needed to maintain appropriate infection control. If your group is large, you might want to enlist the help of other dental health professionals to work with you during this afternoon.*

This afternoon, we will be working with infants and young children, practicing some of the things that you have learned during this workshop. We want you to apply what you learned during the infection control session. You might want to have your “7 Steps” and “Infection Control” handouts to remind you of the steps.

First, I will demonstrate. Next, you will work in pairs, reminding each other of the steps. I will be walking around and watching, but if you need me at any time, please raise your hand or call out to me.

Finally, remember that when working with very young children, you must remain calm. If you get nervous, they will pick up on this. The calmer and more relaxed you are, the calmer they will be. Some babies, however, are going to cry no matter how relaxed we are. Just do the work quickly, and raise the baby back into the caregiver’s arms. The more practice you get, the more confident you’ll become.



*Make sure you demonstrate before having the community members try these skills. Don’t worry if it goes very slowly at first, they will pick up speed as they gain confidence and practice these new skills.*



*Training Tip: This is your chance to teach your community members how to work with infants and young children to promote oral health. You will probably want to teach them how to do knee to knee positioning with infants, how to apply fluoride varnish to infants and young children, and how to brush a young child’s teeth so they can teach parents how to brush their children’s teeth.*

**As you walk around, provide positive reinforcement to increase confidence. Be sure that they are adhering to infection control principles, and make mental notes about things you want to reinforce at the end of the practice session.**

At the end of the practice session and clean-up, bring the group back together.

**Questions**

- 1) How did the practice session go for you?
- 2) Was there any part that was particularly difficult for you?
- 3) Did anything surprise you?
- 4) How comfortable are you now going out in the community to provide these interventions?
- 5) Is there anything that you would like for me to review again or is there anything that you feel you need more practice with?

Everyone did a great job and I think we have made a good start in getting ready to implement our interventions in our communities.

## **Module 10: Community-Based Oral Health Plan**

Time: 60 minutes



### **Before the Community Workshop**

**This is your chance to present your Community Oral Health Plan. You can either design a PowerPoint presentation, or you can make a handout or poster that outlines your plan. You might want to use the POARE model to present your plan. Tell the group why you chose the interventions and how you think it will work in their communities.**

I will be presenting the Community Oral Health Plan for our communities this afternoon. I developed this plan during the training I attended, but I want you to know that this plan needs to include all of your own ideas. Let me present the plan, and then we'll have a discussion about how to make this work in our communities.

*Make your presentation.*

### **Questions**

1. Does this plan make sense?
2. Do you think this will work in your communities?
3. Would you like to add anything to the plan?



*Training Tip: Keep in mind that the more input local community members have in the plan, the more invested they will be in carrying it out. Try to be flexible without straying from the science of what works to prevent dental caries.*

## **Group Exercise #1: Roles and Responsibilities**

Time: 60 minutes



### **Before the Community Workshop**

**Plan how you want to break into groups and what you will have each group work on. If you have multiple interventions or multiple places the interventions will occur, you can break into groups accordingly. The point here is to have each group work out the details for your community-based oral health interventions.**

### **Additional Materials Needed**

Group Exercise #1 handout

We are going to break into groups and work on the details for our oral health interventions. Each group will use a chart to take notes about what needs to be done, and who will take responsibility for the activity. You will have approximately 30 minutes to work on your plans, and then we will come back into the large group. Each group will report back on their plans.

*Walk around between the groups, helping them as they work through the details involved in implementing the oral health interventions.*



*Again, keep in mind that the more input local community members have in the plan, the more invested they will be in carrying it out.*

*After about 30 minutes, bring the small groups back to a large group. Have each small group present their ideas to the large group. Collect the handouts and let them know you'll be incorporating their ideas in the Community-Based Oral Health Plan.*

You have all brought up some very good ideas that I will incorporate into the Community-Based Oral Health Plan. Thank you for your input. We are working towards a comprehensive plan to improve the oral of young children in our community, and your ideas are all very useful.

**Name of Community:** \_\_\_\_\_

**Oral Health Intervention:** \_\_\_\_\_

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List the Next Steps that need to be accomplished before you can fully implement your oral health interventions.

- Do you need funding? How much? Where will it come from?
- Do you need to purchase items like gloves, fluoride varnish, etc.?
- Do you need to contact school administrators or other community leaders?
- Are you planning to promote oral health messages in your community? How will you do this and who you need to contact?

Decide what needs to be done and start listing it on “Next Steps” chart, along with the name of the person who will do this and when it will be done.



## Group Exercise #2: Community Oral Health Messages

Time: 30 minutes

### Additional Materials Needed

Group Exercise #2 Handout

We are going to break into groups and work on the development of community oral health messages. Remember everything we learned on Day One about effective health education and the development of community oral health messages?

It is VERY important that all of us are saying the same things about oral health to the families we work with. It would be great if we had a few really effective messages that we could all pass on to everyone we work with. After your group brainstorms a list of community health messages, go the chart and start filling in how the messages might be used and who could be responsible for the next steps. For instance, you might want to get your message in a school newsletter. Who would you need to contact, and is there anyone in your group who would be willing to make this contact?



*You can break into groups based on the interventions people are working on. For instance, if some people will be promoting fluoride toothpaste, let them work together to develop messages about fluoride toothpaste, and so on. If everyone will be working on the same interventions, you might just have people count off and break into groups (all #1 in one group, all #2 in another group, etc.) Small groups work best for brainstorming because you are more likely to hear from lots of different people using small groups.*

**After about 15 minutes, bring the groups back together. Have each group report their 3 best messages and have someone write them all on newsprint. Then, the large group can vote on 3 or more overall favorite messages.**

How will we use these messages? Will we use them when we're talking to families? Should we publish them in newspapers or other publications along with short articles on oral health? Do we want to put one on a t-shirt that we could all wear when we're working with young children? (Ask groups for their notes from the "Next Steps" worksheets to decide how the messages will be used, what the next step is, and who will take responsibility for it.)



*Training Tip: Let the group brainstorm ways to use their favorite oral health messages. Then, it will be your job to bring some closure to the discussion by suggesting some concrete ways to follow up with the oral health messages. Maybe someone could volunteer to write an article for a local newspaper, or maybe someone has a contact with a local radio station, and so on. Decide what to do with the messages and who will follow-up*

## Community Oral Health Messages

Brainstorm a list of oral health messages that you would like to promote in your community.

Effective oral health messages are easy to understand and only provide one or two messages at a time. These messages can be catchy, funny; whatever you think will work to get people's attention.

**Example:** To promote oral health assessments and fluoride varnish for babies, Indian Health Service had a slogan called "Two is Too Late." This is catchy, and it stresses the message that we need to implement prevention interventions with babies before the age of two.

## Community Oral Health Messages

List all of your ideas from everyone in your group for community oral health messages. After you have about 10 messages, go back through the list and vote on your favorites. You will be asked to present your 3 best messages to the full group.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# Next Steps

Using only your three favorite messages, write down how it might be used, what the “next step” might be, and who might be willing to do it.

Message 1: \_\_\_\_\_

How it might be used	Next Steps	Who

Message 2: \_\_\_\_\_

How it might be used	Next Steps	Who

Message 3: \_\_\_\_\_

How it might be used	Next Steps	Who

## **Module 11: Sustainability**

**Time: 60 minutes**



### **Learning Objective:**

**Describe your role in the evaluation and sustainability of the community-based oral health plan that has been chosen for your community.**

### **Additional Materials Needed**

- PowerPoint Presentation
- PowerPoint Handout
- Sustainability Worksheet



***Training Tip: This module begins with a short PowerPoint presentation followed by a worksheet asking participants to answer questions about sustainability before beginning a discussion of sustainability.***

Now we are going to talk about sustainability.

***Turn on the projector.***

Slide 1



Sustainability is a complex issue. Sustainability means the resources to operate a program are adequate and available when needed. Sustainability also means that the purpose, spirit, and ideals of the program stay intact even when there are changes in staff or who is sponsoring or funding the program.

Slide 2



It may seem strange to talk about sustainability even before we have started a community program. Yet, like evaluation, sustainability must be addressed when planning a program. Otherwise, these important issues get lost in the day-to-day operations or are dealt with only when a crisis occurs. It is difficult to be creative and think long term if we are struggling to pay for supplies or hire people to keep a program operating.

Slide 3



So what do we need to know to assure community carries prevention programs are sustainable? There is not an easy answer to this question. Why? Sustainability is affected by local conditions. We may know influential people, organizations, or institutions that could initiate, fund or support a local program. Yet, this information may not be helpful in another community.

Slide 4



When considering what is needed to attain sustainability, think about what is being evaluated. Data collection and evaluation reports are critical when communicating program performance and what keeps a program successful. Evaluation reports also provide justification when approaching current and future funding organizations.

Slide 5



***Turn off projector.***

Now we're going to do an exercise on sustainability. You'll need the "Sustainability Worksheet," "Oral Health Intervention" and "Next Steps" handouts from earlier in the day. Work as a group to answer the four questions as they relate to your interventions.

*Have participants work in groups of 4. Have everyone count off 1-4 to get into working groups. Participants will be discussing the questions on the sustainability worksheet. This should take 20 minutes.*

After about 20 minutes, bring the small groups back together into a large group and have one person from each group report their answers to the questions on sustainability. Have someone record the answers on newsprint.

### **Question**

Can you see how important it is to plan for sustainability now instead of later?

You can see the many ideas we have on how to make our oral health interventions sustainable in our communities. I will incorporate these ideas into our Community Oral Health Plan.



## Closing Exercise and Evaluation

Time: 60 minutes



### Before the Community Workshop

For each person, you will need to take a stiff piece of paper, punch two holes in the top, and put a bright colored piece of string or ribbon through the holes and tie a knot, being sure the string is long enough to fit over each person's head.

### Additional Materials

- Paper units with string or ribbon
- Colored pens or crayons
- Evaluation forms

### **Closing Exercise**

Hand out one paper/string to each person instructing them to put the units over their heads with the paper hanging on their backs so other people can write on them. Give each person a colored marker or pen.

Move around the room, and as you get to each person, write 1-2 words on their paper units that describe one strength of this person. You might write "caring" or "good communicator." Every person will write on every other person's paper.

When we are done, each of you will have a paper filled with all of your strengths. Have fun!



*Training Tip: If someone doesn't understand, you may have to repeat the instructions and give more examples. You could also have your own from the original training to show everyone what a finished one might look like.*

**When everyone is done, bring the group back together.**

OK, you can remove your paper units now and look at them.

**Pause and let them read their strengths.**

### **Questions**

How was that?

Are you surprised about how others see you?

Look at your strengths. These are the characteristics that will help you in your work in your community. We all have different strengths and that is why when we work together, we are more effective.



**Training Tip: It is always nice to take a group photo at this point. It will also help you remember everyone after the training as you work with them in your communities.**

### **Call to Action**

**Remember, each and every one of you** is key to improving the future oral health of Central American children.

### **Closing**

Thank you for attending the Community Workshop and thank you for getting involved in oral health in your communities.

Please complete the evaluation form before you leave.

*Hand out forms.*

*Collect forms after they are completed. These are feedback on your training that you can use to improve future trainings.*

**Workshop on caries prevention for communities in the Region of the Americas**  
**Taller de prevención de caries para comunidades en la Región de las Américas**

**Community Workshop Evaluation**

Please take a moment to let us know if the Community Workshop met your expectations and fulfilled your learning needs. Please circle your response to the following questions.

5= Strongly Agree    1= Do Not Agree

5 4 3 2 1    The content matched what I needed to learn.

5 4 3 2 1    The instructors were well prepared and adequately presented the subject matter.

5 4 3 2 1    Handouts, audio-visuals, exercises and other instructional materials were appropriate.

5 4 3 2 1    The time frame for this workshop was appropriate.

5 4 3 2 1    The workshop adequately prepared me to implement oral health initiatives in my community.

Suggestions to improve this session:

Additional comments: