

# El Paso Community College Syllabus

## Part II

### Official Course Description

<b>SUBJECT AREA</b>	<b>Dental Hygiene</b>								
<b>COURSE RUBRIC AND NUMBER</b>	<b>DHYG 1103</b>								
<b>COURSE TITLE</b>	<b>Preventive Dental Hygiene I</b>								
<b>COURSE CREDIT HOURS</b>	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"><b>1</b></td> <td style="text-align: center; border-bottom: 1px solid black;"><b>1</b></td> <td style="text-align: center; border-bottom: 1px solid black;"><b>:</b></td> <td style="text-align: center; border-bottom: 1px solid black;"><b>1</b></td> </tr> <tr> <td style="text-align: center;"><b>Credits</b></td> <td style="text-align: center;"><b>Lec</b></td> <td></td> <td style="text-align: center;"><b>Lab</b></td> </tr> </table>	<b>1</b>	<b>1</b>	<b>:</b>	<b>1</b>	<b>Credits</b>	<b>Lec</b>		<b>Lab</b>
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<b>Credits</b>	<b>Lec</b>		<b>Lab</b>						

**I. Catalog Description**

Studies the role of the dental hygienist as a therapeutic oral health care provider with emphasis on concepts of disease management, health promotion, communication, and behavior modification. A grade of “C” or better is required in this course to take the next course. Prerequisites: **BIOL 2401 and BIOL 2402 and CHEM 1306 and 1106. Corequisites: DHYG 1201 and DHYG 1219 and DHYG 1239 and DHYG 1304 and DHYG 1431. (1:1). Lab fee. Dental Hygiene Discipline.**

**II. Course Objectives**

Upon satisfactory completion of this course, the students will be able to:

**A. Unit I. Health and Health Promotion**

1. Discuss the concepts and connections of health and oral health
2. Define and discuss health promotion
3. Discuss the health-promotion movement and describe the dental hygienist’s role
4. Discuss and emphasize dental hygiene therapy
5. Discuss and emphasize annual dental examination
6. Value health promotion and disease prevention behaviors by demonstrating a personal commitment
7. Promote preventive health behaviors by personally maintaining optimal oral and general health to total health care
8. Acquire and practice the skills necessary to achieve and maintain optimum self-care.
9. Define, use, and interpret medical and dental terminology appropriately
10. Demonstrate proficiency in the use of technologies related to their field of study

**B. Unit II. Communication Strategies**

1. Discuss the RESPECT Model for Patient-Centered Communication
2. Discuss and practice listening and questioning skills
3. Practice making health care words understandable
4. Discuss effective techniques for interacting with patients from different cultures
5. Discuss strategies to improve communication with children, adolescents, older adults, and hearing-vision-speech-impaired and other special needs patients
6. Manage the patient and his/her needs in a professional and ethical manner
7. Encourage patients to assume responsibility for their health and oral health

- C. Unit III. Behavioral Modification
  - 1. Explain human needs theory and the dental hygienist's relationship to it
  - 2. Discuss the five categories of *Maslow's Hierarchy of Needs*
  - 3. Discuss the *Human Needs Conceptual Model of Dental Hygiene*
  - 4. Discuss the relationship of the *Human Needs Conceptual Model of Dental Hygiene* and the *Dental Hygiene Process of Care*
- D. Unit IV. Oral Diseases and Disease Management
  - 1. Define oral hygiene
  - 2. Define oral biofilm
  - 3. Identify and describe the formation soft and hard deposits
  - 4. Discuss the plaque formation stages and evaluate the changes the biofilm undergoes
  - 5. Discuss the importance of identifying the host's immune response to biofilm in the oral cavity
  - 6. Describe the gingival characteristics that are indicative of health and disease
  - 7. Describe the etiology of periodontal disease
  - 8. Identify the APA (American Periodontics Association) classifications
  - 9. Discuss methods of identifying the deposits and correlate findings with areas of disease present in the oral cavity
  - 10. Describe the oral biofilm assessment (location, amount, extent, and distribution--quality vs. quantity)
  - 11. Explain how the patient's existing oral factors contribute to influence oral biofilm removal
- E. Unit V. Toothbrushes and Toothbrushing Techniques
  - 1. Describe characteristics of acceptable manual toothbrush designs
  - 2. Describe characteristics of acceptable power toothbrush designs
  - 3. Discuss the general guidelines for teaching toothbrushing
  - 4. Discuss other factors that complete instructions for toothbrushing (selection, replacement, care, evaluate effectiveness, tongue brushing, contamination)
  - 5. Describe the manual toothbrushing methods and explain the technique and indications for use
  - 6. Discuss the instructions for a power toothbrush
  - 7. Describe the soft and hard tissue lesions seen from improper toothbrushing techniques
  - 8. Use published research and critical thinking to evaluate the safety and efficacy of manual and power toothbrushes.
- F. Unit VI. Interdental and Supplemental Self-Care Devices:
  - 1. Discuss the purpose and selection of interdental self-care devices
  - 2. Discuss the types of non-powered interdental and supplemental self-care devices and indications for use
  - 3. Describe the correct techniques for application of each non-powered device
  - 4. Describe the powered interdental and supplemental self-care devices and indications for use
  - 5. Describe the correct techniques for application of powered devices
  - 6. Use published research and critical thinking to evaluate the safety and efficacy of oral interdental and supplemental self-care devices.
- G. Unit VII. Dentifrices
  - 1. Explain the purpose of a dentifrice
  - 2. Discuss the criteria for choosing a dentifrice

3. Discuss the components of dentifrices and their uses
  4. Explain the concept of bioavailability
  5. Describe the adverse reactions of dentifrices
  6. Explain the variables about the level of abrasion, the pH, and the insoluble factors of a dentifrice
  7. Describe the causes for the loss of tooth structures
  8. Utilize evidenced-based information for patient recommendations
  9. Discuss the United States' methods for ensuring the safety and efficacy of dental products
- H. Unit VIII. Oral Chemotherapeutic Agents
1. Discuss oral chemotherapeutic agents being used as an adjunct for disease prevention
  2. Discuss the evaluation processes for products approval in the United States
  3. Describe the differences between therapeutic and cosmetic benefits
  4. Analyze the two dimensions of oral chemotherapeutics
  5. Explain the therapeutic purpose for pre- and post-procedural rinses

### **III. THECB Learning Outcomes (ACGM) (WECM)**

1. Discuss oral chemotherapeutic agents being used as an adjunct for disease prevention
2. Discuss the evaluation processes for products approval in the United States
3. Describe the differences between therapeutic and cosmetic benefits
4. Analyze the dimensions of oral chemotherapeutics
5. Explain the therapeutic purpose for pre- and post-procedural rinses

### **IV. Evaluation**

#### **A. Course Grading Scale**

A = 100 – 93

B = 92- 83

C = 82 – 75

D = 74 – 70

F = 69 and below

If the final numerical number for the course is .5 or higher the number will be rounded up to the next number.

*The minimum acceptable numerical number to pass this course is a “75%” as determined by the program’s promotion and graduation policies.*

#### **B. Evaluation Methods**

1. Midterm written examination
2. Final written examination
3. Patient Education Notebook.

#### **C. Remediation**

Assistance for individual remediation must be arranged through the instructor of record.

### **V. Disability Statement (Americans with/Disabilities Act [ADA])**

EPCPC 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.

**VII. Dental Hygiene Entry-Level Competencies**

- C.1 Apply ethical reasoning to dental hygiene.
- C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
- C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene plans to achieve high-quality, cost-effective care.
- C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
- C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.