

# DH R014: INTRODUCTION TO DENTAL HYGIENE PRACTICE

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**Originator**  
smcdonald

**College**

Oxnard College

**Discipline (CB01A)**

DH - Dental Hygiene

**Course Number (CB01B)**

R014

**Course Title (CB02)**

Introduction to Dental Hygiene Practice

**Banner/Short Title**

Intro to Dental Hygiene Practi

**Credit Type**

Credit

**Start Term**

Fall 2023

**Catalog Course Description**

This course is an introduction to all theoretical and didactic components of the practice of dental hygiene, including disease transmission and prevention, universal precautions, record keeping documentation and protocol, and dental hygiene instrumentation for scaling and root planing.

**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

**Faculty notes on field trips; include possible destinations or other pertinent information**

Observation of dental hygienists in private practice

**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**

52.5

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

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

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

52.5

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

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

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

105

**Maximum Outside-of-Class Hours**

105

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

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

DH R001 and READ R105 and MATH R100 or MATH R101 or MATH R104 or MATH R105 or MATH R105H or MATH R106 or MATH R115 or MATH R117 or MATH R120 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

**Corequisites**

DH R010 and DH R011 and DH R012 and DH R013 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-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.  
 ANAT R101-Describe structural and anatomical changes that occur in disease, injury, congenital malformation or aging of the human body systems.

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### Entrance Skills

Diversity is needed because of the patient population the students will be working with during the program and after graduation.

### Prerequisite Course Objectives

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-Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.  
 ANTH R102-Propose various dynamics or processes by which culture change occurs.  
 ANTH R102H-Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.  
 ANTH R114-Identify key cultural events and social movements important in the history of African American culture and experience.

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### Entrance Skills

Students must have an understanding in Biology because of bacteria found in the oral cavity and body and the role it plays.

### 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-Describe relationships among and between the biotic and abiotic components of populations, communities, ecosystems, and biomes.  
 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 structure and function of cells and common organelles and their relationship to tissues, organs, and organ systems.

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### Entrance Skills

Students must be skillful in chemistry because of 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-Differentiate clearly between chemical and physical changes, and among elements, compounds and mixtures.  
 CHEM R110-Write and evaluate chemical reactions and balance chemical equations.  
 CHEM R110-Describe atomic structure in terms of protons, neutrons, and electrons using the Bohr model.  
 CHEM R110-Describe the properties of water and other liquids.  
 CHEM R110-Categorize the properties of solutions and describe the solution process on a molecular level.

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### Entrance Skills

Communication is a skill needed for teaching patients how to use oral aids and self-oral care.

**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-Deliver a well-organized speech including an introduction, body, and conclusion  
 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**

The Pre-dental hygiene course is vital so they can begin each course using 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  
 ENGL R101H- Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage  
 ENGL R101H- Research a topic, analyze and synthesize information, and report findings in a properly documented essay  
 ENGL R101H-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays  
 ENGL R101H-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

**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.  
 MATH R005-Perform mathematical operations on radical expressions and solve radical equations.  
 MATH R005-Graph and evaluate elementary functions.  
 MATH R005-Use definitions, domain and range, algebra and composition of functions on related applications.  
 MATH R014-Graph linear functions and write using function notation.  
 MATH R014-Solve and graph (on a number line) absolute value equations and inequalities.  
 MATH R014-Perform operations using complex numbers.  
 MATH R014-Applied basic formulas for basic sequences and series.  
 MATH R014B-Applied basic formulas for basic sequences and series  
 MATH R015-Solve linear equations.  
 MATH R033-Applied basic formulas for basic sequences and series  
 MATH R105-Interpret data displayed in table(s) and graphically  
 MATH R105-Calculate the mean and variance of discrete distribution(s)  
 MATH R105-Calculate probability using normal and t-distributions  
 MATH R105-Distinguishing the difference between sample and population distributions and analyze the role played by the Central Limit Theorem  
 MATH R105-Construct and interpret confidence intervals  
 MATH R105-Determine and interpret levels of statistical significance (e.g. p-values)  
 MATH R105H-Distinguish among different scales of measurement and their implications  
 MATH R105H-Interpret data displayed in table(s) and graphically  
 MATH R105H-Applied concepts of sample space, probability, and counting techniques  
 MATH R105H-Calculate measure of central tendency and variation for a given data set

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### Entrance Skills

Physiology is needed to understand the periodontal process.

### Prerequisite Course Objectives

PHSO R101-Define and recall terms used to describe the physiological processes covered in the course.  
 PHSO R101-Apply these terms in interpretation of data gathered in lab and utilized in the construction of tables and graphs.  
 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-Write clear, concise and coherent expositions that demonstrate the ability to communicate physiological concepts.  
 PHSO R101-Properly use common laboratory equipment such as spectrophotometer, auto-pipettes, centrifuge, etc...  
 PHSO R101-Safely perform a variety of lab procedures and techniques.  
 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**

Content review

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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**

ANTH R114

**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**

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 R013

**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**

CHST R102

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**Requisite Type**

Prerequisite

**Requisite**

ANTH R107 or ETHS R107

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**Requisite Type**

Prerequisite

**Requisite**

SOC R108 or CHST R108

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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**

Advisory

**Requisite**

BIS R122

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**Requisite Type**

Advisory

**Requisite**

READ R105

**Requisite Type**

Advisory

**Requisite**

SPAN R100 or SPAN R110 or SPAN R200 or SPAN R210 or SPAN 220 or SPAN 220H or SPAN R230 or SPAN R230H

**Requisite Type**

Prerequisite

**Requisite**

PHSO R101

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Identify conditions in a patient's health history that necessitate consultation with the patient's physician before invasive dental treatment.  |
| 2 | Recognize the differences between a dental diagnosis and a dental hygiene diagnosis.  |
| 3 | Identify the pathogens most likely to be effectively transmitted in a dental health care setting, if a bloodborne occupational exposure occurs. |

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

- |    |   |
|----|---|
| 1  | Explain the theory of disease transmission and the necessity for asepsis in dentistry   |
| 2  | Identify precautionary measures that must be taken by dental personnel to prevent disease transfer from patient to patient, patient to clinician, and clinician to patient  |
| 3  | Differentiate between and define sanitation, disinfection, and sterilization  |
| 4  | Identify the major sources of contamination in the dental office and describe effective methods of controlling contamination or eliminating it from each source   |
| 5  | Discuss five accepted methods of instrument sterilization and identify the advantages and disadvantages of each   |
| 6  | Discuss indications for the use of gloves, safety glasses and face masks  |
| 7  | Identify operatory equipment and explain how each item operates and its purpose   |
| 8  | State the rationale for combining questionnaire and interview techniques to obtain the necessary patient information  |
| 9  | List the components of a comprehensive health history and explain the relevance of each   |
| 10 | Identify specific conditions and/or responses that indicate the need for antibiotic premedication, sedation, change in medication, special appointment planning, additional laboratory studies and special precautions to prevent disease transmission and allergic reactions |
| 11 | Identify responses that necessitate consultation with the dentist and/or physician  |
| 12 | List history update question to be asked at recall appointments   |
| 13 | State the purposes and advantages of performing a complete general and oral examination for each patient  |
| 14 | Identify the characteristics to observe in assessing a patient's general appearance and state why they may be significant to treatment  |
| 15 | Discuss the role dentistry plays in identifying and monitoring hypertension   |
| 16 | Describe extraoral and intraoral examinations   |
| 17 | Given an illustration of an abnormal lesion, describe its location in the mouth, size and clinical characteristics using medical descriptions of the type of lesion represented   |
| 18 | Identify the importance of accurate oral inspection   |
| 19 | Define the correct grasp and fulcrum of dental instruments  |
| 20 | Define importance of detection of periodontal pockets   |
| 21 | Define the objectives of using scaling instruments in the removal of tooth deposits   |
| 22 | Describe the use of air in the detection and removal of hard deposits   |
| 23 | Describe the correct use of scalers, universal curets, Gracey curets, hoes, and files   |

24	Describe correct polishing procedures
25	Describe the care of hypersensitive teeth
26	Identify different types of fluoride applications and patient evaluation
27	List reasons for the use of sharp scaling instruments

## Course Content

### Lecture/Course Content

1. Disease Transmission
  - a. Theory of disease transmission
  - b. Precautionary measures for dental personnel
  - c. Prevention of disease transfer
  - d. Sanitation, disinfection, and sterilization
  - e. Contamination in the dental office
  - f. Instrument sterilization methods
  - g. Indications for the use of gloves, safety glasses and face masks
2. Dental Operatory Equipment
  - a. Dental chair
  - b. Moveable carts
  - c. Viewing box
  - d. Instrument tray
  - e. Operator chair
3. Comprehensive Health Histories
  - a. Questionnaire and interview techniques for patients
  - b. Consultation requests
  - c. Medical history updates
  - d. Hypertension
4. Indications for Specialized Dental Care
  - a. Antibiotic pre-medication
  - b. Sedation
  - c. Medication changes
  - d. Special appointment planning
  - e. Additional laboratory studies
  - f. Allergic reactions
5. Complete General and Oral examinations
  - a. Extraoral and intraoral examinations
  - b. Abnormal oral lesions
6. Periodontal Treatment
  - a. Grasp and fulcrum of dental instruments
  - b. Instrument sharpening
  - c. Detection of periodontal pockets
  - d. Use of scaling instruments in the removal of deposits
  - e. Use of air in the detection and removal of hard deposits
  - f. Use of universal curets, Gracey curets, hoes, and files
  - g. Polishing procedures
  - h. The care of hypersensitive teeth
    - i. Types of fluoride applications and patient evaluation
7. The Dental Hygiene Profession Today
  - a. Scope of practice for hygienist
  - b. Scope of practice for assistant
8. Aseptic technique
  - a. Infection control
  - b. Sterilization
  - c. Sanitation
  - d. Hand washing
9. Comprehensive Records

- a. Occlusion types
- b. Recognition and charting of dental caries and restoration types
- c. Tooth vitality and hypersensitivity
- d. Treatment planning and patient evaluation

### 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  
Journals  
Objective exams  
Oral analysis/critiques  
Oral presentations  
Quizzes  
Reports/papers  
Research papers  
Treatment plans  
Essays  
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. Written assignments include clinical observation logs and a research paper on an assigned topic, such as indications for antibiotic premedication prior to invasive dental treatment.
2. Weekly written assignments which may either be an outline, mind map, or flash cards submitted electronically.

### Critical Thinking Assignments

1. Case studies with various patient medical histories requiring students to determine the correct treatment plan, such as a patient that has a history of diabetes and a high rate of root caries.
2. Determining the alternate treatment for a patient that cannot tolerate the discomfort of routine instrumentation.

### Reading Assignments

1. Student will spend a minimum of 5 hours per week outside of regular class time reading and reviewing assigned dental hygiene topics, such as abnormal oral lesions
2. Student will spend a minimum of 1 hours per week outside regular class time reading from professional journals, online resources, and/or related books on topics such as burnished calculus

### Skills Demonstrations

This is not a lab.

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

1. Observation of dental hygienists in private practice.
2. Observation of senior students to understand the appointment sequence.

## 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, Michele, Walsh, Margaret. (2020). Dental Hygiene Theory and Practice (5th). Saunders.

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**Resource Type**

Textbook

**Description**

Nield-Gehrig, Jill S. (2016). Fundamentals of Periodontal Instrumentation (8th). 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**

Typodonts and periodontal instruments for physical demonstrations.

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

Research paper

**Sufficient Library Resources exist**

Yes

**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.
Asynchronous Dialog (e.g., discussion board)	Discussion boards for group work on case studies.

E-mail	Using email to address any changes or clarifications in the schedule and syllabus.
<b>100% online Modality:</b>	
<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.
Other DE (e.g., recorded lectures)	Prepared lectures with PowerPoint presentations.
Synchronous Dialog (e.g., online chat)	Live lectures with chat availability during the presentation.
<b>Examinations</b>	
<b>Hybrid (1%–50% online) Modality</b>	
On campus	
Online	
<b>Hybrid (51%–99% online) Modality</b>	
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 baccalaureate degree in the discipline 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

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000031241

**DOE/accreditation approval date**  
MM/DD/YYYY