Course Syllabus
Orofacial Anatomy, Histology, & Embryology
DHYG
1301

Semester with Course Reference Number (CRN)
Fall Semester 2016
16490 Lecture/Lab
16491 Lecture/Lab

Instructor contact information (phone number and email address)
Dental Hygiene Program
Robert Newland, DDS, MS
713-775-9204
jrndds@earthlink.net

Office Location and Hours
Coleman College for Health Science
Room 518
By Appointment Only

Course Location/Time
Coleman College for Health Sciences
Room 577, Tuesdays 9:00a.m. to 12:00p.m.(lecture) and 12:00pm-1:00pm and 1:00pm-2:00pm (lab)

Course Semester Credit Hours (SCH) (lecture, lab) If applicable
Credit Hours 3.00
Lecture Hours 3.00
Laboratory Hours 1.00

Total Course Contact Hours Continuation
64

Education Units (CEU): if applicable

Course Length (number of weeks)
16

Type of Instruction
Lecture/ Lab

Course Description:
The Histology and Embryology of oral tissues, gross anatomy of the head and neck, tooth morphology and individual tooth identification
PREREQUISITE(S):
- BIOL 2401
- CHEM 1305
- ENGL 1301
- SOCI 1301
- Admission to the Dental Hygiene Program

FREQUENT REQUISITES
- College Level Wwriting
- Departmental approval
- Admission to the Program
- College Level Reading
- MATH 0312 (Intermediate Algebra)

Academic Discipline/CTE Program Learning Outcomes

1. Create an informative tabletop presentation to appraise original research on a specific topic
2. Create a case study and evaluate clinical therapy on a periodontal patient
3. Demonstrate the application of a therapeutic agent to clinical competence that is used in the field of dentistry
4. Demonstrate an extraoral exam to identify the anatomy of the head and neck
5. Demonstrate psychomotor skills to deliver preventive services to patients

Course Student Learning Outcomes (SLO): 4 to 7

1. Communicate effectively with individuals and groups from diverse populations both in writing and verbally
2. Recognize predisposing and etiologic risk factors that require intervention to prevent disease
3. Identify patient needs and significant findings that impact the delivery of dental hygiene services.
4. Provide oral health education to assist patients in assuming responsibility for their own oral health
5. Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies
6. Assess and evaluate community based oral disease prevention strategies that aim to improve the oral health of the public

Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

Communicate effectively with individuals and groups from diverse populations both in writing and verbally
1. State the development, structure and functions of the body’s cells, tissues and organs.
2. Describe the development of the human embryo according to time and sequence
3. Describe the process of oral and facial development from the time of fertilization to the fetal stage of a human infant including developmental disturbances that can arise during the process

Recognize predisposing and etiologic risk factors that require intervention to prevent disease
1. Describe the movements of the TMJ joint and relationship to the muscles
2. Identify the routes of the blood vessels
Identify patient needs and significant findings that impact the delivery of dental hygiene services.
1. Describe the morphological and physiologic characteristics of the following tissues located in and around the oral cavity
   I. Epithelial tissue
   II. Connective Tissue
   III. Connective Tissue Proper
   IV. Cartilage
   V. Bone
   VI. Blood
   VII. Muscle Tissue
   VIII. Nerve Tissue

Provide oral health education to assist patients in assuming responsibility for their own oral health
1. Tooth identification and dental terminology

Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies
1. Describe the process of tooth development, eruption and exfoliation
2. Explain clinical considerations relating to the tissues in the Orofacial region

Assess and evaluate community based oral disease prevention strategies that aim to improve the oral health of the public
1. Describe the origin, formation, composition, components, characteristics, functions, and clinical considerations of the following tooth tissues and tissues supporting the teeth
   I. Enamel
   II. Dentin II
   III. Pulp
   IV. Cementum
   V. Periodontal Ligament
   VI. Alveolar Bone
   VII. Temporomandibular Joint
   VIII. Oral Mucosa
   IX. Salivary Glands and Tonsils

SCANS
Communicate effectively with individuals and groups from diverse populations both in writing and verbally
Workplace Competencies - Interpersonal - Participates as Team Member
Workplace Competencies - Interpersonal - Teaches Others Workplace
Competencies - Information - Acquires & Evaluates Workplace
Competencies - Information - Interprets & Communicates

Recognize predisposing and etiologic risk factors that require intervention to prevent disease
Workplace Competencies - Information - Acquires & Evaluates
Workplace Competencies - Information - Organizes & Maintains
Workplace Competencies - Information - Interprets & Communicates

Identify patient needs and significant findings that impact the delivery of dental hygiene services.
Workplace Competencies - Interpersonal - Teaches Others Workplace
Competencies - Information - Acquires & Evaluates Workplace
Competencies - Information - Organizes & Maintains

Provide oral health education to assist patients in assuming responsibility for their own oral health
Workplace Competencies - Interpersonal - Participates as Team Member
Workplace Competencies - Interpersonal - Teaches Others
Workplace Competencies - Interpersonal - Serves Clients/Customers

Evaluate factors that can be used to promote patient adherence to
Instructional Methods

- disease prevention and/or health maintenance strategies
  - Workplace Competencies - Information - Acquires & Evaluates Workplace Competencies
  - Information - Organizes & Maintains Workplace Competencies - Information - Interprets & Communicates

Assess and evaluate community based oral disease prevention strategies that aim to improve the oral health of the public

- Workplace Competencies - Information - Acquires & Evaluates Workplace Competencies
  - Information - Organizes & Maintains Workplace Competencies - Information - Interprets & Communicates

Student Assignments

- Face to Face, Video, PowerPoint, Lecture, Hand-outs

Communicate effectively with individuals and groups from diverse populations both in writing and verbally
- Various assigned readings from textbooks, peer-rev Discussions

Recognize predisposing and etiologic risk factors that require intervention to prevent disease
- Various assigned readings from textbooks, peer-rev Discussions

Identify patient needs and significant findings that impact the delivery of dental hygiene services.
- Various assigned readings from textbooks, peer-rev Discussions

Provide oral health education to assist patients in assuming responsibility for their own oral health
- Various assigned readings from textbooks, peer-rev

Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies
- Various assigned readings from textbooks, peer-rev Discussions

Assess and evaluate community based oral disease prevention strategies that aim to improve the oral health of the public
- Various assigned readings from textbooks, peer-rev Discussions

Student Assessment(s)

- Communicate effectively with individuals and groups from diverse populations both in writing and verbally
  - In-class discussions
  - Quizzes/Test which may include: definitions, matching, multiple choice, true/false, short answer, brief essay
  - Various assigned readings from textbooks

- Recognize predisposing and etiologic risk factors that require intervention to prevent disease
  - In-class discussions
  - Quizzes/Test which may include: definitions, matching, multiple choice, true/false, short answer, brief essay
  - Various assigned readings from textbooks

- Identify patient needs and significant findings that impact the delivery of dental hygiene services.
  - In-class discussions
  - Quizzes/Test which may include: definitions, matching, multiple choice, true/false, short answer, brief essay
  - Various assigned readings from textbooks

- Provide oral health education to assist patients in assuming responsibility for their own oral health
Group and/or individual projects
In-class discussions
Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay
Various assigned readings from textbooks

Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies
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Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay
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Instructor’s 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 of 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.

Requirements

PROFESSIONAL POLICY: Students are expected to participate fully in all lab and lecture activities and to model professional behavior at all times. All students are considered mature enough to seek faculty assistance and to monitor their own progress in meeting course requirements.

ATTENDANCE POLICY: Contact the lead instructor within the first hour of class time. Excused absences are: jury duty, sickness (with documentation etc.). Class handouts can be obtained from the instructor. Class notes can be obtained from classmates. Calling prior to class does not result in an “excused” absence, 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 every time you are tardy or absent from class.
### Student Learning Objectives:

**Orofacial Anatomy, Histology, and Embryology**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Laboratory Topic</th>
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</thead>
<tbody>
<tr>
<td>08/23/2016</td>
<td>Introduction&lt;br&gt;Face and Neck Regions&lt;br&gt;Oral Cavity and Pharynx</td>
<td>Clinical Considerations&lt;br&gt;Head and Neck Examination</td>
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<tr>
<td>08/30/2016</td>
<td>Overview of Dentition&lt;br&gt;Primary Dentition&lt;br&gt;Permanent Anterior Teeth</td>
<td>Tooth Morphology&lt;br&gt;Permanent Anterior Teeth</td>
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<tr>
<td>09/06/2016</td>
<td>Permanent Posterior Teeth&lt;br&gt;Occlusion</td>
<td>Tooth Morphology&lt;br&gt;Permanent Posterior Teeth</td>
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<tr>
<td>09/13/2016</td>
<td>Overview of Prenatal Development&lt;br&gt;Development of the Face and Neck&lt;br&gt;Development of Orofacial Structures</td>
<td>Clinical Consideration&lt;br&gt;Presentation-Special</td>
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<td>09/20/2016</td>
<td>Overview of the Cell&lt;br&gt;Review for Lecture Exam 1</td>
<td>Overview of the Cell&lt;br&gt;Review for Lab Exam 1</td>
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<tr>
<td>09/27/2016</td>
<td>Lecture Exam 1&lt;br&gt;Basic Tissues</td>
<td>Lab Exam 1&lt;br&gt;Presentation - Parts of the Cell</td>
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<td>10/04/2016</td>
<td>Oral Mucosa&lt;br&gt;Gingival Tissues&lt;br&gt;Dentinogingival Junction</td>
<td>Presentation - Parts of the Cell</td>
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<tr>
<td>10/11/2016</td>
<td>Tooth Development-Eruption</td>
<td>Tooth Development-Eruption</td>
</tr>
<tr>
<td>10/18/2016</td>
<td>Enamel&lt;br&gt;Dentin-Pulp Complex&lt;br&gt;Periodontium</td>
<td>Developmental Disturbances&lt;br&gt;Clinical Considerations</td>
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<td>10/25/2016</td>
<td>Skeletal System&lt;br&gt;Review for Lecture Exam 2</td>
<td>The Skull&lt;br&gt;Review for Lab Exam 2</td>
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<tr>
<td>11/01/2016</td>
<td>Lecture Exam 2&lt;br&gt;Skeletal System</td>
<td>Lab Exam 2&lt;br&gt;The Skull</td>
</tr>
<tr>
<td>11/08/2016</td>
<td>Temporomandibular Joint&lt;br&gt;Muscular System</td>
<td>The Skull</td>
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<tr>
<td>11/15/2016</td>
<td>Nervous System</td>
<td>Presentation-CPC</td>
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<tr>
<td>11/22/2016</td>
<td>Glandular System</td>
<td>Presentation-CPC</td>
</tr>
<tr>
<td>11/29/2016</td>
<td>Review for Lecture Exam 3</td>
<td>Review for Lab Exam 3</td>
</tr>
<tr>
<td>12/06/2016</td>
<td>Lecture Exam 3</td>
<td>Lab Exam 3</td>
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</tbody>
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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.

STUDENT SUCCESS:

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

1. Complete assignments as indicated on the schedule.
2. Read weekly topic objectives before class and studying for a test.
3. Ask the instructor for help as soon as you realize you are having difficulty.
4. Take notes during class and place a question by anything you do not understand.
5. Additional recommendations can be found in the Dental Health Program student manual.

GRADING:

Grade Requirements:

A = 93-100
B = 83-92
C = 75-82
F = 74 and below**

** 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 professor immediately and arrange for tutoring or other assistance.

MAKE-UP POLICY: The student will not be able to make up exams or assignments without a doctors excuse and or at the instructor’s discretion (extenuating circumstances). The makeup exam will be different from the one given at the normally scheduled time. Exams are to be taken on the first day the student returns to school. All assignments must be turned in on time unless you have an excused absence.

HCC Grading:

A= 100-90  4 points per semester hour
B= 89-80  3 points per semester hour
C= 79-70  2 points per semester hour
D= 69-60  1 points per semester hour

IP (In Progress)  0 points per semester hour
W (Withdrawn) 0 points per semester hour
I (Incomplete) 0 points per semester hour
AUD (Audit) 0 points per semester hour

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.

INSTRUCTOR

GRADING CRITERIA: Course grades will be based on your performance on 3 Lecture Exams and 3 Lab Exams (each exam represents one-sixth of your course grade).

Instructional Material:  
Illustrated Dental embryology, Histology, and Anatomy, Current Edition  
Bath-Balogh and Fehrenbach, Elsevier Saunders  
Illustrated Anatomy of the Head and Neck, Current Edition  
Fehrenbach and Herring, Elsevier Saunders

HCC Policy Statement:

ADA: "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. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office." The ADA counselor for Coleman College is located in the Center

Academic Honesty: "All students are expected to fulfill the rights and responsibilities outlined in the Houston Community College Student Handbook. Students who commit infractions outlined in the handbook will be dealt with according to procedures outlined in the book. Penalties could include receiving a failing grade for this course and/or being suspended from school. It is very important that you clearly understand this course expectation."

Student Attendance, 3-Peaters, Withdrawal Deadline: "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/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades."

Title IX: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under ///Students-Anti-Discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.
It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account. Go to www.edurisksolutions. Go to the button at top right labeled Login. Click and enter your student number.

**Written Test Policy:** All written paper tests taken in the classroom are typically scored with a scantron. Only answers filled in on the scantron will be accepted. All written paper tests in the classroom must be filled out. Answers 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 of the wrong type (from an "off-brand" company) will not be accepted by the instructor.

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

**Distance Education and/or Continuing Education Policies**

**Access DE Policies on their Web site:**
http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus. pdf

Changes to this syllabus shall be made upon written or verbal notice to the student due to extenuating circumstances or to ensure the academic integrity of this course.
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 the disciplinary actions that will be taken against me. I understand the lead instructor has the right to make alterations to the class schedule, exam and/or syllabi with notice of a reasonable time.

Signature of Student_____________________________ Date___________________________

Signature of Instructor: _________________________ Date:________________________