

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Dental Assisting</u>
COURSE RUBRIC AND NUMBER	<u>DNTA 1245</u>
COURSE TITLE	<u>Preventive Dentistry</u>
COURSE CREDIT HOURS	<u>2 1 : 2</u>
	Credits Lec Lab

I. Catalog Description

Provides the study of nutrition and prevention of dental diseases and community dental health. A grade of “C” or better is required in this course to take the next course. **(1:2). Lab fee.**

II. Course Objectives

Part I. Oral Health and Preventative Techniques

- A. Unit I. Introduction to Preventive Dentistry
 - 1. Discuss preventive dentistry
 - 2. Describe and “role play” patient motivation
 - 3. Discuss how age characteristics play a role in preventive dentistry
 - 4. Discuss home care

- B. Unit II. Development of Plaque
 - 1. Describe the phases of plaque development—how it forms and how it affects the teeth
 - a. acquired pellicle
 - b. plaque formation
 - c. bacterial attachment
 - 2. Describe material alba
 - 3. Discuss how food debris contributes to plaque formation
 - 4. Discuss and describe dental calculus
 - a. formation
 - b. clinical characteristics
 - 5. Discuss demineralization and remineralization

- C. Unit III. Development of Caries
 - 1. Discuss the theories of dental decay
 - 2. Discuss and describe the following types of dental caries:
 - a. incipient carious lesions
 - b. root caries
 - c. secondary or recurrent caries

- D. Unit IV. Dental Periodontal Disease
 - 1. Discuss and describe the components of the periodontium
 - 2. Recognize and describe healthy gingival tissue
 - 3. Discuss the causes of periodontal disease
 - 4. Discuss and recognize the classification of periodontal disease
 - 5. Discuss and describe the treatment of various types of periodontal disease

- E. Unit V. Toothbrushing and Toothbrushing Techniques
 - 1. Discuss the history of the toothbrush
 - 2. Discuss the toothbrush design
 - 3. Discuss the difference between nylon vs. natural bristles
 - 4. Discuss the differences between manual and mechanical toothbrushes
 - 5. Describe the six (6) toothbrushing techniques
 - 6. Employ proper toothbrushing techniques

- F. Unit VI. Dental Flossing
 - 1. Identify the types and use of dental floss available
 - 2. Discuss and employ proper techniques
 - 3. Discuss the care of prosthetic devices utilizing dental floss and other auxiliary aids

- G. Unit VII. Dentifrices, Mouth Rinses, and Oral Irrigators
 - 1. Discuss and identify dentifrice ingredients and their use in the mouth
 - 2. Discuss the ingredients found in mouth rinses and their patient implications
 - 3. Discuss therapeutic products

- H. Unit VIII. Oral Hygiene Patients with Special Needs
 - 1. Discuss alternative methods of oral hygiene for patients with special needs
 - a. pregnant patients
 - b. patients with cancer
 - c. patients with heart disease
 - d. geriatric patients
 - e. patients with appliances (dentures and partials)

- I. Unit IX. Fluoride
 - 1. Describe fluoride and its use in dentistry
 - 2. Define fluoridation and describe its effects on tooth development and the post eruptive stage
 - 3. List and explain the forms of fluoride.
 - 4. Describe how to prepare a patient and demonstrate a fluoride application
 - 5. Describe how to prepare a patient and demonstrate a fluoride varnish application

Part II. Nutrition

- J. Unit X. Introduction to Nutrition
 - 1. Discuss the goals of the Healthy People 2010 report and their importance
 - 2. Explain why the study of nutrition is important to the dental assistant
 - 3. Define the following terms:
 - a. nutrition
 - b. diet
 - c. undernourished
 - d. malnutrition

- K. Unit XI. Balanced Diet
 - 1. Discuss, explain, and list the six (6) areas of MyPyramid and the four (4) areas of the Canadian Food Rainbow
 - 2. Discuss what a balanced diet consists of and its interpretation

- L. Unit XII. Nutrients
 - 1. Define nutrients found in food, including
 - a. carbohydrates
 - b. fiber
 - c. fats and lipids
 - d. proteins
 - e. amino acids
 - 2. Explain how they affect oral hygiene

- M. Unit XIII. Vitamins, Major Minerals, and Water
1. Explain the difference between vitamins and minerals
 2. Discuss the difference between fat and water soluble vitamins
 3. Discuss the following vitamins and their function:
 - a. vitamin A
 - b. vitamin D
 - c. vitamin E
 - d. vitamin K
 - e. vitamin C
 - f. vitamin B1
 - g. vitamin B2
 - h. vitamin B6
 - i. vitamin B12
 - k. niacin
 - l. folacin
 - m. biotin
 - n. pantothenic acid
 4. Discuss the following major minerals and their function:
 - a. calcium
 - b. phosphorus
 - c. potassium
 - d. sodium
 - e. chlorine
 - f. magnesium
 - g. sulfur
 5. Discuss the body's use of water and the importance of water for proper nutrition
 6. Name nutritional disorders and discuss the vitamin deficiency that causes them
 7. Name sources of antioxidants
- N. Unit XIV. Food Labeling
1. Explain how to interpret food labels
 2. Discuss the requirements for labeling food products
 3. Explain what criteria must be met for a food to be considered "organic"
 4. Discuss foods that are considered to be cariogenic
- O. Unit XV. Eating Disorders
1. Describe eating orders
 2. Discuss the following chronic eating disorders:
 - a. bulimia
 - b. anorexia nervosa
 - c. chronic dieting
- P. Unit XVI. Diet and Culture
1. Discuss how cultural background affects diet, diet-related oral hygiene concerns, and health-related issues

Part III. Community Dental Health

- Q. Unit XVII. Dental Public Health Programs
1. Discuss school-based prevention programs
 2. Describe and demonstrate oral hygiene instruction for school-aged children
- R. Unit XVIII: Medically Compromised or Specialize-Needs Patients
1. Define and discuss the term medically compromised or special-needs patients
 2. Describe the stages of the older population
 3. Describe the orally related conditions affecting the medically compromised or special-needs patient
 4. List the major medical disorders that may affect the way a patient receives treatment
 5. Discuss the Americans with Disabilities Act

III. THECB Learning Outcomes (WECM)

1. Provide nutritional and preventive dental counseling
2. Apply fluoride agents.
3. Demonstrate oral hygiene techniques.
4. Participate in community dental health activities.

IV. Evaluation

Progress Assessment

Unit exams, skills competencies, assignments, and a comprehensive final will be announced on the course calendar. Quizzes may be administered at the instructor's discretion and will not appear on the course calendar. This course may include special projects and/or work within the community if possible.

Grading

Grading Scale

93 – 100	A
83 – 92	B
75 – 82	C
74 or below	F

Grade Distribution

Final Exam	25%
Unit Exams	20%
Skill Competencies	25%
Quizzes	15%
Assignments	<u>15%</u>
	100%

Remediation

Graded assignments will be returned to the student in a timely manner for the student's use in estimating his/her progress in the course. Additionally, the instructor will conduct periodic progress discussions with each student. However, it is the student's responsibility to schedule an individual conference with the instructor should either party feel that the student is not meeting at least the minimum passing standard for the course. The instructor may provide remediation opportunities which may include but are not limited to: supplemental assignments, reexamination, presentations, community projects, etc.

V. Disability Statement (Americans 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.