

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Dental Hygiene</u>
COURSE RUBIC AND NUMBER	<u>DHYG 2231</u>
COURSE TITLE	<u>Dental Hygiene Care II</u>
COURSE CREDIT HOURS	<u>2 2 : 1</u> Credit Lec Lab

I. Catalog Description

Provides a continuation of Dental Hygiene Care I. Dental hygiene care for the medically or dentally compromised patient including advanced instrumentation techniques. A grade of “C” or better is required in this course to take the next course. **Prerequisites: DHYG 1304 and DHYG 2201. Corequisite: DHYG 2262. (2:1). Lab fee.**

II. Course Objectives

Upon successful completion of this course the student will be able to:

- A. Unit 1 Conceptual Foundations
 - 1. Describe Maslow’s hierarchy of needs theory.
 - 2. Identify and define the four central paradigm concepts for the dental hygiene human needs conceptual model.
 - 3. Discuss the relationship of the human needs theory to the dental hygiene process.
 - 4. Define the eight human needs related to dental hygiene care.
 - 5. Discuss the concept of health.
 - 6. Discuss the healthcare paradigms: disease treatment-oriented, disease prevention-oriented, and health promotion-oriented.
 - 7. Differentiate between the three levels of prevention - primary, secondary and tertiary.
 - 8. Describe health promotion strategies the dental hygienist might employ to facilitate client oral health; oral health marketing, health education, collaboration, use of mass media, community organization, advocacy, and legislation.
 - 9. Relate the importance of communication to the profession of dental hygiene.
 - 10. Know the basic components of the communication process.
 - 11. Identify the factors that affect interpersonal communication.
 - 12. Employ verbal, nonverbal, and therapeutic communication techniques.
 - 13. Identify nontherapeutic communication techniques.
 - 14. Identify major theories of motivation.
 - 15. Distinguish among the concepts of race, ethnicity, ethnic group, culture, and subculture.
 - 16. Apply knowledge of culture to healthcare delivery.
 - 17. Describe the importance of cultural health beliefs as related to dental hygiene care.
 - 18. Identify cultural barriers to oral healthcare.
- B. Unit II Behavioral Management of Pain and Anxiety
 - 1. Explain the stress response and its relationship to pain.

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2. Differentiate dental fear, dental anxiety, and dental phobia signs and symptoms.
 3. Apply assessment tools for determining the degree of dental fear and anxiety.
 4. Apply behavioral options for managing dental fear and anxiety.
- C. Unit III Root Morphology
1. Discuss the significance of root morphology to root surface management.
 2. Identify and explain the significance of the anatomic landmarks, contours of the cemento-enamel junction, and root concavities of permanent teeth.
 3. Identify and discuss the number and shapes of the roots of the permanent teeth.
 4. Identify the classifications of furcation involvement.
 5. Discuss the importance of root trunk length.
 6. Explain the etiology and contributing factors associated with the development of furcations.
 7. Discuss the treatment of furcation defects.
- D. Unit IV Mock WREB
1. Demonstrate a comprehensive knowledge of the WREB manual.
- F. Unit V Advanced Techniques
1. Discuss and demonstrate the advantages, disadvantages of using extended shank and mini-bladed curets.
 2. Discuss and demonstrate advanced fulcrum techniques.
 3. Discuss and demonstrate toe-down and toe-up position for horizontal strokes.
 4. Select appropriate ultrasonic tips for the patients' need.
 5. Know the correct power settings for ultrasonic instrumentation.
 6. Explain and demonstrate the proper ultrasonic instrumentation techniques utilizing all inserts.
 7. Discuss the indications for using ultrasonic furcation inserts.
 8. Discuss and describe the rationale and procedures for gingival curettage and root planning.

III. THECB Learning Outcomes (WECM)

1. Formulate a dental hygiene care plan for the medically and/or dentally compromised patient.
2. Describe advanced instrumentation techniques.

IV. Evaluation

- A. Written examinations will be given over Units I, II and III, IV, and V.
- B. A comprehensive final exam will be given utilizing all materials covered in this class.
- C. The student will be required to write 2-5 page reviews of reading assignments. Accumulatively they will count as one (1) test grade.
- D. Pop quizzes will be given at the discretion of the instructor. Accumulatively they will count as one (1) test grade.
- E. The student will be evaluated and graded on class participation for all units.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.