# Dental Hygiene Program
## Course Syllabus
### Preventive Dental Hygiene Care
#### DHYG 1227

| Semester with Course Reference Number (CRN) | Fall Semester 2017 | 40252-Nguyen ; 40253-Guerrero |
| Instructor contact Information | Giang Nguyen, Lead Instructor | (713) 718-7414 |
| Course Instructors: | Giang Nguyen; Hilda Guerrero |
| Office Location and Hours | Coleman College for Health Sciences | 1900 Pressler, Houston, TX 77030 |
| Giang Nguyen | Office: Room 516 |
| Office Phone: 713-718-7414 | Office Hours: Monday 8:00am-5pm; Tuesday 8:00am-5:00 pm; Friday 8:00am – 5:00 pm |
| giang.nguyen5@hccs.edu | |
| Hilda Guerrero | Office: Room 522 |
| Office Hours: Monday 8:00 am – 12:00 pm, Wednesday 1:00 pm -3:00 pm | Thursday 1:00 pm- 5:00pm, Friday 8:00 am – 5:00 pm |
| hilda.guerrero@hccs.edu | |
| Course Location/Times | Coleman College: Clinic Room 562; Wed Lecture: 1:00pm-3:00pm |
| Classroom Room 576; Wed Lab: 3:00pm–4:00pm | |
| Course Semester Credit Hours (SCH) (lecture/lab) if applicable | Credit Hours 2.00 |
| Total Course Contact | 48.00 |
| Course Length | 14 Weeks (modified due to Hurricane Harvey) |
| Type of Instruction | Lecture/Lab |
Course Description

The dental hygienist in the dental health care system will emphasize on the basic concept of disease prevention and health promotion. Communication and behavior modification skills are presented to facilitate the role of the dental hygienist as an educator.

Course Prerequisite(s):

PREREQUISITE(S):

- BIOL2301, 2101
- SOCI 1301
- CHEM 1305
- ENGL1301

CO-REQUISITE(S):

- BIOL2302, 2102
- DHYG1301
- DHYG1304
- DHYG1331

Required Textbook:

Wilkins, Esther; *Clinical Practice of the Dental Hygienist*, Current Edition. Lippincott Williams & Wilkins, Philadelphia, PA


Supplement Textbook:


Learning Outcomes

Discuss the role of the dental hygienist as a preventive dental team member; utilize the concepts of communication and behavior modification to develop a patient treatment plan; and explain the concepts of dental disease prevention and health promotion.

Scans:

- C13 Negotiates to arrive at a decision; F1 Reading;
  - Discuss the roles of the dental hygienist as a primary care oral health professional and preventive dental team member.
  - Explain techniques to develop and implement a patient education plan for periodontal diseases and dental caries.

Academic Discipline/CTE Program Learning Outcomes

1. The dental hygienist must create an informative presentation to appraise original research on a specific topic
2. The dental hygienist must create a case study and evaluate clinical therapy treatment on a periodontal patient.
3. The dental hygienist must demonstrate the application of a therapeutic agent to clinical competency that is used in the field of dentistry.
4. Dental hygiene students must demonstrate an extra oral exam to identify the anatomy of the head and neck.
5. The dental hygienist must demonstrate psychomotor skills to deliver preventive
services to patients.

**Teaching Tools:** PowerPoint, Videos, Handouts, HCC EagleOnline Canvas

**General Course Objectives**

1. Explain the concepts of dental disease prevention and health promotion, Introduction to Dental Hygiene: Understand the role, ethics behavior and expectations of the dental hygienist. (1.1; 1.2; 2.1)
2. Discuss the dental hygiene process of care and describe how it is incorporated into dental hygiene practice. (1.1; 2.1)
3. Identify the presence of factors predisposing to oral disease: plaque, calculus, and stain. (1.1; 2.1; 4.1; 4.2)
4. Discuss the process and factors involved with formation of dental caries.
5. Demonstrate knowledge of oral physiotherapy aids, dentifrices, mouth rinses and other oral self-care products in common use. (1.1; 2.1; 2.2)
6. Discuss oral cavity microorganisms that colonize and cause disease and the human defense factors that ward off infection. (1.1; 2.1; 2.2)
7. Discuss the types of fluorides used in professional and personal applications, their therapeutic benefits, risks, and application techniques. (1.1; 2.1; 2.2)
8. Explain the rationale for planning dental hygiene care that takes into account patient risk factors, social, cultural and economic issues and principles of patient motivation and education. (1.1; 1.2; 2.1; 2.2; 4.1; 5.1)

**Specific Course Objectives:**

1. Compose a personal definition of the competent Registered Dental Hygienist to encompass the values, ethics, requisites, perceptions of the past, present, and future of the career field. Develop a professional self-concept.
2. Define a dental hygienist.
3. Summarize the development of the dental hygiene profession.
4. Name six (6) roles that ADHA defines for the dental hygienist and give examples of each.
5. Discuss the role of the dental hygienist within the dental team and the role of other members.
7. List characteristics that define a profession.
8. Explain what a code of ethics is and what the purpose of one is.
9. List the fundamental principles, core values and standards of professional responsibility.
10. Describe the ethical responsibilities of a professional person.
11. Formulate their role as a student dental hygienist.

Visit ADHA, TDHA, and GHDHS websites. Visit the Texas State Board of Dental Examiners.

1. List the four (4) levels of ADHA.
2. State the mission of the ADHA.
3. List and identify the Dental Practice Act allowable duties for the Dental Hygienist.
4. Eaglesoft Software Training.

**Biofilm and Other Soft Deposits Dental Caries The Teeth**

1. Discuss bacterial factors that allow oral microorganisms to colonize and cause disease in the oral cavity and the human defensive factors that ward off these infections.
2. Name and describe three (3) non-mineralized deposits.
3. List in order the three (3) main steps in biofilm formation.
4. Describe the composition of biofilm over time.
5. Describe the biofilm matrix and what purpose it serves.
6. Explain how bacteria can overcome the host defense capacity and why everyone doesn’t get caries and/or periodontal disease if they have biofilm.
7. State where biofilm formation begins.
8. Explain three mechanisms for bacterial adhesion and biofilm development.
9. Compare and contrast supra-and sub-gingival; biofilm characteristics.
10. Discuss the clinical significance of biofilm.
11. Name three (3) methods to assess the presence and quality of oral biofilm.
12. Every patient should be given information and taught the skills for self-care. List seven (7) treatment modalities for biofilm control and give examples of each.
13. Explain the process of demineralization. Also, explain this in layman’s terms to assist the patient’s understanding. State and explain the “formula” for dental caries.
14. Define the “Medical Model of Care” as it applies to dentistry.
15. Discuss the caries process and how it relates to different tooth structures. Identify the different classifications of decay.
16. Explain the process of early childhood caries in regards to etiology, prevention and risk factors.
17. List three (3) factors used to determine a patient’s recall interval.
18. Explain the role of diet, fluoride and calcium in the remineralization of tooth structure.
19. Discuss risk factors for dental caries and interventions for each.

Extrinsic and Intrinsic Staining
1. Describe the three ways a tooth can be discolored.
2. Identify and give examples of stains as categorized by location and source of discoloration.
3. List, contrast and compare the most common extrinsic and intrinsic stains with regard to name of stain, clinical appearance, distribution on tooth surfaces, composition, occurrence, and etiology.

Calculus and Bacterial Accumulations
1. Define dental calculus.
2. Summarize the importance of calculus as a mechanical and chemical irritant.
3. Discuss the impact of calculus on the health and form of the gingival.
4. Identify the organic and inorganic components of calculus.
5. Describe the steps in calculus formation.
7. Discuss the following factors with patients: plaque formation, calculus formation, pocket formation, plaque control and gingival healing.
8. Compare supra- and sub-marginal calculus.
9. Discuss mechanism of anti-calculus dentifrices.

Learning and Education for Patients
1. Recite definitions of learning and teaching.
2. List the principles of learning and apply them to aspects of dental care.
3. List the stages in the learning process (learning ladder).
4. Recall the steps in the education process for dental disease control:
   10.1 Assessing the patient’s current statues
   10.2 Determining the patient’s educational and health needs.
   10.3 Design an appropriate educational and preventive program.
   10.4 Implement the strategies.
5. Evaluate the effectiveness of the patient’s oral hygiene measures and assess thereasons for lack of progress and modify the educational and preventive program.
accordingly.
6. List and give examples of the characteristics of good instruction.

**Periodontal Disease Development**

1. Define periodontal disease.
2. Name four (4) by-products produced by bacteria that can contribute to periodontal disease.
3. List the eight (8) warning signs of periodontal disease.
4. Compare and contrast gingivitis and periodontitis.
5. Discuss the disease process of both.
6. Describe the clinical signs of periodontal disease.
7. Discuss the role of biofilm in the disease process.
8. List and discuss controls for periodontal disease.
9. Discuss the relationship of each of the following with periodontal disease: plaque control, tobacco use, diabetes, malocclusion, ill-fitting restorations/appliances, osteoporosis, xerostomia, diet, gingival recession and pockets.

**Toothbrushes and toothbrushing**

1. Discuss toothbrush design and technology.
2. Compare natural and nylon gristles.
3. State the factors influencing the selection of a toothbrush.
4. List the factors affecting bristle stiffness.
5. Discuss factors affecting abrasiveness of bristles.
6. List the purpose of toothbrushing.
7. Describe the daily care of a toothbrush.
8. Discuss improper toothbrushing signs.
9. List contraindications of toothbrushing and alternate cleaning techniques.
10. Describe and demonstrate toothbrushing techniques and list the advantages and limitations of each.
11. Explain the role of the ADA and FDA in product regulation.

**Interdental Care, Irrigation, Dentifrices, and Mouthrinses**

1. List the basic dentifrice ingredients.
2. Explain the role of an abrasive in a dentifrice.
3. Outline the role of fluoride in a dentifrice.
4. Compare sodium and sodium monofluorophosphate fluoride.
5. Discuss the mechanisms and ingredients used for dentinal hypersensitivity and tartar control.
6. Discuss the current status of plaque control agents and whitening agents delivered in a dentifrice.
7. Select appropriate products for specific patient needs.
8. Describe the indications and contraindications for use of interdental cleaning devices: interdental brushes, end tuft brushes, rubber tip and tooth picks, oral irrigators, handicapped adaptations, tongue cleaners, and stimulators.
9. Select and/or modify appropriate oral physiotherapy methods and materials to meet individual patient needs:
   20.1 Toothbrushes/toothbrushing
   20.2 Chemotherapeutic agents
   20.3 Auxiliary cleaning aides
   20.4 Fluoride therapy
10. Discuss the appropriate materials to employ with each.
11. Describe the technique to use.
12. Explain the precautions to observe with each.
13. Discuss the role of the dental hygienist in recommending OPT aids.
14. List factors to consider when recommending dental floss.
15. State the effectiveness of interproximal plaque removal by the use of dental floss.
16. Demonstrate appropriate teaching strategies and techniques for teaching patient to use floss.
17. Identify signs of incorrect flossing such as clefting.
18. Recommend alternative devices to floss and state when they would be appropriate.

**Fluoride Medical Terms**
1. Describe the steps involved in and safety precautions for the application of professional applied fluoride.
2. List the recommendations on the use of topical fluorides offered by the American Academy of Pediatric Dentistry and the 2006 Workshop on the Changing Patterns of fluoride Intake.
3. List the three types of fluorides (Stannous, APF, and Sodium), the concentration, and methods of administration that have been approved by the ADA and FDA for professional use.
4. Compare and contrast the difference between professional-use and home-use fluorides.
5. Verbalize the detrimental effects of fluoride.
6. List the symptoms of fluoride toxicity, antidotes for accidental fluoride poisoning, treatment for fluoride poisoning, and prevention of fluoride poisoning.
7. Name three (3) fluoride compounds used to control caries.
8. Identify which type of fluoride is less stable, must be mixed fresh daily and tends to stain the teeth.
9. Identify which fluoride is acid based and will etch porcelain.
10. Identify which type of fluoride is most effective in remineralizing early incipient lesions.
11. Identify which type of fluoride was tested clinically in a series of four (4) applications corresponding with eruption dates.
12. State whether plaque, calculus or stain removal is necessary prior to Fluoride treatment for enamel uptake to occur.
13. List characteristics of fluoride trays those are important.
14. Explain how reductions in professional concentrations of fluorides may be used.
15. State the optimal level of fluoride in drinking water.
16. Discuss the ADA guidelines on fluoride consumption by infants.
17. List the factors that should be considered when taking a fluoride history.
18. Determine the need for systemic fluoride supplements.

**Indices Scoring Methods**
1. List the purposes for using a disclosing agent.
2. Describe the properties of an acceptable disclosing agent.
3. Communicate information to the patient regarding the procedure.
4. List the purposes of a plaque index.
5. Perform the Patient Hygiene Performance² procedure.
6. Transfer clinical observations to numerical values.
7. Communicate the degree of oral cleanliness presented by the patient.
8. Motivate the patient to perform according to prescribed procedures.
9. Interpret the score to the patient with regard to degree of oral cleanliness achieved.

**Patients with orthodontic appliances Patients with dental implants**
1. Identify and key terms and concepts related to the care of patients with orthodontic appliances.
2. Provide oral hygiene instructions for a patient before, during, and following orthodontic treatment.
3. Identify and define key terms and concepts related to care of the patient with implants.
4. Discuss characteristics and factors that influence self-care or dental hygiene care of the rehabilitated mouth.
5. Discuss types, preparation and placement, and maintenance care for dental implants.
6. Discuss the components of a post-restorative evaluation of a dental implant.
7. Identify the factors that contribute to implant failure.

**Care of dental prostheses**

1. Identify and define key terms and concepts related to care of dental prostheses.
2. Identify the components and characteristics of a variety of dental prostheses.
3. Describe the cleaning and care of dental prostheses.
4. Identify procedures to care for the remaining natural teeth, implants, and underlying oral tissues.
5. Identify specific adjunctive cleaning aids for patients with dental implants.
6. Develop a disease control program for a patient with dental implants.
7. Discuss the criteria for implant success and failure.
8. Locate prosthetic cleaner and review instructions for use.

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**Course Calendar**

August to Early December

**Instructional Methods**

Face to Face

**Assignments**

Must be completed on time (beginning of class period) and according to specified criteria. You are responsible for all reading assignments in course texts and handouts in addition to the content of the lecture and laboratory sessions themselves. Since information in each assignment will be used during the class sessions for discussions, it is essential that materials be carefully studied prior to class or laboratory.

**Success**

To successfully complete this course, the student will need to:

1. Complete assignments as indicated on the schedule.
2. Read weekly topic objective before class and studying for a test.
3. Ask the instructor for help as soon as you realize you are having difficulty.

**HCC Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Semester Hour</th>
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<tbody>
<tr>
<td>A = 100 – 90</td>
<td>4 points</td>
</tr>
<tr>
<td>B = 89 – 80</td>
<td>3 points</td>
</tr>
<tr>
<td>C = 79 – 70</td>
<td>2 points</td>
</tr>
<tr>
<td>D = 69 – 60</td>
<td>1 point</td>
</tr>
<tr>
<td>F (59 and below)</td>
<td>0 points</td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0 points</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>0 points</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0 points</td>
</tr>
<tr>
<td>AUD (Audit)</td>
<td>0 points</td>
</tr>
</tbody>
</table>

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade...
points by the total number of semester hours attempted. The grades "IP", "COM", and "I" do not affect GPA.

See “Health Science Program/Discipline Requirements” for grading scale.

Instructor Grading

**GRADING:** Grading for Requirements and Competencies will follow the scale below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>F</th>
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<tbody>
<tr>
<td></td>
<td>93 – 100</td>
<td>83 – 92</td>
<td>75 – 82</td>
<td>0 – 74*</td>
</tr>
</tbody>
</table>

*A final grade below a “C” (75%) will interrupt a student’s progress through the Program and will result in dismissal from the Program. If you are having trouble with this course, it is your responsibility to contact the instructor immediately and arrange for tutoring or other assistance.*

Overall Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Major Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>13%</td>
</tr>
<tr>
<td>Class projects</td>
<td>15%</td>
</tr>
<tr>
<td>Lab participation</td>
<td>5%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>2%</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Policy's Requirements

**LAB/CLINIC:** Students are only allowed in lab or clinic with **direct** faculty supervision if practicing on each other/classmate. Students participating in clinical activities are to be in scrubs and using safety precautions at all times.

**PROFESSIONAL GRADE/POLICY:** Professionalism grade is 2% (100 points) of the total grade. Students are expected to prepare and participate fully in all classroom and lab activities and to model professional behavior at all times. Students will be given a communication form for each infraction(s) of professional violation. Each communication form will result a 10 point deduction from the professionalism grade. Students are considered mature enough to seek faculty assistance and to monitor their own progress in meeting course requirements.

**Examples include but not limited to:**

- Dress code violation
- Tardiness
- Head on desk and/or nonresponsive as in sleeping (The student will be told to leave the classroom if this occurs)
- Working/studying for other classes during class session (The student will be told to leave the classroom if this occurs)
- Not bringing required materials to class/lab
- Cell phone (in basket) not turned in at the beginning of class. Confiscated if visible to instructor
• Using electronic devices (tablet, ipad) for anything other than e-book used specially for DHYG 1227
• Chewing gum in class/lab
• Failure to perform mandatory sterilization duties as assigned
• No hats allowed

Note: Refer to DH program handbook.

E-Portfolio REQUIREMENT:
Academic portfolios are considered to be the documented statements of the student’s philosophy, goals, achievements, abilities, and accomplishments during the two (2) years of DH program. Each student is requirement to build your own E-Portfolio based on the requirements/assignments that is given by each course. At the end of the semester, students must submit the Preventive OH Presentation on Week 15 in to E-Portfolio on Pathbrite. If student fails to upload the Preventive OH Presentation by the due date, fifty (50) points will be deducted from student’s professionalism grade. Students must have all document submissions remained accessible throughout the two (2) year program in order to fulfill the final E-Portfolio requirement by the DH program.

PLAGIARISM POLICY:
PLAGIARISM IS DEFINED AS “TO STEAL AND PASS OFF (THE IDEAS OR WORDS OF ANOTHER) AS ONE’S OWN AND TO USE (ANOTHER’S PRODUCTION) WITHOUT CREDITING THE SOURCE.” THIS INCLUDES MATERIALS TAKEN FROM OTHER INDIVIDUALS AND THE INTERNET. ALL SOURCES MUST BE CITED IN YOUR APA STYLE RESEARCH PAPER. ANY DIRECT QUOTE (WORD FOR WORD) MUST BE PLACED WITHIN QUOTATION MARKS AND CITED IN APA FORMAT. STUDENT IN VIOLATION OF PLAGIARISM POLICY WILL RECEIVE IN A ZERO “0” FOR THE ASSIGNMENT AND AN “F” IN THE COURSE. ALL ASSIGNMENTS WILL BE RUN THROUGH A PLAGIARISM WEBSITE CHECKER.

WRITTEN TEST POLICY:
All written paper tests (classroom) are taken with a scantron. Only answers filled in on the scantron will be accepted (graded). If you did not completely fill it out, had one answer on the paper test and another on the scantron, skipped questions, etc.; be advised that ONLY the answer on the scantron will be accepted.
All written paper tests in the classroom must be filled out. Answer on the paper test will only be accepted if the scantron sheet was destroyed (mechanical failure) by the grading machine. Scantron sheets that are bent, torn or incorrect form (purchased from an “off brand” company) will not be accepted by the instructor.

TEST POLICY:
If a student is physically tardy by 5 minutes by instructor cell phone (your body must be in the classroom/lab) on the day a written exam is given, there will be an automatic 3 point deduction off the final score of the exam. Any student arriving after a test or quiz has been handed out, he/she will only be allowed the take the test or quiz the remaining time set by the instructor for completion.

Any student caught cheating on any written exam will receive a grade of “0” with no other attempts of testing on that specific module of information.
MAKE-UP POLICY: The student will not be able to make up exams or quizzes without a doctor’s note and or at the instructor’s discretion. The student will receive a ‘0’ for that exam or quiz. The make-up exam must be taken the next day the student is in attendance and will be administered at a time scheduled with the instructor. Lab skills may be practiced only on typodonts.

Any make-up time due to Hurricane Harvey will occur after September 30, 2017 and can go through the end of the semester.

ATTENDANCE POLICY: Student is required to contact the program director or lead instructor of the course if you cannot be at school within the first hour of class start time. This can be done by phone, text, or email. Messages sent through a third party will not be accepted. Students are responsible for contacting instructors regarding missed work and/or assignments. Notification of an expected absence does not guarantee an excused absence. An excused absence requires documentation. For example, the student must provide an official signed doctor’s excuse for any illness or a formal document from a court for jury duty or a required court appearance. The documentation must be provided on the first day the student returns to class. If a student fails to contact the instructor or director, student will be given a written warning for the first offense; also 1 unexcused absence will result one (1) point deduction from the final course grade. Additional offenses will result in a five (5) point deduction from the final course grade. Any student absent from the class for more than 25% of a class/lab session will receive half (1/2) point deduction from the final course grade. Student is mandated to attend at least 87.5% of the total contact hours of the courses (48 hrs). Hence, after 12.5% (6 hrs lecture and/or lab) absences of the total contact hours (48hrs), student may be dropped from the course which may result dismissal from the dental hygiene program.

TARDINESS: You must be physically present in class and are considered tardy five (5) minutes by instructor cell phone’s clock after class or lab start time. Four (4) tardiness will equal to one (1) unexcused absence, resulting one (1) point deduction from the final course grade. The student must contact the lead instructor by e-mail or text if a tardy or absence is expected. Message relayed through classmates is not acceptable. Calling or emailing prior to class does not result in an “excused” absence or tardy, but rather assists the faculty in evaluating the student’s progress in professionalism. If you are not present, you are not learning the information or putting in the necessary time to develop your skills. You will receive an attendance notice (student communication form) every time you are tardy or absent from class.

ELECTRONIC COMMUNICATION: E-mail from the instructor is the official mode of communication. Students are required to check school email on a daily basis. Important information is disseminated through student emails. Students are held accountable for this information and any necessary responses.

ELECTRONIC DEVICES: phones, laptops, iPod, etc. should be silent at all times. They are not to be used during class/lab session unless given specific permission by instructor.

HCC Policy Statement: ADA STATEMENT:
“Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the disability Services Office at the respective college at the beginning of each semester.
faculties are authorized to provide only the accommodations requested by the
disability Support Services Office. The information in this publication will be made
available in large print, taped, or computer-based format upon request.” The ADA
Advisor for Coleman College is located on the 1st floor.

HCC strives to make all learning experiences as accessible as possible. If you anticipate
or experience academic barriers based on your disability (including mental health,
chronic or temporary medical conditions), please meet with a campus Abilities
Counselor as soon as possible in order to establish reasonable accommodations.
Reasonable accommodations are established through an interactive process between
you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create
inclusive and accessible learning environments consistent with federal and state law.
For more information, please go to http://www.hccs.edu/district/students/disability-
services/

ACADEMIC HONESTY STATEMENT:
“Students are responsible for conducting themselves with honor and integrity in
fulfilling course requirements. Penalties and/or disciplinary proceedings may be
initiated by College System officials against a student accused of scholastic dishonesty.”
Clinical competencies/requirements are considered a ‘test’ in the clinical setting.
Therefore, no communication with another student during a competency/requirement
is allowed as this is considered scholastic dishonesty. See the HCCS Dental Hygiene
Student Handbook and the HCCS Student Handbook for more information.

NOTICE:
“Students who repeat a course three or more times face significant tuition/fee increases
at HCC and other Texas public colleges and universities. Please ask your instructor/
advisor about opportunities for tutoring or other assistance prior to considering course
withdrawal or if you are not receiving passing grades.”

DRUG-FREE SCHOOL
HCC is fully dedicated to a drug-free environment for all students and employees at all
college locations. The unlawful manufacture, distribution, possession, sale, offer to sell,
purchase and/or use of controlled substances or alcohol on campuses, at teaching sites,
in vehicles, and on other property owned, leased, or under the control of HCC and at all
on-campus and off-campus, school sponsored activities is prohibited. Controlled
substances are those defined in Schedules I through V of Section 202 of the Texas
Health and Safety Codes 481.001 et. seq. the Texas Controlled Substances Act.
Controlled substances include, but are not limited to, such substances as marijuana,
hashish, heroin, cocaine, LSD, PCP, methamphetamine, anabolic steroids,
human-growth hormones, and fentanyl. A student who uses a drug authorized by a
licensed physician through a prescription specifically for that student’s use shall not
be considered to have violated this rule. As a condition of enrollment, all students are
required to follow HCC policy and regulations concerning alcohol and other drugs.
College counselors are available to students for consultation on alcohol and other drug
issues. Counselors will assist students personally or act as a referral source when
necessary. All student-counselor relationships will be on a confidential basis to the
extent permitted by law.

VIOLATIONS
Students who violate the policy shall be subject to disciplinary proceedings according to
the Student Discipline and Conduct Code. Disciplinary action may include referral to
drug and alcohol counseling or rehabilitation programs or student assistance programs,
suspension, expulsion, and referral to appropriate law enforcement officials for
prosecution.

EGLS3 - EVALUATION FOR GREATER LEARNING
Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is
necessary to improve teaching and learning. During a designated time, you will be
asked to answer a short online survey or research-based questions related to
instruction. The anonymous results of the survey will be made available to your
professors and division chairs for continual improvement of instruction. Look for the
EGLS3 as part of the Houston Community College Student System online near the end
of the term.

Access Student Services Policies on their Web site: http://hccs.edu/student-rights


Houston Community College is committed to cultivating an environment free from
inappropriate conduct of a sexual or gender-based nature including sex
discrimination, sexual assault, sexual harassment, and sexual violence. Sex
discrimination includes all forms of sexual and gender-based misconduct and violates
an individual’s fundamental rights and personal dignity. Title IX prohibits
discrimination on the basis of sex-including pregnancy and parental status-in
educational programs and activities. If you require an accommodation due to
pregnancy please contact an Abilities Services Counselor. The Director of
EEO/Compliance is designated as the Title IX Coordinator and Section 504
Coordinator. All inquiries concerning HCC policies, compliance with applicable laws,
statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints
may be directed to: the Office of Institutional Equity (OIE) at 713-718-8271.

Any student who faces challenges securing their food or housing and believes
this may affect their performance in the course is urged to contact the Dean of
Students for support. Furthermore, please notify the professor if you are
comfortable in doing so.

HCC Campus Carry Law: At HCC the safety of our students, staff, and faculty is our first priority. As of August 1,
2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For
more information, visit the HCC Campus Carry web page
at http://www.hccs.edu/district/departments/police/campus-carry/,”
Syllabus Agreement

I have read this syllabus. I understand its implications and will abide by it. I understand that if I fail to adhere to these requirements I will be advised by my instructor of disciplinary actions that will be taken against me. I understand that the course coordinator has the right to make alterations to the class and assignments as deemed necessary.

Signature of Student:_____________________________________________________
Print Name:_____________________________________________________________
Date:__________________________________________

Instructor’s Signature:_____________________________________________________
Date:__________________________________________
# Preventive Dental Hygiene Care

## Lecture and Lab Schedule DHYG-1227

### Fall Semester 2017 (14 Weeks)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Lab</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>September 13</strong></td>
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<tr>
<td></td>
<td>Intro to Course (syllabus)</td>
<td>Read Wilkins Chapter 1, 16</td>
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<tr>
<td></td>
<td>The Professional Dental Hygienist</td>
<td>Time Capsule, Professional Org.; TSBDE info.</td>
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<tr>
<td></td>
<td>The Teeth</td>
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<td></td>
<td><strong>Lab:</strong> SCADHA registration and due online.</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>September 20</strong></td>
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<tr>
<td></td>
<td>Time Capsule info due</td>
<td>Read Chapters 15, 27</td>
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<tr>
<td></td>
<td>Dental Biofilm and Other Soft Deposits</td>
<td>Study for Test (Ch. 1, 15, 16, 27) and TSBDE info</td>
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<tr>
<td></td>
<td>Prevention and Control of Dental Caries</td>
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<tr>
<td></td>
<td><strong>Quiz 1</strong></td>
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<td><strong>Lab:</strong> Diagnodent Video; assembly; place on typodont</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>September 27</strong></td>
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<tr>
<td></td>
<td>Exam 1 (Ch. 1, 15, 16, 27) and TSBDE info</td>
<td>Read Chapter 21 and 22</td>
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<tr>
<td></td>
<td>Calculus</td>
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<td></td>
<td>Dental Stains and Discolorations</td>
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<td><strong>APA Style/Format/Project</strong></td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>October 4</strong></td>
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<tr>
<td></td>
<td>The Periodontium (partial)</td>
<td>Read Chapter 18 (Periodontium: p.298-303) and Ch. 19</td>
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<td>Periodontal Disease Development</td>
<td>Read Chapter 26- Patient Learning for Health Behavioral Change (Students read the lecture ppt on your own time)</td>
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<td><strong>Quiz 2</strong></td>
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<td><strong>Lab:</strong> ID calculus/stain on <strong>student partner</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>October 11</strong></td>
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<td></td>
<td>Toothbrushes and Toothbrushing</td>
<td>Read Chapter 28</td>
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<td></td>
<td><strong>Quiz 3</strong></td>
<td>Study for Test (Ch. 19, 21, 22, 26)</td>
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<tr>
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<td><strong>Lab:</strong> Group Assignment and Instructions; Eaglesoft Training (Making appointments)</td>
<td>Canvas EagleSoft Training Video</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>October 18</strong></td>
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<tr>
<td></td>
<td>Exam 2 (Ch. 19, 21, 22, 26)</td>
<td>Read Chapters 29, 30</td>
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<td>Oral Infection Control: Interdental Care</td>
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<td>Dentifrices and Mouthrinses</td>
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<td></td>
<td><strong>Lab:</strong> Toothbrushing technique and OHI and Flossing on <strong>student partner</strong></td>
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| Week 7  
October 25 | Fluorides  
Extrinsic Stain Removal  
**Quiz 4**  
*Lab: Fluoride application and coronal polishing on student partner* | Read Chapter 36 and Chapter 45  
(p780-793)  
**Study for Test (Ch. 28, 29, 30, 36, 45)** |
| --- | --- | --- |
| Week 8  
November 1 | Air polishing (Ch 45)  
**Guest Lecturer: Cathy Blunck Air Flow (2-5pm)** | Read Chapter 45  
(Air polishing p. 793-796) |
| Week 9  
November 8 | Exam 3 (Ch. 28, 29, 30, 36, 45)  
The Patient with Orthodontic Appliances  
*Lab: Group Assignment; Eaglesoft Training*  
(medical, dental, clinical exam) | Read Chapter 31  
[Canvas EagleSoft Training Video](#) |
| Week 10  
November 15 | Research Paper Due  
Indices and Scoring Methods  
*Lab: Indices and Scoring methods on student partner* | Read Chapter 23 |
| Week 11  
November 22  
(Thanksgiving Week) | To Be Announced class time:  
Care of Dental Prostheses  
The Patient with Dental Implants  
*Lab: Care of ortho, implants, and appliances* | Read Chapters 32, 33  
**Study for Test (Ch. 23, 31, 32, 33)** |
| Week 12  
November 29 | Exam 4 (Ch. 23, 31, 32, 33)  
**Medical Terms**  
*Lab: EagleSoft Periodontal charting and dental charting activities* | Read Chapter 23  
[Canvas EagleSoft Training Video](#)  
**Prepare for Research Presentations** |
| Week 13  
December 6 | Presentations  
*Lab: EagleSoft Training-SOAP, Walkouts, Treatment Planning* | [Canvas EagleSoft Training Video](#) |
| Week 14  
December 13 | Comprehensive Final Exam | |

Changes to this syllabus shall be made upon written notice to the student due to extenuating circumstances or to ensure the academic integrity of this course.