

# DH R013: DENTAL HEALTH EDUCATION SEMINAR FOR DENTAL HYGIENE

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**Originator**

smcdonald

**College**

Oxnard College

**Discipline (CB01A)**

DH - Dental Hygiene

**Course Number (CB01B)**

R013

**Course Title (CB02)**

Dental Health Education Seminar for Dental Hygiene

**Banner/Short Title**

Dental Health Seminar for DH

**Credit Type**

Credit

**Start Term**

Fall 2023

**Catalog Course Description**

This course teaches the principles and practices of prevention and control of dental diseases with emphasis on nutrition, plaque control, motivation, and chairside patient education.

**Taxonomy of Programs (TOP) Code (CB03)**

1240.20 - \*Dental Hygienist

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

(L) Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

17.5

**Maximum Contact/In-Class Lecture Hours**

17.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

17.5

**Total Maximum Contact/In-Class Hours**

17.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

**Maximum Outside-of-Class Hours**

35

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

52.5

**Total Maximum Student Learning Hours**

52.5

**Minimum Units (CB07)**

1

**Maximum Units (CB06)**

1

**Prerequisites**

DH R001 and BIOL R101 or BIOL R101H and BIOL R101L and MATH R105 or MATH R105H and ANAT R101 and CHEM R110 or CHEM R120 and CHEM R112 and COMM R101 and ENGL R101 or ENGL R101H and MICR R100 and MICR R100L and PHSO R101 and PSY R101 and SOC R101 and ANTH R102 or ANTH R102H or ANTH R107 or ETHS R107 or ANTH R114 or ETHS R114 or CHST R101 or CHST R102 or ECE R107 or SJS R110 or ETHS R110 or SOC R103 or SOC R108 or CHST R108 and READ R105

**Corequisites**

DH R010 and DH R011 and DH R012 and DH R014 and DH R015

**Advisories on Recommended Preparation**

SPAN R100 or SPAN R110 or SPAN R200 or SPAN R210 or SPAN R220 or SPAN R220H or SPAN R230 or SPAN R230H

**Limitations on Enrollment**

Current CPR certification for health care provider (American Heart Association) or professional rescuer (American Red Cross)

Current negative TB test or chest x-ray

No acrylic or long nails in clinical settings

No visible tattoos or visible body piercings except single studs in earlobes

Physical examination demonstrating general good health

Proof of freedom from and immunity to communicable diseases

Others (specify)

**Other Limitations on Enrollment**

Admittance to Dental Hygiene program per application process

**Entrance Skills****Entrance Skills**

Students need to be proficient in oral and human anatomy.

**Prerequisite Course Objectives**

ANAT R101-Discuss both the gross and macro-anatomical structures and basic functions of the human system using accepted anatomical terms, planes, and points of reference.

ANAT R101-Distinguish the major cell and tissue types based on their morphology and functional characteristics.

ANAT R101-Predict, explain and analyze which cell or tissue type would be located in a given region based on the known characteristics of cells and tissues.

ANAT R101-Explain histological processes undertaken in producing prepared slides.

ANAT R101-Identify and recognize the parts of the human organ systems focusing most intently on the integument, skeletal, muscular, nervous, endocrine, digestive, circulatory, respiratory and uro-genital systems.

ANAT R101-Use a light microscope competently and report accurately the observation made while using prepared slides.

ANAT R101-Use the tools and techniques required to complete a detailed dissection of cat and other livestock organs.

ANAT R101-Describe the key structural features of different human cell and major tissue types.

ANAT R101-Identify and describe the anatomy of the systems of the human body.

ANAT R101-Relate structure and function at the cellular through system levels of organization of human body systems.

### Entrance Skills

Students need an understanding of diverse patient populations so students will be better able to incorporate cultural competence into their practice.

### Prerequisite Course Objectives

ANTH R102-Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.

ANTH R102-Recognize the methods, theories and perspectives used to study and understand human cultures.

ANTH R102-Explain the importance of the ethnographic method in the study of culture.

ANTH R102-Employ the relativist perspective while discussing cultural variation.

ANTH R102-Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.

ANTH R102-Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.

ANTH R102-Propose various dynamics or processes by which culture change occurs.

ANTH R102H-Recognize the methods, theories and perspectives used to study and understand human cultures.

ANTH R102H-Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.

ANTH R114-Identify key cultural events and social movements important in the history of African American culture and experience.

ANTH R114-Describe the influence of African American culture on wider American culture and society.

### Entrance Skills

Students must possess basic Biology knowledge in order to identify the bacteria found in the oral cavity and body and the role it plays in disease process.

### Prerequisite Course Objectives

BIOL R101-Describe the scientific method of inquiry as it relates to biological organisms.

BIOL R101-Describe the structure and function of cells and common organelles and their relationship to tissues, organs, and organ systems.

BIOL R101-Explain the chemical and molecular basis for human nutritional needs.

BIOL R101-Explain energy flow through the biological world with reference to photosynthesis, cellular respiration, and ecological cycles.

BIOL R101-Interpret inheritance patterns and describe the mechanisms involved in meiosis and mitosis.

BIOL R101-Summarize the role of nucleic acids in protein synthesis.

BIOL R101-Apply critical thinking skills in recognizing the impacts of biology in society.

BIOL R101-Describe current issues and applications of biotechnology.

BIOL R101H- Describe the scientific method of inquiry as it relates to biological organisms.

BIOL R101H-Explain the chemical and molecular basis for human nutritional needs.

BIOL R101H-Explain energy flow through the biological world with reference to photosynthesis, cellular respiration, and ecological cycles.

BIOL R101H-Interpret inheritance patterns and describe the mechanisms involved in meiosis and mitosis.

BIOL R101H-Define and explain mechanisms of biological change and evolution.

### Entrance Skills

Students must possess knowledge of chemistry to be able to relate it to the use of chemotherapeutic agents and dental materials.

### Prerequisite Course Objectives

CHEM R110-Analyze the fundamental features of chemistry including measurement, mathematical conversion of measured physical properties such as mass, volume, density, pressure, temperature, solutions, concentrations, and dilutions.

CHEM R110-Perform conversions using the technique of dimensional analysis and memorized metric conversion factors.

CHEM R110-Give the names and symbols of the common elements.

CHEM R110-Name or give the formulas of simple inorganic compounds.

CHEM R110-Identify and give general physical properties of the three states of matter. Describe phase-change between the three states.

CHEM R110-Differentiate clearly between chemical and physical changes, and among elements, compounds and mixtures.

**Entrance Skills**

Communication is a skill needed for presenting case presentations and treatment plans as well as delivering oral hygiene instructions to patients.

**Prerequisite Course Objectives**

COMM R101-Use proper delivery techniques in speeches  
 COMM R101-Use proper vocal range during speeches  
 COMM R101-Use proper hand gestures during speeches  
 COMM R101-Use authoritative source materials properly in speeches  
 COMM R101-Evaluate their own progress in public speaking  
 COMM R101-Clearly convey a specific message in a public venue  
 COMM R101-Explain the basic principles of human communication  
 COMM R101-Analyze their communication situation, audience, occasion, purpose, and selection of subject matter  
 COMM R101-Demonstrate that they are careful and critical thinkers and communicators, both as speakers and as listeners  
 COMM R101-Explain their relationship and ethical responsibilities to others involved in the communication transaction  
 COMM R101-Formulate speeches through research, analysis, and organization of research material

**Entrance Skills**

Students must have adequate knowledge of dental terminology, infection control, patient education, preventive techniques, importance of vitals and how to take them, sterilization of equipment and instruments, and radiology.

**Prerequisite Course Objectives**

DH R001-Correctly define and use a variety of different dental terminology  
 DH R001-Describe and duplicate appropriate handwashing technique  
 DH R001-Explain the use of fluorides, disclosing agents, and sealants in the dental practice  
 DH R001-Practice the proper set-up and break-down of a dental operator  
 DH R001-Correctly employ the use of personal protective equipment  
 DH R001-Practice the basic techniques of infection control in the dental practice  
 DH R001-Practice the principles of vital taking and recording  
 DH R001-Employ appropriate techniques for sterilization of dental instruments  
 DH R001-List the types of tooth numbering and employ the principles  
 DH R001-Identify basic head and neck anatomy  
 DH R001-Duplicate the proper mounting of dental radiographs  
 DH R001-Identify basic radiographic landmarks  
 DH R001-Discuss the basic differences between a dental assistant, dental hygienist, dentist, and a specialist

**Entrance Skills**

Students must possess proper command of the English language in order to do literature review.

**Prerequisite Course Objectives**

ENGL R101-Write multiple-page expository and persuasive essays  
 ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage  
 ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay  
 ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays  
 ENGL R101-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence  
 ENGL R101H-Write multiple-page expository and persuasive essays

**Entrance Skills**

Students must possess proper command of Mathematics to determine indices of plaque, calculus, gingival attachment loss, and probing depths.

**Prerequisite Course Objectives**

MATH R005-Simplify algebraic expressions  
 MATH R005-Solve linear equations.  
 MATH R005-Solve linear inequalities and graph solutions on a number line.  
 MATH R005-Graph linear equations by plotting points and using intercepts.  
 MATH R005-Simplify rational expressions and solve rational equations.  
 MATH R005-Solve problems and applications involving systems of equations in three (3) variables.  
 MATH R005-Graph systems of inequalities in two (2) variables.  
 MATH R005-Simplify expressions involving positive, negative, and rational exponents.

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**Entrance Skills**

Students must possess an understanding of Physiology in order to relate it to the periodontal process.

**Prerequisite Course Objectives**

PHSO R101-Define and recall terms used to describe the physiological processes covered in the course.

PHSO R101-Explain the basic concepts of physiology and relate them to clinical situations.

PHSO R101-Analyze and evaluate the concepts of physiologic theories as they relate to the laws of physics and chemistry.

PHSO R101-Properly use common laboratory equipment such as spectrophotometer, auto-pipettes, centrifuge, etc...

PHSO R101-Work effectively in laboratory group settings.

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**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

DH R001

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

BIOL R101 or BIOL R101H

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

BIOL R101L

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Closely related lecture/laboratory course

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**Requisite Type**

Prerequisite

**Requisite**

MATH R105 or MATH R105H

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

ANAT R101

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

CHEM R110 or CHEM R120

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

CHEM R112

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

COMM R101

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

ENGL R101 or ENGL R101H

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

MICRO R100

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

MICRO R100L

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Closely related lecture/laboratory course

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**Requisite Type**

Prerequisite

**Requisite**

PSY R101

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

SOC R101

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

ANTH R102 or ANTH R102H



**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

CHST R101

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

ECE R107

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

SJS R110 or ETHS R110

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

SOC R103

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

SOC R108 or CHST R108

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Corequisite

**Requisite**

DH R010

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Corequisite

**Requisite**

DH R011

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Corequisite

**Requisite**

DH R012

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Corequisite

**Requisite**

DH R014

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Corequisite

**Requisite**

DH R015

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Prerequisite

**Requisite**

MATH R106 OR MATH R115 OR MATH R117 OR MATH R120

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**Requisite Type**

Prerequisite

**Requisite**

ANTH R107 or ETHS R107

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**Requisite Type**

Prerequisite

**Requisite**

CHST R102

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**Requisite Type**

Prerequisite

**Requisite**

PHSO R101

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**Requisite Type**

Advisory

**Requisite**

BIS R122

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**Requisite Type**

Advisory

**Requisite**

READ R105

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**Requisite Type**

Advisory

**Requisite**

SPAN R100 or SPAN R110 or SPAN R200 or SPAN R210 or SPAN R220 or SPAN R220H or SPAN 230 or SPAN R230H

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**Requisite Type**

Prerequisite

**Requisite**

ANTH R114

**Student Learning Outcomes (CSLOs)**

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

- |   |  |
|---|--|
| 1 | Recognize both positive and negative effects of fluoride on teeth.   |
| 2 | Properly identify which oral aids are appropriate for dental implants and periodontal pockets greater than 4 mm.   |
| 3 | Convert specific clinical observations into a numeric value to measure the level of oral hygiene of an individual. |

**Course Objectives**

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

- |    |  |
|----|--|
| 1  | Prepare personalized chairside aids  |
| 2  | Describe how to plan, implement, and evaluate individualized oral hygiene care |
| 3  | Define the of concept preventive dentistry                                     |
| 4  | Explain toothbrush uses and tooth-brushing techniques                          |
| 5  | Explain the use of auxiliary aids to maintain good oral hygiene                |
| 6  | Describe plaque and its relationship to periodontal disease and caries         |
| 7  | Evaluate and use selected indices  |
| 8  | Describe the uses of different kinds of fluorides and their effects on teeth   |
| 9  | Analyze human behavior and motivation  |
| 10 | Define the objectives of patient of patient health education                   |
| 11 | Describe plaque control methods adjusted for different types of patients       |
| 12 | Adapt proper tooth brushing procedures to specific patients                    |
| 13 | Identify and explain the use of all auxiliary aids during patient education    |
| 14 | Describe the etiology of periodontal disease and caries                        |
| 15 | Plan, develop, and present a Table Clinic/ Poster Board                        |

**Course Content****Lecture/Course Content**

1. Overview of Dentition
  - a. Dentition
    - i. Maxillary
    - ii. Mandibular arch
    - iii. Quadrants
    - iv. Sextants
    - v. Types and function of teeth
    - vi. Primary
    - vii. Numbering system
    - viii. Mixed dentition
2. Prevention of Dental Disease
  - a. Bacterial infection
    - i. Dental plaque
    - ii. Enamel structure
  - b. The Importance of Saliva
    - i. Explain the role of saliva in oral health
3. Introduction to Diseases of Teeth
  - a. The caries process
    - i. Stages of caries development
    - ii. Root caries
    - iii. Recurrent caries
  - b. The diagnosis of caries
    - i. Explorer
    - ii. Radiograph

- iii. Visual appearance
  - iv. Laser caries detector
  - v. Indicator dyes
4. Toothbrushes and Oral Aids
- a. History of the toothbrush and its parts
    - i. Natural versus nylon bristles
    - ii. Criteria for selecting a toothbrush
    - iii. Elements influencing toothbrushes
      - 1. Handle
      - 2. Head profile
      - 3. Shape
    - iv. Importance of toothbrushing elements
      - 1. Grasp of the brush
      - 2. Sequence of brushing
      - 3. Frequency of brushing
  - b. Techniques for educating patient in preventative care
    - i. Procedural steps
      - 1. Brushing
      - 2. Flossing
      - 3. Using interdental aids and other auxiliary devices
      - 4. Oral irrigation devices
      - 5. Mouth rinses
      - 6. Fluorides
  - c. Toothbrushing techniques and indications
    - i. Bass
    - ii. Rolling stroke
    - iii. Modified Stillman's
    - iv. Charters'
    - v. Fones'
    - vi. Horizontal/scrub
    - vii. Leonard
5. Diet Analysis and Counseling
- a. Diet and nutrition effects on oral conditions
  - b. Study of nutrition in dentistry
  - c. Protein
  - d. Food guide pyramid
  - e. Recommended dietary (daily) allowances
6. Selective Indices and Caries Risk Assessment
- a. Process of dental caries
  - b. Risk factors for dental caries
  - c. Candidates for caries risk testing
  - d. Benefits of caries risk assessment
  - e. Methods used for caries risk test
7. Fluorides
- a. Educating patients in the use of fluoride
  - b. Topical application of fluorides
  - c. Action of fluoride with the tooth
  - d. Pre-eruption effect of fluoride
  - e. Types of fluoride
  - f. Tray technique for topical fluoride application
  - g. Self-applied fluorides and their indications
  - h. Fluoride mouth rinses and their indications
  - i. Fluoride dentifrices and their indications
8. Human Behavior
- a. Learning process
  - b. Limits of learning
  - c. Learning ladder
  - d. Factors of motivation
9. Oral Physiotherapy Aids

- a. Disclosing agents
  - b. Interproximal brushes
  - c. Toothpaste
  - d. Chemotherapeutic agents
  - e. Periodontal aids/piks
  - f. Rubber tips
  - g. Floss holder
  - h. Wooden interdental wedge
  - i. Floss threader
  - j. Water irrigation device
  - k. Denture brush
10. Plaque and Periodontal Disease
- a. Categories of tooth deposits
  - b. Types of soft deposits
  - c. Acquired pellicle
  - d. Bacterial plaque
  - e. Clinical aspects of bacterial plaque
  - f. Bacterial plaque as a factor in gingivitis and periodontal disease
  - g. Bacteria associated with gingivitis and periodontitis
11. Table Clinic/ Poster Board
- a. Planning
  - b. Developing
  - c. Presenting

**Laboratory or Activity Content**

None

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

- Written expression
- Problem solving exercises
- Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

- Essay exams
- Group projects
- Individual projects
- Objective exams
- Oral analysis/critiques
- Oral presentations
- Problem-solving exams
- Reports/papers
- Role playing
- Treatment plans
- Essays
- Projects
- Problem-Solving Assignments

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

- Case studies
- Class activities
- Class discussions
- Collaborative group work
- Computer-aided presentations
- Distance Education
- Field trips
- Group discussions
- Guest speakers

Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Role-playing  
Small group activities

**Describe specific examples of the methods the instructor will use:**

Case studies of different patient scenarios to determine appropriate instruments are given routinely.  
Class activities would include collaborative group work constructing mind maps on difficult sections within a chapter.  
Class discussions regarding appropriate treatment planning for medically compromised patients.  
Individual PowerPoint presentations on assigned case studies.  
Distance education meetings using video technology and discussion boards.  
Field trips on an individual basis to observe private dental office's procedures and dental hygienist's techniques.  
Guest speakers from local specialty practices, companies and the dental hygiene components.  
Instructor guided discussion and use of terminology on Focus Points listed at the end of each chapter in the Darby textbook.  
Internet research on the most recent techniques and products on the market.  
Lecture from both notes and PowerPoints.  
Role-playing on giving patient information regarding procedures performed.  
Small group activities (breakout sessions) solving given case studies.

## Representative Course Assignments

### Writing Assignments

1. Research paper on the dental health education topic of student's choice
2. Weekly written assignments which may either be an outline, mind map, or flash cards submitted electronically.

### Critical Thinking Assignments

1. Determine what the appropriate oral aid is for patients that present with various individual needs.
2. Determine what techniques are appropriate for the patients to practice effective self oral care.

### Reading Assignments

1. Student will spend a minimum of 2 hours per week outside of regular class time reading and reviewing assigned dental health education topics, such as caries risk assessment

### Skills Demonstrations

This is not a lab.

### Problem-Solving and Other Assignments (if applicable)

1. Creation of oral hygiene instruction board for patient education

## Outside Assignments

### Representative Outside Assignments

- The weekly written assignments due for each chapter.
  - Flash cards - 5 for each page in the chapter and submitted to quizlet
  - Mind map - use a preferred program and submit electronically.
  - Outline - to include
    - Purpose and underlying idea
    - Principle concepts within the contents of the chapter(s) that help support the purpose
    - Information most relevant to the principle and/or concept
    - Given A, B, and C of the assignment, list 5 multiple choice questions and their answers that you might include in a test to determine knowledge and understanding of the content.

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Darby, M.L. and Walsh, M. (2020). *Dental Hygiene Theory and Practice* (5th). Saunder.

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**Resource Type**

Textbook

**Description**

Nield-Gehrig, Jill S. (2016). *Fundamentals of Periodontal Instrumentation* (Eighth). Wolters Kluwer/Lippincott Williams & Wilkins.

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**Resource Type**

Textbook



**Description**

Nield-Gehrig, Jill S and Willmann Donald E. (2016). *Patient Assessment Tutorials* (4th). Wolters Kluwer/Lippincott Williams & Wilkins.

**Resource Type**

Other Instructional Materials

**Description**

Assorted auxiliary dental aids, such as proxy brushes.

**Library Resources****Assignments requiring library resources**

None

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Using video conferencing to communicate with the students about questions on assignments.
Face to Face (by student request; cannot be required)	Office hour availability as needed by student request.
E-mail	Using email to address any changes or clarifications in the schedule and syllabus.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Using video conferencing to communicate with the students about questions on assignments.
Face to Face (by student request; cannot be required)	Office hour availability as needed by student request.
E-mail	Using email to address any changes or clarifications in the schedule and syllabus.
Asynchronous Dialog (e.g., discussion board)	Discussion boards for group work on case studies.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Video Conferencing	Using video conferencing to communicate with the students about questions on assignments.
E-mail	Using email to address any changes or clarifications in the schedule and syllabus.
Asynchronous Dialog (e.g., discussion board)	Discussion boards for group work on case studies.
Synchronous Dialog (e.g., online chat)	Live lectures with chat availability during the presentation.
Other DE (e.g., recorded lectures)	Prepared lectures with PowerPoint presentations.

**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

DENTAL TECHNOLOGY

**Additional local certifications required**

Dental Hygiene faculty members must comply with the requirements set by the Commission on Dental Accreditation (CODA). CODA requires that program faculty member providing didactic instruction must have earned at least a Bachelor of Science degree in a related field. All dental hygiene faculty members must have current knowledge of the specific subjects they are teaching and documented background in educational methodology consistent with their teaching assignments. Dentists and dental hygienists who supervise students' clinical procedures should have qualifications which comply with the state dental or dental hygiene act. Individuals who teach and supervise dental hygiene students in clinical enrichment experiences should have qualifications comparable to faculty who teach in the dental hygiene clinic and are familiar with the program's objectives, content, instructional methods and evaluation procedures.

**Review and Approval Dates****Department Chair**

10/28/2022

**Dean**

10/28/2022

**Technical Review**

11/09/2022

**Curriculum Committee**

11/09/2022

**Curriculum Committee**

11/23/2022

**Control Number**

CCC000207240

**DOE/accreditation approval date**

MM/DD/YYYY