



Course Syllabus

SEMESTER XXXX

School of Nursing and Health Professions

Course Name: Preventive Dentistry

Course & Section Number: DHY 110-002

Meeting Day(s) & Time(s):

Credits: 1

Contact Hours: 1

Instructor's Name:*

Office Hours & Location:

OCC Phone:

OCC Email:**

Additional Contact Information:

*Please call me (name); it is my preferred name. If you have a preferred name, please let me know so that I can use it.

**Please only use your student OCC email to contact me.

Catalog Description:

This course provides the basic information for orientation to the profession of dental hygiene including: the dental team, the role of the dental hygienist, professional skills, ethics, jurisprudence, terminology, and the history of dental hygiene. It also provides an introduction to primary methods of prevention of dental disease: plaque control, fluorides and sealants. Emphasis is placed on the student's development of personal and client oral hygiene skills as well as educational techniques.

Prerequisites:

DHY 122; Acceptance to the Dental Hygiene Program

Co-requisite: DHY 101 and DHY 100 and DHY 120 and DHY 138

Course Materials:**Required Test(s):**

Pieren, J. A., Gadbury-Amyot, C.C. (2025). *Darby and Walsh Dental Hygiene Theory and Practice* (6th Edition). Elsevier, Inc.

Gehrig, Jill S., Sroda, Rebecca, and Saccuzzo, Darlene. (2026). *Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation* (9th ed.) Burlington, MA: Jones & Bartlett Learning.

Gehrig, Jill S. (2018). *Patient Assessment Tutorials* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Additional Texts/Reference Texts:

Boyd, Linda D., Mallonee, Lisa F., and Wyche, Charlotte J. (2021). *Wilkins' Clinical Practice of the Dental Hygienist* (13th ed.) Burlington, MA: Jones & Bartlett Learning.

Lukens, R. (2012). *Stedman's Medical Dictionary for the Dental Professional* (2nd Edition) Philadelphia, PA: Lippincott, Williams and Wilkins.

MANUALS

Owens Community College Dental Hygiene Program. *Safety Manual*. Owens Community College.

Owens Community College Dental Hygiene Program. *Preclinic Manual*. Owens Community College.

WEBSITES:

<http://www.ada.org> - American Dental Association: Products and services, Consumer information.

<http://www.iadr.com> - International Association for Dental Research

<https://www.cdc.gov/index.html> - Centers for Disease Control and Prevention:

variety of reports on demographic patterns of disease prevalence plus number of studies

<http://adha.org> - American Dental Hygienists' Association

<http://dentalcare.com> - Proctor and Gamble

Purdue Owl Writing Lab:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Dentalcare.com Periodontal Chairsides Guide: <https://www.dentalcare.com/en-us/student-resources>

The Ohio State Dental Board: <https://dental.ohio.gov/>

Hu-Friedy: <https://www.hufriedygroup.com/en>

Colgate: www.colgate.com

Oral B: www.oralb.com

Teledyne Water Pik: www.waterpik.com

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
1. Paraphrase the history of dental hygiene.	Week 1 “elevator speech” group activity, Quiz 1, Midterm Exams, Final Exam
2. Discuss the ethical and legal responsibilities of dental health care professionals.	Weeks 1, 2, 14 lectures; Quiz 2, Quiz 3, Midterm Exams, Final Exam
3. Interact effectively using proper medical/dental terminology.	Weeks 1, 2, 3, 6, 7, 8, 9 Terminology Assignments; Quizzes 1-6, Midterm Exams, Final Exam
4. Recognize the Dental Hygiene Process of Care.	Week 2 Lecture; Quiz 3, Midterm Exams, Final Exam; Case Study ADPIED Project
5. Explain the role of each factor in the caries process and identify the link between nutrition and oral health	Weeks 5-13 Lectures; Quizzes 3, 4, 5, and 6; Midterm 2 and Final Exam
6. Identify evidence-based decision making when selecting preventive dental products to suit individual needs and select, demonstrate and evaluate oral health aides and techniques appropriate for each patient.	Weeks 4-14 Lectures, Quizzes 3-6; Midterm Exams and Final Exam, Case Study ADPIED Project

Program Outcomes:

The following program outcomes are assessed in this course

Outcome	Where Assessed
Analyze assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs	Week 2 Lecture; Quiz 3, Midterm Exams, Final Exam; Case Study ADPIED Project
Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health.	Weeks 4-14 Lectures, Quizzes 3-6; Midterm Exams and Final Exam, Case Study ADPIED Project
Provide dental hygiene care for all types of classifications of periodontal disease, including patients who exhibit moderate to severe periodontal disease.	Weeks 5-13 Lectures; Quizzes 3, 4, 5, and 6; Midterm 2 and Final Exam
Document complete and accurate findings and/or treatment relevant to patient care.	Weeks 1, 2, 14 lectures; Quiz 2, Quiz 3, Midterm Exams, Final Exam
Utilize interpersonal and communication skills to effectively interact with diverse population groups (including cultural influences) and other members of the health care team.	Weeks 1, 2, 3, 6, 7, 8, 9 Terminology Assignments; Quizzes 1-6, Midterm Exams, Final Exam
Apply the principles of ethical reasoning, ethical decision-making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.	Weeks 4-14 Lectures, Quizzes 3-6; Midterm Exams and Final Exam, Case Study ADPIED Project
Utilize problem-solving strategies related to comprehensive patient care and management of patients.	Weeks 4-14 Lectures, Quizzes 3-6; Midterm Exams and Final Exam, Case Study ADPIED Project
Apply legal and regulatory concepts to the provision and/or support of oral health care services.	Weeks 1, 2, 14 lectures; Quiz 2, Quiz 3, Midterm Exams, Final Exam

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Where Assessed
Communicate effectively.	Case Study ADPIED Project
Act with professional responsibility.	Case Study ADPIED Project
Demonstrate sensitivity to others' beliefs and values.	Week 14 in-class activity
Think analytically, critically, and creatively.	Quizzes 1-6, Midterm Exams, Final Exam, Case Study ADPIED Project

Technology, Lab Requirements, & Files:

All tests and quizzes will take place in class and will require you to have your own personal laptop or tablet, with Respondus Lockdown Browser downloaded for testing and quizzing purposes. Directions on downloading Respondus Lockdown Browser are available in the left-hand column of the DHY 110 Preventive Dentistry course shell, under the "Books & Tools" heading.

Student Data Files:

Student data files links are in the Blackboard.

Academic and Student Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct:

All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct:

All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations:

A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a **written email** notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. **Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy***. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu

*The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection:

Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of general education or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI:

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification

or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

Health & Safety Information:

Please note that while unlikely, there is a possibility courses might need to change the delivery method due to public health concerns. If this happens, the college will communicate any changes via email and/or other communication methods.

If you are not able to come to class because you are ill, please let me know as soon as possible. When possible, class materials will be available through Blackboard, Teams or Zoom. I will do my best to make special arrangements for you to make up the work you missed, if practicable.

Currently, masks are permitted to be worn on campus and in the classroom, but not required; however, this requirement may change depending on circumstances. If changes to the course delivery method are made, you will be informed via email and/or other communication methods as appropriate.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Methodology:

This course includes 1 hour of synchronous lecture. Didactic learning outcomes may be achieved through the use of lecture, PowerPoint slides (or similar), group activities, discussion boards, homework, and appropriate reading assignments.

Email response:

I check my email several times a day, and whenever possible, respond within 24 hours. If you need to contact me immediately, you may text or call between the hours of 8 AM and 8 PM. While my office phone is the preferred method of communication, any urgent/emergency situation can be communicated via my cell phone.

Office Hours:

Student Expectations:

- **Homework** will consist of the Medical Terminology Assignments, which is a separate percentage of your overall grade. Consideration will be given to class preparedness and participation in determining your “homework” percentage of your overall grade. It is your responsibility to read assignments PRIOR to class and come prepared to discuss and participate in group activities.
- **Written tests and quizzes** will include multiple choice, T/F, matching, short answer and case study questions.
 - If a student fails a test, the original failing grade is the recorded grade.
 - If a failing grade is recorded, students are required to pass the same test in order to remain in the course.
 - The retake must be successfully completed within one week of receiving the failing grade.
 - Any retakes are not recorded in the final grade.
 - After the second failing attempt, the student must have remediation with the Department Chair prior to the third attempt (within one week).
 - Failure of the third attempt will result in failure of the course.

Tests and Quizzes:

Tests (midterms and final exam) and quizzes will be taken in class using a personal computer using Respondus Lockdown Browser.

Spelling quizzes can be taken 10 minutes prior to the beginning of class at the student’s preference, as it is an extra-credit opportunity. Spelling quizzes are an opportunity to override your lowest quiz grade. For each perfect score on a spelling quiz, you can earn 10 points – up to 100 points. This grade can be used to replace your lowest quiz grade.

- **Class Participation:** The class is synchronous and will require interaction. The purpose of these interactive exercises is to strengthen the communication skills of the student and their ability to use critical thinking when discussing oral health.
- **Grading Scale:** Students must receive a “C” grade or higher to pass this course. Both a D and F are considered a failing grade and the course must be repeated.

Assignments

- Any late assignment will result in a zero grade

- All assignments are required and must be submitted to pass DHY 110 regardless of the earned grade.
- Assignments will be graded within seven days. No assignments will be graded and returned before the due date for the assignment

Required Reading:

Reading assignments are taken from the required textbook(s). Please complete the reading assignment **prior to the class time**. Reading Assignments are listed in the Assignment Calendar of this syllabus. It is highly suggested to read material prior to class. Each chapter includes review questions which can be obtained through the respective texts online resources. Answering these questions prior to each lecture will best prepare your for class discussions/quizzes/tests.

Absence policy:

Excused and Unexcused Absences:

- **Excused Absence:** sick with physician excuse, court date, ODHA/ADHA Annual Session, immediate family funeral with obituary.
- **Unexcused absence:** sick with no physician excuse, weddings, other absences. Attending class virtually without a physician excuse will be considered unexcused.
- **One** unexcused absence per semester.
- Second unexcused absence will lower course grade by 5%. Third unexcused absence will lower grade by 10%.
- Arriving late or leaving early for class sessions will be considered an unexcused absence, and each late arrival/departure after will be considered ONE ADDITIONAL unexcused absence.

Consideration will be given on a case-by-case basis. Exceptions may be made with prior arrangements with course instructor.

Classroom Attendance:

Traditional: students must attend this class in person only. Instructors will not allow a different form of instructional delivery. Traditional classes can be either lecture, lab, or seminars.

What Will Our Classroom Environment Be Like?

Respectful Class Communication:

This instructor is committed to the following, and encourages you to be as well:

- respect for the dignity and essential worth of all individuals
- promotion of a culture of respect throughout the college community
- respect for the privacy, property, and freedom of others
- rejection of bigotry, discrimination, violence, or intimidation of any kind
- practicing personal and academic integrity and expecting it from others
- promotion of diverse opinions, ideas, and backgrounds that are the lifeblood of the college

Inclusion Statement:

The Dental Hygiene Department embraces the goal of an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We are committed to increasing the representation of those populations that have been historically excluded from participation in U.S. higher education and/or in the dental hygiene profession.

How Grades are Determined and Major Assignments

Evaluation Measure	Student Learning Outcomes Assessed	Value (percentage of final grade)
Quizzes (6)	SLO's 1-6	20%
Medical Terminology Assignments	SLO #3	10%
Homework/Class Participation	SLO's 1-6	5%
Midterm Exams (2)	SLO's 1-6	30%
Final Exam	SLO's 1-6	25%
ADPIED Journal Article Review	SLO #2,3,6	10%
Spelling Quizzes	SLO #3	Extra credit
Total		100%

Final Grading Scale

Grade	Percentage
A	100-92
B	91.99-85
C	84.99-77
D	76.99-60
F	59.99 and below

NOTE: Both a D and F are considered a failing grade; requiring the student to repeat the course. Grades are not 'rounded up.' Example: if your grade is a 91.99, you have earned a "B"

CASE STUDY ADPIED PROJECT GRADING RUBRIC

Student Name: _____

CATEGORY	5 Exceeds	4 Proficient	3 Satisfactory	2 Emergent	0 Does not meet
Organization	Information is exceptionally organized with well-constructed paragraphs and subheadings. All paragraphs demonstrate organization of thought including specific details and examples.	Information is proficiently organized with well-constructed paragraphs and subheadings. 5/6 paragraphs demonstrate organization of thought including specific details and examples.	Information is organized with adequately constructed paragraphs. 4/6 paragraphs demonstrate organization of thought including examples.	Information presented demonstrates the ability to comprehend the assignment; 3/6 paragraphs demonstrate organized thoughts with examples	Paper is not organized, OR 4 or more paragraphs do not include case-specific examples
Content Development	Student correctly identifies human needs deficits; demonstrates exceptional critical thinking regarding data used to arrive at correlating human needs deficits	Student correctly identifies all but 1-2 human needs deficits; demonstrates proficient critical thinking regarding data used to arrive at correlating human needs deficits	Student adequately identifies human needs deficits; 3-4 elements of missing data or supplemental data that could have been useful are missing.	Student demonstrates the ability to identify human needs deficits, but does not show critical thinking in identifying data used to arrive at deficits	Little ability to identify the human needs deficits is evident.
Context and Purpose for Communication	Student demonstrates exceptional proficiency in analyzing the Dental Hygiene Process of care; misses no conclusions about how the assigned element of ADPIED leads to improved outcomes	Student demonstrates proficiency in analyzing the Dental Hygiene Process of Care; may miss 1-2 conclusions about how the assigned element of ADPIED improves outcomes	Student demonstrates adequate ability to analyze the Dental Hygiene Process of Care; may miss 3-4 conclusions about how the assigned element of ADPIED improves outcomes	Student demonstrates emergent ability to analyze the Dental Hygiene Process of Care and shows emergent comprehension of how the assigned element of ADPIED leads to improved outcomes, but clear conclusions are not drawn	Student does not demonstrate ability to analyze the Dental Hygiene Process of Care; cannot analyze how the assigned Dental Hygiene Process of Care element improves outcomes. Incorrect conclusions are drawn.
Supporting material; sources and evidence	A supporting reference citing the assigned ADPIED element is provided; the connection between the reference and assigned element is strong and current (reference was written within the last 5 years).	A supporting reference citing the assigned ADPIED element is provided; the connection between the reference and assigned element is evident, and current (reference was written within the last 5 years).	A supporting reference for the assigned ADPIED element is provided, but the connection between the reference and element is weak or the reference is outdated.	A supporting reference for the assigned ADPIED element is provided, but the connection between the reference and element is poor or the reference is outdated.	A supporting reference for the assigned ADPIED element is not provided, or supporting reference for the wrong element is provided, or the Darby text is used as a reference.

Delivery • Grammar/Vocabulary • On Time • Correct Format	No grammatical, spelling or punctuation errors. Source is accurately cited in the desired format; no errors in APA format; annotated bibliography is correctly provided with no errors. Submitted on time	Minimal (1-2) grammatical, spelling or punctuation errors. Source is accurately cited in the desired format; 1 error in APA format; annotated bibliography is correctly provided with 1 error. Submitted on time	Few (3-4) grammatical, spelling or punctuation errors. Source is accurately cited in the desired format; 2 errors in APA format; annotated bibliography is correctly provided with 2 errors. Submitted on time	Some (5) grammatical, spelling or punctuation errors Source is accurately cited, but minor errors (3-4) exist in APA format; annotated bibliography is correctly provided with 3 errors Submitted on time	Multiple (6+) grammatical spelling, or punctuation errors. Source is NOT accurately cited in APA format or multiple (5+) errors exist; annotated bibliography is not provided or is provided with 4 or more errors Submitted late
Total Score: _____/25= _____ %					

General Education Core Competencies

	Topics	Communications Oral & Written	Mathematical Reasoning	Information Literacy	Critical Thinking	Ethics	Diversity
Class 1	Development of the Dental Hygiene Profession; Intro to Medical Dental Terminology	√		√	√		
Class 2	Dental Hygiene Metaparadigm Concepts, Dental Hygiene Human Needs Model	√ √ √			√	√	√
Class 3	Communication Landmarks terminology (I/E Exam)	√			√	√	√

Class 4	Scientific Research and Dental products	√	√	√	√	√	√
Class 5	EXAM (Online) Lecture: Calculus/Stains	√		√	√	√	√
	Topics	Communications Oral & Written	Mathematical Reasoning	Information Literacy	Critical Thinking	Ethics	Diversity
Class 6	Interdental Care, Dexterity issues, Fixed appliances, Isolated teeth, Furcations, Malposed/Malfor med Teeth	√	√	√	√	√	√
Class 7	Dentifrice formulations: Caries, tartar, desensitizing, whitening, gingivitis, abrasiveness	√	√	√	√		√

Class 8	Caries Process: Demin/Remin	√	√	√	√		
Class 9	GV Blacks' Classifications, Reading the Dental Charting; Caries detection: Explorers vs. Diagnodent; Sealants	√	√	√	√	√	√
Class 10	Preventive Agents: P & G Rep: Stannous Fluoride	√	√	√	√	√	√
	Topics	Communications Oral & Written	Mathematical Reasoning	Information Literacy	Critical Thinking	Ethics	Diversity
Class 11	Exam II Lecture: Diet and Nutritional	√		√	√	√	√

	Implications for Oral Health						
Class 12	Power Toothbrushes	√	√	√	√		
Class 13	Off – Thanksgiving						
Class 14	Oral Physiotherapy: Manual Toothbrushing	√	√	√	√	√	√
Class 15	Beneficence; Non-maleficence, autonomy vs. paternalism	√		√	√	√	√
Week 16	Final Exam	√	√	√	√	√	√

Assignment Calendar

Week/Date	SLO					
1	1	- Syllabus Review - History of Dental Hygiene - Intro to Medical Dental Terminology Classroom discussion/activity: 50 minutes	- Describe the development of the dental hygiene profession - Define the study of dental hygiene - Discuss the dental hygiene metaparadigm and concepts - Define: - Direct Access - Collaborative Practice Model - Independent Dental Hygiene practitioners - Interprofessional collaboration/practice - Accreditation - Dental Hygiene Practice Acts and Licensure - The Dental Hygiene National Board - ADHA - NDHA - IFDH	Read Darby Ch. 1 Terminology pages 1 and 2 (All terminology worksheets are due by following Wednesday by 9am)	Group activity: "elevator speech" re: assigned element of the dental hygiene profession	

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			5. Define the terms: root, prefix, suffix and combining form. 6. Name the languages from which most medical/dental word parts are derived.			
Week 2	2, 3, 4	DHY Metaparadigm Concepts and the Dental Hygiene Human Needs Model Classroom discussion/activity: 50 minutes	1. Discuss the 4 dental hygiene paradigm concepts and how they apply to DH practice 2. Identify the 3 dental hygiene conceptual models 3. Discuss the eight (8) Human Needs of the Dental Hygiene Human Needs Model 4. Classify assessment findings with appropriate unmet human needs 5. Recognize how to best prioritize and simultaneously meet human needs	Read: Darby, Chapter 2 Terminology: Combining Forms – Nouns	Group work: Complete Human Needs Assessment on Fictional Patient(s)	Extra Credit Spelling Quiz 1 – see BB for words/definitions
Week 3	3	Communication Quiz – 10 minutes Classroom discussion/activity – 40 minutes	1. Recognize that effective communication skills have verbal and nonverbal components. 2. Identify factors that affect the communication process. 3. Distinguish between therapeutic and nontherapeutic communication approaches. 4. Discuss why communication techniques learned by the dental health professional must be flexible	Read: Darby, Ch. 5 Terminology pages 5-7: Common prefixes for: -numbers -colors	Evaluation of Communication Skills – Group activity Oral Health Questionnaires	Quiz 1: History and DHY Profession; DHY Metaparadigm Concepts and Human Needs Model (Weeks 1 & 2 content) Extra Credit Spelling Quiz 2 – see BB for words/definitions

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			5. Identify the components of motivational interviewing 6. Recognize the role of technique demonstration and the teach-back method in individual patient communication/instruction	-negatives -direction		
Week 4	6	Evidence-Based Decision Making Quiz – 10 minutes Classroom discussion/activity – 40 minutes	1. Define Evidence-Based decision making 2. Discuss the concept of “levels of evidence” 3. Identify the hierarchy of research design and levels of scientific evidence 4. Discuss the EBDM process 5. Differentiate between “clinical” and “statistical” significance 6. Describe how EBDM will assist the clinician in product and treatment recommendations	Darby, Ch. 3	Review various studies to discuss: levels of evidence and whether, based on the study, your group would recommend the product or treatment	Quiz 2 (Communication) Extra Credit Spelling Quiz 3 – see BB for words/definitions
Week 5	5,6	EXAM 1 – in class (25 minutes) Lecture: Calculus/Stains (25 minutes)	Calculus: 1. Define dental calculus, including more commonly used terminology. 1. Discuss calculus formation in terms of composition and location 3. Discuss the incidence of calculus formation based on salivary types	Darby CH. 18	In-class activity: Identify the type of stain; how would you remove it? How would you prevent it?	Exam I - In class

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			4. Detail the formation of calculus including: A. inorganic components B. organic components 5. Discuss the factors affecting pigmentation of supragingival and subgingival calculus 6. Describe common locations for supragingival and subgingival calculus. 7. Name the three types of calculus based on age of deposit(s). 8. Discuss the relationship between calculus and gingival/periodontal health. 9. Compare the inorganic percentages of calculus, enamel, cementum, dentin and bone. Stains: 1. Recall the difference between exogenous and endogenous stains 2. Recall the difference between intrinsic and extrinsic stains 3. Define "chromogenic bacteria." 4. Identify the source(s) and clinical approach for the following extrinsic stains: a. Green b. Black			

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			c. Black-line d. Orange e. Brown f. Brown stain caused by chemotherapeutic agents g. Gray/brown-green h. Yellow i. Blue-green j. Red-black 5. Identify the Source(s) and clinical approach for the following intrinsic stains: a. Dental fluorosis b. Hypocalcification c. Demineralization d. Tetracycline 6. Identify the deposit assessment armamentarium for identification of dental calculus and stains			

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
Week 6	3, 5, 6	Auxiliary Plaque Control Methods for Interdental Care Quiz – 10 minutes Classroom discussion/activity – 40 minutes	1. Recognize the relationship between removal of interdental bacterial biofilm and disease prevention 2. Select appropriate interdental care devices based on efficacy, individual needs, and preferences. 3. Educate patients on safe and effective use of selected interdental care devices 4. Identify a variety of interdental devices to be recommended based on gingival contours, probing depths, attachment levels, embrasure spaces, tooth position/alignment, restorative work, disease susceptibility, dexterity, motivation, cost, safety, effectiveness, and patient preference, including but not limited to: A. Dental floss and dental tape B. Floss Holders	Darby, Ch. 25 Terminology, Pgs 10-11 Suffix: Condition, Medical specialties, Pertaining to, or Resembling	In class activity: Case given, choose appropriate interdental aid and demonstrate use	Quiz 3: Calculus/Stains Extra Credit Spelling Quiz 4 – see BB for words/definitions.

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			C. Dental water jets D. Interdental brushes and tips E. Toothpicks and toothpick holders F. Rubber stimulators G. Tongue cleaners			
Week 7	3, 5, 6	Dentifrice Formulation Classroom discussion/activity – 50 minutes	1. Define “dentifrice” and state the 3 purposes of a dentifrice 2. Discuss ways to prevent cross-contamination when using tooth paste. 3. Describe the medical and nonmedical components of a dentifrice and purposes of each 4. Identify common allergens recognized in dentifrices 2. Describe adverse reactions of common dentifrice ingredients.	Darby Ch. 26: Dentifrices Terminology Pages 12-14 Roots and Combining Forms of verbs	In-class activity: determine active ingredients in various dentifrice formulations	Extra Credit Spelling Quiz 5 – see BB for words/definitions.

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			3. Describe the 5 different forms of dentifrices 4. Identify the 5 most commonly used dentifrice abrasives 5. Identify the variables influencing dentifrice abrasiveness 6. Discuss fluoride as an anticaries and remineralizing agent 7. Define “bioavailability” 8. Identify 3 other nonfluoride anticaries components 9. Describe the mechanism of action for desensitizing agents 10. Identify 3 antigingivitis agents			

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			11. Identify one anticalculus agent 12. Identify 3 antistain agents 13. Identify common causes of halitosis and antihalitosis agents used to treat halitosis 14. Discuss adverse effects of dentifrices 15. Recognize appropriate dentifrice recommendations based on patient presentation			
Week 8	3, 5, 6	Caries Process: Demineralization/Remineralization Quiz – 10 minutes	1. State the role of each factor in the caries process. a. Acidogenic bacteria b. Frequent fermentable carbohydrates c. Acid production d. Demineralization e. Remineralization f. Xylitol	Darby, CH. 19 and read: https://dimensionsofdentalhygiene.com/article/managing-enamel-demineralization/	In-class group activity: Explain demin/remin process of selected products	Quiz 4: Auxiliary plaque control and Dentifrices (Weeks 6 & 7) Extra Credit Spelling Quiz 6 – see BB for words/definitions.

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
		Classroom discussion/activity – 40 minutes	g. ACP (Amorphous calcium phosphate) h. CCP (Calcium sodium phosphosilicate) i. TCP (Tricalcium phosphate) j. Sodium bicarbonate k. Nanohydroxyapatite l. Oral probiotics m. Arginine	Terminology Page 15 Plural Formation		

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
Week 9	3, 5, 6	Preventive Agents Sealants GV Blacks' Classifications, Reading the Dental Charting Caries detection: Explorers vs. Diagnodent Classroom discussion/activity – 50 minutes	1. Define “pit and fissure sealant” 2. Recognize differences between “cavitated” and “noncavitated” lesions 3. Describe the surfaces and populations most at risk for dental caries 4. Describe contraindications for sealant placement 5. Identify types of sealants 6. Identify polymerization methods used for sealant placement 7. Identify the difference between “filled” and “unfilled” sealants 8. Describe the correct procedure for sealant placement 9. Identify the correct classification of dental caries using GV Black’s Classification system 10. Discuss caries detections methods including: Visual, radiographic, explorer, Diagnodent	Darby, CH 35; Darby CH 17: pp. 239-243: “Classification of Dental Caries and Restorations; Caries Detection (including Table 17.3) Terminology Page 16 Silent Letters and Unusual Pronunciations	In-class activity: case study review for recommendation of sealants	Extra Credit Spelling Quiz 7 – see BB for words/definitions.
Week 10	5, 6	Preventive Agents: P & G Rep: Stannous Fluoride	1. Describe the use of fluoride in dentistry. 2. Discuss the benefits of stannous fluoride vs. other types of fluoride (sodium, sodium monofluorophosphate)	Darby, pp. 278-282; “Fluoride Therapies”		Quiz 5: Caries Process, Preventive Agents (Weeks 8 & 9) Extra Credit Spelling Quiz 8 – see BB for words/definitions.

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
		Quiz – 10 minutes Classroom discussion/activity – 40 minutes				
Week 11	5, 6	Exam II – In Class (25 minutes) Lecture: Diet and Nutritional Implications for Oral Health	1. Define “nutritional counseling” 2. Define “nutritional assessment” 3. Discuss 3 nutrition-related formulas for determining healthy height/weight proportions 4. Discuss when a dietary assessment/history may be indicated in a dental setting 5. Describe the role of the dental hygienist in nutritional counseling 6. Differentiate between a primary and secondary nutritional deficiency 7. Discuss the need to remain culturally sensitive for patients receiving nutritional counseling 8. Describe the nutritional needs of patients with a high risk for dental caries	Darby, CH 36	In-class activity: Bring Favorite Snack with Nutritional Label	Exam II – In Class

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
Week 12	5, 6	Power Toothbrushes Lee Somerville, Sonicare presentation Classroom discussion/activity – 50 minutes	1. State which patients may benefit from an power toothbrush 2. Compare manual and power toothbrushes	Darby, CH. 24, pp. 379 “Power Toothbrushes;” Table 24-1 and Box 24.2 Terminology: Prefixes pages 8-9 for: -degree -size -comparison -time -position		Extra Credit Spelling Quiz 9 – see BB for words/definitions.

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
Week 13	5, 6	Oral Physiotherapy Classroom discussion/activi ty – 50 minutes	1. Identify the parts of a manual toothbrush 2. Describe toothbrush filament design 3. Identify toothbrush bristle wear as it correlates to patient use/misuse 4. Discuss toothbrushing duration and frequency recommendations 5. Recognize signs of excessive toothbrushing force 6. Identify the following toothbrushing techniques and appropriate applications: A. Bass B. Stillman C. Charter D. Roll Stroke E. Modified Bass, Stillman, and Charter methods F. Fones 7. Differentiate between soft and hard tissue lesions resulting from toothbrushing damage 8. Discuss the criteria for recommending tongue cleansing	Darby, CH 24 In class writing assignment	Apply the Dental Hygiene Process of Care (ADPIED) to patient toothbrushing scenarios	Extra Credit Spelling Quiz 10 – see BB for words/definitions.

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			9. Describe prevention of toothbrush contamination			
Week 14	6	Ethical Decision-making Quiz – 10 minutes Classroom discussion/activity – 40 minutes	1. Define terms: A. Autonomy B. Beneficence C. Nonmaleficence D. Justice E. Veracity F. Fidelity 2. Give examples of how terms apply to the DH process of care 3. Describe an ethical dilemma and apply the ethical decision-making process	Darby, CH. 7, pp. 66-73 (STOP at “Legal Concepts”)	In class activity: review scenarios, determine if RDH was practicing beneficence, non-maleficence; if RDH was allowing patient to practice autonomy	Quiz 6: Oral Physiotherapy
Week 15		Off Thanksgiving Break				Research Report Due
Week 16		Final Exam: Comprehensive				

Date	SLO	Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
		50 minutes				

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.

**** Please refer to Blackboard on a weekly basis ****