

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Dental Hygiene								
COURSE RUBRIC AND NUMBER	DHYG 1103								
COURSE TITLE	Preventive Dental Hygiene I								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 0 5px;">1</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 0 5px;">1</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 0 5px;">:</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 0 5px;">1</td> </tr> <tr> <td style="padding: 0 5px;">Credits</td> <td style="padding: 0 5px;">Lec</td> <td style="padding: 0 5px;"></td> <td style="padding: 0 5px;">Lab</td> </tr> </table>	1	1	:	1	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Studies the role of the dental hygienist as a therapeutic oral health care provider with an 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.**

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 new 2017 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.
 12. Develop patient education plans from various healthy and disease scenarios.
- 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. Describe the difference between OTC tooth whitening products versus "Vital Tooth Whitening Products".
 5. Explain the concept of bioavailability.

6. Describe the adverse reactions of dentifrices.
 7. Explain the variables about the level of abrasion, the pH, and the insoluble factors of a dentifrice.
 8. Describe the causes for the loss of tooth structures.
 9. Utilize evidenced-based information for patient recommendations.
 10. Discuss the standards that have been developed for ensuring the safety and efficacy of dental products and materials.
- H. Unit VIII. Oral Chemotherapeutic Agents
1. Discuss oral chemotherapeutic agents being used as an adjunct for disease prevention.
 2. Describe the differences between therapeutic and cosmetic benefits.
 3. Analyze the two dimensions of oral chemotherapeutics.
 4. Explain the therapeutic purpose for pre- and post-procedural rinses.
- I. Unit XIX. Oral Appliances
1. Identify the types of oral appliances.
 2. Discuss the purpose of each oral appliance identified in #1.
 3. Explain the maintenance of oral appliances.

III. THECB Learning Outcomes (WECM)

Upon successful completion of this course, students will:

1. Describe the role of the dental hygienist as a therapeutic oral health care provider.
2. Develop and implement a patient education plan for mild periodontal disease.
3. Explain the concepts of disease management.

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. Quizzes
2. Examinations
3. Project
4. Comprehensive final exam

C. Remediation

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

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).

V. 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.

VI. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.

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.