SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW CURRICULUM PROPOSAL FORM**

**Name of Proposal:** Dental Hygiene

**Campuses to Offer Program: ( ) Ammerman ( ) Eastern ( X ) Grant**

**Name of Department Chair(s):**

Ammerman:

Grant:

East:

**Name of Proposer: \_\_\_**Daniel A. Hassler**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Proposal Checklist**

(X) Electronic [Letter-of-Intent](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) with **Response from College Associate Dean for Curriculum Development**

(X) Completed [New Curriculum Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/new_curriculum_proposal_form.doc)

( ) Vote(s) of Department: (See [Voting Guidelines](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/VOTING%20ON%20CURRICULUM%20AND%20COURSE%20PROPOSALS.pdf))

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

(X) Course Proposal Forms for all [new courses](http://www.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc) and [revised courses](http://www.sunysuffolk.edu/Governance/curriculum/docs/course_revision_proposal_form.doc) and

course syllabi for existing courses that are new to the program.

***List Courses Here:***

1. Clinical Dental Radiography
2. Community Dental Health
3. Dental and Oral Anatomy and Occlusion
4. Dental Ethics and Professionalism
5. Dental Hygiene Clinic I
6. Dental Hygiene Clinic II
7. Dental Hygiene Clinic III
8. Dental Hygiene Clinic IV
9. Dental Materials
10. Dental Pharmacology
11. General and Oral Pathology
12. Nutrition and Biochemistry for the Dental Hygiene Professional
13. Oral Histology and Embryology
14. Pain Management in Dental Hygiene
15. Periodontology

(X) Course descriptions for existing courses (excluding SUNY General Education courses)

to be included in new program

(X) SCCC Program Assessment Plan

(X) SCCC Curriculum Map

( ) For A.A./A.S. Program Proposal: Two Transfer Equivalency Tables with two letter from Chief

Academic Officers from two separate SUNY baccalaureate institutions stating acceptance of the

transfer equivalency table.

( ) Other forms as necessary for program approval (e.g. Distance Education Form)

( ) [Executive Dean's Acknowledgment of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

cc: [Jennifer Browne](mailto:centralacadaffairs@sunysuffolk.edu), Associate Dean for Curriculum Development

[Tina Good](mailto:goodt@sunysuffolk.edu), College Curriculum Committee Chair

Executive Deans of affected campuses

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW CURRICULUM PROPOSAL FORM**

**Name of Proposal:** Dental Hygiene

**Campuses to Offer Program: ( ) Ammerman ( ) Eastern ( X ) Grant**

I. PROGRAM FORMAT:

Check all SED-defined [format, mode and other program features](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr8.html) that apply to the **entire program**.

A. **Format(s):** [ ] Day [ ] Evening [ ] Weekend [ ] Evening/Weekend

[ ] Not Full-Time

B. **Modes**: [X] Standard [ ] Accelerated [ ] Distance Education

***NOTE:*** *If the program is designed to enable students to complete 50% or more of the course requirements through distance*

*education, check Distance Education. You will need to append a Distance Education Format Proposal.*

II. PROGRAM DESCRIPTION, PURPOSES AND PLANNING

1. What is the description of the program as it will appear in the catalog?

This program leads to the Associate in Applied Science (A.A.S.) degree. The Dental Hygiene Program’s curriculum is designed to prepare students for entry-level positions as a registered dental hygienist. There are career opportunities in private solo and group practices, hospitals and other health service agencies, public schools, and other public institutions. This program includes courses in liberal arts, basic dental sciences and clinical experience. This program also prepares students for transfer to a four-year college. Upon award of the degree, graduates are qualified to sit for the National Board Dental Hygiene Examination and the ADEX Dental Hygiene Licensing Examination. The Dental Hygiene Program is accredited by the American Dental Association (ADA) Commission on Dental Accreditation (CODA). The Commission on Dental Accreditation can be contacted by calling (312) 440-2547 or by sending a written correspondence to CODA 211 East Chicago Avenue, Chicago, IL 60611. You may also visit their website at <http://www.ada.org>. It is also registered with the NYS Education Department, Office of Professions.

**Admission Procedures and Requirements**

Prospective dental hygiene students are strongly advised to attend a Dental Hygiene Information Seminar. For

further information contact the Program Director. Prospective students must complete the application for admission by the application deadline. Applicants for this program must comply with all requirements to be considered for admission to this program. Admission is highly competitive and is limited to 48 students. Meeting minimum criteria for admission does not guarantee acceptance into the program. Dental hygiene students demonstrate excellent written and oral communication skills; are well disciplined; highly motivated and organized; have strong study habits and test taking skills; have above average manual dexterity; are mature in behavior; present the ability to adhere to ethical standards of conduct, to accept constructive criticism and to work independently or in small groups as well as the ability to think critically. The College reserves the right to make final decisions based upon the applicant pool each year.

|  |  |
| --- | --- |
| **Minimum Requirements for Consideration for Admission** | |
| Current high school students applying for Admission into the  Dental Hygiene Program (Michael J. Grant Campus-Only) | * Demonstrate proof of a grade point average of 80% or higher * Have completed High School AP or Regents Biology Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed High School AP or Regents Chemistry Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed High School AP or Regents Algebra Class with * A score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Present SAT and/or ACT Exam Score(s) or complete ACCUPLACER Testing * Be eligible to take Standard Freshman Composition (ENG 101). * Have a TOEFL (Test of English as a Foreign Language) Examination score with a minimum of 94. This is required for any applicants who are foreign born high school seniors and have taken ESL (English as a Second Language) courses in high school. and applicants with secondary credentials from a foreign country whose language of instruction was not English. * Submit a written essay (Topic to be determined). * Carry out a personal interview with the admissions committee: department chair and selected faculty members. * Demonstrate completion of at least 20 hours of shadowing a dental hygienist or experience of having worked in a dental office. Candidate must submit survey completed by the individual or individuals who were shadowed (either a dental hygienist or dentist). |
| Current college students and others | * Demonstrate proof of a grade point average of 80% or higher * Have completed a General Biology course (BIO101 or BIO105) with a lab component with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Biology Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed a General Chemistry course (CHE100) with a lab component with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Chemistry Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed Algebra (MAT007) course with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Algebra Class with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Be eligible to take Standard Freshman Composition (ENG 101) * Present SAT and/or ACT Exam Score(s) or complete ACCUPLACER Testing. * For applicants with secondary credentials from a foreign country whose language of instruction was not English, present a TOEFL (Test of English as a Foreign Language) Examination score with a minimum of 94. * Submit a written essay (Topic to be determined). * Carry out a personal interview with the admissions committee: department chair and selected faculty members. * Demonstrate completion of at least 20 hours of shadowing a dental hygienist or experience of having worked in a dental office. Candidate must submit survey completed by the individual or individuals who were shadowed (either a dental hygienist or dentist). Currently employed Dental Assistants are exonerated from the requirement upon demonstrating proof of employment. |
| General requirements for all of the Dental Hygiene Program candidates | * Maintain a minimum grade of C+ (75) in all required Dental Hygiene courses in both didactic and laboratory/clinical segments for continued matriculation in the program as this is the minimal passing grade accepted on the National Board Dental Hygiene Examination and the ADEX Dental Hygiene Examination. * Be available to take classes during the day. However, some of the required courses may extend into the evening hours. * Complete medical requirements, clearance of existing health problem(s), and ability to meet essential functions (physical and mental demands) of the program. Present all health and immunization forms prior to starting of classes; including a medical exam. * Attend summer session classes (possibly). * Submit to an annual criminal background check as the profession of dental hygiene is a licensed profession and certain criminal backgrounds may make licensure unattainable. * Be willing to perform community service. * Register as a student in the American Dental Hygiene Association (This is mandatory. Student will confront the cost). * Students are strongly encouraged to recruit patients in order to meet clinical requirements. |

Additional specific notes regarding the Dental Hygiene Program:

* The courses offered in this program are sequential in nature. No student may progress to the next Dental Hygiene course level without successful completion of all courses in the previous level.
* A student who has been previously enrolled in this program and earned a grade below C+ (75) or a W in the course will not be eligible for admission/re-admission to Dental Studies, unless there are documented extenuating circumstances that warrant consideration. A student who believes that there is an extenuating circumstance will speak with the Program Director. Re-admission of students after an unsuccessful attempt requires permission of the department and is always on a space available basis. Such an appeal may be made only one time.
* The Dental Hygiene program is a science-oriented, intense and competitive program; therefore, re-admission to the Dental Hygiene program is rare. Any student who is re-admitted to the program and fails to achieve a grade of C+ (75) or higher a second time is ineligible to continue in the Dental Hygiene program.
* A student who fails to achieve the C+ (75) in the fourth semester Dental Hygiene courses will be ineligible for graduation. Suffolk County Community College Dental Hygiene students take the National Board examination after graduation.

1. What are the program’s educational and, if appropriate, career objectives, and the program’s primary student learning outcomes (SLOs)?

Upon completion of the Dental Hygiene A.A.S. degree program, graduates will be able to:

* Effectively assess each patient’s oral health status and risk factors and present an appropriate dental hygiene diagnosis and comprehensive patient centered care plan within the scope of dental hygiene practice all based on current scientific evidence.
* Demonstrate the clinical skills necessary to provide preventive oral health care and determine periodontal classifications to ethnically diverse populations, medically compromised patients and those with special needs in an efficient and effective manner, employing appropriate infection control measures.
* Demonstrate ethical decision-making skills and adhere to state and federal laws and standards within the profession.
* Assess the oral health needs of individual patients and community groups, develop disease prevention and health maintenance strategies utilizing the basic principles of learning, and promote the value of oral and general health and direct patients to appropriate resources in the community.
* Demonstrate basic skills in operation of practice management software.
* Critically evaluate information and research pertaining to new products and techniques.
* Participate in professional activities such as the Student American Dental Hygienists’ Association
* Identify career options within the dental profession.

1. How does the program relate to the [College's](http://www.sunysuffolk.edu/Gallery/20132020StrategicPlan.pdf) and [SUNY's mission and strategic goals and priorities](http://www.suny.edu/powerofsuny/)? What is the program’s importance to the institution, its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

The Dental Hygiene A.A.S. degree program is aligned to meet the SCCC’s and SUNY mission, strategic goals and priorities as it is designed to address the need of the residents of Suffolk County at large. It will meet the needs of both those who wish to study in the program and those in the local community who need dental hygiene care and do not have the means of acquiring such services.

The Dental Hygiene program’s goals and objectives will be as follows:

1. To provide a high quality educational program that prepares students for licensure

and employment.

2. To interact in an effective manner with diverse populations in the community by providing a

variety of dental hygiene services.

3. To develop the skills and knowledge to competently, legally, and ethically assess,

plan, implement, and evaluate dental hygiene services.

4. To encourage participation in professional associations for the advancement of dental

hygiene and the promotion of oral health.

5. To nurture an attitude of lifelong learning and scientific inquiry.

6. To promote the utilization of technological advances with the use of industry current

equipment and procedures.

7. To cultivate a commitment to community service.

8. To graduate from an accredited dental hygiene program.

9. To successfully complete all requirements set forth by the state of New York to obtain a

license to practice Dental Hygiene.

1. How were faculty involved in the program’s design? Describe input by external partners, if any (e.g., employers and institutions offering further education?)

* The didactic and clinical curriculum was faculty designed.
* Faculty was instrumental in the outreach to local dental offices that will possibly be able to offer students employment opportunities.

1. How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner’s Regulations for the profession](http://www.op.nysed.gov/title8/opregs.htm), **append** a side-by-side chart to show how the program’s components meet those external standards. If

SED’s Office of the Professions requires a [specialized form](http://www.highered.nysed.gov/ocue/aipr/register.html) for the profession to which the proposed

program leads, **append** a completed form at the end of this document.

The program’s design was influenced and aligned to the Commission on Dental Accreditation (CODA). CODA serves the public and profession by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education programs.

See Appendix 1

1. Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

It was determined that the College can support groups of 48 students per year in this program. The assumption that the College will be able to provide information to CODA stating that this amount of students will be provided a quality education complying with all the requirements set forth by CODA.

Anticipated enrollments will be achieved.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Anticipated Headcount Enrollment** | | | **Estimated**  **FTE** |
| **Full-time** | **Part-time** | **Total** |
| **1** | 30 |  | 30 |  |
| **2** | 30 |  | 60 |  |
| **3** | 30 |  | 60 |  |
| **4** | 30 |  | 60 |  |
| **5** | 30 |  | 60 |  |

G. Program Impact on SUNY and New York State

1. **Need:** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Please observe the following bullet points that describe the clientele, need and determination for the

proposed Dental Hygiene A.A.S. degree program.

* According to the New York State Department of Labor, the Long Island Regional Employment Projections indicate that there is a need for dental hygienists. From 2014 to 2024, there is a projected growth rate of 22.65 for Long Island; making the employment prospects very favorable. Additionally, students graduating from this program can seek employment from Montauk to Manhattan and beyond if they so desire. New York City has a projected growth rate of 20.9% with very favorable employment aspects as well.

<https://labor.ny.gov/stats/lsproj.shtm>

* According to the Bureau of Labor Statistics, employment of dental hygienists on a national level is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Graduates from this program will be eligible for licensure in any state within the United States and its territories.

“Employment of dental hygienists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Ongoing research linking oral health to general health will continue to spur demand for preventive dental services, which are provided by dental hygienists.”

<https://www.bls.gov/ooh/healthcare/dental-hygienists.htm>

* According to the Occupational Employment Statistics, the State of New York has a location quotient 0.81 (<https://www.bls.gov/oes/current/oes292021.htm#st>). This same figure for Nassau County-Suffolk County, NY Metropolitan Division is 1.15 (<https://www.bls.gov/oes/current/oes_35004.htm#29-0000>). These figures indicate that there is a need for dental hygienists as the location quotient is proportionally to the geographical population.
* According to the report “Suffolk County – Community Health Assessment 2014-2017”, it is stated that in a study performed in 2003 “elucidated many differences in dental health based on socioeconomic status. For example, 67% of children who qualified for the free lunch program were found to have caries in the past as opposed to 39% of children who did not qualify for free lunch. Thirty-five percent of children receiving free lunch had untreated caries, while 24% of children who did not qualify for free lunch had caries. Only 17% of children in the free lunch program had sealants applied to their teeth and only 44% of children who did not qualify for free lunch had the sealants. 48% of children qualifying for free lunch had dental visits within the last 12 months while 80% of all other children were seen. Only 18% of the school lunch children were known to take oral fluoride supplements. Just as disturbing, of all other children only 32% were taking oral fluoride.” The application of dental sealants and fluoride treatment are activities that are performed on a large scale in the field of dental hygiene. The dental hygiene clinic at Suffolk County Community College will be able to provide these services at a reduced rate, and thus, help the local community in a tremendous manner with dental health care.

<http://www.suffolkcountyny.gov/Portals/0/health/pdf/Suffolk%20CHA%202014-2017%20%20FINAL%20Amended.pdf>

* There are 55 dental hygienists per 100,000 population on Long Island. Other areas of New York have 60, 70 or 80+ This clearly indicates the need for more dental hygienists. <http://www.chwsny.org/wp-content/uploads/2014/08/OralHealthNY2014_Final_reduced.pdf>.

“Per capita, there are far fewer dental hygienists in the New York City region than in the rest of the state. Furthermore, within the New York City region, there is also wide variation by county in the supply of oral health professionals…”



* As indicated by the American Dental Hygiene Association (ADHA), new dental hygiene-based workforce models are emerging and may provide additional opportunities for dental hygienists. Among these innovations is the creation of a mid-level oral health practitioner to provide much needed preventive and limited restorative dental care to underserved populations.). This is going to open a lot of doors in the future.

“In response to the access crisis, state policymakers, consumer advocates and oral health coalitions are pioneering innovations to extend the reach of the oral health care delivery system and improve oral health access. Among these innovations is the creation of a mid-level oral health practitioner to provide much needed preventive and limited restorative dental care to underserved populations.” <http://www.adha.org/workforce-models-adhp>

* The only other college on Long Island that has a dental hygiene program, SUNY Farmingdale, adheres to the statements presented by the ADHA in regards to the roles of dental hygienists (<http://www.adha.org/professional-roles>). This institute’s website states, “As the need for dental hygiene care continues to grow throughout the nation, many new and varied opportunities are available for graduates in a wide array of work settings. Although the clinical role is most closely associated with dental hygiene, it is only one of six roles officially designated for the hygienist, which includes educator, researcher, administrator, change agent, and consumer advocate.” <https://www.farmingdale.edu/health-sciences/dental-hygiene/>. Therefore, the fields into which a dental hygienist can enter are not solely clinical. Suffolk County Community College’s Dental Hygiene Program will act as a catapult for its diverse student population into these fields.
* Dental Hygienists with an earned associate’s degree in New York earn a median salary of $75,860. This salary would provide an attractive career and personal growth for the diversified student body that our community college has. <https://www.bls.gov/oes/current/oes292021.htm#st>

* The results for an internet search on Indeed.com performed on October 9, 2017, indicate the need for 89 part-time dental hygienists, 86 full-time dental hygienists and 10 temporary positions for the same profession. The search was performed setting a parameter of 50 miles within the distance of Brentwood, NY.

<https://www.indeed.com/jobs?as_and=Dental+Hygienist&as_phr=&as_any=&as_not=&as_ttl=&as_cmp=&jt=all&st=&salary=&radius=50&l=Brentwood%2C+NY&fromage=any&limit=10&sort=&psf=advsrch>

* Briarcliffe College, which was located in Suffolk County, has closed its doors. Although the Dental Hygiene Program was very successful, the larger institution was unable to sustain the other programs offered by the college and a decision was made to teach-out the entire school. This program supplied the local market with 25-50 new dental hygienists per year.
* As of January 1, 2017, there were a total of 3,209 registered dentists (not necessarily active) in Nassau and Suffolk Counties. (<http://www.op.nysed.gov/prof/dent/dentcounts.htm>). There are a total of 1,944 registered dental hygienists in the same counties.

(<http://www.op.nysed.gov/prof/dent/dentcounts.htm>).

1. **Employment:** For A.A.S. program proposals, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

Some of the largest employers of dental hygienists are group practices and/or corporate dental offices. The names of some of these offices are provided below. See Appendix 3 for a Letter of Support by a local dentist indicating the need for more dental hygienists.

|  |  |  |
| --- | --- | --- |
| **Employer** | ***Need: Projected positions*** | |
| **In initial year** | **In fifth year** |
| Gentle Dental | 10 per year (approx.) | 15 per year (approx.) |
| Great Expressions Dental Centers | 10 per year (approx.) | 15 per year (approx.) |
| Dental Fill-Ins (Temporary and Permanent Placement Agency) | 3000  per year  (approx.) | 4000  per year  (approx.) |

1. **Similar Programs:** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed.

***NOTE:*** *Detailed program-level information for SUNY institutions is available*

*in the* [*Academic Program Enterprise System*](https://www.suny.edu/apes/) *(APES) or*

[*Academic Program Dashboards*](https://www.suny.edu/security/login/loginForm.do?redirectUrl=https%3A%2F%2Fwww.suny.edu%3A443%2Fanalytics%2Fsaw.dll%3Fbieehome%26startPage%3D1&validTypes=,Campus,Partner)*. For non-SUNY programs, program titles and*

*degree information – but no enrollment data – is available from*

[*SED’s Inventory of Registered Programs*](http://www.nysed.gov/heds/IRPSL1.html)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Institution** | **Program Title** | **Degree** | **Enrollment** |
| State University of New York at Farmingdale | Dental Hygiene | AAS |  |
| Hostos Community College of the City University of New York | Dental Hygiene | AAS |  |
| New York City College of Technology | Dental Hygiene | AAS |  |
| New York University | Dental Hygiene | AAS |  |

1. **Collaboration:**Did this program’s design benefit from consultation with

other SUNY campuses? If so, what was that consultation and its result?

A visit was made to SUNY Broome Community College on September 20, 2107 to consult

with the dental hygiene program director of this institute. It was a very productive meeting and

the program’s design benefited from the consultation. The program director provided an

in-depth explanation of the curriculum in her program and the reasoning behind the

curriculum’s design. She provided a tour of the dental hygiene clinic as well. Many positive

aspects were presented in regards to the design of the dental hygiene clinic.

III. Admissions

1. Remembering, that SCCC is an open-admissions institution, does this program have specific admissions requirements? If so, describe those admissions standards and explain why this program cannot be consistent with the College’s open-access mission?

This program has specific admissions requirements. The admissions standards can be observed in

Appendix 8. This program cannot be consistent with SCCC’s open-access mission due to the nature of

the program. This program’s curriculum is scientifically-oriented and it is rigorous and intensive.

Additionally, the Commission on Dental Accreditation (CODA) specifically requires that the scope

and depth of the curriculum reflect more stringent standards. CODA specifically states that

admission of students must be based on specific written criteria, procedures and

policies. Previous academic performance and/or performance on standardized national tests of

scholastic aptitude or other predictors of scholastic aptitude and ability must be utilized as criteria in

selecting students who have the potential for successfully completing a dental hygiene program.

Appendix – 8

Admissions Requirements

Suffolk County Community College offers Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.) degrees and professional certificates in 100 programs of study. Any potential candidate for the Dental Hygiene program must comply with the general admission requirements as well as the specific admission requirements set by the Dental Hygiene Department.

**General Admission Requirements**

Admission to the Dental Hygiene program at Suffolk County Community College will require a complete application for admission to be on file at the Admissions Office no later than Feb. Qualified applications received after Feb. 1 will be considered on a space available basis only. Applications are accepted for admission into the fall term only and are determined through a highly competitive and selective admission process. Potential candidates should mail their applications to the Admissions Office well in advance of the established deadline to assure timely receipt of all materials.

To apply for a degree at Suffolk County Community College all candidates can apply online, or obtain an application from Central Admissions, or download an application. Official transcripts from both high school and any college credits awarded must be sent to Central Admissions. The following steps should be followed:

1. Complete an Application for Admission in person, online, or by mail.
2. Request:

a) High school transcript

b) Previous college transcripts

c) College transcripts for college courses taken in high school (other than SCCC).

Mail to:

Suffolk County Community College

Central Admissions Office

533 College Road, Selden, NY 11784

1. File for FAFSA at fafsa.ed.gov

SCCC Financial Aid School Code for the Michael J. Grant Campus is 013204

1. Health History Form and Immunization Records should be submitted prior to placement

testing and registering for classes

1. Testing may be required to determine the level of classes.
2. After being advised by a counselor, the applicant will be provided with assistance in choosing classes as well as registration instructions.
3. Tuition must be paid by the due date. Students can choose a payment plan or pay in full. If the student is awarded financial aid for tuition, he/she must confirm his/her attendance online through the “My SCCC” student portal or with the cashier.
4. Photo ID Cards and Parking Permits should be obtained before classes begin. An SCCC Photo ID Card is mandatory and must be carried at all times while on campus. Vehicle registration/parking permits are obtained online through the student portal.
5. All new students will be invited to attend a New Student Orientation Day which will include: Q&A sessions with peer mentors, a keynote speaker, lunch, and a chance to network with other new students as well as staff and faculty.

**Minimum Specific Admissions Requirements For Admissions to the**

**Dental Hygiene Program**

|  |  |
| --- | --- |
| **Minimum Requirements for Consideration for Admissions** | |
| Current high school students applying for Admission into the  Dental Hygiene Program (Michael J. Grant Campus-Only) | * Demonstrate proof of a grade point average of 80% or higher * Have completed High School AP or Regents Biology Class with a lab component with a score of 3 or higher. * Have completed High School AP or Regents Chemistry Class with a lab component with a score of 3 or higher. * Have completed High School AP or Regents Algebra Class with   A score of 3 or higher.   * Present SAT and/or ACT Exam Score(s) or complete ACCUPLACER Testing * Be eligible to take Standard Freshman Composition (ENG 101). * Have a TOEFL (Test of English as a Foreign Language) Examination score with a minimum of 94. This is required for any applicants who are foreign born high school seniors and have taken ESL (English as a Second Language) courses in high school. and applicants with secondary credentials from a foreign country whose language of instruction was not English. * Submit a written essay (Topic to be determined). * Carry out a personal interview with the admissions committee: department chair and selected faculty members. * Demonstrate completion of at least 20 hours of shadowing a dental hygienist or experience of having worked in a dental office. Candidate must submit survey completed by the individual or individuals who were shadowed (either a dental hygienist or dentist). |
| Current college students and others | * Demonstrate proof of a grade point average of 80% or higher * Have completed a General Biology course (BIO101 or BIO105) with a lab component with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Biology Class with a lab component with a score of 3 or higher * Have completed a General Chemistry course (CHE100) with a lab component with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Chemistry Class with a lab component with a score of 3 or higher. * Have completed Algebra (MAT007) course with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Algebra Class with a score of 3 or higher. * Be eligible to take Standard Freshman Composition (ENG 101) * Present SAT and/or ACT Exam Score(s) or complete ACCUPLACER Testing. * For applicants with secondary credentials from a foreign country whose language of instruction was not English, present a TOEFL (Test of English as a Foreign Language) Examination score with a minimum of 94. * Submit a written essay (Topic to be determined). * Carry out a personal interview with the admissions committee: department chair and selected faculty members. * Demonstrate completion of at least 20 hours of shadowing a dental hygienist or experience of having worked in a dental office. Candidate must submit survey completed by the individual or individuals who were shadowed (either a dental hygienist or dentist). Currently employed Dental Assistants are exonerated from the requirement upon demonstrating proof of employment. |

1. If there are specific admissions requirements beyond the College’s open-access mission, describe the process for evaluating exceptions to those requirements?

There can be no exceptions to the established requirements.

1. Describe how the College will encourage enrollment in this program by persons from groups historically underrepresented in the College, discipline or occupation?

The College’s Mission provides the recruitment of historically underrepresented students through the

Enrollment Management Plan. The Campus administration and faculty will work with Enrollment

Services to ensure recruitment and retention in this degree program.

IV. Academic and Other Support Services

(Summarize the academic advising and support services available to help students succeed in the

program.)

The Grant Campus provides counseling, academic advising, transfer and career development services.

The Dental Hygiene Department will establish an orientation process in which the incoming students will

meet in a group before, during and after Priority Registration. In addition, the Grant Campus offers a

writing, reading and math learning center to support students in all programs. Additionally, the Dental

Hygiene Department will offer additional services such as on-on-one advising with students, any extra

help needed and a clinical remediation policy.

V. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating

the learning and the maximum number of credits allowed, **or check here [ ] if not applicable**.

Suffolk County Community College recognizes a number of programs to facilitate students’ progress

toward the goad of earning an associate degree:

* Advance Placement – Credit may be awarded to students who have taken Advanced Placement courses in high school and who attained scores of 3 or higher on the appropriate Advanced Placement examinations administered through the Educational Testing Service.
* International Baccalaureate – Credit may be awarded to students who have taken International Baccalaureate courses in high school and who attained a score of 4 or higher on the IBO Higher Level exams. If the student has successfully completed the Diploma program, then credit may be awarded for the Standard Level courses as well with a score of 4 or higher.
* College Level Examination Program (CLEP) – Credit may be awarded to students who pass CLEP exams with a score of 50 or higher.
* Challenge Exam – when a CLEP examination is not available to test prior learning in a course or subject offered at Suffolk County Community College, the student may request, and the College may agree, to prepare and administer a special Challenge Examination for the student.
* Portfolio Assessment – Portfolio Assessment is an alternative vehicle for defining, demonstrating and documenting college-level learning achieved outside the classroom. Students may take COL120: Portfolio Preparation. The course encompasses relevant academic content, skill development and ongoing guidance during the process of developing a learning portfolio. After completion of the course, students may submit the learning portfolio for possible college credit.
* Educational Programs Sponsored by Certain Non-Collegiate Organizations - Suffolk County Community College may recognize academic credit for non-collegiate training if the training has been evaluated by either the National College Credit Recommendation Service (NCCRS) or the American Council on Education (ACE), and college level credit has been recommended by the aforementioned agencies. Students are required to submit an official ACE or NCCRS transcript for evaluation.

VI. Program Assessment and Improvement

Describe how this program’s achievement of its objectives will be assessed, including the date of the

program’s initial assessment and the length (in years) of the assessment cycle. Complete the SCCC

Program Learning Outcomes Assessment Plan and attach to this document. Complete

the [SCCC Curriculum Map](http://www.sunysuffolk.edu/dept_docs/Academic_Assessment/CurriculumMapformVA2013__4__doc.docx) for the proposed program.

See Appendix 4 for Dental Hygiene A.A.S. degree program Assessment Plan and Curriculum

Map

VII. Sample Program Schedule and Curriculum

***NOTES:*** *The* Program Schedule and Curriculum*must show* ***all curricular requirements*** *and demonstrate that the program conforms to SUNY’s and SED’s policies.*

* *It must show how a student can complete all program requirements within* [*SUNY credit limits*](http://www.suny.edu/provost/academic_affairs/SeamlessTransfer.cfm)*, unless a waiver has been granted: two years of full-time study (or the equivalent) and 64 credits for an associate degree.*
* *It must show how students in A.A., A.S. programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in* [*SUNY-approved general education courses*](http://www.sunysuffolk.edu/About/GenEd.asp)*, with at least 3 credits each in Basic Communication and Mathematics, plus no fewer than three credits each in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages.*
* *It must show how students can complete* [*Liberal Arts and Sciences (LAS) credits*](http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm) *appropriate for the degree.*
* *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path (TPath) courses shown in the* [*SUNY Transfer Paths*](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/) *within the first two years of full-time study (or 60 credits).*

***Special Cases for the Sample Program Schedules:***

* *For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*
* *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program.*

A. Will the program be offered through a nontraditional schedule (i.e., not on a

semester calendar), what is the schedule and how does it impact financial aid

eligibility?

Yes \_\_\_\_\_ No \_\_X\_\_

**NOTE:** Consult with your campus financial aid administrator for information about

nontraditional schedules and financial aid eligibility.

B. For **each existing course** that is part of the proposed program (including cognates

and restricted electives, but not including general education), **append** a **catalog**

**description** at the end of this proposal**.**

See Appendix 5

C. Complete a [New Course Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc) for **each new course** in the program.

Complete a [Course Revision Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_revision_proposal_form.doc) for each **course revision** proposed for

this program.

See Appendix 6

D. Does the program require external instruction, such as clinical or field experience,

agency placement, an internship, fieldwork, or cooperative education?

Yes\_\_\_\_\_ No \_\_X\_\_

If yes, **append** a completed [External Instruction](http://www.suny.edu/provost/academic_affairs/app/forms.cfm) form at the end of this document.

**Sample Program Schedule**

1. *Has the proposed program received a SUNY program-level waiver? ( ) Yes ( X ) No*

*If waiver has been received, attach waiver to this proposal..*

**Name of SUNY** [**Transfer Path**](https://www.suny.edu/student/transfer/transfer_mobility_all.cfm)**, if one exists: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***b)*** Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall 1:** | See KEY. | | | | | |  | | | |  | | **Spring 1:** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| BIO130-Anatomy & Physiology I | 4 | |  | 4 |  |  |  | | Prerequisites  - General Biology | | BIO132-Anatomy & Physiology II | | 4 |  | 4 |  | |  |  | Prerequisites  - BIO130 |
| ENG101-Standard Freshman Composition | 3 | |  | 3 |  |  |  | | Prerequisites  - ENG009 or  placement | | DHS120-Dental Hygiene Clinic II | | 4 |  |  | 4 | |  | X | Prerequisites  - DHS110/DHS115  DHS135 |
| CHE120-Introduction to General, Organic and Biochemistry | 4 | |  | 4 |  |  |  | | Prerequisite  - MAT007 or  Equivalent  and high school  chemistry with  laboratory | | DHS162-Dental Materials | | 2 |  |  | 2 | |  | X | Prerequisites  - DHS110/DHS115  DHS135 |
| COL101-College Seminar | 1 | | 1 |  |  |  |  | | None | | DHS142-Clinical Dental Radiography | | 2 |  |  | 2 | |  | X | Prerequisites  - DHS110/DHS115  DHS135 |
| DHS110-Dental Hygiene Clinic I | 3 | |  |  | 3 |  | X | | None | | DHS117-General and Oral Pathology | | 3 |  |  | 3 | |  | X | Prerequisites  - DHS110/DHS115  DHS135 |
| DHS115-Dental and Oral Anatomy and Occlusion | 2 | |  |  | 2 |  | X | | None | | DHS170-Pain Management in Dental Hygiene | | 2 |  |  | 2 | |  | X | Prerequisites  - DHS110  DHS115  DHS135  BIO132 |
| DHS135-Oral Histology and Embryology | 1 | |  |  | 1 |  | X | | None | |  | |  |  |  |  | |  |  |  |
| Term credit totals: | 18 | |  | 11 | 6 |  |  | | | | Term credit totals: | | 17 |  | 4 | 13 | |  |  | |
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| **Fall 2:** | See KEY. | | | | | |  | | | |  | | **Spring 2:** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| DHS210-Dental Hygiene Clinic III | 5 | |  |  | 5 |  | X | | Prerequisites  - DHS110  DHS115  DHS135  DHS170 | | DHS220-Dental Hygiene Clinic IV | | 5 |  |  | 5 | |  | X | Prerequisites  - DHS210  DHS235  DHS203  DHS251 |
| DHS235-Dental Pharmacology | 2 | |  |  | 2 |  | X | | Prerequisites  - DHS110  DHS115  DHS135  DHS170 | | DHS217-Community Dental Health | | 2 |  |  | 2 | |  | X | Prerequisites  - DHS210  DHS235  DHS203  DHS251 |
| DHS203-Nutrition and Biochemistry for the Dental Hygiene Professional | 2 | |  |  | 2 |  | X | | Prerequisites  - DHS110  DHS115  DHS135  DHS170 | | DHS213-Dental Ethics and Professionalism | | 1 |  |  | 1 | |  | X | Prerequisites  - DHS210  DHS235  DHS203  DHS251 |
| DHS251-Periodontology | 2 | |  |  | 2 |  | X | | Prerequisites  - DHS110  DHS115  DHS135  DHS170 | | PSY101-Introduction to Psychology | | 3 |  | 3 |  | |  |  | Prerequisite  - RDG009  ESL012 or  equivalent |
| BIO244-General Microbiology | 4 | |  | 4 |  |  |  | | Prerequisites  - BIO132 | | COM102-Interpersonal Communication | | 3 |  | 3 |  | |  |  | None |
| MAT103-Statistics I | 3 | |  | 3 |  |  |  | | Prerequisites  - MAT006  or  MAT007 | | SOC101-Introduction to Sociology | | 3 |  | 3 |  | |  |  | Prerequisite  - RDG009  ESL012 or  equivalent |
| Term credit totals: | 18 | |  | 7 | 11 |  |  | | | | Term credit totals: | | 17 |  | 9 | 8 | |  |  | |
| **Program Totals (in credits):** | | **Total**  **Credits: 70** | | | **SUNY**  **GER:** | | | **LAS:**  **31** | | **Major:**  **38** | | **Elective & Other: 1** | | **Number of SUNY GER Categories:** | | | | |
|  | | | | |
| **KEY Cr:** credits **GER:** [SUNY General Education Requirement](http://www.suny.edu/provost/generaleducation/GenED.cfm) ([Enter Category Abbreviation](http://www.suny.edu/provost/academic_affairs/app/files/Category%20Abbreviations.xlsx)) **LAS:** [Liberal Arts & Sciences](http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](https://www.suny.edu/student/transfer/transfer_mobility_all.cfm) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses):** Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL). | | | | | | | | | | | | | | | | | | | | | | |

VIII. Faculty

1. Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
2. **Append** at the end of this document proposal descriptions or announcements for each to-be-hired faculty member.

***NOTE:*** *CVs for all faculty should be available upon request. Faculty CVs should include rank and*

*employment status, educational and employment background, professional affiliations and activities,*

*important awards and recognition, publications (noting refereed journal articles), and brief descriptions of*

*research and other externally funded projects. New York State’s requirements for faculty qualifications are*

*in* [*Part 55.2(b) of the Regulations of the Commissioner of Education*](http://www.highered.nysed.gov/ocue/lrp/rules.htm)*.*

**SUNY Faculty Table**

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

| **(a)** | **(b)** | **(c)** | **(d)** | **(e)** | **(f)** |
| --- | --- | --- | --- | --- | --- |
| **Faculty Member Name and Title/Rank**  **(Include and identify Program Director with an asterisk.)** | **% of Time Dedicated to This Program** | **Program Courses Which May Be Taught**  **(Number and Title)** | **Highest and Other Applicable Earned Degrees (include College or University)** | **Discipline(s) of Highest and Other Applicable Earned Degrees** | **Additional Qualifications: List related certifications, licenses and professional experience in field.** |
| **PART 1. Full-Time Faculty** |  |  |  |  |  |
| Daniel A. Hassler  Program Coordinator/Associate Professor \* | 100% | DHS 115 – Dental and Oral Anatomy and Occlusion  DHS 135 – Oral Histology and Embryology  DHS 162 – Dental Materials  DHS 142 – Clinical Dental Radiography  DHS 117 – General and Oral Pathology  DHS 170 – Pain Management in Dental Hygiene  DHS 235 – Dental Pharmacology  DHS 203 – Nutrition and Biochemistry for the Dental Hygiene Professional  DHS 251 – Periodontology  DHS 217 – Community Dental Health  DHS 213 – Dental Ethics and Professionalism  DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III | 1. Doctor of Health Science – Nova Southeastern University 2. Doctor of Dental Surgery (DDS) – Universidad Nacional Federico Villarreal 3. Master of Science – Nova Southeastern University 4. Bachelor of Science – Universidad Nacional Federico Villarreal | 1. Health Science 2. Dentistry 3. Health Law   4. Dental Sciences | - Licensed general dentist with over  30 years of experience in general  dentistry  - Licensed dental hygienist with over  10 years of experience  - Dental Hygiene Program Director  with 6 years of experience  - Associate Professor having taught a  variety of courses for dental hygiene  on the associate and bachelor level  on campus and online  - Adjunct professor for online  education with Nova Southeastern  University in the Health Science  Department  - Presenter of Continuing Education  Course William F. Slagle Dental  Meeting  - Certificate of Attendance for  Radiology Educator’s Workshop  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult  - Certificate of Completion for  Enhancing Students’ Professional  Skills  - Certification of Completion for  Teaching Online: A Student-  Centered Approach  - Certification of Completion for  Technology Integration for  Instructors  - Member of the American Dental  Education Association  - Board member of AGD on behalf  of WaterPik |
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| **Part 2. Part-Time Faculty** |  |  |  |  |  |
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| **Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)** |  |  |  |  |  |
| TBH1 – Full-time faculty/Assistant Professor  Hiring date: 04/2018 | 100% | DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 203 – Nutrition and Biochemistry for the Dental Hygiene Professional  DHS 220 – Dental Hygiene Clinic IV  DHS 217 – Community Dental Health  DHS 213 – Dental Ethics and Professionalism | Master  Or  Doctorate | Dental Hygiene/  Public Health/  Education/ or  Related field | - Licensed dental hygienist  - - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult  - Certification in Administration of  Local Anesthetic and Nitrous  Oxide/Oxygen Sedation- |
| TBH2 – Full-time Faculty/Assistant Professor  Hiring Date: 04/2018 | 100% | DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 203 – Nutrition and Biochemistry for the Dental Hygiene Professional  DHS 220 – Dental Hygiene Clinic IV  DHS 217 – Community Dental Health  DHS 213 – Dental Ethics and Professionalism | Master  Or  Doctorate | Dental Hygiene/  Public Health/  Education/ or  Related field | - Licensed dental hygienist  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult  - Certification in Administration of  Local Anesthetic and Nitrous  Oxide/Oxygen Sedation |
| TBH3 – Full-time Faculty/Assistant Professor  Hiring Date: 07/2019 | 100% | DHS 115 – Dental and Oral Anatomy and Occlusion  DHS 135 – Oral Histology and Embryology  DHS 162 – Dental Materials  DHS 142 – Clinical Dental Radiography  DHS 117 – General and Oral Pathology  DHS 170 – Pain Management in Dental Hygiene  DHS 235 – Dental Pharmacology  DHS 203 – Nutrition and Biochemistry for the Dental Hygiene Professional  DHS 251 – Periodontology  DHS 217 – Community Dental Health  DHS 213 – Dental Ethics and Professionalism DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III | Master  Or  Doctorate | General Dentistry/  Public Health/  Education/ or  Related field | - Licensed dentist  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult |
| TBH4 – Adjunct Faculty/Assistant Professor  Hiring Date: At start of program | 50% | DHS 115 – Dental and Oral Anatomy and Occlusion  DHS 135 – Oral Histology and Embryology  DHS 162 – Dental Materials  DHS 142 – Clinical Dental Radiography  DHS 117 – General and Oral Pathology  DHS 170 – Pain Management in Dental Hygiene  DHS 235 – Dental Pharmacology  DHS 203 – Nutrition and Biochemistry for the Dental Hygiene Professional  DHS 251 – Periodontology  DHS 217 – Community Dental Health | Doctorate | General Dentistry/  Public Health/  Education/ or  Related field | - Licensed dentist  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult |
| TBH5 – Adjunct Faculty/Assistant Professor  Hiring Date: At start of program | 20% | DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 220 – Dental Hygiene Clinic I | Master  or  Doctorate | Dental Hygiene/  Public Health/  Education/ or  Related field | - Licensed dental hygienist  - Certification in Local  Anesthesia/Nitrous Oxide/  Oxygen Sedation  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult |
| TBH6 – Adjunct Faculty/Clinical Instructor –  Hiring Date: 01/2020 | 10% | DHS 117- General and Oral Pathology  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 220 – Dental Hygiene Clinic IV  DHS 235 – Dental Pharmacology | Doctorate | General Dentistry/  Public Health/  Education/ or  Related field | - Licensed general dentist  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult |
| TBH7 – Adjunct Faculty/Instructor –  Hiring Date: 01/2021 | 10% | DHS 203 – Nutrition and Biochemistry for the Dental Hygiene Professional | Doctorate | General Dentistry/  Nutrition/ | - Licensed dentist  - Registered Dietician |
| TBH8 – Adjunct Faculty/Clinical Instructor –  Hiring Date: 01/2020 | 10% | DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 220 – Dental Hygiene Clinic IV | Doctorate | General Dentistry /  Public Health/  Education/ or  Related field | - Licensed dentist  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult |
| TBH9 – Adjunct Faculty/Clinical Assistant  Professor  Hiring Date: 01/2020 | 10% | DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 220 – Dental Hygiene Clinic IV  DHS 235 – Dental Pharmacology | Master  or  Doctorate | Dental Hygiene/  Public Health/  Education/ or  Related field | - Licensed dentist hygienist  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult |
| TBH10 – Adjunct Faculty/Clinical Instructor  Hiring Date: At start of program | 10% | DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 220 – Dental Hygiene Clinic IV | Master  or  Doctorate | Dental Hygiene/  Public Health/  Education/ or  Related field | - Licensed dental hygienist  - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult  - Certification in Local  Anesthesia/Nitrous Oxide/  Oxygen Sedation |
| TBH11 – Adjunct Clinical Instructor –  Hiring Date: 01/2020 | 30% | DHS 110 – Dental Hygiene Clinic I  DHS 120 – Dental Hygiene Clinic II  DHS 210 – Dental Hygiene Clinic III  DHS 220 – Dental Hygiene Clinic IV | Master  or  Doctorate | Dental Hygiene/  Public Health/  Education/ or  Related field | - Licensed Dental Hygienist  - - Certified by the American Red  Cross CPR/AED for Infant, Child  and Adult  - Certification in Local  Anesthesia/Nitrous Oxide/  Oxygen Sedation |

IX. Financial Resources and Instructional Facilities

1. What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.
2. Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

**SUNY Program Expenses Table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Expense Categories** | **Expenses (in dollars)** | | | | | |
| **Before**  **Start** | **Academic**  **Year 1:** | **Academic**  **Year 2:** | **Academic**  **Year 3:** | **Academic**  **Year 4:** | **Academic**  **Year 5:** |
| 1. ***Personnel (including faculty and all others)*** |  |  |  |  |  |  |
| 1. ***Library*** |  |  |  |  |  |  |
| 1. ***Equipment*** |  |  |  |  |  |  |
| 1. ***Laboratories*** |  |  |  |  |  |  |
| 1. ***Supplies*** |  |  |  |  |  |  |
| 1. ***Capital Expenses*** |  |  |  |  |  |  |
| 1. ***Other (Specify):*** |  |  |  |  |  |  |
| 1. **Sum of Rows Above** |  |  |  |  |  |  |

X. Library Resources

A. Summarize the analysis of library collection resources and needs for this program by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution’s implementation of SUNY Connect, the SUNY-wide electronic library program.

The library has analyzed the collections in the area of dental hygiene for the

purpose of the curriculum proposal. The summary is given below.

**Books and Streaming Media**

The library at SCCC – Grant campus will acquire the necessary books for the

dental hygiene program. However, there currently exists a substantial

amount of books with copyright dates from 2001 to 2015 that faculty

and students can request at the campus’ library circulation desk.

Additionally, the library supplies approximately 66 videos.

**Databases**

There is a plethora of databases available to students and faculty. If it is

determined that more databases are requested; an order will be placed.

The following databases are currently available:

* Alt-Health Watch
* CINAHL
* Gale Virtual Reference Library – Medicine
* Health Source: Nursing/Academic Edition
* Journal of the American Medical Association
* JSTOR-Health Sciences
* MEDLINE
* Medline Plus
* Nature Journals Online
* New England Journal of Medicine
* Science Magazine
* ScienceDirect
* STAT!Ref (e-books)

**Periodicals, Magazines and Journals**

There is a large amount of full text journals which cover the educational,

scientific, technical and organizational levels of Dental Hygiene. The

following periodicals, magazines and journals are currently available:

* Access: The Newsmagazine of the American Dental Hygienists’

Association

* American Journal of Orthodontics and Dentofacial Orthopedics
* Canadian Journal of Dental Hygiene
* Dental Assistant-CINAHL
* Dental Lab Products-Business Insights
* Dental Materials-Science Direct
* International Journal of Dental Hygiene
* Journal of the American Dental Association
* Journal of Dental Hygiene
* Journal of Dentistry
* Journal of Education
* Journal of Evidence-Based Dental Practice
* Journal of Prosthetic Dentistry
* RDH
* Dimensions of Dental Hygiene
* Journal of Forensic Dental Sciences

These periodicals, magazines and journals have dates ranging from 1993 to the present.

B. Describe the institution’s response to identified collection needs and its plan for library development.

The institution responded positively to the request of an identified collection

of books related either directly or indirectly to Dental Hygiene. The

institution will acquire any additional resources needed.

XI. Transfer

For a proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree, demonstrate

that the program’s graduates will be able to transfer into at least two parallel SUNY

baccalaureate programs and complete them within two additional years of full-time study, per

[SUNY policy](http://www.suny.edu/provost/academic_affairs/Seamless%20Transfer%20Final2BOT%2012%204%2012.pdf), by listing the transfer institutions below and appending at the end of this

document:

* two completed[*SUNY Transfer Course Equivalency Table*](http://www.suny.edu/provost/academic_affairs/app/forms.cfm)*s*, one for each transfer institution; and
* a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

|  |  |  |
| --- | --- | --- |
| **Baccalaureate Degree Institution** | **Baccalaureate Program SED Code and Title** | **Degree** |
|  |  |  |
|  |  |  |

***NOTE:*** *Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED’s Inventory of Registered Programs at* [*http://www.nysed.gov/heds/IRPSL1.html*](http://www.nysed.gov/heds/IRPSL1.html)*.*

XII. Distance Education

1. Does the program’s design enable students to complete 50% or more of the course requirements through distance education? [X] No [ ] Yes.

If yes, **append** a completed *SUNY* [*Distance Education Format Proposal*](http://www.suny.edu/provost/academic_affairs/app/forms.cfm)at the end of this

proposal to apply for the program to be registered for the distance education format.

1. Does the program’s design enable students to complete 100% of the course requirements through distance education? [X] No [ ] Yes

**XIII. List of Appended Items:**

|  |  |  |
| --- | --- | --- |
| **Number** | **Appended Items** | **Reference Items** |
| N/A | *For multi-institution programs*, a letter of approval from partner institution(s) | Section 1, Item (e) |
| 1 | *For programs leading to professional licensure*, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, [Commissioner’s Regulations for the profession](http://www.op.nysed.gov/title8/opregs.htm), or other applicable external standards | Section 2.3, Item (e) |
| 2 | *For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form*, a completed version of that form | Section 2.3, Item (e) |
| 3 | *OPTIONAL: For programs leading directly to employment*, letters of support from employers, if available | Section 2, Item 2.3 (h)(2) |
| 4 | *For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed* | Section 2, Item 7 |
| 5 | *For all programs*, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives) | Section 3, Item (b) |
| 6 | *For all programs with new courses in the major*, syllabi for all new courses in a proposed undergraduate major | Section 3, Item (c) |
| N/A | *For programs requiring external instruction*, a completed [*External Instruction Form*](http://www.suny.edu/provost/academic_affairs/app/forms.cfm)and documentation required on that form | Section 3, Item (d) |
| 7 | *For programs that will depend on new faculty*, position descriptions or announcements for faculty to-be-hired | Section 4, Item (b) |
| N/A | *For all A.A. and A.S. programs*, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; *for baccalaureate programs that anticipate transfer student enrollment*, documentation of seamless transfer with at least two SUNY two-year programs | Section 9 |
| N/A | *For programs designed to enable students to complete at least 50% of the course requirements at a distance*, a [*Distance Education Format Proposal*](http://www.suny.edu/provost/academic_affairs/app/forms.cfm) | Section 10 |
| 8 | *Admissions Requirements for the Dental Hygiene Program* |  |

**APPENDICES**

Appendix - 1

Side-by-side chart showing how the program’s components meet the requirements of specialized accreditation

|  |  |
| --- | --- |
| **CODA’s Standards** | **Program’s Components** |
| 1-1 The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by:  a) developing a plan addressing teaching, patient care, research and service which are consistent with the goals of the sponsoring institution and appropriate to dental hygiene education.  b) implementing the plan;  c) assessing the outcomes, including measures of student achievement;  d) using the results for program improvement. | Planning and assessment processes will include the necessary documentation to demonstrate compliance with CODA standards. |
| 1-2 The institution must have a strategic plan which identifies stable financial resources sufficient to support the program's stated mission, goals and objectives. A financial statement document must be submitted providing revenue and expense data for the dental hygiene program. | A financial statement document demonstrating stable financial resources will be made available. |
| 1-3 The sponsoring institution must ensure that support from entities outside of the institution does not compromise the teaching, clinical and research components of the program. | Not Applicable |
| 1-4 The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest within the sponsoring institution. | Contract(s)/Agreement(s) between the institution/program and funding and faculty financial support according to Suffolk County Community College requirements. |
| 1-5 Programs must be sponsored by institutions of higher education that are accredited by an institutional accrediting agency (i.e., a regional or appropriate\* national accrediting agency) recognized by the United States Department of Education for offering college-level programs. | Proper higher education accreditation will be given. |
| 1-6 All arrangements with co-sponsoring or affiliated institutions must be formalized by  means of written agreements which clearly define the roles and responsibilities of  each institution involved. | Not Applicable |
| 1-7 There must be an active liaison mechanism between the program and the dental and allied dental professions in the community. The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest with the educational institution. | A standard advisory board shall be formed. |
| 2-1 The curriculum must include at least two academic years of full-time instruction or its equivalent at the postsecondary college-level. The scope and depth of the curriculum must reflect the objectives and philosophy of higher education. The college catalog must list the degree awarded and course titles and descriptions.  In a two-year college setting, the graduates of the program must be awarded an associate degree. In a four-year college or university, graduates of the program must be awarded an associate degree, post-degree certificate, or baccalaureate degree. | Program’s catalog description and presentation of complete curricula with syllabi. |
| 2-2 A process must be established to assure students meet the academic, professional and/or clinical criteria as published and distributed. Academic standards and institutional due process policies must be followed for remediation or dismissal.  A college document must include institutional due process policies and procedures. | Written remediation policy and procedures as well as records of attrition/retention rates related to academic performance and institutional due process policies and procedures. |
| 2-3 Admission of students must be based on specific written criteria, procedures and policies. Previous academic performance and/or performance on standardized national tests of scholastic aptitude or other predictors of scholastic aptitude and ability must be utilized as criteria in selecting students who have the potential for successfully completing the program. Applicants must be informed of the criteria and procedures for selection, goals of the program, curricular content, course transferability and the scope of practice of and employment opportunities for dental hygienists. | Specific written criteria for admission of students exist. |
| 2-4 Admission of students with advanced standing must be based on the same standards of achievement required by students regularly enrolled in the program. Students with advanced standing must receive an appropriate curriculum that results in the same standards of competence required by students regularly enrolled in the program. | Not Applicable |
| 2-5 The number of students enrolled in the program must be proportionate to the resources available. | Institutions’ financial statement will demonstrate the availability of resources. |
| 2-6 The dental hygiene program must define and list the competencies needed for graduation. The dental hygiene program must employ student evaluation methods that measure all defined program competencies. These competencies and evaluation methods must be written and communicated to the enrolled students. | Dental hygiene competencies for all pre-clinical and clinical courses will exist and are communicated to the student body via the syllabi and dental hygiene manual. |
| 2-7 Written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning experiences, and evaluation procedures must be provided to students at the initiation of each dental hygiene course. | Fully descriptive syllabi will be presented to students for each course. |
| 2-8 The curriculum must include content in the following four areas: general education, biomedical sciences, dental sciences and dental hygiene science. This content must be integrated and of sufficient depth, scope, sequence of instruction, quality and emphasis to ensure achievement of the curriculum's defined competencies. A curriculum document must be submitted for each course included in the dental hygiene program for all four content areas. | All required content in general education, biomedical sciences, dental sciences and dental hygiene science are included in the curriculum. |
| 2-8a General education content must include oral and written communications, psychology, and sociology. | Oral and written communications, psychology and sociology have been included in the general education content. |
| 2-8b Biomedical science content must include content in anatomy, physiology, chemistry, biochemistry, microbiology, immunology, general and maxillofacial pathology and/or pathophysiology, nutrition and pharmacology. | All the required biomedical sciences are included in the curriculum. |
| 2-8c Dental sciences content must include tooth morphology, head, neck and oral anatomy, oral embryology and histology, oral pathology, radiography, periodontology, pain management, and dental materials. | All dental sciences are included in the curriculum. |
| 2-8d Dental hygiene science content must include oral health education and preventive counseling, health promotion, patient management, clinical dental hygiene, provision of services for and management of patients with special needs, community dental/oral health, medical and dental emergencies, legal and ethical aspects of dental hygiene practice, infection and hazard control management, and the provision of oral health care services to patients with bloodborne infectious diseases. | Oral health education and preventive counseling, health promotion, patient management, clinical dental hygiene, management of patients with special needs, community dental/oral health, medical and dental emergencies, legal and ethical aspects of dental hygiene practice, infection and hazard control management, and oral health care services to patients with bloodborne infectious diseases are extended out through the entire curriculum. |
| 2-9 The basic clinical education aspect of the curriculum must include a formal course sequence in scientific principles of dental hygiene practice, which extends throughout the curriculum and is coordinated and integrated with clinical experience in providing dental hygiene services. | Evidence-based dental hygiene is included in the courses and is actually extended. |
| 2-10 The number of hours of clinical practice scheduled must ensure that students attain clinical competence and develop appropriate judgment. Clinical practice must be distributed throughout the curriculum. | An ample amount of clinical hours are included in the curriculum. |
| 2-11 The dental hygiene program must have established mechanisms to ensure a sufficient number of patient experiences that afford all students the opportunity to achieve stated competencies. | An ample amount of patients and patient experiences will afford all students the opportunity to achieve clinical competency. |
| 2-12 Graduates must be competent in providing dental hygiene care for the child, adolescent, adult and geriatric patient. | Clinical competency will be achieved in all patient age groups. |
| 2-13 Graduates must be competent in providing the dental hygiene process of care which includes:  a) comprehensive collection of patient data to identify the physical and oral  health status;  b) analysis of assessment findings and use of critical thinking in order to address the patient’s dental hygiene treatment needs;  c) establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health;  d) provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health;  e) measurement of the extent to which goals identified in the dental hygiene care plan are achieved;  f) complete and accurate recording of all documentation relevant to patient care. | The complete dental hygiene process of care is included in the curriculum and students will demonstrate competency in each of the determined areas. |
| 2-14 Graduates must be competent in providing dental hygiene care for all types of classifications of periodontal disease including patients who exhibit moderate to severe periodontal disease. | Students will prove competency in all types of periodontal disease classifications; especially moderate to severe cases. |
| 2-15 Graduates must be competent in communicating and collaborating with other members of the health care team to support comprehensive patient care. | Students will demonstrate competency in communicating and collaborating with other members of the health care team to support comprehensive patient care via clinical competencies. |
| 2-16 Graduates must demonstrate competence in:  a) assessing the oral health needs of community-based programs  b) planning an oral health program to include health promotion and disease prevention activities  c) implementing the planned program, and,  d) evaluating the effectiveness of the implemented program. | There are several courses in the curriculum that require students to assess the oral health needs of community-based programs, plan an oral health program to include health promotion and disease prevention activities and implement and  evaluate the effectiveness of the program. |
| 2-17 Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental hygiene practice. | Students will demonstrate competency in life support measures by becoming CPR certified while in the program. |
| 2-18 Where graduates of a CODA accredited dental hygiene program are authorized to perform additional functions required for initial dental hygiene licensure as defined by the program’s state specific dental board or regulatory agency, program curriculum must include content at the level, depth, and scope required by the state. Further, curriculum content must include didactic and laboratory/preclinical/clinical objectives for the additional dental hygiene skills and functions. Students must demonstrate laboratory/preclinical/clinical competence in performing these skills. | All rules and regulations as stated by the State of New York are included in the curriculum; especially in the course called Dental Materials. |
| 2-19 Graduates must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management. | The principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management are extended throughout the program and students must show competency in this area. |
| 2-20 Graduates must be competent in applying legal and regulatory concepts to the provision and/or support of oral health care services. | Legal and regulatory concepts to the provision and/or support of oral health care services as required in the United Sates are presented throughout the program and competency is demonstrated. |
| 2-21 Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning. | The Dental Hygiene Program at Suffolk County Community College is based on the premises of life-long learning. Self-assessment competencies are extended throughout the program. |
| 2-22 Graduates must be competent in the evaluation of current scientific literature. | Current scientific literature is presented in all dental hygiene related courses in this program. |
| 2-23 Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients. | Students demonstrate problem solving strategies related to comprehensive patient care and management of patients in dental hygiene courses. |
| 2-24 The dental hygiene program must have a formal, written curriculum management plan, which includes:  a) an ongoing curriculum review and evaluation process with input from faculty, students, administration and other appropriate sources;  b) evaluation of the effectiveness of all courses as they support the program’s goals and competencies;  c) a defined mechanism for coordinating instruction among dental hygiene program faculty | A curriculum management plan has been devised and includes all requirements as per CODA instruction. |
| 3-1 The program must be a recognized entity within the institution’s administrative structure which supports the attainment of program goals. | Suffolk County Community College recognizes the Dental Hygiene Program within its administrative structure and supports the attainment of program goals. |
| 3-2 The dental hygiene program administrator must have a full-time appointment as defined by the institution, whose primary responsibility is for operation, supervision, evaluation and revision of the program. | The dental hygiene program administrator will hold a full-time position in accordance with Suffolk County Community College’s description and the primary responsibility will be the operation , supervision, evaluation and revision of the program. |
| 3-3 The program administrator must be a dental hygienist who is a graduate of a program accredited by the Commission on Dental Accreditation and possesses a masters or higher degree or is currently enrolled in a masters or higher degree program or a dentist who has background in education and the professional experience necessary to understand and fulfill the program goals. | The program administrator is a dentist who has ample background in education and has the professional experience necessary to understand and fulfill the program goals. This can be observed in his CV. |
| 3-4 The program administrator must have the authority and responsibility necessary to fulfill program goals including:  a) curriculum development, evaluation and revision;  b) faculty recruitment, assignments and supervision;  c) input into faculty evaluation;  d) initiation of program or department in-service and faculty development;  e) assessing, planning and operating program facilities;  f) input into budget preparation and fiscal administration;  g) coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria. | The program administrator has been awarded the authority and responsibility necessary to fulfill all the program’s goals. |
| 3-5 The number and distribution of faculty and staff must be sufficient to meet the dental hygiene program’s stated purpose, goals and objectives. | Faculty and staff distribution follow the guidelines set by CODA. |
| 3-6 The faculty to student ratios must be sufficient to ensure the development of competence and ensure the health and safety of the public. The faculty to student ratios for preclinical, clinical and radiographic clinical and laboratory sessions must not be less than one to six. Faculty to student ratios for laboratory sessions in dental materials courses must not be less than one to twelve to ensure the development of clinical competence and maximum protection of the patient, faculty and students. | The Dental Hygiene Program follows the newly implemented ratio of 1:5 faculty to student ratios for preclinical and clinical and radiographic clinical sessions and 1:10 ratio for faculty to student in laboratory sessions. |
| 3-7 The full time faculty of a dental hygiene program must possess a baccalaureate or higher degree.  Part-time faculty providing didactic instruction must have earned at least a baccalaureate degree or be currently enrolled in a baccalaureate degree program.  All dental hygiene program faculty members must have:  a) current knowledge of the specific subjects they are teaching.  b) documented background in current educational methodology concepts consistent with teaching assignments.  c) Faculty who are dental hygienists must be graduates of dental hygiene programs accredited by the Commission on Dental Accreditation. | All faculty members in the Dental Hygiene Program at Suffolk County Community College will possess a master or higher degree. |
| 3-8 Opportunities must be provided for the program administrator and full-time faculty to continue their professional development. | Professional development opportunities are awarded to all members of the Dental Hygiene Program team. |
| 3-9 A defined faculty evaluation process must exist that ensures objective measurement of the performance of each faculty member. | Faculty performance will be measured according to Suffolk County Community College standards. |
| 3-10 Opportunities for promotion, tenure, and development must be the same for dental hygiene faculty as for other institutional faculty. | Opportunities for promotion, tenure, and development for dental hygiene faculty will be the same as for other institutional faculty. |
| 3-11 Qualified institutional support personnel must be assigned to the program to support both the instructional program and the clinical facilities providing a safe environment for the provision of instruction and patient care. | The necessary institutional support personnel for the instructional program and the clinical facilities will be provided, and thus, a safe environment for the provision of instruction and patient care will be awarded. |
| 3-12 Student assignments to clerical and dental assisting responsibilities during clinic sessions must be minimal and must not be used to compensate for limitations of the clinical capacity or to replace clerical or clinical staff. | Clinical and clerical staff will be hired in order to ensure that students comply with a minimal amount of hours performing clerical duties. |
| 4-1 The program must provide sufficient and appropriately maintained facilities to support the academic and clinical purposes of the program that conform to applicable regulations.  Clinical Facilities  The dental hygiene facilities must include the following:  a) sufficient clinical facility with clinical stations for students including conveniently located hand washing sinks and view boxes and/or computer monitors; a working space for the patient's record adjacent to units; functional, modern equipment; an area that accommodates a full range of operator movement and opportunity for proper instructor supervision;  b) a number of clinical stations based on the number of students admitted to a class (If the number of stations is less than the number of students in the class, one clinical station is available for every student scheduled for each clinical session.);  c) a capacity of the clinic that accommodates individual student practice on a regularly scheduled basis throughout all phases of preclinical technique and clinical instruction;  d) a sterilizing area that includes sufficient space for preparing, sterilizing and storing instruments;  e) sterilizing equipment and personal protective equipment/supplies that follow current infection and hazard control protocol;  f) facilities and materials for students, faculty and staff that provide compliance with accepted infection and hazard control protocols;  g) space and furnishings for patient reception and waiting provided adjacent to the clinic;  h) patient records kept in an area assuring safety and confidentiality. | Detailed blueprints of clinical, radiographic and laboratory facilities for the dental hygiene clinic will be given to CODA. |
| 4-2 Radiography facilities must be sufficient for student practice and the development of clinical competence.  The radiography facilities must contain the following:  a) an appropriate number of radiography exposure rooms which include: modern dental radiography units; teaching manikin(s); and conveniently located hand-washing sinks;  b) modern processing and/or scanning equipment;  c) an area for mounting and viewing radiographs;  d) documentation of compliance with applicable local, state and federal regulations.  Regardless of the number of machines provided, it must be demonstrated that time is available for all students to obtain required experience with faculty supervision and that acceptable faculty teaching loads are maintained. | Radiographic facilities will be designed in such a fashion that clinical competency as well as the courses that include radiographic components. |
| 4-3 A multipurpose laboratory facility must be provided for effective instruction and allow for required laboratory activities. If the laboratory capacity requires that two or more sections be scheduled, time for all students to obtain required laboratory experience must be provided.  Laboratory facilities must contain the following:  a) placement and location of equipment that is conducive to efficient and safe utilization;  b) student stations that are designed and equipped for students to work while seated including sufficient ventilation and lighting, necessary utilities, storage space, and an adjustable chair;  c) documentation of compliance with applicable local, state and federal regulations. | CODA requirements for a multipurpose laboratory facility will be provided to the students. All facilities will meet New York construction codes as well as OSHA codes. |
| 4-4 The educational institution must provide physical facilities and equipment which are sufficient to permit achievement of program objectives. If the institution finds it necessary to contract for use of an existing facility for basic clinical education and/or distance education, then the following conditions must be met in addition to all existing Standards:  a) a formal contract between the educational institution and the facility;  b) a two-year notice for termination of the contract stipulated to ensure that instruction will not be interrupted or;  c) a contingency plan developed by the institution should the contract be terminated;  d) a location and time available for use of the facility compatible with the instructional needs of the dental hygiene program;  e) the dental hygiene program administrator retains authority and responsibility for instruction and scheduling of student assignments;  f) clinical instruction is provided and evaluated by calibrated dental hygiene program faculty;  g) all dental hygiene students receive comparable instruction in the facility;  h) the policies and procedures of the facility are compatible with the goals of the educational program. | Not applicable |
| 4-5 Classroom space which is designed and equipped for effective instruction must be provided for and readily accessible to the program. | Suffolk County Community College has ample classroom space for the Dental Hygiene Program. |
| 4-6 Office space which allows for privacy must be provided for the program administrator and faculty. Student and program records must be stored to ensure confidentiality and safety. | The program administrator and faculty will have office space which allows for privacy. Student and program records will be stored according to Suffolk County Community College policy. |
| 4-7 Instructional aids and equipment must be provided for student learning. Institutional library holdings must include or provide access to a diversified collection of current dental, dental hygiene and multidisciplinary literature and references necessary to support teaching, student learning needs, service, research and development. There must be a mechanism for program faculty to periodically review, acquire and select current titles and instructional aids. | Instructional aids and equipment will be provided by Suffolk County Community College as will all library holdings. |
| 4-8 There must be specific written due process policies and procedures for adjudication of academic and disciplinary complaints that parallel those established by the sponsoring institution. | Adjudication of academic and disciplinary complaints will parallel those established by the sponsoring institution and those established by the Dental Hygiene Program. |
| 5-1 The program must document its compliance with institutional policy and applicable regulations of local, state and federal agencies including, but not limited to, radiation hygiene and protection, ionizing radiation, hazardous materials, and bloodborne and infectious diseases. Policies must be provided to all students, faculty, and appropriate support staff, and continuously monitored for compliance. Policies on bloodborne and infectious diseases must be made available to applicants for admission and patients. | Local , state and federal agencies’ regulations regarding radiation hygiene and protection, ionizing radiation, hazardous materials, and bloodborne and infectious diseases will be followed. All policies will be published in the Dental Hygiene Manual and distributed to the students. |
| 5-2 Students, faculty and appropriate support staff must be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella, tuberculosis, varicella and hepatitis B prior to contact with patients and/or infectious objects or materials in an effort to minimize the risk to patients and dental personnel. | Proof of immunizations against mumps, measles, rubella, tuberculosis, varicella and hepatitis B are required to be accepted into the program. |
| 5-3 The program must establish, enforce, and instruct students in preclinical/ clinical/laboratory protocols and mechanisms to ensure the management of emergencies. These protocols must be provided to all students, faculty and appropriate staff. Faculty, staff and students must be prepared to assist with the management of emergencies. | Preclinical/ clinical/laboratory protocols and mechanisms that ensure the management of emergencies are established and enforced. Students are required to attend orientation sessions that cover these topics. Mocked emergencies are also programmed throughout clinical sessions. |
| 6-1 The program must have policies and mechanisms in place that inform patients, verbally and in writing, about their comprehensive treatment needs. Patients accepted for dental hygiene care must be advised of the scope of dental hygiene care available at the dental hygiene facilities. | Patients are verbally informed about their comprehensive treatment needs. They are also provided with a written copy of the treatment plan as offered at the dental hygiene clinic. |
| 6-2 The program must have a formal written patient care quality assurance plan that includes:  a) standards of care that are patient-centered, focused on comprehensive care, and written in a format that facilitates assessment with measurable criteria;  b) an ongoing review of a representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided;  c) mechanisms to determine the cause of treatment deficiencies;  d) patient review policies, procedure, outcomes and corrective measures. | A quality assurance patient care plan has been devised to ensure that standards of care are patient-centered, focused on comprehensive care, and written in a format that facilitates assessment with measurable criteria. Additionally, there is an ongoing review of a representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided. Mechanisms to determine the cause of treatment deficiencies are established and patient review policies, procedure, outcomes and corrective measures will be tabulated. |
| 6-3 The use of quantitative criteria for student advancement and graduation must not compromise the delivery of comprehensive dental hygiene patient care. | The delivery of comprehensive dental hygiene patient care will never be compromised. |
| 6-4 The program must develop and distribute a written statement of patients’ rights to all patients, appropriate students, faculty, and staff. | A written statement of rights is given to all patients on their first visit. Students, faculty and staff receive copy. |
| 6-5 All students, faculty and support staff involved with the direct provision of patient care must be continuously recognized/certified in basic life support procedures, including healthcare provider cardiopulmonary resuscitation with an Automated External Defibrillator (AED). | All students, faculty and support staff involved with the direct provision of patient care will be CPR certified. |
| 6-6 The program’s policies must ensure that the confidentiality of information pertaining to the health status of each individual patient is strictly maintained. | Confidentiality of information pertaining to the health status of each individual patient will be strictly maintained and enforced according to law. |

Appendix – 3

Letter of Support

**Gina Cuccurullo, D.M.D.**

4250 Hempstead Turnpike

Suite 7

Bethpage, New York 11714

(516)735-3550

August 14, 2017

To Whom It May Concern:

Hygienists serve many functions in society in addition to traditional private practice. Hygienists often provide the first oral hygiene education children receive in preschools and elementary schools, especially in underserved communities. They are instrumental in helping children establish healthy habits that will benefit them throughout their lives. It is for this reason that there is still a significant need for licensed hygienists in our area and a new dental hygiene school will help meet this necessary demand.

Sincerely,

Gina Cuccurullo, DMD

(Electronically signed)

Appendix – 4

Curriculum Map and Five Year Assessment Plan

**Dental Hygiene Program Curriculum Map**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | BIO  130 | ENG  101 | PE | COL  1  0  1 | DHS  110 | DHS  115 | DHS  135 | BIO  132 | DHS  120 | DHS  162 | DHS  142 | DHS  117 | DHS  170 | DHS  125 | DH  S  2  1  0 | DHS  235 | DHS  203 | DHS  251 | BIO  244 | MAT  106 | DHS  220 | DHS  217 | DHS  213 | PSY  101 | COM  102 | SOC  101 |
| The student will apply scientific research methods to support evidenced based decision making in an effective manner. | F | F |  |  | F | F | F | F | I | I | I | I | I | I | A | I | F | I | F | F | A | I | A | I | F | F |
| The student will demonstrate the skills to competently assess, plan, implement and evaluate individual and/or community needs related to oral disease prevention and therapy in an ever-changing healthcare environment. |  |  |  |  | F |  |  |  | I |  |  | I | I | I | A |  | F | I |  | F | A | I |  | I |  | F |
| The student will communicate effectively using verbal, nonverbal written and electronic communication skills in all settings. | F | I |  |  | F | F | F | F | I | I | I | I | I | I | A | I | A | A | I | A | A | A | A | A | I | I |
| The student will analyze published reports of oral health research and apply this information to the practice of dental hygiene | F |  |  |  | F | F | F | F | I | I | I | I | A | I | I | A | A | A | I |  | A | A | A | A | A | I |
| The student will demonstrate basic skills in insurance coding and operation of practice management software, critically evaluate information and research pertaining to new products and techniques, take part in professional activities, and identify career options within the dental profession. |  |  |  |  | F |  |  |  | I | I | F |  | A | I | I |  |  | I |  |  | A |  | A |  |  |  |
| The student will exhibit critical thinking skills utilizing self-assessment tasks for professional growth and development leading to life-long learning. | F | I |  |  | F | F | F | F | I | I | I | I | A | I | A | A | I | I | A | I | A | A | A | I | I | I |

Legend: F = Foundational Gold = Fall Semester/First Year

I = Intermediate Orange = Spring Semester/First Year

A = Advanced Green = Summer Semester/First Year

Red = Fall Semester/Second Year

Blue = Spring Semester/Second Year

**Dental Hygiene A.A.S. degree program**

**Five Year Assessment Plan**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Plan Year** | **Program Level Student Learning Outcomes** | **Assessment Tool** | **Desired Performance** | **Timeline** | **Individuals Responsible** | **Use of Results/Action Items and Dissemination** | **Follow up/Actions Taken** |
| 2019 | Assess each patient’s oral health status and risk factors and present an appropriate dental hygiene diagnosis and comprehensive patient centered care plan within the scope of dental hygiene practice all based on current scientific evidence. | Written  assignments  Evaluation of Dental Hygiene Clinical Procedures  Case Studies | 95% of students will meet or exceed expectations | Assessment will occur during the Fall 2019 semester with data analysis taking place in early Spring 2020 | Daniel Hassler, Lauren Friszell, Anzhela Green, and Dawn Pezzuti | Information gathered from analysis of student performance will be utilized to improve course content implementation. |  |
| 2020 | Demonstrate the clinical skills necessary to provide preventive oral health care and determine periodontal classifications to ethnically diverse populations, medically compromised patients and those with special needs in an efficient and effective manner, employing appropriate infection control measures. | Evaluation of Dental Hygiene Clinical Procedures | 95% of students will meet or exceed expectations | Assessment will occur during the Fall 2020 semester with data analysis taking place in early Spring 2021 | Daniel Hassler, Lauren Friszell, Anzhela Green, and Dawn Pezzuti | Information gathered from analysis of student performance will be utilized to improve course content implementation. |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Plan Year** | **Program Level Student Learning Outcomes** | **Assessment Tool** | **Desired Performance** | **Timeline** | **Individuals Responsible** | **Use of Results/Action Items and Dissemination** | **Follow up/Actions Taken** |
| 2021 | Demonstrate ethical decision-making skills and adhere to state and federal laws and standards within the profession. | Written  assignments  Evaluation of Dental Hygiene Clinical Procedures | 97% of students will meet or exceed expectations | Assessment will occur during the Fall 2021 semester with data analysis taking place in early Spring 2022 | Daniel Hassler, Lauren Friszell, Anzhela Green, and Dawn Pezzuti | Information gathered from analysis of student performance will be utilized to improve course content implementation. |  |
| 2022 | Assess the oral health needs of individual patients and community groups, develop disease prevention and health maintenance strategies utilizing the basic principles of learning, promote the value of oral and general health and direct patients to appropriate resources in the community. | Written  assignments  Evaluation of Dental Hygiene Clinical Procedures | 100% of students will meet or exceed expectations | Assessment will occur during the Fall 2022 semester with data analysis taking place in early Spring 2023 | Daniel Hassler, Lauren Friszell, Anzhela Green, and Dawn Pezzuti | Information gathered from analysis of student performance will be utilized to improve course content implementation. |  |
| 2023 | Demonstrate basic skills in operation of practice management software, critically evaluate information and research pertaining to new products and techniques, take part in professional activities such as the Student American Dental Hygienists’ Association, and identify career options within the dental profession. | Written  assignments  Evaluation of Dental Hygiene Clinical Procedures | 100% of students will meet or exceed expectations | Assessment will occur during the Fall 2023 semester with data analysis taking place in early Spring 2024 | Daniel Hassler, Lauren Friszell, Anzhela Green, and Dawn Pezzuti | Information gathered from analysis of student performance will be utilized to improve course content implementation. |  |

Appendix – 5

Description of Existing Courses

BIO130 - Anatomy and Physiology I

Course Description:

Basic principles of the structure and function of the human body are discussed in depth for each of the organ systems. Physiology is presented from both a biochemical and organismal point of view. Basic chemistry, physics and mathematics are introduced where useful and necessary for understanding these biological phenomena. Special attention given to the application of these principles and concepts to health-related areas. First course in a two-semester sequence. Note: Fulfills SUNY General Education Requirement for Natural Sciences. (3 hrs. lecture, 3 hrs. laboratory) Prerequisite: MAT007 and high school chemistry or CHE100 or equivalent. Recommended: high school biology, BIO101 or BIO105. Offered on: A-E-G / 4 cr. hrs.

BIO132 - Anatomy and Physiology II

Course Description:

Basic principles of the structure and function of the human body are discussed in depth for each of the organ systems. Physiology is presented from both a biochemical and organismal point of view. The endocrine, digestive, respiratory, urinary, immune, cardiovascular, and reproductive systems will be emphasized. Basic chemistry, physics and mathematics are introduced where useful and necessary for understanding these biological phenomena. Special attention given to the application of these principles and concepts to health-related areas. Second course in a two-semester sequence. Note: Fulfills SUNY General Education Requirement for Natural Sciences. (3 hrs. lecture, 3 hrs. laboratory) Prerequisite: BIO130 grade of C or better. Offered on: A-E-G / 4 cr. hrs.

ENG101 - Standard Freshman Composition

Course Description:

Explores principles of rhetoric and stresses effective expository writing. Primarily a course in organization of ideas and development of these ideas through use of specific information. Also deals with matters of style, sentence structure, paragraph development, punctuation and vocabulary. Also introduces students to close reading of appropriate materials. By placement. To be taken prior to higher-numbered courses. Note: Fulfills SUNY General Education Requirement for Basic Communication. ESL018, ENG010, or placement. Offered on: A-E-G / 3 cr. hrs.

COL101 - College Seminar

Course Description:

The course facilitates students’ transition to and success at Suffolk County Community College. Through discussions, readings, critical thinking and information literacy, students will develop academic skills, a connection with the college, and a familiarity with College resources and services. Students are expected to enroll in this class in their first semester. No prerequisite. Offered on: A-E-G / 1 cr. hr.

PED112 - Golf

Course Description:

Places heavy emphasis on basic fundamentals of grip, stance and swing as well as providing thorough understanding of the game, which is necessary for enjoyable participation. No prerequisite. Offered on: A-E-G / 1 cr. hr.

BIO244 - General Microbiology

Course Description:

An introduction to microbiology through a survey of methods, tools and techniques used in studying main groups of bacteria and other microorganisms and application of this knowledge in physical and chemical control of microorganisms. The relationship of microorganisms to disease is discussed. Note: Fulfills SUNY General Education Requirement for Natural Sciences. (3 hrs. lecture, 4 hrs. laboratory) Prerequisite: BIO132 or VST102 and VST112. Offered on: A-E-G / 4 cr. hrs.

MAT103 – Statistics I

Course Description:

For students interested in social sciences, health sciences, business and industry. Theory of probability is used to develop methods of statistical inference, confidence intervals and decision theory. Topics include sample spaces, statistical models, binomial and normal distribution, t-distribution and chi-square distribution. Note: Fulfills SUNY General Education

Requirement for Mathematics. Prerequisite: MAT006 or MAT007 or equivalent. Offered on: A-E-G / 3 cr. hrs.

PSY101 - Introduction to Psychology

Course Description:

An introduction to the science of psychology and its history. Special emphasis placed on the field's foundations: research methods, biological bases of behavior, and laws of learning. These essential topics will lay the groundwork for students' critical examination of psychological theory and application as it relates to subjects that might include lifespan development, psychopathology, personality, therapies, cognition, sensation/perception, social psychology and others. Note: Fulfills SUNY General Education Requirement for Social Sciences. Prerequisite: RDG099 or ESL012 or equivalent. Offered on: A-E-G / 3 cr. hrs.

COM102 - Interpersonal Communication

Course Description:

Stresses development of interpersonal skills necessary for building and maintaining productive and positive relationships in a variety of work and social settings. Topics include interpersonal trust, self-disclosure, assertiveness, conflict and conflict management. Students study various theories of interpersonal communication and practice interpersonal skills in class. Note: Fulfills SUNY General Education Requirement for Basic Communication. No prerequisite. Offered on: A-E-G / 3 cr. hrs.

SOC101 - Introduction to Sociology

Course Description:

This course will focus on the concepts, methods and theories of sociology. Students will learn about the relationship between human behavior and society with emphasis on culture, socialization, inequalities, institutions, and social change. Specific attention will be given to how society shapes -- and is shaped by -- social categories such as social class, gender, race and ethnicity, etc. Note: Fulfills SUNY General Education Requirement for Social Sciences. Prerequisite RDG099 or ESL012 or equivalent. Offered on: A-E-G / 3 cr. hrs.

Appendix – 6

Syllabi for New Courses

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS142 – Clinical Dental Radiography

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within Clinical Dental Radiography. It

serves as basic curriculum and is an academic prerequisites for upper level

courses. This course is offered to college freshmen in the Dental Hygiene

program.

**II. Catalog Description:**

This course presents the technical aspects of dental radiographic imaging as well

as a study of radiation physics, hygiene and safety theories. Emphasis on

fundamentals of oral radiographic techniques and interpretation of radiographs is

presented. Exposure of intraoral radiographs, quality assurance and radiographic

interpretation, patient selection criteria and other ancillary radiographic

techniques are included in this course. The laboratory setting includes

radiographic machinery and instruments, DXTTR and student-partner

experiences.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Expose, process, and mount radiographs.
2. Understand the physical processes associated with the production of x-rays and their effect on the radiographic image.
3. Identify normal anatomic structures on intraoral and panoramic radiographs.
4. Identify variations from normal as well as common dental abnormalities.
5. Discuss the elements involved in patient and operator protection.
6. Evaluate radiographs for technique and processing errors and be capable of correcting the error(s).
7. Demonstrate the importance of quality assurance procedures in producing high diagnostic quality radiographs with minimum patient exposure.
8. Explain radiation biology principles, DNA repair processes, and risks associated with dental radiography.
9. Convey information regarding the risks associated with dental radiography to patients in a simplified fashion.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Dental Radiography Terminology
2. Radiographic Anatomy
3. Dental Radiographic Equipment
4. Radiographic Processing
5. Radiographic Quality Assurance
6. Radiation Biology and Characteristics
7. Radiographic Techniques
8. Mounting and Viewing Radiographs
9. Interpretation of Radiographic Images and Dental Diseases
10. Radiographic Technique Errors

**VI. Special Instructions:**

**A. Prerequisite(s) to this Course:**

1. Dental Hygiene Clinic I
2. Dental and Oral Anatomy and Occlusion
3. Oral Histology and Embryology
4. Anatomy and Physiology I
5. Standard Freshman Composition
6. Physical Education
7. College Seminar for Dental Hygiene

**B. Course(s) that Require this Course as a Prerequisite:**

1. Dental Hygiene Clinic III
2. Nutrition and Biochemistry for Dental Hygiene Professionals
3. Periodontology
4. Dental Pharmacology
5. General Microbiology
6. Statistics I

**C. External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
* C.11 Record accurate, consistent, and complete documentation of oral health services provided.

Health Promotion and Disease Prevention (HP)

* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbook:

Required Textbook:

1. Dental Radiography: Principles and Techniques, 5th Edition (2017); Iannuci, J. & Howerton, L.; Elsevier; ISBN-13: 978-0323297424

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Midterm Exam: 25%
* Final Exam (Comprehensive): 30%
* Quizzes: 20%
* Laboratory Assignments: 25%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Radiation History * Dentistry and Radiation * Discovery of Radiation * Pioneers in Dental X-ray Radiation * History of Dental X-ray Equipment * History of Dental X-ray Film * History of Dental Radiographic Techniques * Radiation Physics * Fundamental Concepts * X-Radiation * X-Ray Machine * Production of X-Radiation * Interactions of X-Radiation * Radiation Characteristics * X-ray Beam Quality * Exposure Time and Kilovoltage Peak * X-Ray Beam Quantity * X-Ray Beam Intensity   Laboratory   * Discuss types of intraoral radiographs: BW, PA, OCCL * Review general parts of x-ray machine: PID Tube head (draw attention to the location of the ‘focal spot’), Extension arm, yoke, control panels, timer cord, activation button * Explain & have student demonstrate: Horizontal Angulation of PID, Vertical Angulation of PID * Discuss purposes of BW’s: Interproximal areas—caries, alveolar bone level, margins of restorations/crowns * Explain purpose of film dot: Convex/Concave (pimple vs dimple) * Evaluation |
| 2 | Lecture   * Radiation Biology * Radiation Injury * Radiation Effects * Radiation Measurements * Radiation Risks * Radiation Protection * Patient Protection * Operator Protection * Radiation Exposure Guidelines * Radiation Protection and Patient Education   Laboratory   * Demonstrate placement of films in mount * Explain importance of recording data on mount * Introduction to darkroom: How to enter, light use, darkroom equipment, MSDS for developer & fixer * Review Manual Processing: Open film packets, demonstrate use of film hangar * Review Automatic processing: Discuss and demonstrate placing films in processor * Evaluation |
| 3 | Lecture   * Dental X-ray Equipment * Dental X-Ray Machines * Dental X-Ray Film Holders and Beam Alignment Devices * Dental X-ray Film * Dental X-Ray Film Composition and Latent Images * Types of Dental X-Ray Film * Film Storage and Protection * Radiation Use Policy   Laboratory   * Discuss Radiation Use Policy * Demonstrate aseptic darkroom procedure for removing film from packets and disposing of waste * Present slide presentation on laptop Topic: Troubleshooting Radiographs * Evaluation |
| 4 | Lecture   * Dental X-ray Image Characteristics * Visual Characteristics * Geometric Characteristics * Film Processing * Manual Film Processing * Automatic Film Processing * The Darkroom * Film Duplication * Processing Problems and Solutions   Quiz # 1 – Weeks 1-3  Laboratory   * Discuss infection control practices in the treatment rooms * Demonstrate use of the chair and headrest * Demo premolar BW * Demo molar BW * Discuss what happens if film packet is placed backwards during exposure (All students except one will use automatic processor. Student who is manually processing will be observed by group and assisted by instructor) * Evaluation: Complete BW Mounting Proficiency Exam |
| 5 | Lecture   * Quality Assurance in the Dental Office * Quality Control Tests * Quality Administration Procedures * Operator Competence * Dental Images and the Dental Radiographer * Dental Radiographs * Dental Radiographer * Patient Relations and the Dental Radiographer * Interpersonal Skills * Patient Relations * Patient Education and the Dental Radiographer * Importance of Patient Education * Methods of Patient Education * Common Q & A’s   Laboratory   * Expose 8 bitewing x-rays on DXTTR (Premolar and Molar) * Use automatic method of processing films * Mount films and evaluate (if time allows) * Discuss importance of record keeping, infection control procedures, disinfection & sterilization of equipment * Discuss common BWX landmarks * Evaluation |
| 6 | Lecture   * Legal Issues and the Dental Radiographer * Legal Issues and Dental Radiography * Legal Issues and the Dental Patient * Review for Midterm Exam   Quiz # 2 – Weeks 4-6  Laboratory   * Discuss advantages and disadvantages of various types of mounts * Explain use of landmarks in mounting FMX * Remove and replace films from sets of FMX’s * Demonstrate manipulation of XCP for anterior PAs and posterior PAs * Practice manipulation of XCPs for each area of the mouth * Review breaking down and setting up a contaminated radiology room with appropriate PPEs. * Demonstrate exposure max centrals and expose * Demonstrate max. lateral and expose * Demonstrate max canines film and expose * Demonstrate mandibular central film and expose * Demo mandibular canines film and expose * Expose 4 BWX (right side), process anterior and BWX films * Place film on mounts and evaluate * Evaluation |
| 7 | Lecture   * Midterm Exam * Introduction to Dental Imaging Examinations * Intraoral Radiographic Examination * Extraoral Radiographic Examination * Prescription of Dental Radiographs   Laboratory   * Review film duplication * Review sterilization duties * Demonstrate preparation of clinical operatories * Demonstrate taking anterior PA films and expose * Demonstrate exposure of R&L Max premolar films and expose * Demo R&L max molar films and expose * Demonstrate R&L mandibular premolar films and expose * Demonstrate R&L mandibular molar films and expose * Complete 1 FMX on DXTTR using paralleling technique * Process films * Evaluation: Midterm Clinical Evaluation |
| 8 | Lecture   * Paralleling Technique * Basic Concepts * Step-by-Step Procedures * Modifications in Paralleling Technique * Advantages and Disadvantages * Helpful Hints * Bisecting Technique * Basic Concepts * Step-by-Step Procedures * Advantages and Disadvantages * Helpful Hints * Bite-wing Technique * Basic Concepts * Step-by-Step Procedures * Vertical Bitewings * Bite-wing Technique Modifications   Laboratory   * Complete 1 FMX on DXTTR using paralleling technique * Write progress notes in chart * Complete panoramic walk-thru * Evaluation: FMS and XCP proficiency |
| 9 | Lecture   * Exposure and Technique Errors * Receptor Exposure Errors * Periapical Technique Errors * Bite-wing Technique Errors * Miscellaneous Technique Errors * Occlusal and Localization Techniques * Occlusal Technique * Localization Techniques * Panoramic Imaging * Basic Concepts * Step-by-Step Procedures * Common Errors * Advantages and Disadvantages * Extraoral Imaging * Basic Concepts * Step-by-Step Procedures * Extraoral Projection Technique   Laboratory   * Demo vertical bitewing placement and exposure using tabs * Expose 4 VBWX on DXTTR—right side only * Process films and mount * Evaluation |
| 10 | Lecture   * Imaging of Patients with Special Needs * Patients with Gag Reflex * Helpful Hints * Patients with Diabetes * Helpful Hints * Patients with Specific Dental Needs * Helpful Hints * Endodontic Patients * Edentulous Patients * Digital Imaging * Basic Concepts * Types of Digital Imaging * Step-by-Step Procedures * Advantages and Disadvantages * Three-Dimensional Digital Imaging * Basic Concepts * Step-by-Step Procedures * Advantages and Disadvantages   Laboratory   * Demonstrate Posterior PAs using the bisecting angle technique and expose * Expose 2 vertical bitewings, using tabs (left side) * Expose 2 FMX’s on patient using bisecting technique * Process all films using the automatic processor * Evaluation: Proficiency Evaluation on panoramic x-ray unit |
| 11 | Lecture   * Normal Anatomy: Intraoral Images * Definitions of General Terms * Normal Anatomic Landmarks * Normal Tooth Anatomy * Film Mounting and Viewing * Film Mounting * Film Viewing * Normal Anatomy: Panoramic Images * Anatomic Landmarks * Air Spaces * Soft Tissues   Quiz # 3 – Weeks 8-10  Laboratory   * Complete 2 FMX’s on patient using paralleling technique * Review panoramic unit * Discuss and demonstrate quality control measures in the darkroom (coin test) * Discuss quality control in the radiology operatory * Evaluation |
| 12 | Lecture   * Introduction to Image Interpretation * Basic Concepts * Guidelines * Descriptive Terminology * Definitions and Uses * Review of Basic Terms   Laboratory   * Instruct on taking occlusal films * Expose occlusal films * Expose 4 BWX (size 0) on pediatric DXTTR * Expose pediatric occlusal films on pedo DXTTR * Discuss and demonstrate mounting an edentulous FMX * Evaluation |
| 13 | Lecture   * Identification of Restorations, Dental Materials and Foreign Objects * Identification of Restorations * Identification of Materials Used in Dentistry * Identification of Miscellaneous Materials * Interpretation of Dental Caries * Description of Caries * Detection of Caries * Interpretation of Caries on Dental Images * Classification of Caries on Dental Images   Laboratory   * Expose, process and mount 2 FMX’s on DXTTR using paralleling technique * Evaluation |
| 14 | Lecture   * Interpretation of Periodontal Disease * Description of the Periodontium * Description of Periodontal Disease * Interpretation of Periodontal Disease on Dental Imaging * Interpretation of Trauma, Pulpal and Periapical Lesions * Trauma Viewed on Dental Images * Resorption Viewed on Dental Images * Pulpal Lesions Viewed on Dental Images * Periapical Lesions Viewed on Dental Images   Quiz # 4 – Weeks 11-14  Laboratory   * Expose, process and mount 2 FMX’s on DXTTR using bisecting technique * Evaluation |
| 15 | Lecture   * Review for Final Exam * Final Exam (Comprehensive)   Laboratory   * Present all radiographs taken for final check-off * Evaluation: Final Clinical Evaluation |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS217 – Community Dental Health

This course will complement the existing methods and clinical courses that will be

taught in the Dental Hygiene Department, and it will strengthen and broaden skill

sets available to students in the Dental Hygiene Program. This course will address

the theories and applications of Community Dental Health. Students will be

exposed to critical theoretical and practical frameworks in the readings and

discussions. It will be a mandated course offering for college seniors in this

program.

This is a 200-level course as it is presents terms and concepts within Community

Dental Health that have been broadly presented, but will be specifically addressed

in this course. Students develop the ability to integrate terms and concepts from

throughout the course and from other introductory material related to this

discipline. Analytical and written and oral communication skills are implemented

as well.

**II. Catalog Description:**

The student is introduced to the general concepts of dental public health, community

and preventive dentistry as well as epidemiology. A broad understanding of the

United States’ health care system and the social, political, cultural, behavioral and

economic forces influencing that system will be addressed. Concepts used in oral

health instruction and patient education including the etiology of dental disease;

plaque control; oral physiotherapy; methodology of oral health instruction; behavior

change counseling; tobacco use interventions; and patient motivational techniques

will be introduced. Students will also be introduced to their role as a community

health promoter through a variety of didactic and service-learning experiences. Off-

campus projects will involve additional hours outside of the regularly scheduled

class time and/or on non-class days.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Define terminology related to dental public health, public health, community and preventive dentistry.
2. Identify health problems within different communities.
3. Compare the components of private practice and public health practice.
4. Explain the role of government in public health practice.
5. List and explain public health career options for dental hygienists.
6. Compare and contrast various alternative oral health careers in alternative practice settings.
7. Explain the importance of assessment as a core public health function.
8. Describe the conceptual models that illustrate the determination of health.
9. Discuss measures used to assess oral diseases, oral conditions, and related factors.
10. Describe the burden of oral disease globally and in the United States.
11. Explain the oral health disparities and inequities among population groups.
12. Describe oral health in the community and identify oral health programs at the national, state and local levels.
13. Explain the importance of research in relation to dental hygiene practice.
14. Discuss the scopes of health promotion and the wide range of activities involved.
15. Identify and take advantage of opportunities for personal growth and development in health promotion, health communication, and health information technology.
16. Discuss the concepts of social responsibility and professional ethics.
17. Identify the roles of governmental and nongovernmental organizations.
18. Describe key demographic, social and cultural shifts and trends influencing oral health among culturally diverse groups in the United States.
19. Describe risk assessment in dental care delivery.
20. Identify health beliefs among different cultural groups.
21. Describe the dental hygiene process of care.
22. Discuss concepts regarding dental plaque biofilm.
23. Describe types of oral diseases and conditions.
24. List host defense mechanisms
25. Describe toothbrush efficiency and safety evaluations.
26. List potential dietary factors that cause caries.
27. Discuss common oral conditions and diseases of pregnant, infant, pediatric, adult, geriatric and medically compromised as well as developmentally disabled patients.
28. Describe preventive measures in dentistry.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Terminology related to public health, dental public health, community and preventive dentistry.
2. Private Practice
3. Public Health Practice
4. Alternative Careers
5. Oral Disease
6. Disparities in dentistry
7. Inequities in dentistry
8. Health Promotion
9. Health Information Technology
10. Health Communication
11. Governmental Organizations
12. Nongovernmental Organizations
13. Cultural Groups
14. Dental Hygiene Process of Care
15. Dental Plaque Biofilm
16. Caries
17. Periodontal Disease
18. Oral Cancer
19. Host Defense Mechanism
20. Nutritional Factors
21. Medically Compromised Patient
22. Developmental Disabilities
23. Prevention
24. Epidemiology
25. Community
26. Probiotics
27. Plaque Removal
28. Chlorhexidine
29. Ozone
30. Oral Health Programs
31. Caries Risk Assessment
32. Fluoride
33. Sealants
34. Cultural Competence
35. Preventive Dental Team
36. Independent Dental Hygienist

**VI. Special Instructions:**

**A. Prerequisite(s) to this Course:**

1. Dental Hygiene Clinic III
2. Dental Pharmacology
3. Nutrition and Biochemistry for the Dental Hygiene Professional
4. Periodontology
5. General Microbiology
6. Statistics I

**B. Course(s) that Require this Course as a Prerequisite:**

None

**C. External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
* C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
* C.5. Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations and active involvement in local organizations.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.

*Evaluation*

* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.

Health Promotion and Disease Prevention (HP)

* HP.4 Identify individual and population risk factors, and develop strategies that promote health -related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.

Community Involvement (CM)

* CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.
* CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system.
* CM.3 Provide community oral health services in a variety of settings.
* CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

* + 1. Community Oral Health Practice for the Dental Hygienist, 4th Edition, (2017); French Beatty, C.; Elsevier; ISBN-13: 978-0323355254
    2. Comprehensive Preventive Dentistry, 1st Edition, (2012); Limeback, H.; Wiley-Blackwell; ISBN-13: 978-0813821689

Students enrolled in this course may use the supplementary textbook to expand

their understanding of concepts presented in the course. This book can be

purchased, if so desired, from the college bookstore or it is available on loan

from the college library.

1. Clinical Practice of the Dental Hygienist, 12th Edition (2017); Wilkins, E.; Wolters Kluwer; ISBN-13: 978-1451193114

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Quizzes 30%
* Midterm Exam 25%
* Community Group Project 20%
* Comprehensive Final Exam 25%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * People’s Health * Health, Public Health, and Dental Public Health * Role of Government in Public Health * Future of Dental Public Health * Overview of Oral Diseases from a Preventive Perspective * The Global Burden of Oral Diseases * Dental Decay * Caries vs. Periodontal Disease * Oral Cancer   - Caries Detection and Diagnosis   * Detection Systems * Radiographic Techniques * Fluorescent Techniques * Photo-thermal Radiometry |
| 2 | Lecture  - Careers in Public Health for the Dental Hygienist   * Community Oral Health Practice * Future Trends in Public Health for Dental Hygienists * Interprofessional Collaborative Practice * Careers in Public Health   - Overview of Diagnosis of Periodontal Disease   * The Healthy Periodontium * Gingivitis and Soft Tissue Inflammation * Periodontitis   - Oral Cancer   * Epidemiology * Risk Factors * Premalignant and Potentially Malignant Oral Lesions * Diagnosis * Screening * Role of Dental Team |
| 3 | Lecture  - Assessment in Community Oral Health Program Planning   * Public Health Practice * Assessment * Overview of Epidemiology * Determinants of Health * The Community Health Program Planning Process   - Evidence-based Dentistry in Preventive Dentistry   * Epidemiology * Types of Epidemiological Studies   - The Role of Diet in the Prevention of Dental Diseases   * The Impact of Dental Diseases on Well Being * The Systemic Effect of Nutrition on the Teeth * Population Studies * Human Intervention Studies * Observational Studies of Sugars and Dental Caries |
| 4 | Lecture  - Measuring Oral Health Status and Progress   * Health Assessment * Healthy People * Oral Health Surveillance Systems * Measuring Oral Health * Types of Measurements   - Probiotics and Dental Caries Risk   * Caries-related mechanisms of Probiotic Activity * Probiotics and Counts of Mutans Streptococci * Probiotics and Caries Occurrence * Other Effects of Probiotics on Oral Health   - Mechanical Plaque Removal   * The Toothbrush * Toothpaste * Interdental Cleaning Aids * Brushing Time * How to Best Teach Brushing * Fixed Prosthesis Biofilm Removal * Toothbrushing Methods * Cleaning the Tongue * Dental Floss * Mouthwashes and Rinses   Quiz # 1 – Weeks 1-3 |
| 5 | Lecture  - The Role of Sugar Alcohols, Xylitol, and Chewing Gum in  Preventing Dental Diseases   * Dental Caries, Sugar Alcohols and Xylitol * Chewing gum in the Control of Dental Caries   - Preventing Dental Disease with Chlorhexidine   * Chlorhexidine in the Current Armamentarium of the Dental Professional * Pharmacology of Chlorhexidine * Oral Dosage Forms of Chlorhexidine * Chlorhexidine and Fluoride * Alternatives to Chlorhexidine Mouth Rinses * Chlorhexidine and Caries Prevention * New Developments in Chlorhexidine * The Prevora Antibacterial Tooth Coating * Therapeutic Indication of Prevora * Efficacy and Safety of Prevora * Context for Considering Chlorhexidine Products for Caries Management |
| 6 | Lecture   * Population Health * Oral Health Status and Trends * Status and Trends of Specific Oral Conditions * Access to Oral Healthcare and Dental Public Health Systems   - Ozone in the Prevention of Dental Disease   * Is it a Disinfectant or Medicine? * Mode of action of Ozone * Effects of Ozone on Human Health * Ozone Dose Calculations * Ozone Use in Medicine * Application of Ozone in Dentistry * Systematic Reviews of Ozone in Clinical Dentistry   - Protection of the Dentition   * Sports Dentistry and Protective Mouthguards   Quiz # 2 Weeks 4-6 |
| 7 | Lecture  - Review for Midterm Exam  - Midterm Exam |
| 8 | Lecture   * Oral Health Programs in the Community * Improving Oral Health in the Community * National, State and Local Programs * Program Planning Process * Primary Prevention Programs * School-Based Oral Health Programs * Head Start * Secondary and Tertiary Oral Health Prevention Programs * Financing Programs * Tooth Erosion * Prevalence of the Condition * The Etiology, Diagnosis, and Management of Dentin   Hypersensitivity   * Prevalence of Dentin Hypersensitivity * Etiology of Dentin Hypersensitivity * Mechanism Involved in the Etiology of Dentin Hypersensitivity * Treatment Strategies to Manage Dentin Hypersensitivity * Providing Immediate Relief in the Dental Office * Long-term Therapy and Home Care * Additional Home Care Products * Application of Ozone in the Management of Dentin Hypersensitivity * Additional Therapies * Most Common Treatments * Prevention Strategies |
| 9 | Lecture   * Applied Research * Using Research to Answer Questions * The Scientific Method and Development of a Research Questions * General Methods of Research * Research Designs * Research Methodology * Presentation of Data * Analysis of the Literature   - Caries Risk Assessment   * Who is at Risk? * Caries Distribution * Treatment of Dental Caries * Modern Caries Management * Caries Risk Assessment * Risk Assessment Models * Selection of Risk Assessment Instrument * Risk Factors * Fluoride Exposure * Plaque * Fermentable Carbohydrates * Previous Caries Experience * Sociodemographic Indicators * Multifactorial Caries Risk Assessment Tools * Cariogram * Caries Risk and Preventive Needs Assessment Instrument   - Fluoride Therapy   * How Fluoride Works * Topical Fluorides * Systemic Fluoride * Water Fluoridation * Fluoride Supplements * Fluoridated Salt * Fluoridated Milk * Excess Fluoride and Dental Fluorosis |
| 10 | Lecture   * Health Promotion and Communication * Health Promotion * Health Communication and Health Information Technology * Dental Sealants * Oral Biofilm * Pit and Fissure Sealant * Introduction to Resin-based Pit and Fissure Sealants   - Strategies for Remineralization   * Light-activation of Fluoride Uptake * Caries Prevention with light-activated Fluoride * Factors that Influence Remineralization * Beta Tricalcium Phosphate * Bioactive Glass Containing Calcium Sodium * Unstabilized Calcium and Phosphate Salts with Sodium Fluoride * Amorphous Calcium Phosphate * Dicalcium Phosphate Dehydrate * Other Calcium Compounds * Recaldent * Treatment of White Spot Lesions * Disclosure   Quiz # 3 – Weeks 8-9 |
| 11 | Lecture   * Social Responsibility * Social Responsibility and Professional Ethics * Health Care: A Privilege or a Right? * Government Role in Healthcare Delivery * Patient Responsibility and Confidentiality * Leadership * Domestic Violence |
| 12 | Lecture   * Cultural Competence * Today’s Diverse Population * Considering Culture * Cultural Competence * Culturally Competent Patient Care * Oral Health Promotion in Infants and Preschool Age * Most Common Oral Problems in Young Children * Prevention of Oral Problems * Effective Model for Oral Health Promotion in Infants and young Children * Answering Questions about Oral Health of Infants and Toddlers |
| 13 | Lecture   * Service Learning: Preparing Dental Hygienists for Collaborative Practice * Service-Learning as Experiential Learning * Stages of Self-Learning * Benefits of Self-Learning * Risk Management in Self-Learning * Service-Learning to Reinforce Dental Public Health Learning * High Risk Patients * The Need for Better Oral health Care in Long-Term Care * What is Long-Term Care? * Who Resides in Long-Term Care Homes? * How are Care and Services Provided in Long-term Care homes? * What is the Status of Oral Health in Long-term Care? * Innovative Oral Care Based on Knowledge Sharing * Oral Health-related Quality of Life * Challenges for Oral Care Professionals * Case Study   Quiz # 4 Weeks 10-12 |
| 14 | Lecture   * The Effective Preventive Dental Team * Introduction * Preventive Procedures in the Dental Office or for Home Use * Minimally Invasive Dentistry * Practice Settings * Integrating Preventive Dentistry Into a General Practice * The Independent Dental Hygienist * Introduction * Regulation * Registration * Complaints and Discipline * How id Dental Hygiene Legislation and Prevention of Oral Disease Connected? * Anti-Competition * Choosing a Practice Setting * Working for Yourself * Going It Alone * Why do Dental Hygienists Want to Open Their Own Business? * What are the Advantages to the Client in Being Treated Directly by the Dental Hygienist? * Surely There Are Also Disadvantages to the Client? * Words of Advice From Dental Hygienists Who Have Chosen to “Go It Alone” * Points to Consider   Quiz # 5 – Weeks 13-14 |
| 15 | Lecture   * Review for Final Exam * Final Exam - Comprehensive |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS115 – Dental and Oral Anatomy and Occlusion

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within Dental Hygiene Clinic. It serves

as basic curriculum and is an academic prerequisites for upper level courses. This

course is presented to college freshmen in the Dental Hygiene Program.

**II. Catalog Description:**

This course will present an introduction to the dental terminology, morphology

and functional characteristics of teeth and occlusion. Normal structures of the

oral cavity and their function will also be presented. A detailed study of the

bones, muscles, nerves, vascular supply and specialized tissues of the head and

neck will be studied. Laboratory sessions include study of dental terminology,

normal landmarks, occlusion, tooth morphology, and head and neck anatomy.

Students will be able to apply this learned knowledge to the clinical dental

hygiene setting.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Discuss the basic features of the face and oral cavity.
2. Identify the major topographical and morphological landmarks of the head and neck.
3. Describe the temporomandibular joint and its dynamic function.
4. Identify with names and code numbers/letters of each tooth in the permanent and primary dentitions using the Palmer, Universal and International Code System.
5. Identify and describe the functions of each tooth.
6. Describe the concepts of occlusion.
7. Describe the relationship of tooth morphology to health.
8. Utilize accepted dental terminology and definitions for oral and dental anatomy.
9. Describe the eruption sequence and age for the primary and permanent dentition.
10. Describe and compare pulp morphology of the teeth.
11. Identify the names and locations of each tooth tissue, the individual surfaces of each tooth and the supporting tissue.
12. Describe the crown/root characteristics for the incisors, canines, premolars, and molars.
13. Discuss the crown/root characteristics of primary and permanent teeth.
14. Describe differences between crown/root characteristics of primary and permanent teeth.
15. Describe the basic inter-arch relationship of all primary/permanent maxillary to mandibular teeth.
16. Describe the dimensions of occlusion important to the dental specialty areas.
17. Classify the various malocclusions according to Angle's classification.
18. Detect occlusal dysfunction.
19. Relate the interrelationship of the temporomandibular joint function to occlusion/malocclusion.
20. Relate occlusal morphology to mandibular movement.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Anatomical Landmarks of the Oral Cavity
2. Anatomical Landmarks of the Supporting Structures
3. Dental Terminology
4. The Permanent Dentition
5. The Primary Teeth
6. Root Morphology
7. Eruption and Exfoliation
8. Occlusal Classifications and Relationships
9. Anatomical Structures of Head and Neck Regions

**VI. Special Instructions:**

**A. Prerequisite(s) to this Course:** None

**B. Course(s) that Require this Course as a Prerequisite:**

1. Dental Hygiene Clinic II
2. Dental Hygiene Clinic II
3. Clinical Dental Radiography
4. Dental Materials
5. General and Oral Pathology
6. Anatomy and Physiology II

**C. External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care needs.
* C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Anatomy of Orofacial Structures, 7th Edition, (2014); Brand, R., Isselhard, D. & Satin, E.; ElSevier; ISBN-13: 978-0323227841
2. Dental Anatomy Coloring Book, 2nd Edition; Fehrenbach, Margaret; Saunders; ISBN: 9781455745890

Students enrolled in this course may use the supplementary textbook to expand

their understanding of concepts presented in the course. This book can be

purchased, if so desired, from the college bookstore or it is available on loan

from the college library.

Supplementary Textbook:

1. Woelfel’s Dental Anatomy, Ninth Edition; Scheid, Rickne and Weiss, Gabriela; Wolters Kluwer Health/Lippincott Williams and Wilkins; ISBN-13: 978-1496320223

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Quizzes (Lecture and Laboratory): 20%
* Midterm Exam: 25%
* Final Exam: 35%
* Laboratory Assignments: P/F
* Dental Anatomy Project: 20%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Oral Cavity * Vestibule * Oral Cavity Proper * Other Clinical Manifestations of the Oral Cavity   Workshop   * Permanent Anterior Teeth – Incisors |
| 2 | Lecture   * Tooth Function and Terminology * Function of Teeth * Crown and Root * Tooth Tissues * Types of Teeth * Surfaces of Teeth * Division of Surfaces * Line Angles * Point Angles * Landmarks   Fundamental and Preventative Curvatures   * Evolution of Fundamental and Preventative Curvatures * Periodontium   Workshop   * Permanent Anterior Teeth – Incisors (continued) |
| 3 | Lecture   * Dentition * Arrangement of Teeth * Naming and Coding Teeth * Development, Form and Eruption * Development and Form * Eruption * Permanent Dentition * Periods of Dentition   Quiz # 1 – Weeks 1-2  Workshop   * Permanent Anterior Teeth – Incisors (continued) |
| 4 | Lecture   * Occlusion * Position and Sequence of Eruption * Development of Mesial Step * Horizontal Alignment * Curve of Spee and Curve of Wilson * Vertical Alignment * Occlusion * Open Bite * Occlusal Classification * Lateral Excursion * Protrusion * Premature Contact * Fundamentals of Ideal Occlusion in Permanent Dentition   Workshop   * Permanent Anterior Teeth – Canines |
| 5 | Lecture   * Dental Anomalies * Classification of Dental Anomalies * Anomalies in Shape * Abnormal Crown Shapes * Abnormal Root Formation * Supporting Structures * Gingival Unit * Attachment Unit * Clinical Considerations   Quiz # 2 – Weeks 3-4  Workshop   * Pre-molars |
| 6 | Lecture   * Clinical Considerations * Preventive Clinical Considerations * Therapeutic Considerations * Interrelation of the Dental Structures * Tooth Identification * General Rules of Tooth Identification * Incisors * Canines * Premolars * Molars * Root Morphology * Function of Roots * Root Canals   Workshop   * Pre-molars (continued) |
| 7 | Lecture   * Midterm Exam   Workshop   * Molars |
| 8 | Lecture   * Incisors * Maxillary * Mandibular * Canines * Maxillary * Mandibular * Premolars * Maxillary * Mandibular   Workshop   * Molars (continued) |
| 9 | Lecture   * Molars * Maxillary * Mandibular * Deciduous Dentition * Differences between Permanent and Primary Dentitions * Importance of Deciduous Teeth   Workshop   * Lab Quiz – Occlusion * Primary and Mixed Dentition |
| 10 | Lecture   * Bones of the Skull * Views of the Skull * Landmarks of the Skull * Major Bones of the Skull * Nose, Nasal Cavities and Paranasal Sinuses * Nose and Nasal Cavity * Paranasal Sinuses * Function of Sinuses * Clinical Problems   Quiz # 3 Weeks – 8-9  Workshop   * Primary and Mixed Dentition (continued) |
| 11 | Lecture   * Muscles of Mastication and Surrounding Muscles * Muscles of Mastication * Hyoid Muscles * Movements of Jaw and Larynx * Sternocleidomastoid Muscle * Trapezius Muscle * Temporomandibular Joint * Structure * Movement * Problems Associated with the TMJ * Muscles of Facial Expression * Ears * Scalp * Neck * Eyes * Nose * Mouth   Workshop   * Primary and Mixed Dentition (continued) * Dental Anatomy Projects |
| 12 | Lecture   * Soft Palate and Pharynx * Soft Palate * Pharynx * Actions * Arterial Supply and Venous Drainage * Arterial Supply * Venous Drainage   Quiz # 4 Weeks 10-11  Workshop   * Dental Anatomy Projects (continued) |
| 13 | Lecture   * Salivary Glands * Major Salivary Glands * Minor Salivary Glands * Nervous System * Central Nervous System * Peripheral Nervous System * Autonomic Nervous System * Nerves to the Oral Cavity and Associated Structures   Workshop   * Review of Primary, Mixed and Permanent Dentition * Dental Anatomy Projects (continued) |
| 14 | Lecture   * Lymphatics and Spread of Infection * Lymphatic System * Node Groups Affected by Disease * Spread of Infection in Facial Spaces * Other Maxillary Infections   Quiz # 5 Weeks 12-14  Workshop   * Dental Anatomy Projects (continued) |
| 15 | Lecture   * Final Exam   Workshop   * Lab Quiz – Tooth Identification |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

1. **Course Number and Title:**

DHS213 – Dental Ethics and Professionalism

This is a 200-level course as it is presents terms and concepts within Dental Ethics

and Professionalism that have been broadly presented, but will be specifically

addressed in this course. Students develop the ability to integrate terms and

concepts from throughout the course and from other introductory material related to

this discipline. Analytical and written and oral communication skills are

implemented as well. This course is presented to college seniors in the Dental

Hygiene Program.

1. **Catalog Description:**

This course is designed for the dental hygiene student focusing on dental laws,

regulations, jurisprudence and ethical decision making. Emphasis on the laws

governing the practice of dental hygiene, moral standards, professional relationship

between the dental hygienist and dentist and patient, and the ethical standards

established by the dental hygiene profession will be discussed; including the New

York State dental practice act.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Evaluate changes in the practice of dental hygiene from its inception to the present.
2. Discuss the evolution of and current procedures for the education requirements and credentialing of dental hygienists.
3. Define and compare the concepts of ethics and jurisprudence.
4. Differentiate between ethical and unethical, legal and illegal behavior.
5. Discuss aspects of the Code of Ethics of the American Dental Hygienists

Association and apply the concepts expressed within the Code to dental hygiene practice situations.

1. Define various legal terms and explain their relationship to dental and dental hygiene practice and malpractice.
2. List legal dental hygiene procedures according to those specified in the New York State Dental Practice Act.
3. Discuss team approach to patient care.
4. Communicate a commitment to ethical, legal, and professional behaviors including embracing research and life-long learning.
5. Support and assist the functions of the dental team and the business of dentistry.
6. Implement an organized system of exposure control for the purposes of protecting themselves and others from infectious and unsafe agents.
7. Implement an organized review of the physical surroundings to ensure a safe environment for themselves and others.
8. Collect, assess, document, and communicate dental patients’ medical, dental, familial, and social histories to include predisposing and etiologic risk factors, and initiating referrals.
9. Provide the information necessary for a dental patient/guardian to make an informed decision and obtain an informed consent for dental hygiene procedures.
10. Collect, assess, document, and communicate dental patients’ existing orofacial conditions to include extraoral and intraoral cancer screenings, obtaining dental radiographs and photographs, and existing intraoral hard and soft tissue conditions.
11. Assess, document, prepare, and communicate dental hygiene diagnoses, and develop dental hygiene and preventive care plans that are holistic and individualized.
12. Implement, document, evaluate, and modify the dental hygiene and preventive care plans.
13. Initiate and assume responsibility for health promotion and disease prevention.
14. Recognize and manage medical emergencies in the patient care environment.
15. Promote the values of oral and general health to the public.
16. Assess, plan, implement, evaluate, and value community oral health services.
17. Serve diverse patient populations without discrimination.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Ethics
2. Ethical Codes
3. Current Issues in Dental Hygiene and Dentistry
4. Standards of Care
5. Patient Rights
6. Dental Hygienist Duties
7. Legal Aspects of Dental Hygiene Care
8. Dental Practice Act
9. Social Responsibilities
10. Practice Management

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic III
3. Dental Pharmacology
4. Nutrition and Biochemistry for the Dental Hygiene Professional
5. Periodontology
6. General Microbiology
7. Statistics I

**B. Course(s) that Require this Course as a Prerequisite:**

None

**C. External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of dental hygiene care.
* C.3 Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.
* C.5 Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.
* C.6Continuously perform self-assessment for life-long learning and professional growth.
* C. 7 Promote the profession through service activities and affiliations with professional organizations.
* C.9 Communicate effectively with individuals and groups from diverse populations both verbally and in writing.
* C.10 Provide accurate, consistent, and complete documentation for assessment, diagnosis, planning implementation, and evaluation of dental hygiene services.
* C.11 Provide care to all clients using an individualized approach that is humane, empathetic, and caring.

Health Promotion and Disease Prevention (HP)

* HP.2 Respect the goals, values, beliefs, and preferences of the patient/client while promoting optimal oral and general health.

Community Involvement (CM)

* CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.

*Diagnosis*

* PC.5 Evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed.

Professional Growth and Development (PGD)

* PGD.1 Pursue career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.
* PGD.2 Develop practice management and marketing strategies to be used in the delivery of oral health care.
* PGD.3 Access professional and social networks to pursue professional goals.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Ethics and Law in Dental Hygiene, 3rd Edition, (2016); Beemsterboer, P.; Saunders; ISBN 13: 9781455745463
2. Mosby’s Dental Hygiene: Concepts, Cases and Competencies, 2nd Edition (2008); Daniel, S., Harfst, S. & Wilder, R.; Elsevier;

ISBN-13: 978-0323043526

Students enrolled in this course may use the supplementary textbook to expand

their understanding of concepts presented in the course. These books can be

purchased, if so desired, from the college bookstore or they are available on loan

from the college library.

Supplementary Textbooks:

1. Ethics, Jurisprudence and Practice Management in Dental Hygiene, 3rd Edition, (2011); Kimbrough-Walls, V. & Lautur, C.; Pearson; ISBN 13: 9780131394926
2. Clinical Practice of the Dental Hygienist, 12th Edition (2017); Wilkins, E.; Wolters Kluwer; ISBN-13: 978-1451193114

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Quizzes 20%
* Assignments 10%
* Project/Presentation 5%
* Continuing Education Courses 15%
* Midterm Exam 25%
* Comprehensive Final Exam 25%

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| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course   - People’s Health   * Health, Public Health, and Dental Public Health * Role of Government in Public Health * Future of Dental Public Health * Overview of Oral Diseases from a Preventive Perspective   - Caries Detection and Diagnosis |
| 2 | Lecture  - Careers in Public Health for the Dental Hygienist   * Community Oral Health Practice * Future Trends in Public Health for Dental Hygienists * Interprofessional Collaborative Practice * Careers in Public Health   - Overview of Diagnosis of Periodontal Disease from a Preventive  Perspective  - Oral Cancer |
| 3 | Lecture  - Assessment in Community Oral Health Program Planning   * Public Health Practice * Assessment * Overview of Epidemiology * Determinants of Health * The Community Health Program Planning Process   - Evidence-based Dentistry in Preventive Dentistry  - The Role of Diet in the Prevention of Dental Diseases |
| 4 | Lecture  - Measuring Oral Health Status and Progress   * Health Assessment * Healthy People * Oral Health Surveillance Systems * Measuring Oral Health * Types of Measurements   - Probiotics and Dental Caries Risk  - Mechanical Plaque Removal  Quiz # 1 – Weeks 1-3 |
| 5 | Lecture  - The Role of Sugar Alcohols, Xylitol, and Chewing Gum in  Preventing Dental Diseases  - Preventing Dental Disease with Chlorhexidine |
| 6 | Lecture   * Population Health * Oral Health Status and Trends * Status and Trends of Specific Oral Conditions * Access to Oral Healthcare and Dental Public Health Systems   - Ozone in the Prevention of Dental Diseases  - Protection of the Dentition  Quiz # 2 Weeks 4-6 |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam |
| 8 | Lecture   * Oral Health Programs in the Community * Improving Oral Health in the Community * National, State and Local Programs * Program Planning Process * Primary Prevention Programs * School-Based Oral Health Programs * Head Start * Secondary and Tertiary Oral Health Prevention Programs * Financing Programs * Tooth Erosion * The Etiology, Diagnosis, and Management of Dentin   Hypersensitivity |
| 9 | Lecture   * Applied Research * Using Research to Answer Questions * The Scientific Method and Development of a Research Questions * General Methods of Research * Research Designs * Research Methodology * Presentation of Data * Analysis of the Literature   - Caries Risk Assessment  - Fluoride Therapy |
| 10 | Lecture   * Health Promotion and Communication * Health Promotion * Health Communication and Health Information Technology * Dental Sealants   - Strategies for Remineralization  Quiz # 3 – Weeks 8-9 |
| 11 | Lecture   * Social Responsibility * Social Responsibility and Professional Ethics * Health Care: A Privilege or a Right? * Government Role in Healthcare Delivery * Patient Responsibility and Confidentiality * Leadership * Domestic Violence |
| 12 | Lecture   * Cultural Competence * Today’s Diverse Population * Considering Culture * Cultural Competence * Culturally Competent Patient Care * Oral Health Promotion in Infants and Preschool Age |
| 13 | Lecture   * Service Learning: Preparing Dental Hygienists for Collaborative Practice * Service-Learning as Experiential Learning * Stages of Self-Learning * Benefits of Self-Learning * Risk Management in Self-Learning * Service-Learning to Reinforce Dental Public Health Learning * High Risk Patients   Quiz # 4 Weeks 10-12 |
| 14 | Lecture   * The Effective Preventive Dental Team * The Independent Dental Hygienist   Quiz # 5 – Weeks 13-14 |
| 15 | Lecture   * Review for Final Exam * Final Exam (Comprehensive) |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS110 – Dental Hygiene Clinic I

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within Dental Hygiene Clinic. It serves

as basic curriculum and is an academic prerequisites for upper level courses. This

course is presented to college freshmen in the Dental Hygiene Program.

**II. Catalog Description:**

This course is designed to teach the student the foundational knowledge for

performing clinical skills for dental hygiene care. An introduction to

instrumentation techniques as well as basic dental hygiene clinical procedures for

treatment purposes will be presented. This is a competency-based course.

Emphasis will be placed on the process of care model of patient assessment and

preparation for the dental hygiene appointment; including: infection control,

medical emergencies and ergonomics. An introduction to ethical principles as

they apply to dental hygiene care will be presented. The laboratory portion of the

course includes manikin and student-partner experiences.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Identify the qualities of a dental professional and the role of the dental hygienist as an integral member of the dental team.
2. Communicate a commitment to ethical, legal, and professional behaviors including embracing research and life-long learning.
3. Define and explain evidence-based decision making
4. Record and assess a complete patient history to include personal, medical, and dental information.
5. Obtain, record, and assess vital signs.
6. Perform and document a systematic intra and extraoral assessment.
7. Perform dental caries management by risk assessment.
8. Demonstrate aseptic technique to include observance of standard precautions.
9. Demonstrate ergonomic patient and operator positioning.
10. Demonstrate knowledge of instrument design and classification of dental hygiene instruments.
11. List basic medical emergencies in the dental office.
12. Utilize appropriate communication skills to provide patients with individualized information regarding dental hygiene treatment procedures.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Concept of the Dental Hygiene Profession
2. Evidence-based Decision Making
3. Dental Hygiene Care Environment
4. Infection Control
5. Medical Emergencies
6. Ergonomics
7. Instrumentation
8. Complete Health History
9. Vital Signs
10. Extraoral and Intraoral Clinical Assessment
11. Oral Hygiene and Dentition Assessments
12. Dental Caries Management
13. Periodontal and Risk Assessment

**VI. Special Instructions:**

**A. Prerequisite(s) to this Course:** None

**B. Course(s) that Require this Course as a Prerequisite:**

1. Dental Hygiene Clinic II
2. Clinical Dental Radiography
3. Dental Materials
4. General and Oral Pathology
5. Anatomy and Physiology II

**C. External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.3 Use critical thinking skills and comprehensive problem-

solving to identify oral health care strategies that promote patient health and wellness.

* C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
* C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
* C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
* C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
* C.14 Manage medical emergencies by using professional judgment, providing life support and utilizing required CPR and any specialized training or knowledge.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
* PC.4 Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

*Planning*

* PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
* PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

*Implementation*

* PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify care plans as needed.
* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

Health Promotion and Disease Prevention (HP)

* HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
* HP.2 Respect the goals, values, beliefs, and preferences of all patients.
* HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
* HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Dental Hygiene: Theory and Practice, 4th Edition (2015); Darby, M. & Walsh, M.; Elsevier; ISBN-13: 978-1455745487
2. Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, 8th Edition (2017); Gehrig, J., Sroda, R. &

Saccuzzo, D.; Wolters Kluwer; ISBN-13: 978-1496320209.

1. Patient Assessment Tutorials: A Step-by-Step Procedures Guide for the Dental Hygienist, 3rd Edition (2013); Nield-Gehrig, J.; Wolters Kluwer/ Lippincott, Williams & Wilkins; ISBN-13: 978-145113148
2. Mosby’s Dental Hygiene: Concepts, Cases and Competencies, 2nd Edition (2008); Daniel, S., Harfst, S. & Wilder, R.; Elsevier;

ISBN-13: 978-0323043526

Students enrolled in this course may use the supplementary textbook to expand

their understanding of concepts presented in the course. These books can be

purchased, if so desired, from the college bookstore or they are available on loan

from the college library.

Supplementary Textbook:

1. Clinical Practice of the Dental Hygienist, 12th Edition (2017); Wilkins, E.; Wolters Kluwer; ISBN-13: 978-1451193114
2. Dental Hygiene Care: Diagnosis and Care Planning, 1st Edition (1995); Mueller-Joseph, L.; Cengage Learning; ISBN-13: 2900827356787

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

**Course Grade = 50% Didactic**

|  |  |
| --- | --- |
| **Didactic** | **Percent** |
| Average of Quizzes | 20% |
| Activities/Homework  P&G Online Courses  (includes visit to GNYDM) | 10% |
| DVD Module | 10% |
| Journal | 5% |
| Midterm Written | 25% |
| Final Written (Comprehensive) | 30% |
| Total | 100% |

|  |  |
| --- | --- |
| **Competent Technical Skills** | **Percent** |
| Laboratory Module  Evaluations | 25% |
| Clinical Observations | 25% |
| Midterm/Final Instrumentation Exam | 50% |
| Total | 100% |

**Course Grade = 50% Competent Technical Skills**

**Score Table for Clinical Instrumentation**

**Didactic Grade + Competent Skills Grade**

**Final Grade = 2**

|  |  |
| --- | --- |
| **Performance** | **Percent** |
| Midterm S and Final S | 100% |
| Midterm I and Final S | 95% |
| Midterm S and Final I | 85% |
| Midterm U and Final S | 90% |
| Midterm I and Final I | 80% |
| Midterm U and Final I | 75% |
| Midterm S and Final U | 0% |
| Midterm I and Final U | 0% |
| Midterm U and Final U | 0% |

Legend:

S = satisfactory/competent (has mastered basic instrumentation principles)

I = minimally competent (further attention recommended)

U = not competent (has not mastered basic instrumentation principles)

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Conceptual Foundations * The Dental Hygiene Profession * Evidence-Based Decision Making * Health and Health Promotion * Preparation for the Appointment * The Dental Hygiene Care Environment * Infection Control * Basic Medical Emergencies * Ergonomics   Laboratory   * Introduction to the Dental Hygiene Care Environment * Infection/Exposure Control Procedures * Preparing for Basic Medical Emergencies/Emergency Kit * Register in SADHA * Evaluation |
| 2 | Lecture   * Assessments * Health History * Vital Signs * Pharmacologic History * Extraoral and Intraoral Clinical Assessment * Dentition Assessment   Laboratory   * Application of: * Health History * Vital Signs * Extraoral and Intraoral Clinical Assessment * Dentition Assessment * Evaluation |
| 3 | Lecture   * Assessments (continued) * Oral Hygiene Assessment * Dental Caries Management * Periodontal and Risk Assessment   Laboratory (Assessments-continued)   * Oral Hygiene Assessment * Dental Caries Management * Periodontal and Risk Assessment * Evaluation   Quiz # 1 |
| 4 | Lecture   * Clinical Positioning * Clock Positions for Instrumentation * Modified Positions * Instrument Grasp * Grasp for Periodontal Instrumentation * Grasp Variations * Use of the Dental Mouth Mirror * Fundamentals of Mouth Mirror Use * Critical Thinking in Dental Hygiene Practice * Dental Hygiene Diagnosis * Dental Hygiene Care Plan, Evaluation and Documentation   Laboratory   * Clock Positions for Instrumentation * Modified Positions * Grasps for Periodontal Instrumentation and Variations * Fundamentals of Mouth Mirror Use * Technique Practice of Using Mouth Mirror * Exercises for Improving Hand Strength * Skill Application/Evaluation |
| 5 | Lecture   * Finger Rests in the Anterior Sextants * Finger Rests in the Mandibular Posterior Sextants * Finger Rests in the Maxillary Posterior Sextants * Prevention Implementation * Toothbrushing * Mechanical Oral Biofilm Control (Presentation by WaterPik) * Dentrifices   Laboratory   * Clock Positions for Instrumentation * Modified Positions * Grasps for Periodontal Instrumentation and Variations * Fundamentals of Mouth Mirror Use * Technique Practice of Using Mouth Mirror * Exercises for Improving Hand Strength * Technique Practice of Finger Rests * Skill Application/Evaluation |
| 6 | Lecture   * Instrument Design and Classification * Design Characteristics of Handle * Design Characteristics of Shank * Design Characteristics of Working-End * Introduction to Instrument Classification * Technique Essentials: Movement and Orientation to Tooth Surface * Periodontal Instrumentation * Moving the Working-end * Rolling the Instrument Handle * Pivoting on the Fulcrum * Orientation of Instrument to Tooth Surface   Laboratory   * Technique Practice for Moving the Working-end * Technique Practice for Rolling the Instrument Handle * Technique Practice for Pivoting on the Fulcrum * Technique Practice for Orienting Instrument to Tooth Surface * Skill Application/Evaluation   Quiz # 2 |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam   Laboratory   * Review and Evaluate all Techniques Presented * Midterm Evaluations |
| 8 | Lecture   * Technique Essentials: Adaptation * Adaptation of the Working-end * Selecting the Correct Working-end * Technique Essentials: Instrumentation Strokes * Use of Pressure   Laboratory   * Technique for Adaptation of the Working-end * Techniques for Instrumentation Strokes * Techniques for Periodontal Probing * Skill Application/Evaluation |
| 9 | Lecture   * Explorers * Technique Practice: Anterior and Posterior Teeth * Technique Alerts * Detection of Dental Calculus * Detection of Dental Caries * Sickle Scalers * Introduction to Sickle Scalers * Calculus Removal Concepts * Technique Practice: Anterior and Posterior Teeth * Technique Practice: Primary Teeth   Laboratory   * Technique Practice with Explorers: Anterior and Posterior Teeth * Technique Practice for Detection of Dental Calculus and Dental Caries * Technique Practice with Sickle Scalers on Anterior and Posterior Teeth * Technique Practice with Sickle Scalers on Primary Teeth * Skill Application/Evaluation |
| 10 | Lecture   * Universal Curets * Introduction to Universal Curets * Calculus Removal Concepts * Technique Practice: Anterior and Posterior Teeth * Area Specific Curets * Introduction to Area Specific Curets * Technique Practice: Anterior and Posterior Teeth   Laboratory   * Technique Practice for Moving the Working-end * Technique Practice for Rolling the Instrument Handle * Technique Practice for Pivoting on the Fulcrum * Technique Practice for Orienting Instrument to Tooth Surface * Technique Practice with Sickle Scalers on Anterior and Posterior Teeth * Technique Practice with Universal Curets on Anterior and Posterior Teeth * Technique Practice with Area Specific Curets on Anterior and Posterior Teeth * Skill Application/Evaluation   Quiz # 3 |
| 11 | Lecture   * Introduction to Ultrasonic Instrumentation (Presentation only) * Review of Instrumentation * Mouth Mirrors * Explorers * Probes * Sickle Scalers * Universal Curets * Area Specific Curets   Laboratory   * Technique Practice for Moving the Working-end * Technique Practice for Rolling the Instrument Handle * Technique Practice for Pivoting on the Fulcrum * Technique Practice for Orienting Instrument to Tooth Surface * Technique Practice with Sickle Scalers on Anterior and Posterior Teeth * Technique Practice with Universal Curets on Anterior and Posterior Teeth * Technique Practice with Area Specific Curets on Anterior and Posterior Teeth * Skill Application/Evaluation |
| 12 | Lecture   * Instrument Sharpening * Goals for Maintenance of Sharp Instruments * Sharpening Needs * Testing Sharpness * Sharpening Techniques * Devices Used for Sharpening * Manual Sharpening Methods * Specific Instruments * Common Technique Errors * Cosmetic and Therapeutic Polishing * Assessment of Need * Theory   Laboratory   * Technique Practice for Sharpening Instruments * Technique Practice with Explorers: Anterior and Posterior Teeth * Technique Practice for Detection of Dental Calculus and Dental Caries * Technique Practice with Sickle Scalers on Anterior and Posterior Teeth * Technique Practice with Sickle Scalers on Primary Teeth * Technique Practice with Universal Curets on Anterior and Posterior Teeth * Technique Practice with Area Specific Curets on Anterior and Posterior Teeth * Skill Application/Evaluation |
| 13 | Lecture   * Communication Skills for Assessment * The Communication Process * Communicating with Patients * Skill Check * Making Our Words Understandable * Roadblocks to Effective Communication * Making Health Care Words Understandable * Using the Internet to Improve Communication Skills * Skill Check   Laboratory   * Technique Practice for Sharpening Instruments * Technique Practice with Explorers: Anterior and Posterior Teeth * Technique Practice for Detection of Dental Calculus and Dental Caries * Technique Practice with Sickle Scalers on Anterior and Posterior Teeth * Technique Practice with Sickle Scalers on Primary Teeth * Technique Practice with Universal Curets on Anterior and Posterior Teeth * Technique Practice with Area Specific Curets on Anterior and Posterior Teeth * Skill Application/Evaluation |
| 14 | Lecture   * Overcoming Communication Barriers * Language Barriers * Age Barriers * Vision and Hearing Barriers * Speech Barriers * Skill Check   Laboratory   * Technique Practice for Sharpening Instruments * Technique Practice with Explorers: Anterior and Posterior Teeth * Technique Practice for Detection of Dental Calculus and Dental Caries * Technique Practice with Sickle Scalers on Anterior and Posterior Teeth * Technique Practice with Sickle Scalers on Primary Teeth * Technique Practice with Universal Curets on Anterior and Posterior Teeth * Technique Practice with Area Specific Curets on Anterior and Posterior Teeth * Skill Application/Evaluation * CPR Course   Quiz # 4 |
| 15 | Lecture   * Review for Final Exam * Final Exam   Laboratory   * Final Evaluation |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS120 – Dental Hygiene Clinic II

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within Dental Hygiene Clinic. It serves

as basic curriculum and is an academic prerequisites for upper level courses. This

course is presented to college sophomores in the Dental Hygiene Program.

**II. Catalog Description:**

The student will have the opportunity to continue acquiring knowledge and apply

it in this competency-based course as well as progressively develop dental

hygiene clinical skills The student will have the opportunity to apply obtained

knowledge and utilize techniques to assess the oral health status of patients and

plan and implement treatment accordingly in the competency-based course. This

course also expands on theory and the clinical application of dental hygiene

sciences. The student will provide preventive and therapeutic to clinical patients.

Emphasis will be placed on the development of critical thinking skills, medical

emergency care and pain and anxiety control. The student will develop the skills

to perform the dental hygiene process of care: assessment, dental hygiene

diagnosis, planning, implementation, evaluation and documentation.

Instrumentation techniques will be further developed as well. Students will work

in a dental hygiene clinic environment.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Select, obtain, and interpret diagnostic information recognizing its importance in treating patients. (Introduced, Reinforced)
2. Recognize predisposing and etiologic risk factors that require intervention. (Introduced)
3. Obtain, review, and update a complete medical, family, social, and dental history. (Reinforced)
4. Explain the dental hygiene diagnosis. (Introduced)
5. Identify patient/client needs and significant findings that impact the delivery of dental hygiene services. (Introduced, Reinforced)
6. Identify interventions that support various dental hygiene diagnoses. (Introduced)
7. Apply concepts of informed consent and informed refusal to care planning. (Introduced)
8. Develop a care plan derived from a dental hygiene diagnosis. (Introduced)
9. Collaborate with other healthcare professionals during care planning. (Introduced)
10. Integrate the dental hygiene care plan with the appointment plan. (Introduced)
11. Evaluate the patient's/client's satisfaction through patient exit surveys. (Introduced)
12. Describe protocols for performing CPR in adults, children and infants. (Reinforced)
13. Identify signs and symptoms of specific medical emergencies and appropriate treatment for each. (Introduced, Reinforced)
14. List basic equipment and drugs for managing medical emergencies in the oral care environment. (Introduced, Reinforced)
15. Describe the prevalence of dental fear and anxiety in the United States. (Introduced)
16. Differentiate dental fear, dental anxiety, and dental phobia signs and symptoms. (Introduced)
17. Exhibit professionalism and ethical decision making while interacting with patients, peers, and faculty. (Reinforced)
18. Develop a knowledge of the use of local anesthetics. (Introduced)

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Dental Hygiene Diagnosis
2. Dental Hygiene Diagnostic Classification
3. Diagnostic Process
4. Oral Health Condition
5. Dental Hygiene Care Plan
6. Dental Hygiene Intervention
7. Express Consent
8. Implied Consent
9. Informed Consent and Refusal
10. Medical Emergencies
11. Dental Anxiety
12. Dental Fear
13. Phobias
14. Sickle Scalers
15. Universal Curets
16. Area Specific Curets
17. Cavitron Ultrasonic Scaler
18. Piezo Ultrasonic Scaler
19. Stain Management
20. Chemotherapeutics
21. Local Anesthetics

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic I
3. Dental and Oral Anatomy and Occlusion
4. Oral Histology and Embryology
5. Anatomy and Physiology I
6. Standard Freshman Composition
7. Physical Education
8. College Seminar for Dental Hygiene

**B. Course(s) that Require this Course as a Prerequisite:**

1. Dental Hygiene Clinic III
2. ental Pharmacology
3. Nutrition and Biochemistry for Dental Hygiene Professionals
4. Periodontology
5. General Microbiology

**C. External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.3 Use critical thinking skills and comprehensive problem-

solving to identify oral health care strategies that promote patient health and wellness.

* C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
* C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
* C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
* C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
* C.14 Manage medical emergencies by using professional judgment, providing life support and utilizing required CPR and any specialized training or knowledge.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
* PC.4 Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

*Planning*

* PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
* PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

*Implementation*

* PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify care plans as needed.
* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

Health Promotion and Disease Prevention (HP)

* HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
* HP.2 Respect the goals, values, beliefs, and preferences of all patients.
* HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
* HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Dental Hygiene: Theory and Practice, 4th Edition (2015); Darby, M. & Walsh, M.; Elsevier; ISBN-13: 978-1455745487
2. Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, 8th Edition (2017); Gehrig, J., Sroda, R. &

Saccuzzo, D.; Wolters Kluwer; ISBN-13: 978-1496320209.

1. Patient Assessment Tutorials: A Step-by-Step Procedures Guide for the Dental Hygienist, 3rd Edition (2013); Nield-Gehrig, J.; Wolters Kluwer/ Lippincott, Williams & Wilkins; ISBN-13: 978-145113148
2. Mosby’s Dental Hygiene: Concepts, Cases and Competencies, 2nd Edition (2008); Daniel, S., Harfst, S. & Wilder, R.; Elsevier;

ISBN-13: 978-0323043526

1. Medical Emergencies in the Dental Office, 7th Edition (2015); Malamed, S & Orr II, D.; Elsevier; ISBN-13: 978-0323171229

Students enrolled in this course may use the supplementary textbooks to expand

their understanding of concepts presented in the course. These books can be

purchased, if so desired, from the college bookstore or it is available on loan

from the college library.

Supplementary Textbook:

1. Clinical Practice of the Dental Hygienist, 12th Edition (2017); Wilkins, E.; Wolters Kluwer; ISBN-13: 978-1451193114
2. Dental Hygiene Care: Diagnosis and Care Planning, 1st Edition (1995); Mueller-Joseph, L.; Cengage Learning; ISBN-13: 2900827356787

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

**Course Grade = 50% Didactic**

|  |  |
| --- | --- |
| **Didactic** | **Percent** |
| Average of Quizzes | 25% |
| DVD Module | 10% |
| Activities/Homework  P&G Online Courses | 10% |
| Midterm Written | 25% |
| Final Written (Comprehensive) | 30% |
| Total | 100% |

**Course Grade = 50% Competent Technical Skills**

|  |  |
| --- | --- |
| **Clinic** | **Percent** |
| Patient Care | 60% |
| Instrument Competencies | 10% |
| Support Therapies | 10% |
| Journal | 10% |
| Professionalism | 10% |
| Total | 100% |

**Didactic Grade + Competent Skills Grade**

**Final Grade = 2**

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Instrumentation (Review) * Mouth Mirrors * Explorers * Probes * Sickle Scalers * Universal Curets * Area Specific Curets * Dental Hygiene Diagnosis * Dental Hygiene Diagnosis Versus Dental Diagnosis * Dental Hygiene Diagnostic Classifications * Dental Hygiene Diagnostic Process * Formulating and Validating Dental Hygiene Diagnoses * Outcomes of Dental Hygiene Diagnoses * Dental Hygiene Care Plan * Planning * Appointment Planning * Care Plan Evaluation   Clinic  Patient Care-Student-Partner Experience |
| 2 | Lecture   * Medical Emergencies * Medical Emergency Prevention (ADA) * Develop of an Action Plan (ADA) * Recognition of Patient Distress (ADA) * Management of Specific Medical Emergencies (ADA) * Unconsciousness * Respiratory Distress * Cardiac Arrest * Obstructed Airway * Oxygen Administration * Basic Emergency Drug Kit   Clinic   * Patient Care- Student-Partner Experience |
| 3 | Lecture   * Technique Essentials: Supragingival Calculus Removal * Supragingival Calculus Deposits * Relationship of the Instrument Face to Tooth Surface * Application of Force for Calculus Removal * Stroke Pattern for Supragingival Calculus Removal * Technique Essentials: Subgingival Calculus Removal * The Sense of Touch for Subgingival Calculus Removal * Inserting a Curet Below the Gingival Margin * Systematic Pattern for Subgingival Calculus Removal * Theory Behind Subgingival Instrumentation * Calculus Removal Stroke   Clinic   * Patient Care |
| 4 | Lecture   * Area Specific Curets (Review) * Area Specific Curets * Technique Practice: Anterior Tooth * Technique Practice: Posterior Tooth * Instrumentation Techniques on Root Surfaces * Root Debridement Strokes * Design Overview: Scalers and Curets * Specialized Periodontal Instruments * Periodontal Files * Modified Langer Curet * Modified Gracey Curets for Advanced Root Instrumentation * Subgingival Dental Endoscope   Clinic   * Patient Care |
| 5 | Lecture   * Advanced Techniques for Root Instrumentation * Anatomical Features * Introduction to Root Instrumentation * Advanced Intraoral Techniques * Technique Practice: Extraoral Finger Rests * Technique Practice: Horizontal Strokes * Powered Instrument Design and Function * Introduction * Adaptation * Technique Hints * Set-up of Ultrasonic Unit * Instrument Sharpening (Review)   Clinic   * Patient Care |
| 6 | Lecture   * Ultrasonic Instrumentation * Introduction to Powered Instrumentation * Power Working-end Design * Adaptation * Transverse Working-end Orientation * Vertical Working-end Orientation * Instrument Challenges * Cavitron Ultrasonic Unit * Piezo Ultrasonic Unit   Clinic   * Patient Care |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam   Clinic   * Patient Care |
| 8 | Lecture   * Stain Management * Extrinsic Stains * Intrinsic Stains * Selective Polishing Philosophy * Stain Removal Procedures * Tooth Whitening * Air Polishing for Biofilm Management * Significance of Biofilm Management * Methods of Biofilm Management * Clinical Evidence for Subgingival Air Polishing * Supragingival and Subgingival Air Polishing * Post-treatment Precautions and Instructions   Clinic   * Patient Care |
| 9 | Lecture   * Problem Identification: Difficulties in Instrumentation * Pain and Anxiety in Dentistry * Effects of Fear on the Body * Dental Fear and Anxiety (Etiology) * Assessment of Fear and Anxiety * Management of Fear and Anxiety * Advanced Behavioral Techniques   Clinic   * Patient Care |
| 10 | Lecture   * Local Anesthetics (Concepts, Cases and Competencies) * History of Anesthetic Agents * Physiologic Mechanism of Nerve Conduction * Mechanism of Action of Local Anesthetics * Pharmacokinetics * Pharmacology * Vasoconstrictors in Anesthetic Solutions * Administration of Local and Topical Anesthetic Agents * Systemic and Local Actions and Complications of Local Anesthetic Agents   Clinic   * Patient Care |
| 11 | Lecture   * Periodontal Chemotherapy * Bacterial Plaque and Host Response * Chemotherapeutic Agents For Plaque Control and Gingivitis * Chemotherapy and Self-Applied Oral Irrigation * Chemotherapeutic Agents for Control of Periodontitis * Caries Management: Fluoride and Non-Fluoride Agents * Dental Caries Risk Assessment * Caries Management * Fluoride Therapies * Chlorhexidine in Caries Management * Other Antibacterial Therapeutics   Clinic   * Patient Care |
| 12 | Lecture   * Debridement of Dental Implants * Alternate Clock Positions * Cosmetic Polishing Procedures   Clinic   * Patient Care |
| 13 | Lecture   * Practice Management * Personnel Management * Client Management * Records Management * Dental Practice Software * Time Management * Progressive Dental Hygiene * Continued-Care Systems * Economic Considerations * Marketing Dentistry and Dental Hygiene   Clinic   * Patient Care |
| 14 | Lecture   * Professional Development * Career Planning * Job Seeking * Legal and Ethical Decision Making * Foundations of Ethical Decision Making * Jurisprudence * Risk Management * Legal Issues and Roles of the Dental Hygienist   Clinic   * Patient Care |
| 15 | Lecture   * Review for Final Exam * Final Exam   Clinic   * Patient Care |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS210 – Dental Hygiene Clinic III

This is a 200-level course as it is presents terms and concepts within Dental

Hygiene Clinic that have been broadly presented, but will be specifically

addressed in this course. Students develop the ability to integrate terms and

concepts throughout the course and from other introductory material related to

this discipline. Analytical and written and oral communication skills are

implemented as well. This course is presented to college juniors in the Dental

Hygiene Program.

**II. Catalog Description:**

The student will have the opportunity to continue applying obtained knowledge in

this competency-based course and to progressively develop dental hygiene

clinical skills. The student will provide preventive and therapeutic to clinical

patients who require more advanced care. Emphasis will be placed on proper

care for special needs patients. The student will continue to apply the dental

hygiene process of care: assessment, dental hygiene diagnosis, planning,

implementation, evaluation and documentation. Instrumentation techniques will

be further developed as well; specifically advanced instrumentation. Students

will work in a dental hygiene clinical environment.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Select, obtain, and interpret diagnostic information recognizing its importance in treating patients. (Reinforced)
2. Recognize predisposing and etiologic risk factors that require intervention. (Introduced)
3. Obtain, review, and update a complete medical, family, social, and dental history. (Reinforced)
4. Explain the dental hygiene diagnosis. (Reinforced)
5. Identify patient/client needs and significant findings that impact the delivery of dental hygiene services. (Reinforced)
6. Identify interventions that support various dental hygiene diagnoses. (Reinforced)
7. Apply concepts of informed consent and informed refusal to care planning. (Reinforced)
8. Develop a care plan derived from a dental hygiene diagnosis. (Reinforced)
9. Collaborate with other healthcare professionals during care planning. (Reinforced)
10. Integrate the dental hygiene care plan with the appointment plan. (Reinforced)
11. Evaluate the patient's/client's satisfaction through patient exit surveys. (Reinforced)
12. Describe protocols for performing CPR in adults, children and infants. (Reinforced)
13. Identify signs and symptoms of specific medical emergencies and appropriate treatment for each. (Introduced, Reinforced)
14. List basic equipment and drugs for managing medical emergencies in the oral care environment. (Reinforced)
15. Differentiate dental fear, dental anxiety, and dental phobia signs and symptoms. (Reinforced)
16. Exhibit professionalism and ethical decision making while interacting with patients, peers, and faculty. (Reinforced)
17. Identify barriers to healthcare for clients with disabilities. (Introduced)
18. Plan dental hygiene care for special needs patients. (Introduced)
19. Advocate for the needs of clients with special needs. (Introduced)
20. Recognize the need for tobacco cessation intervention by identifying the client’s current stage of change. (Introduced)

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Medical Emergencies
2. Pain Management
3. Tobacco Cessation
4. Clients with Special Needs
5. Cavitron Ultrasonic Unit
6. Terminology of Periodontology
7. Clinical Case Studies

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic II
3. Dental Materials
4. Clinical Dental Radiography
5. General and Oral Pathology

**B. Course(s) that Require this Course as a Prerequisite:**

1. Dental Hygiene Clinic IV
2. Community Dental Health
3. Dental Ethics and Professionalism
4. Introduction to Psychology
5. Interpersonal Communication
6. Introduction to Sociology

**C. External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.3 Use critical thinking skills and comprehensive problem-

solving to identify oral health care strategies that promote patient health and wellness.

* C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
* C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
* C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
* C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
* C.14 Manage medical emergencies by using professional judgment, providing life support and utilizing required CPR and any specialized training or knowledge.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
* PC.4 Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

*Planning*

* PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
* PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

*Implementation*

* PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify care plans as needed.
* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

Health Promotion and Disease Prevention (HP)

* HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
* HP.2 Respect the goals, values, beliefs, and preferences of all patients.
* HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
* HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Dental Hygiene: Theory and Practice, 4th Edition (2015); Darby, M. & Walsh, M.; Elsevier; ISBN-13: 978-1455745487
2. Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, 8th Edition (2017); Gehrig, J., Sroda, R. &

Saccuzzo, D.; Wolters Kluwer; ISBN-13: 978-1496320209.

1. Patient Assessment Tutorials: A Step-by-Step Procedures Guide for the Dental Hygienist, 3rd Edition (2013); Nield-Gehrig, J.; Wolters Kluwer/ Lippincott, Williams & Wilkins; ISBN-13: 978-145113148
2. Mosby’s Dental Hygiene: Concepts, Cases and Competencies, 2nd Edition (2008); Daniel, S., Harfst, S. & Wilder, R.; Elsevier;

ISBN-13: 978-0323043526

1. Medical Emergencies in the Dental Office, 7th Edition (2015); Malamed, S & Orr II, D.; Elsevier; ISBN-13: 978-0323171229
2. Case Studies in Dental Hygiene, 3rd Edition (); Thomson, E.;

ISBN-13: 978-0132913089

1. Mosby’s Comprehensive Review of Dental Hygiene, 7th Edition (2012), Darby, M.; Elsevier; ISBN-13: 978-0323079631

Students enrolled in this course may use the supplementary textbooks to expand

their understanding of concepts presented in the course. These books can be

purchased, if so desired, from the college bookstore or they are available on loan

from the college library.

Supplementary Textbooks:

1. Clinical Practice of the Dental Hygienist, 12th Edition (2017); Wilkins, E.; Wolters Kluwer; ISBN-13: 978-1451193114
2. Dental Hygiene Care: Diagnosis and Care Planning, 1st Edition (1995); Mueller-Joseph, L.; Cengage Learning; ISBN-13: 2900827356787

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

**Course Grade = 50% Didactic**

|  |  |
| --- | --- |
| **Didactic** | **Percent** |
| Average of Quizzes | 25% |
| DVD Module | 10% |
| Activities/Homework  P&G Online Courses | 10% |
| Midterm Written | 25% |
| Final Written (Comprehensive) | 30% |
| Total | 100% |

**Course Grade = 50% Competent Technical Skills**

|  |  |
| --- | --- |
| **Clinic** | **Percent** |
| Patient Care | 60% |
| Instrument Competencies | 10% |
| Support Therapies | 10% |
| Journal | 10% |
| Professionalism | 10% |
| Total | 100% |

**Didactic Grade + Competent Skills Grade**

**Final Grade = 2**

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Dental Hygiene Diagnosis (Review) * Dental Hygiene Diagnosis Versus Dental Diagnosis * Dental Hygiene Diagnostic Classifications * Dental Hygiene Diagnostic Process * Formulating and Validating Dental Hygiene Diagnoses * Outcomes of Dental Hygiene Diagnoses * Dental Hygiene Care Plan (Review) * Planning * Appointment Planning * Care Plan Evaluation   Clinic   * Patient Care |
| 2 | Lecture   * Medical Emergencies * Altered Consciousness * Hyperglycemia and Hypoglycemia * Drug Overdose Reactions * Allergy to Drugs * Acute Myocardial Infarction * Pediatric Considerations   Clinic   * Patient Care |
| 3 | Lecture   * Assessment Instruments (Review – Pattison Institute Videos) * Preparation for Instrumentation Practice * Introduction to the Periodontal Probe * Probing the Mandibular Arch * Probing the Maxillary Arch * Classroom Discussion   Quiz # 1  Clinic   * Patient Care |
| 4 | Lecture   * Assessment Instruments (Review – Pattison Institute Videos) * Introduction to the ODU 11-12 * ODU Explorer 11-12 – Mandibular Arch * ODU Explorer 11-12 – Maxillary Arch * Classroom Discussion   - Case Study  Clinic   * Patient Care |
| 5 | Lecture   * Assessment Instruments (Review – Pattison Institute Videos) * Testing for Mobility * Furcation Probes * Classroom Discussion   Clinic   * Patient Care |
| 6 | Lecture   * Advanced Instrumentation (Pattison Institute Videos) * Maxillary Furcation Scaling * Mandibular Furcation Scaling * Advanced Horizontal Strokes * Deep Palatal Scaling * Classroom Discussion   - Case Study  Quiz # 2  Clinic   * Patient Care |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam   Clinic   * Patient Care |
| 8 | Lecture   * Pain Control During Periodontal Instrumentation * Pain Control During Hygiene Care * Strategies to Allay the Fear of Pain During Periodontal Instrumentation * Using Local Anesthesia * Scaling Instruments (Review – Pattison Institute Videos) * Preparation for Instrumentation Practice * Hand and Ultrasonic Scaling Stroke Comparison * Introduction to Sickle Scalers * Anterior Sickle Scalers * Classroom Discussion   - Case Study  Clinic   * Patient Care |
| 9 | Lecture   * Scaling Instruments (Review – Pattison Institute Videos) * Posterior Sickle Scalers – Mandibular Arch * Posterior Sickle Scalers – Maxillary Arch * Introduction to Universal Curets * Classroom Discussion   Clinic   * Patient Care |
| 10 | Lecture   * Clients with Special Needs * Persons with Disabilities * Cardiovascular Disease * Diabetes Mellitus * Cancer * Human Immunodeficiency Virus Infection * Scaling Instruments (Review – Pattison Institute Videos) * Universal Curets – Mandibular Arch   Clinic   * Patient Care |
| 11 | Lecture   * Clients with Special Needs (Continued) * Patients with Autoimmune Diseases * Renal Disease and Organ Transplantation * Respiratory Diseases * Developmentally and Cognitively Challenged Patients * Women’s Health Issues * The Older Patient   - Case Study  Quiz # 3  Clinic   * Patient Care |
| 12 | Lecture   * Clients with Special Needs (Continued) * Persons with Fixed and Removable Dental Prostheses * Osseointegrated Dental Implants * Persons with Orthodontic Appliances * Scaling Instruments (Review – Pattison Institute Videos) * Universal Curets – Maxillary Arch * Classroom Discussion   Clinic   * Patient Care |
| 13 | Lecture   * Periodontal Disease * Gingivitis * Periodontitis * Impact of Periodontal Infections on Overall Health * Scaling Instruments (Review – Pattison Institute Videos) * Introduction to Gracey Curets   Clinic   * Patient Care |
| 14 | Lecture   * Preventive Implementation * Devices for Oral Health Care * Sealants * Care of Dental Appliances * Periodontal Disease * Gingivitis * Periodontitis * Impact of Periodontal Infections on Overall Health   Quiz # 4  Clinic   * Patient Care |
| 15 | Lecture   * Review for Final Exam * Final Exam   Clinic   * Patient Care |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS220 – Dental Hygiene Clinic IV

This is a 200-level course as it is presents terms and concepts within Dental

Hygiene Clinic that have been broadly presented, but will be specifically

addressed in this course. Students develop the ability to integrate terms and

concepts throughout the course and from other introductory material related to

this discipline. Analytical and written and oral communication skills are

implemented as well. This course is presented to college seniors in the Dental

Hygiene Program.

**II. Catalog Description:**

The student will have the opportunity to continue applying obtained knowledge

in this competency-based course and to progressively develop dental hygiene

clinical skills. The student will provide preventive and therapeutic to clinical

patients who require more advanced care. Emphasis will be placed on review of

current literature and research publications of modern technology for dental

hygienists. The student will continue to apply the dental hygiene process of care:

assessment, dental hygiene diagnosis, planning, implementation, evaluation and

documentation. Instrumentation techniques will be continued to be reviewed and

further developed. Students will work in a dental hygiene clinic environment.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Select, obtain, and interpret diagnostic information recognizing its importance in treating patients. (Reinforced)
2. Recognize predisposing and etiologic risk factors that require intervention. (Introduced)
3. Obtain, review, and update a complete medical, family, social, and dental history. (Reinforced)
4. Explain the dental hygiene diagnosis. (Reinforced)
5. Identify patient/client needs and significant findings that impact the delivery of dental hygiene services. (Reinforced)
6. Identify interventions that support various dental hygiene diagnoses. (Reinforced)
7. Apply concepts of informed consent and informed refusal to care planning. (Reinforced)
8. Develop a care plan derived from a dental hygiene diagnosis. (Reinforced)
9. Collaborate with other healthcare professionals during care planning. (Reinforced)
10. Integrate the dental hygiene care plan with the appointment plan. (Reinforced)
11. Evaluate the patient's/client's satisfaction through patient exit surveys. (Reinforced)
12. Describe protocols for performing CPR in adults, children and infants. (Reinforced)
13. Identify signs and symptoms of specific medical emergencies and appropriate treatment for each. (Introduced, Reinforced)
14. List basic equipment and drugs for managing medical emergencies in the oral care environment. (Reinforced)
15. Differentiate dental fear, dental anxiety, and dental phobia signs and symptoms. (Reinforced)
16. Exhibit professionalism and ethical decision making while interacting with patients, peers, and faculty. (Reinforced)
17. Identify barriers to healthcare for clients with disabilities. (Introduced)
18. Plan dental hygiene care for special needs patients. (Introduced)
19. Advocate for the needs of clients with special needs. (Introduced)
20. Recognize the need for tobacco cessation intervention by identifying the client’s current stage of change. (Introduced)

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Patient Anxiety
2. Advanced Instrumentation
3. Clients with Special Needs
4. Piezo Ultrasonic Unit
5. Periodontal Dressings
6. Clinical Case Studies
7. Intraoral cameras
8. Periodontal Lasers
9. Caries Detection
10. Automated Probes
11. Endoscopy
12. Oral Cancer Screening
13. Ozone Therapy
14. Sleep Apnea Devices

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic III
3. Dental Pharmacology
4. Nutrition and Biochemistry for Dental Hygiene Professionals
5. Periodontology
6. General Microbiology
7. Statistics I
8. **Course(s) that Require this Course as a Prerequisite:**

None

1. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.3 Use critical thinking skills and comprehensive problem-

solving to identify oral health care strategies that promote patient health and wellness.

* C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
* C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
* C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
* C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
* C.14 Manage medical emergencies by using professional judgment, providing life support and utilizing required CPR and any specialized training or knowledge.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
* PC.4 Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

*Planning*

* PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
* PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

*Implementation*

* PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify care plans as needed.
* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

Health Promotion and Disease Prevention (HP)

* HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
* HP.2 Respect the goals, values, beliefs, and preferences of all patients.
* HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
* HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Dental Hygiene: Theory and Practice, 4th Edition (2015); Darby, M. & Walsh, M.; Elsevier; ISBN-13: 978-1455745487
2. Case Studies in Dental Hygiene, 3rd Edition (); Thomson, E.;

ISBN-13: 978-0132913089

1. Mosby’s Comprehensive Review of Dental Hygiene, 7th Edition (2012), Darby, M.; Elsevier; ISBN-13: 978-0323079631
2. Primary Preventive Dentistry, 8th Edition, (2014); Harris, N, Garcia-Godoy, F. & Nielsen Nathe, C.; ISBN-13: 978-0132845700

Required Websites:

1. <http://www.ada.org/en/about-the-ada/ada-positions-policies-and-statements/statement-on-lasers-in-dentistry>
2. <http://www.dentistryiq.com/articles/wdj/print/volume-2/issue-2/focus-on-perio/lasers-and-bacterial-reduction-a-comprehensive-technique-to-treat-chronic-periodontitis.html>
3. <http://www.dentaleconomics.com/articles/print/volume-104/issue-5/features/using-your-dental-hygienist-for-laser-periodontal-care.html>
4. <http://www.jcda.ca/article/a30>
5. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3467892/>
6. <http://www.dentistrytoday.com/periodontics/8870-endoscopic-periodontal-debridement>
7. <http://www.dimensionsofdentalhygiene.com/2011/02_February/Features/Automate_Your_Probing_Process.aspx>
8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5198477/>
9. <https://www.aadc.org/articles/articlespositionstatements/aadc-position-statement-laser-fluorescence-in-caries-diagnosis_91794.aspx>
10. <https://www.ncbi.nlm.nih.gov/pubmed/23657415>
11. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3276005/>
12. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4243235/>
13. <https://www.dentalaegis.com/cced/2017/04/oral-hygiene-past-present-and-future>

Students enrolled in this course may use the supplementary textbooks to expand

their understanding of concepts presented in the course. These books can be

purchased, if so desired, from the college bookstore or they are available on loan

from the college library.

Supplementary Textbook:

1. Clinical Practice of the Dental Hygienist, 12th Edition (2017); Wilkins, E.; Wolters Kluwer; ISBN-13: 978-1451193114
2. Dental Hygiene Care: Diagnosis and Care Planning, 1st Edition (1995); Mueller-Joseph, L.; Cengage Learning; ISBN-13: 2900827356787
3. Patient Assessment Tutorials: A Step-by-Step Procedures Guide for the Dental Hygienist, 3rd Edition (2013); Nield-Gehrig, J.; Wolters Kluwer/ Lippincott, Williams & Wilkins; ISBN-13: 978-145113148
4. Mosby’s Dental Hygiene: Concepts, Cases and Competencies, 2nd Edition (2008); Daniel, S., Harfst, S. & Wilder, R.; Elsevier;

ISBN-13: 978-0323043526

1. Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, 8th Edition (2017); Gehrig, J., Sroda, R. &

Saccuzzo, D.; Wolters Kluwer; ISBN-13: 978-1496320209

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

**Course Grade = 50% Didactic**

|  |  |
| --- | --- |
| Didactic | Percent |
| Average of Quizzes | 25% |
| DVD Module | 10% |
| Activities/Homework  P&G Online Courses | 10% |
| Midterm Written | 25% |
| Final Written (Comprehensive) | 30% |
| Total | 100% |

**Course Grade = 50% Competent Technical Skills**

|  |  |
| --- | --- |
| **Clinic** | **Percent** |
| Patient Care | 60% |
| Instrument Competencies | 10% |
| Support Therapies | 10% |
| Journal | 10% |
| Professionalism | 10% |
| Total | 100% |

**Didactic Grade + Competent Skills Grade**

**Final Grade = 2**

|  |  |
| --- | --- |
| Week | Topic |
| 1 | Lecture   * Introduction to Course * Scaling Instruments (Review – Pattison Institute Videos) * Gracey Curets – Mandibular Arch * Gracey Curets – Maxillary Arch * Classroom Discussion   - Case Study  Clinic   * Patient Care |
| 2 | Lecture   * Review of Foundations of Periodontics * Classification of Periodontal Disease * Assessment of Periodontal Disease * Treatment of Periodontal Disease * Case Study   Clinic   * Patient Care |
| 3 | Lecture   * Intraoral Cameras and Imaging * Introduction to Periodontal Lasers * Introduction to Lasers for Caries Detection   Quiz # 1  Clinic   * Patient Care |
| 4 | Lecture   * Introduction to Comprehensive Review of Dental Hygiene * Automated Periodontal Probes * Review of The Wand   Clinic   * Patient Care |
| 5 | Lecture   * Review of Clients with Special Needs * Endoscopy in Dentistry * Case Study   Clinic   * Patient Care |
| 6 | Lecture  - Comprehensive Review of Dental Hygiene (Boards Preparation)  - Case Study  Quiz # 2  Clinic   * Patient Care |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam   Clinic   * Patient Care |
| 8 | Lecture   * Review of Pain Control During Periodontal Instrumentation * Pain Control During Hygiene Care * Strategies to Allay the Fear of Pain During Periodontal Instrumentation * Using Local Anesthesia * Oral Cancer Screening * Case Study   Clinic   * Patient Care |
| 9 | Lecture   * Ozone Therapy * Sleep Apnea Devices * Case Study   Quiz # 3  Clinic   * Patient Care |
| 10 | Lecture   * Comprehensive Review of Dental Hygiene (Boards Preparation)   Clinic   * Patient Care |
| 11 | Lecture   * Nutrition Counseling * Comprehensive Review of Dental Hygiene (Boards Preparation) * Case Study   Clinic   * Patient Care |
| 12 | Lecture   * Comprehensive Review of Dental Hygiene (Boards Preparation) * Case Study   Clinic   * Patient Care |
| 13 | Lecture   * Comprehensive Review of Dental Hygiene (Boards Preparation)   Clinic   * Patient Care |
| 14 | Lecture   * Comprehensive Review of Dental Hygiene (Boards Preparation)   Clinic   * Patient Care |
| 15 | Lecture   * Review for Final Exam * Final Exam   Clinic   * Patient Care |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS162 – Dental Materials

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within Dental Materials. It serves as

basic curriculum and is an academic prerequisite for upper level courses. This

course is presented to college sophomores in the Dental Hygiene Program.

**II. Catalog Description:**

This course provides a comprehensive study of dental materials, including the

properties and manipulation, biomechanical function, physical and chemical

properties, and biocompatibility of dental materials and laboratory/clinical

applications of dental materials in the oral environment. An emphasis will be

placed on those materials and skills utilized by the dental hygiene practitioner

for dental hygiene diagnosis and treatment planning. Critical analysis of current

evidenced based on literature will be an integral part of this course.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Define terminology used with dental materials.
2. List common dental materials.
3. Discuss the uses of dental materials and dental lab equipment.
4. Identify the materials commonly used in dentistry for restorative and lab procedures.
5. Demonstrate safe and appropriate handling of dental materials
6. Recognize the clinical appearance or presence of restorative materials
7. Identify characteristics of dental materials
8. Identify the composition of dental materials.
9. List the properties of dental materials.
10. Discuss the uses of dental materials.
11. Demonstrate manipulation of dental materials.
12. Explain procedures to polish dental materials.
13. Discuss the use of matrixes.
14. Contrast the various methods available for patient bleaching.
15. List the types of temporary crowns used in dentistry.
16. Describe the characteristics of temporary crowns. List procedures for the removal of sutures.
17. List and apply procedures for placement and removal of periodontal dressings
18. Discuss application of patient management skills
19. Identify needs for safety equipment
20. Describe the oral environment and how it affects various materials
21. Define temporary restoration and identify components
22. Describe rationale of polishing restorations
23. Define removable types of prostheses
24. Explain implant and osseous integration

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Dental Materials
2. Adhesive Materials
3. Polymeric Restorative Materials
4. Amalgam
5. Gold
6. Ceramics
7. Dental Cements
8. Impression Materials
9. Gypsum Materials
10. Removable Prostheses
11. Resins
12. Polishing Materials
13. Tooth Whitening
14. Liners
15. Bases
16. Pit and Fissure Sealants
17. Elastomeric Impressions
18. Temporary Crowns
19. Sutures
20. Matrix Bands
21. Thermoplastic Materials

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic I
3. Dental and Oral Anatomy and Occlusion
4. Oral Histology and Embryology
5. Anatomy and Physiology I
6. Standard Freshman Composition
7. Physical Education
8. College Seminar for Dental Hygiene
9. **Course(s) that Require this Course as a Prerequisite:**
10. Dental Hygiene Clinic III
11. Periodontology
12. Dental Pharmacology
13. Nutrition and Biochemistry for the Dental Hygiene Professional
14. General Microbiology
15. Statistics I
16. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.

Patient Care (PC)

*Implementation*

* PC.7 Utilize universal infection control guidelines for all clinical procedures.
* PC.8 Provide, as directed, restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function, are esthetic, and promote soft and hard tissue health.
* PC.9 Provide clinical supportive and intraoral treatments within the parameters of general and specialized patient care.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify as needed.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Clinical Aspects of Dental Materials: Theory, Practice and Cases, 4th Edition (2012); Gladwin, M. & Bagby, M.; Lippincott, Williams & Wilkins; ISBN-13: 978-1609139650.
2. Dental Materials: A Pocket Guide, 1st Edition, (2015); Bastin, K.; Elsevier; ISBN 9781455746842

Students enrolled in this course may use the supplementary textbooks to expand

their understanding of concepts presented in the course. These books can be

purchased, if so desired, from the college bookstore or they are available on loan

from the college library.

1. Dental Materials: Properties and Manipulation, 10th Edition, (2017); Powers, J. & Wataha J.; Elsevier; ISBN-13: 978-0323078368.
2. Dental Materials: Clinical Applications for Dental Assistants and Dental Hygienists, 3rd Edition (2016); Hatrick, C.D. & Eakle, W. S.; Elsevier; ISBN-13: 978-1455773855.

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Lab participation and projects / essays 25%
* Lecture/Lab Quizzes 25%
* Midterm Exam 25%
* Comprehensive Final 25%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Introduction to Dental Materials * Why Study Dental Materials? * Biomaterials and the Oral Cavity * History of Dental Materials * Standards for Dental Materials * Classifications of Dental Materials * Classification of Dental Caries and Restorations * Materials Science and Dentistry * Materials Science * Atomic Bonding (Review of Chemistry) * Materials and Their Atomic Bonds * Physical and Mechanical Properties of Dental Materials * Properties of Materials * Physical Properties * Mechanical Properties * Infection Control and Safety in the Dental Office * Definitions * Ionizing Radiation * Infectious Diseases * Physical Hazards * Chemicals * Emergencies in the Dental Office   Laboratory   * Orientation to Laboratory * Safety and Infection Control * New York State scope of practice for the dental hygienist * Evaluation |
| 2 | Lecture   * Adhesive Materials * Adhesive Materials Used in Dentistry * Acid Etching * Dentinal Bonding * Glass Ionomers * Uses of Bonding * Amalgam * Dental Amalgam * Advantages of Dental Amalgam * History of Dental Amalgam * Types of Amalgam * Factors of Use of Amalgam * Properties * Use * Direct Gold Restoration * Application and Removal of the Rubber Dam * Purpose and Indications * Contraindications * Procedure * Other Types of Rubber Dams   Laboratory   * Application and removal of the rubber dam * Evaluation |
| 3 | Lecture   * Direct Polymeric Restorative Materials * Acrylic Resins * Inhibitors and Competing Reactions * Problems with Unfilled Resins * Improvements * Composite Materials * Glass Ionomer Materials * Compomers * Selecting Restorative Materials * Pit and Fissure Sealants * Purpose and Indications * Contraindications * Procedure * Self-etching and Fluoride Releasing Sealants   Laboratory   * Demonstrate placement of Pit and Fissure Sealants in Typodonts and Patients * Place pit and fissure sealants in Typodonts and patients (student partners) * Evaluation |
| 4 | Lecture   * Dental Cements * Use * Powders Used in Dental Cements * Liquids Used in Dental Cements * Powder/Liquid Ratios * ZOE Cement * Zinc Phosphate Cement * Glass Ionomer Cements * Polycarboxylate Cements * Composite Cements * Other Cements * Mixing Liners, Bases and Cements * Purpose * Calcium Hydroxide Base/Liner Material * Zinc Phosphate Cement * Glass Ionomer * ZOE cement * Temporary Cement * Composite Cements   Quiz # 1 – Weeks 1-3  Laboratory   * Place pit and fissure sealants (continued) * Review of Mixing liners, bases and cements * Evaluation |
| 5 | Lecture   * Impression Materials * Impression Materials * Plaster * Wax and Impression Compound * ZOE * General Aspects of Hydrocolloid Impression Materials * Alginate * Agar * General Aspects of Nonaqueous Elastomeric Impression Materials * Polysulfides * Condensation Silicones * Polyethers * Addition Silicones * Comments * Gypsum Materials * Gypsum Materials * Types * Setting Reaction * Water/Powder Ratio * Setting Time * Setting Expansion * Strength * Surface Hardness * Dimensional Stability * Technique * Taking Alginate Impressions * Purpose * Selection and Preparation of Tray * Preparation of Patient * Alginate Impressions * Fabrication and Trimming of Study Models * Purpose/Indications * Construction of a Study Model * Trimming Models   Laboratory   * Demonstration of taking alginate impressions * Take alginate impression on patient * Demonstration on fabrication and trimming of Study Models * Pour study models * Evaluation |
| 6 | Lecture   * Materials for Fixed Indirect Restorations and Prostheses * Classification by Amount of Tooth Structure Restored * Classification by Material * Procedures for Constructing an Indirect Restoration * Casting Process * Alloys * Titanium * Partial Denture Frameworks * Ceramic Restorative Materials * Advantages and Disadvantages of Different Materials * Removable Prostheses and Acrylic Resins * Acrylic Resins * Acrylic Resins Used in Dentistry * Complete Dentures * Constructing a Complete Denture * Partial Dentures * Relining a Denture * Immediate Dentures * Repairing Acrylic Prostheses or Appliances * Handling Acrylic Devices * Fabrication of Custom Impression Trays * Purpose * Tray Spacing Procedure * Construction Procedure for Autopolymerizing Resin Trays * Construction Procedure for VCL Resin Trays * Trimming the Tray   Laboratory   * Trim study models * Demonstrate Fabrication of Custom Impression Trays * Take alginate impression for fabrication of custom impression trays * Evaluation |
| 7 | Lecture  - Review for Midterm Exam   * Case Study 4   Quiz # 2 – Weeks 1-6  - Midterm Exam  Laboratory   * Fabricate custom impression tray * Presentation of Elastomeric Impressions * Demonstration of mixing of elastomeric impressions * Evaluation |
| 8 | Lecture   * Dental Implants * Medical Versus Dental Implants * Indications and Contraindications * Materials Used * Types * Osseointegration * Soft-tissue Attachment to Implants * Placement of Endosseous Dental Implants * Maintenance * Uses   Laboratory   * Demonstration of De-bonding Orthodontic Resins * Evaluation |
| 9 | Lecture   * Specialty Materials * Orthodontic Materials * Endodontic Materials * Periodontal and Other Surgical Materials * Pediatric Dentistry * Clinical Detection and Management of Dental Restorative Materials During Scaling and Polishing * Clinical Detection of Tooth Structure and Dental Restorative Materials * Suggestions for Polishing Specific Restorative Materials * Review of Classification of Dental Restorations and Caries   Laboratory   * Demonstration of placement of Periodontal Dressing on Typodont and patient * Placement of Periodontal Dressing on Typodont and patient * Removal of Periodontal Dressing * Evaluation |
| 10 | Lecture   * Temporary Crowns * Methods * Preformed Temporary Crowns * Constructed Temporary Crowns * Celluloid Crown Forms * Laboratory-Constructed Temporary Crowns * Constructing a Temporary Crown   Quiz # 3 – Weeks 8-9  Laboratory   * Demonstration of fabrication of temporary crowns on Typodont   (Anterior and Posterior teeth)   * Fabricate temporary crowns on Typodont * Evaluation |
| 11 | Lecture   * Polishing Material and Abrasion * Definitions * Types * Bonded and Coated Abrasives * Factors Affecting the Rate of Abrasion * Polishing Process * Prophylaxis Pastes * Air Powder Polishing * Implants * Denture Cleansers * Dentifrices * Tooth Whitening * Treatment Options: Restoration or Whitening * Cause of Tooth Discoloration * Whitening Agents * Techniques * Side Effects * Concerns for the Dental Hygienist * Case Studies 1-3   Laboratory   * Demonstration of fabrication of tooth whitening trays * Take impressions on patients for fabrication of tooth whitening trays * Evaluation |
| 12 | Lecture   * Radiographic Appearance of Dental Tissues and Materials * Purposes of Radiographs * Essentials for Radiographic Interpretation * Producing the Radiographic Image * Restorative Materials Categorized by Radiographic Appearance * Radiographic Descriptions of Dental Tissues, Disease and Materials * Dental Materials and Other Imaging Techniques * Oral Appliances * Types * Fabrication of * Maintenance of * Case Studies 4-6   Laboratory (Continued)   * Demonstration of fabrication of tooth whitening trays and taking of impressions on patients for fabrication of tooth whitening trays * Demonstration on care of oral appliances. * Evaluation |
| 13 | Lecture   * Instruments as Dental Materials – Care and Maintenance * Composition of Instruments * Problems of Instruments * Instrument Inspection * Re-tipping * Sharpening Instruments * Cleaning of Instruments * Sterilization of Instruments * Sterilization, Care and Maintenance of Special Instruments * Disinfection of Impressions, Dentures, and Other Appliances and Materials * Disinfection of Impressions * Chairside Adjustments * Disinfecting Dentures and Other Appliances * Infection-Control Protocol for Grinding or Polishing Dentures or Other Appliances * Sterilization/Disinfection of Items Used During Manipulation of Dental Materials and Prostheses * General Rules for Handling Dental Materials * Manufacturer’s Directions * Mixing and Setting Times * Dispensing Materials * Mixing * Light-Activated Materials * Contamination   Quiz # 4 Weeks 10-12  Laboratory   * Demonstration of Composite Finishing and Polishing on Typodonts * Perform finishing and polishing of composite restorative materials on Typodonts * Evaluation |
| 14 | Lecture   * Placement of Periodontal Dressing * Purpose * Dressing Types * Preparation of Non-Eugenol Zinc Oxide Pack * Placement * Characteristics of a Well-placed Dressing * Removal of Periodontal Dressing and Sutures * Removal of Periodontal Dressing * Suture Removal * Case Studies 7-9   Laboratory   * Demonstration of Placement of Periodontal Dressing * Demonstration of Removal of Periodontal Dressing * Demonstration of Placement of Matrix Band * Demonstration of Removal of Sutures * Present projects |
| 15 | Lecture   * Review for Final Exam * Final Exam - Comprehensive   Laboratory   * Present Projects |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS235 – Dental Pharmacology

This is a 200-level course as it is presents terms and concepts within Dental

Pharmacology that have been broadly presented, but will be specifically

addressed in this course. Students develop the ability to integrate terms and

concepts throughout the course and from other introductory material related to

this discipline. Analytical and written and oral communication skills are

implemented as well. This course is presented to college juniors in the Dental

Hygiene Program.

**II. Catalog Description:**

This course is designed to teach the student about the basic principles of

pharmacology as well as the drugs used in dentistry, the biochemical activity of

each, appropriate use, interactions with other drugs or systemic conditions, and

some basic pharmacology terminology. Pharmacotherapeutics will be presented

placing an emphasis on clinical efforts, dosages, adverse effects and

contraindications of drugs commonly prescribed in dentistry. Information will be

presented from a perspective including the pharmacological basis for drugs, the

need for and use of a medical history and legal aspects related to these subjects.

The student applies the knowledge of drugs, their actions, and the use of the drugs

used in dental hygiene and dentistry and their impact on patients.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Describe general principles of pharmacology.
2. List the information sources and regulatory agencies.
3. Explain prescription writing
4. Discuss the basic principles of pharmacodynamics and pharmacokinetics
5. Discuss the mechanism of action of the drug including absorption, distribution, elimination and adverse reactions.
6. Identify therapeutic agents used in routine practice of clinical dentistry and provide the patient with appropriate instructions for compliance.
7. Identify therapeutic applications of drugs, including routes of administration, and variables that affect drug response.
8. Describe the pharmacology of each class of drugs and the dental implications relative to oral complications and alterations in dental management.
9. Describe the drug schedule including abuse potential, handling and examples of

drugs in each schedule.

1. Explain the mechanism of drug interaction and the categories of adverse drug

reactions.

1. Explain the mechanisms of action, pharmacologic effect, adverse reactions, drug

interactions, uses, precautions, and contraindication for each drug group;

non-narcotics, narcotics, gastrointestinal drugs, cardiovascular drugs,

adrenocorticosteroids, autocoids, antihistamines, anti-infectives,

antimicrobials, anti-anxiety, psychotherapeutic, cholinergic,

anti-cholinergic, adrenergic, adrenergic blocking, anticonvulsant,

anti-neoplastic, and respiratory drugs.

1. Explain the pharmacologic and pharmacokinetic effects of local and general

anesthetics.

1. Discuss for each vitamin and mineral the major sources, function, R.D.A. deficiency

state, toxicity, and clinical considerations.

1. Describe the drugs utilized in the treatment of various oral conditions
2. List and describe the signs, symptoms, and drug/general treatment of each of the following emergency situations: syncope, angina pectoris, asthma, acute

myocardial infarction, anaphylactic shock, convulsions, hypo and

hyperglycemia, apnea, cardiac arrest.

1. Explain oral conditions and their pharmacologic management.
2. Discuss the management of medical emergencies in the dental office using pharmacologic agents.
3. Identify modifications in the dental treatment plan that would be required for patients taking medications.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Terminology used in pharmacology.
2. Sources, Regulatory Agencies, Drug Legislation and Prescription Writing
3. Drug Action and Handling
4. Adverse Reactions
5. Autonomic Drugs
6. Nonopioid Analgesics
7. Opioid Analgesics and Antagonists
8. Anti-infective Agents
9. Antiviral and Antifungal Agents
10. Local Anesthetics
11. General Anesthetics
12. Antianxiety Agents
13. Oral Conditions and Their Treatment
14. Hygiene-Related Oral Disorders
15. Anti-neoplastic and Immunosuppressant Drugs
16. Emergency Drugs
17. Cardiovascular Drugs
18. Gastrointestinal Drugs
19. Respiratory Drugs
20. Neurologic Drugs
21. Psychotropic Drugs
22. Pregnancy and Breastfeeding
23. Drug Abuse
24. Endocrine and Hormonal Drugs
25. Herbal and Natural Remedies

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic II
3. Dental Materials
4. Clinical Dental Radiography
5. Pain Management in Dental Hygiene
6. General and Oral Pathology
7. **Course(s) that Require this Course as a Prerequisite:**
8. Dental Hygiene Clinic IV
9. Community Dental Health
10. Dental Ethics and Professionalism
11. Introduction to Psychology
12. Interpersonal Communication
13. Introduction to Sociology

1. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
* C.5. Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
* C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
* C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
* C.14 Manage medical emergencies by using professional judgment, providing life support, and utilizing required CPR and any specialized training or knowledge.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
* PC.4 Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

*Planning*

* PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
* PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

*Implementation*

* PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify care plans as needed.
* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

Health Promotion and Disease Prevention (HP)

* HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
* HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Applied Pharmacology for the Dental Hygienist, 7th Edition, (2016); Haveles, E.; Elsevier; ISBN-13: 978-0323171113
2. Mosby’s Dental Drug Reference, 11th Edition, (2014); Jeske, A.;

Elsevier; ISBN-13: 978-0323169165

Students enrolled in this course may use the supplementary textbooks to expand

their understanding of concepts presented in the course. These books can be

purchased, if so desired, from the college bookstore or they are available on loan

from the college library.

Supplementary Textbooks:

1. Physician’s Desk Reference, 71st Edition, (2017); PDR Staff;

ISBN-13: 978-1563638381

1. Oral Pharmacology for the Dental Hygienist, 2nd Edition, (2012); Weinberg, M., Westphal-Theile, C. & Burke-Fine, J.; Pearson;

ISBN 13: 9780132559928

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Homework Assignments 15%
* Quizzes 20%
* Midterm Exam 20%
* Final Exam 25%
* Research Paper 20%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Information, Sources, Regulatory Agencies, Drug Legislation, and Prescription Writing * History * Role of the Dental Hygienist * Sources of Information * Drug Names * Federal Regulations and Regulatory Agencies * Clinical Evaluation of a New Drug * Drug Legislation * Prescription Writing * Drug Action and Handling * Characterization of Drug Action * Mechanisms of Action of Drugs * Pharmokinetics and Clinical Pharmokinetics * Routes of Administration and Dose Forms * Factors That Alter Drug Effects   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Applications * Clinical Case Study |
| 2 | Lecture   * Adverse Reactions * Definitions and Classifications of Adverse Reactions * Clinical Manifestations of Adverse Reactions * Toxicologic Evaluation of Drugs * Recognizing Adverse Drug Effects * Autonomic Drugs * Autonomic Nervous System * Parasympathetic and Sympathetic Nervous Systems   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study * Quiz # 1 |
| 3 | Lecture   * Nonopioid Analgesics * Definition of Pain * Classification of nonopioid analgesics * Salicylates * Nonsteroidal anti-inflammatory drugs * Acetaminophen * Drugs Used to Treat Gout * Opioid Analgesics * History * Mechanism of Action * Pharmacokinetics * Pharmacological Effects * Adverse Reactions * Specific Opioids * Dental Use of Opioids * Chronic Pain and Opioid Use   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study |
| 4 | Lecture   * Anti-infective Agents * Evolution of Dental Infections * Definitions * Infection * Resistance * Indications for Antimicrobial Agents * General Adverse Reactions and Disadvantages * Penicillins * Cephalosporins * Macrolides * Tetracyclines * Clindamycin * Metronidazole * Use of antimicrobials in Dentistry * Antimicrobials for Non-dental use * Antibiotic Prophylaxis used in Dentistry * Antifungal and Antiviral Agents * Antifungal Agents * Antiviral Agents   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study * Quiz # 2 |
| 5 | Lecture   * Local Anesthetics * History * Ideal Local Anesthetic * Chemistry * Mechanism of Action * Pharmacokinetics * Pharmacological Effects * Adverse Reactions * Composition of Local Anesthetic Solutions * Local Anesthetic Agents * Vasoconstrictors * Choice of Anesthetics * Topical Anesthetics * Doses of Local Anesthetic and Vasoconstrictors * General Anesthetics * History * Mechanism of Action * General Anesthetics * Balance of General Anesthesia   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study |
| 6 | Lecture   * Anxiety Agents * Definitions * Benzodiazepines * Barbiturates * Non-benzodiazepines and non-barbiturates * Melatonin Receptor Antagonist * Centrally Acting Muscle Relaxants * Miscellaneous Agents * General Comments about Antianxiety Agents * Oral Conditions and Their Treatment * Infectious Lesions * Immune Reactions * Miscellaneous Oral Conditions * Inflammation * Drug-induced Oral Side Effects * Agents Commonly Used to Treat Oral Lesions * Hygiene Related Oral Disorders * Dental Caries * Gingivitis * Tooth Hypersensitivity   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study * Quiz # 3 |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam |
| 8 | Lecture   * Drugs for the Treatment of Cardiovascular Diseases * Dental Implications of Cardiovascular Diseases * Heart Failure * Cardiacglycocides * Antiarrhythmic Agents * Antianginal Drugs * Antihypertensive Agents * Antihyperlipidemic Agents * Drugs that Affect Blood Coagulation * Drugs the Increase Blood Clotting * Drugs for the Treatment of Gastrointestinal Disorders * Gastrointestinal Drugs * Drugs Used to Treat Gastrointestinal Disorders   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study |
| 9 | Lecture   * Drugs for the Treatment of Seizure Disorders * Epilepsy * Drug Therapy of Patients with Epilepsy * Dental Treatment of Patients with Epilepsy * Non-seizure Uses of antiepileptics * Drugs for the Treatment of Central Nervous System Disorders * Psychiatric Disorders * Antipsychotic Agents * Antidepressant Agents * Drugs for Treatment of Bipolar Disorder   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study * Quiz # 4 |
| 10 | Lecture   * Adrenocorticosteroids * Mechanism of release * Definitions * Classification * Routes of Administration * Mechanism of Action * Pharmacologic Effects * Adverse Reactions * Uses * Corticosteroid Products * Dental Implications * Drugs for the Treatment of Respiratory Disorders * Respiratory Diseases * Drugs used to Treat Respiratory Diseases * Dental Implications of the Respiratory Drugs   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study |
| 11 | Lecture   * Drugs for the Treatment of Allergic Rhinitis * Allergic Rhinitis * Antihistamines * Intranasal Corticosteroids * Leukotriene Modifiers * Mast Cell Stabilizers * Intranasal Anticholinerginic Drugs * Decongestants * Drugs for the Treatment of Diabetes Mellitus * Pancreatic Hormones * Diabetes Mellitus * Drugs used to Treat Diabetes * Treatment of Hypoglycemia   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study * Quiz # 5 |
| 12 | Lecture   * Drugs for the Treatment of Other Endocrine Disorders * Pituitary Hormones * Thyroid Hormones * Female Sex Hormones * Male Sex Hormones * Other Agents that Affect Sex Hormone Systems * Antineoplastic Drugs * Use of Antineoplastic Agents * Mechanisms of Action * Classification * Adverse Drug Effects * Combinations * Dental Implications   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study |
| 13 | Lecture   * Emergency Drugs * General Measures * Category of Emergencies * Emergency Kit for the Dental Office * Pregnancy and Breastfeeding * General Principles * Pregnancy * Breastfeeding * Dental Drugs   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study |
| 14 | Lecture   * Drug Abuse * General Considerations * Central Nervous System Depressants * Central Nervous System Stimulants * Psychedelics * Identifying the Drug Abuser * The Impaired Dental Hygienist * Natural/Herbal Products and Dietary Supplements * Limited Regulation * Safety of Herbal and Nutritional Products * Drug Interactions * Standardization of Herbal Products * Good Manufacturing Practice * Herbal Supplements used in Oral Health Care   Evaluation   * Dental Hygiene Considerations * Academic Skills Assessment * Clinical Case Study * Deliver Research Paper * Quiz # 6 |
| 15 | Lecture   * Review for Final Exam * Final Exam |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS117 – General and Oral Pathology

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within General and Oral Pathology. It

serves as basic curriculum and is an academic prerequisite for upper level courses.

This course is presented to college sophomores in the Dental Hygiene Program.

**II. Catalog Description:**

This course incorporates important aspects of general pathology and their

relationship to the oral cavity. It will assist the student in facilitating the

identification and treatment of oral diseases. This course covers comprehensive

oral examination procedures, recognition of deviations from the normal and

clinical aspects of pathological processes affecting the patient as a whole and the

oral cavity. Students will also be instructed on the development of differential

diagnoses by utilizing case studies, disease classifications, descriptions, color

plate photomicrographs, texts, and slide presentations. Current theories on

etiology and pathogenesis, significance of genetics, environment, immune

responses, and new therapeutic approaches in the treatment of disease will be

presented as well. Acquired knowledge will be applied in the dental hygiene

clinic setting.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Identify and describe conditions that show deviations from normal in the oral cavity and/or adjacent structures.
2. Demonstrate accuracy in the use of proper terminology to describe lesions of hard and soft tissues.
3. Describe inflammation and repair including terminology, regeneration and repair, physical and chemical injuries of the oral tissues and hyperplasia and inflammatory periapical lesions.
4. Describe oral diseases with immunologic pathogenesis including terminology, immunopathology, oral diseases, types of lichen planus, autoimmune diseases that affect the oral cavity and infectious diseases.
5. Identify developmental disorders including terminology, embryonic development of the face, oral cavity, and teeth, developmental soft tissue abnormalities, developmental cysts, and developmental abnormalities of the teeth.
6. Describe neoplasia including terminology, causes, classification of tumors, names of tumors, treatment of tumors, epithelial tumors, salivary gland tumors, odontogenic tumors, tumors of the soft tissue tumors of muscle, vascular tumors, tumors of melanin producing cells, tumors of bone and cartilage, tumors of blood and blood forming tissues, and metastatic tumors of the jaws.
7. Describe oral manifestations of systemic diseases including terminology, endocrine disorders, diseases of the bone, blood disorders, bleeding disorders, immunodeficiency and oral manifestations of therapy for oral cancer.
8. Apply concepts of the disease process to preventive approaches and treatment strategies in patient care.
9. Describe the clinical features, radiographic appearance, and management modalities of specific variants of normal.
10. Utilize previously learned concepts to current data and case studies and apply them in the clinical setting.
11. Increase problem solving and critical thinking skills in the clinical setting with regards to oral pathologies.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Terminology in pathology
2. Diagnostic Process
3. Differential Diagnosis
4. Inflammation and Repair
5. Immunity and Immunologic Lesions
6. Antigens
7. Cytokines
8. Immunodeficiency
9. Oral Lesions
10. Infectious Diseases
11. Developmental Disorders
12. Genetics
13. Chromosomes
14. Cell Division
15. Neoplastic and non-neoplastic Diseases
16. Oral Manifestations of Systemic Diseases
17. Temporomandibular Joint Disorders
18. Orofacial Pain

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic I
3. Dental and Oral Anatomy and Occlusion
4. Oral Histology and Embryology
5. Anatomy and Physiology I
6. Standard Freshman Composition
7. Physical Education
8. College Seminar for Dental Hygiene

1. **Course(s) that Require this Course as a Prerequisite:**
2. Dental Hygiene Clinic III
3. Dental Pharmacology
4. Nutrition and Biochemistry for Dental Hygiene Professionals
5. Periodontology
6. General Microbiology

1. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations and regulations in the provision of dental hygiene care.
* C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
* C.4 Use evidence-based decision making to evaluate and incorporate emerging treatment modalities.
* C.5 Assume responsibility for professional actions and care based in accepted scientific theories and research as well as the accepted scientific theories, research, and the accepted standard of care.
* C.6 Continuously perform self-assessment for lifelong learning and professional growth
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care
* C. 12 Facilitate a collaborative approach with all patients when assisting in the development and presentation of individualized patient care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.

Health Promotion and Disease Prevention (HP)

* HP.1 Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.
* HP.2 Respect the goals, values, beliefs, and preferences of patients while promoting optimal oral and general health.
* HP.4 Identify individual and population risk factors and develop strategies that promote health related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care

Community Involvement (CM)

* CM.1 Assess the oral health needs and services of the community and determine action plans and availability of resources to meet the health needs
* CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system
* CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze and record data on the general, oral, psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine dental hygiene diagnosis, a component of dental diagnosis, to reach conclusions about the patient’s dental hygiene needs

*Planning*

* PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in patient care plan implementation
* PC.10 Provide specialized treatment that includes educational, preventive and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11 Evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed.
* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient/client self-report.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

Professional Growth and Development (PGD)

* PGD.1 Pursue career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist
* PGD.3 Access professional and social networks to pursue professional goals

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbook:

Required Textbook:

1. Oral Pathology for the Dental Hygienist: With General Pathology Introductions, 7th Edition, (2018); Ibsen, O. & Phelan, J.; Elsevier;

ISBN-13: 978-0323400626

Students enrolled in this course may use the supplementary textbook to expand

their understanding of concepts presented in the course. This book can be

purchased, if so desired, from the college bookstore or it is available on loan

from the college library.

Supplementary Textbook:

1. General and Oral Pathology for the Dental Hygienist, 2nd Edition, (2013); DeLong, L. & Burkhart, N.; Lipponcott, Williams & Wilkins;

ISBN-13: 978-1451131536

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Assessments (3) 25%
* Tests (2) 35%
* Lecture Quizzes (4) 15%
* Group Project 10%
* Clinical Case Study Assignment 15%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Introduction to Preliminary Diagnosis of Oral Lesions * The Diagnosis Process * Variants of Normal * Other Benign Conditions |
| 2 | Lecture   * Inflammation and Repair * Injury * Innate Defenses * Inflammation * Tissue Repair |
| 3 | Lecture   * Inflammation and Repair (Continued) * Traumatic Injuries to Teeth * Injuries to Oral Soft Tissues * Inflammatory Periapical Lesions   Quiz # 1 Weeks 1-3 |
| 4 | Lecture   * Immunity and Immunological Oral Lesions * Immune Response * Antigens in the Immune Response * Cellular Involvement * Cytokines * Major Divisions of Immune Response * Types of Immunity * Immunopathology * Oral Immunologic Diseases and Lesions * Autoimmune Diseases with Oral Manifestations * Immunodeficiency |
| 5 | Lecture   * Infectious Diseases * Bacterial Diseases * Fungal Diseases * Viral Infections * HIV and AIDS |
| 6 | Lecture   * Developmental Disorders * Review of Embryonic Development of Face, Oral Cavity and Teeth * Developmental Soft Tissue Abnormalities * Developmental Cysts * Developmental Abnormalities of Teeth   Quiz # 2 Weeks 4-6 |
| 7 | Lecture   * Assessment # 1 * Review for Midterm * Midterm Exam |
| 8 | Lecture   * Genetics * Chromosomes * Normal Cell Division * Lyon Hypothesis * Molecular Composition of Chromosomes * Genes and Chromosomes |
| 9 | Lecture   * Neoplasia * Description of Neoplasia * Causes of Neoplasia * Classification of Tumors * Names of Tumors * Treatment of Tumors * Epithelial Tumors |
| 10 | Lecture   * Neoplasia (Continued) * Tumors of Squamous Epithelium * Salivary Gland Tumors * Odontogenic Tumors * Tumors of Soft Tissue * Tumors of Melanin-Producing Cells * Tumors of Bone and Cartilage * Tumors of Blood-Forming Tissues * Metastatic Tumors   Quiz # 3 Weeks 8-10 |
| 11 | Lecture   * Non-neoplastic Diseases of Bone * Benign Fibro-osseous Lesions * Paget Disease of Bone * Central Giant Cell Lesion * Aneurysmal Bone Cysts * Osteomalacia   Assessment # 2 |
| 12 | Lecture   * Oral Manifestations of Systemic Diseases * Endocrine Disorders * Blood Disorders * Bleeding Disorders * Oral Manifestations due to Therapy of Oral Cancer * Effects of Drugs on Teeth |
| 13 | Lecture   * Orofacial Pain and Temporomandibular Disorders * Burning Mouth Disorder * Trigeminal Neuralgia * Bell’s Palsy * Anatomy and Functions of TMJ * Temporomandibular Disorders |
| 14 | Lecture   * Assessment # 3 * Clinical Case Study Presentations * Quiz # 4 Weeks 11-13 |
| 15 | Lecture   * Review for Final Exam * Final Exam |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS203 – Nutrition and Biochemistry for the Dental Hygiene Professional

This is a 200-level course as it is presents terms and concepts within Nutrition and

Biochemistry that have been broadly presented, but will be specifically addressed

in this course. Students develop the ability to integrate terms and concepts

throughout the course and from other introductory material related to this

discipline. Analytical and written and oral communication skills are

implemented as well. This course is presented to college juniors in the Dental

Hygiene Program.

**II. Catalog Description:**

Fundamental principles of nutrition and biochemistry and other basic science

courses are coordinated with the study of nutrients and their relationship to health.

This course offers a theoretical and practical study of fats, carbohydrates,

proteins, minerals, vitamins, and water and how they affect the status of an

individual’s oral health. Current topics in nutrition will be addressed. Nutritional

counseling is an integral part of this course. Acquired concepts will be

implemented in the dental hygiene clinical setting.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Determine the role of nutrition in oral health.
2. Differentiate the general physiologic functions of nutrients.
3. Summarize the role of digestion, absorption, and metabolism in nutrition.
4. Relate the basic concepts in biochemistry to nutrition as they apply to oral manifestations of diseases.
5. Identify factors that influence patient’s food habits
6. Explain the role of biochemistry in dental hygiene and nutrition.
7. Discuss factors that influence food intake.
8. Identify major nutrients in foods and in the body.
9. Calculate energy needs according to the patient’s weight and activities.
10. List water and fat-soluble vitamins.
11. Describe the physiological roles of specific minerals and how these apply to oral health.
12. Assess nutrients commonly supplemented during pregnancy and lactation.
13. Discuss ways to handle typical nutritional problems occurring in older adults.
14. Explain how a patient can obtain adequate nutrients from different cultural food patterns.
15. Discuss the various diseases, conditions, and treatments that commonly have oral signs and symptoms.
16. Discuss disease states, conditions, and accompanying treatments likely to affect nutritional intake.
17. Explain the role each of the following play in the caries process: tooth, saliva, food, and plaque biofilm.
18. Describe the role nutrition plays in periodontal health and disease to a patient.
19. Synthesize appropriate dietary and oral hygiene recommendations for a patient with orthodontics, xerostomia, root caries, dentin hypersensitivity, glossitis, temporomandibular disorder, or removable prosthetic appliances.
20. Discuss the importance of a thorough health, social, and dental history in relation to assessment of nutrition status.
21. Describe the components needed to assess the nutrition status of a patient.
22. Explain the types of diet histories, and determine situations in which each is used effectively.
23. Formulate a dietary treatment plan for a dental problem influenced by nutrition.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Essential Nutrients
2. Healthy Eating Habits
3. Concepts in Biochemistry
4. RDA/DRI
5. United States Dietary Guide
6. Food Guide Pyramid
7. Energy Metabolism
8. Labeling
9. Additives
10. Food Safety
11. Carbohydrates/Dental Caries
12. Protein
13. Lipid
14. Nutrition Counseling and Evaluation
15. Fat and Water Soluble Vitamins
16. Minerals/Fluoride and Caries
17. Digestion, Absorption, and Metabolism and Balance
18. Cultural Food Patterns
19. Nutrition for Children, Adolescents, Adults and the Aging
20. Nutrition in Pregnancy and Lactation

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic II
3. Dental Materials
4. Clinical Dental Radiography
5. Pain Management in Dental Hygiene
6. General and Oral Pathology
7. **Course(s) that Require this Course as a Prerequisite:**
8. Dental Hygiene Clinic IV
9. Community Dental Health
10. Dental Ethics and Professionalism
11. Introduction to Psychology
12. Interpersonal Communication
13. Introduction to Sociology

1. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors
* C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
* C.4 Use evidence-based decision making to evaluate and incorporate emerging treatment modalities.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventative, and therapeutic oral health services.
* C.9 Apply quality assurance mechanisms to ensure continuous
* commitment
* C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
* C.11 Record accurate, consistent, and complete documentation of oral health services provided.
* C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

*Planning*

* PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.

*Implementation*

* PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify care plans as needed.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

Health Promotion and Disease Prevention (HP)

* HP.1 Promote positive values of overall health and wellness to the public and organization within and outside the profession.
* HP.2 Respect the goals, values, beliefs, and preferences of
* all patients
* HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
* HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.

Community Involvement (CM)

* CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system.
* CM.3. Provide community oral health services in a variety of settings.
* CM7. Advocate for effective oral health care for underserved populations.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbook:

Required Textbook:

1. The Dental Hygienist’s Guide to Nutritional Care, 4th Edition, (2015); Stegemen, C. & Davis, J; Elsevier; ISBN-13: 978-1455737659

Students enrolled in this course may use the supplementary textbook to expand

their understanding of concepts presented in the course. This book can be

purchased, if so desired, from the college bookstore or it is available on loan

from the college library.

Supplementary Textbook:

1. Clinical Practice of the Dental Hygienist, 12th Edition (2017); Wilkins, E.; Wolters Kluwer; ISBN-13: 978-1451193114

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Homework Assignments 15%
* Attendance and Participation 10%
* Midterm Exam 20%
* Final Exam 25%
* Nutritional Analysis Paper 30%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Overview of Health Eating Habits * Basic Concepts of Nutrition * Basic Concepts of Nutrients * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Concepts in Biochemistry * Fundamentals of Biochemistry * Structure of Carbohydrates, Lipids and Proteins * Metabolism of Carbohydrates, Lipids and Proteins * Student Readiness |
| 2 | Lecture   * Digestion and Absorption * Physiology of Gastrointestinal Tract * Anatomic Structures in Digestion and Absorption * Digestion * Absorption * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Carbohydrates * Classification * Structure * Physiological Roles * Dental Considerations * Case Application for the Dental Hygienist * Case Study * Student Readiness |
| 3 | Lecture   * Protein * Classification * Structure * Physiological Roles * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness   - Lipids   * Classification * Structure * Physiological Roles * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness |
| 4 | Lecture   * Metabolism and Balance * Role of Liver * Role of Kidneys * Metabolism of Different Nutrients * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness   - Essential Vitamins for Calcified Structures   * Overview of Vitamins * Fat-soluble Vitamins * Water-soluble Vitamins * Physiological Roles * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Case Study |
| 5 | Lecture   * Essential Minerals for Calcified Structures * Introduction to Minerals * Physiological Roles * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness   - Nutrients Present in Calcified Structures   * Trace Elements * Physiological Role * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness |
| 6 | Lecture   * Vitamins for Oral Soft Tissues and Salivary Glands * Physiology of Tissues * Physiological Roles * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Case Study * Fluids and Minerals for Oral Soft Tissues and Salivary Glands * Physiological Roles * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam |
| 8 | Lecture   * Nutritional Requirements Affecting Oral Health in Women * Healthy Pregnancy * Nutritional Requirements for Pregnancy * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Nutritional Requirements During Growth and Development and Eating Habits Affecting Oral Health * Infants * Introduction of Foods * Supplements * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Case Studies |
| 9 | Lecture   * Nutritional Requirements for Older Adults and Eating Habits Affecting Oral Health * Physiological Factors Influencing Nutritional Needs and Status * Socioeconomic and Psychological Factors * Nutrient Requirements * Vitamin Supplements * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Case Study * Food Factors Affecting Health * Healthcare Disparities * Food Patterns * Influences on Food Patterns * Food Preparation * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Case Study |
| 10 | Lecture   * Effects of Systemic Disease on Nutritional Status and Oral Health * Variety of Systemic Diseases * Hematological Diseases and Their Effect * Cardiovascular Diseases and Their Effect * Musculo-skeletal Diseases and Their Effect * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness * Case Study |
| 11 | Lecture   * Nutritional Aspects of Dental Caries: Causes, Prevention, and Treatment * Major Factors in the Dental Caries Process * Host Factors * Plaque Biofilm and Its Bacterial Components * Cariogenic Foods * Anticariogenic Properties of Food * Other Foods with Protective Factors * Other Factors Influencing Cariogenicity * Case Application for the Dental Hygienist * Student Readiness * Case Studies   - Nutritional Aspects of Gingivitis and Periodontal Disease   * Physical Effects of Food on Periodontal Health * Nutritional Considerations for Periodontal Patients * Periodontal Surgery * Necrotizing Periodontal Diseases * Case Application for the Dental Hygienist * Student Readiness * Case Study |
| 12 | Lecture   * Nutritional Aspects of Alterations in the Oral Cavity * Orthodontics * Root Caries and Dentin Hypersensitivity * Dentition Status * Oral and Maxillofacial Surgery * Loss of Alveolar Bone * Glossitis * Temporomandibular Disorder * Dental Considerations * Case Application for the Dental Hygienist * Student Readiness |
| 13 | Lecture   * Nutritional Assessment and Education for Dental Patients * Assessment of Nutritional Status * Clinical Observation * Extraoral and Intraoral Assessments * Anthropometric Evaluation * Laboratory Information * Determining Diet History * Twenty-Four-Hour Recall * Food Diary * Formation of Nutrition Treatment Plan * Integration and Implementation * Case Application for the Dental Hygienist * Student Readiness * Case Study |
| 14 | Lecture   * Presentation of Nutritional Analysis Paper |
| 15 | Lecture   * Review for Final Exam * Final Exam |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:** DHS117 – Oral Histology and Embryology

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within Oral Histology and Embryology.

It serves as basic curriculum and is an academic prerequisite for upper

level courses. This course is presented to college freshmen in the Dental Hygiene

Program.

**II. Catalog Description:**

This course offers a comprehensive general study of the embryological and

histological aspects of oral and facial structures. Emphasis is placed on the

microscopic structures of enamel, dentin, pulp, cementum, periodontal ligament,

bone, oral mucosa, epithelial attachment. Their clinical considerations in dental

hygiene treatment are also included.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. State the development, structure and functions of the body’s cells, tissues and organs.
2. Demonstrate knowledge of the major events that occur during prenatal development.
3. Describe the components of specific organ systems, such as the integumentary system, digestive system, respiratory system, vascular system, lymphatic system, endocrine system, urinary system, reproductive system, and special senses.
4. Explain 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.
5. Discuss the development of the oral pharynx, the pharyngeal arches, including the pharyngeal pouches, and the neural, vascular, and muscular components.
6. Describe the skeletal components and the development of the tissues of the

face.

1. Describe the morphological and physiologic characteristics of the epithelial, connective, muscle and nerve tissues.

8. Summarize the process of tooth development, eruption and exfoliation.

9. Describe the origin, formation, composition, components, characteristics,

functions, and clinical considerations of the oral cavity and supporting

structures.

10. Describe the structure of the temporomandibular joint (TMJ), the condyles

and the temporal fossa, the articulating disk, and the capsule.

11. Discuss the function of the TMJ and the role of the masticatory muscles.

12. Explain clinical considerations relating to the tissues in the orofacial region.

13. Define the origin and components of cuticle.

14. Discuss the composition of acquired pellicle and plaque.

15. Describe the location and composition of calculus.

16. Explain why saliva is important in determining oral health.

**V. Programs that Require this Course:** None

**VI. Major Topics Required:**

1. Cell and tissue development
2. Integumentary system
3. Digestive system
4. Respiratory system
5. Reproductive system
6. Special senses
7. Oral cavity structures
8. Oral facial region development
9. Face and palate development
10. Teeth development
11. Teeth structures and supporting elements
12. TMJ
13. Salivary glands
14. Biofilm
15. Calculus

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:** None
2. **Course(s) that Require this Course as a Prerequisite:**
3. Dental Hygiene Clinic II
4. Clinical Dental Radiography
5. Dental Materials
6. General and Oral Pathology
7. Anatomy and Physiology II

1. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care needs.
* C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbook:

Required Textbook:

1. Essentials of Oral Histology and Embryology, A Clinical Approach, 4th Edition (2014); Chiego, D; Elsevier; ISBN-13: 978-0323082563.

Students enrolled in this course may use the supplementary textbook to expand

their understanding of concepts presented in the course. This book can be

purchased, if so desired, from the college bookstore or it is available on loan

from the college library.

Supplementary Textbook:

1. Oral Embryology and Microscopic Anatomy, 10th Edition (2000); Melfi, R. & Alley, K.; Lea & Febiger; ISBN-13: 978-0683306446

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Midterm Exam: 25%
* Final Exam (Comprehensive): 30%
* Quizzes: 25%
* Research Project: 20%

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| **Week** | **Topic** |
| 1 | Lecture   * Development and Structure of Cells and Tissues * Cell structure and function * Cell division * Origin of human tissue * Development of human tissues |
| 2 | Lecture   * Structure and Function of Cells, Tissues and Organs * Epithelial tissue * Neural tissue * Connective tissue * Muscle tissue * Integumentary (Skin) System * Endocrine System * Reproductive System * Special Senses |
| 3 | Lecture   * Development of the Oral Facial Region * Development of the oropharynx * Development of the pharyngeal arches * Development of the craniofacial skeleton * Development of the Craniofacial Skeleton: Bones of the Face   Quiz # 1 – Weeks 1- 2 |
| 4 | Lecture   * Development of the Face and Palate * Facial development * Palatal development * Tongue development * Thyroid gland development * Malformations |
| 5 | Lecture   * Development of Teeth * Initiation of tooth development * Stages of tooth development * Development of the dental papilla * Dentinogenesis * Amelogenesis * Crown maturation * Development of the tooth root * Development of Primary and Permanent Teeth * Development of supporting structures |
| 6 | Lecture   * Eruption and Shedding of Teeth * Preeruptive Phase * Prefunctional Eruptive Phase * Functional Eruptive Phase * Possible Causes of Tooth Eruption * Sequence and Chronology of Tooth Eruption * Shedding of Primary Teeth * Comparisons of Primary and Permanent Dentitions * Enamel * Physical properties * Rod structure * Incremental lines * Enamel lamellae * Enamel tufts * Enamel spindles * Surface characteristics * Permeability * Etching   Quiz # 2 – Weeks 3 - 5 |
| 7 | Lecture   * Review for Midterm Exam * Midterm Exam |
| 8 | Lecture   * Dentin * Physical properties * Dentin classification * Predentin * Tubular and intertubular relations * Incremental lines * Granular layer * Odontoblastic cell processes * Dentinoenamel junction * Permeability * Repair process |
| 9 | Lecture   * Pulp * Anatomy of the pulp * Histology of pulp * Pain and the pulp-dentin complex * Functions of the pulp * Regressive changes * Soft, loose tissue contained within the pulp chamber * Pulp functions |
| 10 | Lecture   * Cementum * Role of cementum on root surface * Development of cementum * Intermediate cementum * Cellular and acellular cementum * Physical properties * Aging of cementum * Cementicles * Cemental repair: functional and anatomic   Quiz # 3 – Weeks 6 - 9 |
| 11 | Lecture   * Periodontium: Periodontal Ligament * Organization of the periodontal ligament * Cells of the periodontal ligament * Functions of periodontal ligament * Aging of ligament * Periodontium: Alveolar Process and Cementum * Alveolar process * Cemental support * Tooth movement * Aging of alveolar bone and cementum * Edentulous jaws * Rationale for Periodontal Treatment |
| 12 | Lecture   * Temporomandibular Joint * Structure * Remodeling of TMJ articulation * Oral Mucosa * Structure of oral mucosa * Nerves and blood vessels * Epithelial nonkeratinocytes * Changes with aging   Quiz # 4 – Weeks 10 - 11 |
| 13 | Lecture   * Salivary Glands and Tonsils * Classification of salivary glands * Classification of tonsillar tissue * Function of tonsils * Functions of Saliva * Biofilms * Cuticle * Acquired pellicle * Plaque * Calculus   Hand-in Research Paper |
| 14 | Lecture   * Review for Final Exam   Quiz # 5 – Weeks 12 - 13 |
| 15 | Final Exam |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS170 – Pain Management in Dental Hygiene

This is a 100-level course as it presents an introduction to the terms, concepts,

techniques and ways of thinking/learning within Pain Management. It serves as

basic curriculum and is an academic prerequisite for upper level courses. This

course is presented to college sophomores in the Dental Hygiene Program.

**II. Catalog Description:**

This course is designed to teach the student management of pain control through

the use of local anesthetic agents and the administration of nitrous oxide and

oxygen when used as a sedative in accordance with the state laws of New York.

The course will include the history, physiological and pharmacologic effects of

local anesthetics and nitrous oxide sedation; definitions and descriptions of the

physiological and psychological aspects of pain and anxiety; concepts and

management of pain and anxiety; indications and contraindications; anatomy and

physiology of respiration; medical assessment of a patient prior to administration

of local anesthetics and nitrous oxide; armamentarium and equipment.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Explain pain and anxiety control.
2. Explain pain and anxiety control.
3. Comprehend the neurophysiology involved in the application of local anesthetics and nitrous oxide sedation.
4. Describe the pharmacology of local anesthetics and vasoconstrictors.
5. Identify the armamentarium needed in the clinical application of local anesthetics and nitrous oxide sedation.
6. Perform physical and psychological evaluation of patients.
7. Identify anatomic landmarks regarding clinical application and supplemental injection techniques.
8. Differentiate between general anesthesia, regional anesthesia, local anesthesia and sedation.
9. Discuss the clinical signs of NO2/O2 sedation.
10. Explain the factors which must be consider for patient selection.
11. Describe the pharmacology and physical properties of both nitrous oxide and oxygen.
12. Explain the respiratory and circulatory anatomy and physiology affected by sedation.
13. Identify and describe selected types inhalation equipment and their safety features.
14. Explain and demonstrate sedation technique including pretreatment instructions, preparation of equipment, and technique of administration and monitoring for signs of over-sedation.
15. Discuss possible complications to the patient from NO2/O2 sedation.
16. Explain potential problems and abuses of nitrous oxide affecting those other than the patient.
17. Explain the provisions of the dental practice act which allow dental hygienists to administer NO2/O2 sedation in New York.
18. Identify local and systemic complications due to the administration of local anesthetics and nitrous oxide sedation.

**IV. Programs that Require this Course:** None

**V. Major Topics Required:**

1. Anatomical landmarks for injection sites.
2. Anatomical landmarks for injection sites
3. Neuroanatomy
4. Pharmacology of local anesthetics
5. Armamentarium and injection techniques
6. Nitrous oxide/oxygen sedation

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic II
3. Anatomy and Physiology II
4. Dental Materials
5. Clinical Dental Radiography
6. General and Oral Pathology
7. **Course(s) that Require this Course as a Prerequisite:**
8. Dental Hygiene Clinic III
9. Dental Pharmacology
10. Nutrition and Biochemistry for Dental Hygiene Professionals
11. Periodontology
12. General Microbiology
13. Statistics I
14. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.1 Apply a professional code of ethics in all endeavors.
* C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
* C.3 Use critical thinking skills and comprehensive problem-

solving to identify oral health care strategies that promote patient health and wellness.

* C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
* C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.6Continuously perform self-assessment for lifelong learning and professional growth.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
* C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
* C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
* C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
* C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
* C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
* C.14 Manage medical emergencies by using professional judgment, providing life support and utilizing required CPR and any specialized training or knowledge.

Health Promotion and Disease Prevention (HP)

* HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
* HP.2 Respect the goals, values, beliefs, and preferences of all patients.
* HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
* HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Local Anesthesia for the Dental Hygienist, 2nd Edition, (2017); Logothetis, D.; Elsevier; ISBN-13: 978-0323396332
2. Handbook of Nitrous Oxide and Oxygen Sedation, 4th Edition, (2015); Clark, M. & Brunick, A.; Elsevier; ISBN-13: 978-1455745470
3. Supplement: Restricted Anesthesia Certification for Dental Hygienists (New York) - Handout

Other Resource:

1. http://emedicine.medscape.com/article/1413427-overview#a1

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Quizzes 25%
* Final Exam 25%
* Clinical Exercises 50%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture  - Introduction to Course  - Introduction to Pain Control   * Local Anesthesia in Dental Hygiene Practice * Neurophysiology   - Local and Topical Anesthetic Agents   * Pharmacology of Local Anesthetic Agents * Pharmacology of Vasoconstrictors   - Introduction to Nitrous Oxide/Oxygen Sedation   * History * Best Practices * Pain and Anxiety Management * Characteristics * Physical Properties   Clinic  - Infection Control Practices during Administration of LA  - Local Anesthetic Armamentarium – Assemble syringe, needle  and cartridge  - Practice Maxillary Injections   * Posterior Superior Alveolar * Middle Superior Alveolar * Anterior Superior Alveolar * Greater/Lesser Palatine * Nasopalatine * Supraperiosteal |
| 2 | Lecture  - Local and Topical Anesthetic Agents   * Local Anesthetic Agents * Topical Anesthetic Agents   - Patient Assessment   * Pre-anesthetic Assessment * Determining Drug Doses   - Introduction to Nitrous Oxide/Oxygen Sedation (continued)   * Manufacturing and Distribution * Delivery   - Anatomy, Physiology and Administration   * Anatomy and Physiology of Respiration * Nitrous Oxide and Its Interaction * Patient Assessment * Titration   - Quiz # 1  Clinic  - Practice Mandibular Injections   * Mental Nerve Block * Incisive Nerve Block * Buccal Nerve Block |
| 3 | Lecture  - Local Anesthetic Techniques   * Armamentarium * Anatomic Considerations * Basic Injection Techniques   - Administration of Nitrous Oxide/Oxygen   * Technique * Multidisciplinary Application * Nitrous Oxide/Oxygen Sedation in Pediatric Patients   - Issues of Special Consideration   * Potential Biohazards due to Chronic Exposure * Abuse Issues   - Quiz # 2  Clinic  - Assemble and Use Armamentarium for Nitrous Oxide/Oxygen  Sedation  - Student Partner Practice – Monitoring of Nitrous Oxide/Oxygen  Sedation |
| 4 | Lecture  - Local Anesthetic Techniques   * Maxillary Anesthesia * Mandibular Anesthesia   - Complications   * Local Anesthetic Complications   - Issues of Special Consideration   * Ethical and Legal Considerations * Future Trends   Clinic  - Student Partner Practice – Monitoring of Nitrous  Oxide/Oxygen Sedation |
| 5 | Lecture  - Presentation of The Wand  Clinic  - Clinical Presentation of the Wand  - Final Exam   * Skill Evaluation – Maxillary Anesthesia Techniques * Skill Evaluation – Mandibular Anesthesia Techniques * Skill Evaluation – Administration of Nitrous Oxide |

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

**I. Course Number and Title:**

DHS251 – Periodontology

This is a 200-level course as it is presents terms and concepts within

Periodontology that have been broadly presented, but will be specifically

addressed in this course. Students develop the ability to integrate terms and

concepts throughout the course and from other introductory material related to

this discipline. Analytical and written and oral communication skills are

implemented as well. This course is presented to college juniors in the Dental

Hygiene Program.

**II. Catalog Description:**

This course will include a presentation of normal periodontal anatomy and

physiology. It also includes the identification, treatment and prevention of

pathological conditions that affect the periodontium. Preventive and therapeutic

procedures associated with diagnosis, prognosis, treatment planning, and

periodontal therapy are discussed. Emphasis is placed on anatomy and histology

of the periodontium, comprehensive evaluation, current advances in periodontics,

soft tissue management and maintenance. Concepts will be applied in the clinical

setting.

**III. \*Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Define terminology related to periodontics.
2. Illustrate and discuss the clinical anatomy of the periodontium.
3. List and describe the functions of the periodontium.
4. Describe epidemiology and its descriptive terms: prevalence, incidence, extent, and severity.
5. Describe biofilm development.
6. List three theories of periodontal disease activity.
7. List and explain contributing local factors for periodontal diseases.
8. Discuss possible systemic risk factors for periodontal diseases.
9. Recognize and distinguish the two main forms of inflammatory periodontal diseases.
10. Define the course of the progression of periodontitis.
11. Explain the current classification of ulcerative periodontal diseases.
12. List the classification of malocclusion.
13. Identify and describe the clinical and radiographic findings of three types of abscesses of the periodontium.
14. List and explain the 6 phases of the dental hygiene process for periodontal patient care.
15. Discuss the role of the dental hygienist in evaluation the dental and oral hygiene status of a patient.
16. Describe the clinical features of the gingiva in health and disease.
17. Describe the components of a periodontal assessment.
18. Identify and discuss the periodontal structures on a radiograph.
19. Discuss the use of radiographs in periodontics.
20. Evaluate the role of using adjunctive diagnostic aids as a predicator for periodontal breakdown.
21. Describe the problem-based approach to treatment planning.
22. Introduce protocols for different types of hygiene care.
23. Describe the rationale for periodontal debridement.
24. List the objectives of periodontal maintenance.
25. Discuss the rationale for the use of antimicrobials in the treatment of the inflammatory periodontal diseases.
26. Describe the indications and contraindications for periodontal surgical therapy.
27. Describe the process of periodontal regeneration.
28. Define the role of the dental hygienist in the management of patients with dental implants.

**IV. Programs that Require this Course:** None

**V. Major Topics Required:**

1. Anatomy of the Periodontal Structures
2. Epidemiology of Periodontal Diseases
3. Dental Biofilm
4. Bacteria and the Host Response
5. Local Contributory Factors for Periodontal Diseases
6. The Oral–Systemic Disease Connection
7. Gingival Diseases
8. Periodontitis and Other Periodontal Conditions
9. Necrotizing Periodontal Diseases
10. Occlusal Trauma
11. Abscesses of the Periodontium
12. Dental Hygiene Process of Care for the Patient with Periodontal Disease
13. Problem-/Evidence-Based Treatment Planning for the Patient with Periodontal Disease
14. Nonsurgical Therapy
15. Periodontal Maintenance Therapy
16. Principles of Periodontal Surgery
17. Periodontal Regeneration
18. Implantology

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:**
2. Dental Hygiene Clinic II
3. Dental Materials
4. Clinical Dental Radiography
5. Pain Management in Dental Hygiene
6. General and Oral Pathology
7. **Course(s) that Require this Course as a Prerequisite:**
8. Dental Hygiene Clinic IV
9. Community Dental Health
10. Dental Ethics and Professionalism
11. Introduction to Psychology
12. Interpersonal Communication
13. Introduction to Sociology

1. **External Jurisdiction:**

American Dental Education Association. ADEA Competencies for Entry

Into the Allied Dental Professions

Core Competencies (C)

* C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
* C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
* C.5. Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
* C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.

Patient Care (PC)

*Assessment*

* PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
* PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
* PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.

*Dental Hygiene Diagnosis*

* PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

*Planning*

* PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
* PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
* PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

*Implementation*

* PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

*Evaluation*

* PC.11Evaluate the effectiveness of the provided services, and modify care plans as needed.
* PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
* PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

**VII. Supporting Information:**

Students enrolled in this course will be assigned readings for the following

textbooks:

Required Textbooks:

1. Comprehensive Periodontics for the Dental Hygienist, 4th Edition, (2015); Weinberg, M., Westphal, C., Froum, S., & Segelneck, S.; Pearson; ISBN-13: 978-0133077728
2. Color Atlas of Dental Hygiene: Periodontology, 1st Edition (2006); Wolf, H. & Hassell, T.; ISBN-13: 978-1588904409

Students enrolled in this course may use the supplementary textbooks to

expand their understanding of concepts presented in the course. These books

can be purchased, if so desired, from the college bookstore or they are

available on loan from the college library.

Supplementary Textbooks:

1. Carranza’s Clinical Periodontology, 12th Edition (2015); Newman, M, Takei, H. Klokkevold, P. & Carranza, F; ISBN-13: 978-0323188241
2. Foundation of Periodontics for the Dental Hygienist, 4th Edition (2015); Gehrig, J. & Willmann, D.; Wolters-Kluwer; ISBN 9781451194159

**VIII. Optional Topics:** None

**IX. Evaluation of Student Performance:**

* Quizzes 30%
* Midterm Exam 25%
* Research Paper 20%
* Comprehensive Final Exam 25%

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Lecture   * Introduction to Course * Anatomy of Periodontal Structures * Clinical Anatomy of the Gingival Unit * Microscopic Anatomy of the Gingival Unit * Attachment Apparatus * Physiology of the Periodontium * Changes with Aging * Dental Hygiene Application * Case Study * Epidemiology of Periodontal Diseases * Introduction and Definitions * Indices * Accuracy of Methodology * Prevalence of Periodontal Diseases * Incidence and Disease Progression * Epidemiologic Variables * Treatment Needs * Future Trends * Dental Hygiene Application * Case Study |
| 2 | Lecture  - Dental Biofilm   * Introduction * Biofilm Formation * Biofilm in Periodontal Health and Disease * Biofilm in Peri-Implant Disease * Disruption of Oral Biofilm: Treatment Modalities * Dental Hygiene Application * Case Study   - Bacteria and the Host Response   * Introduction * Periodontal Disease Activity * The Bacteria–Host Challenge * Oral Defense Mechanisms * The Inflammatory Response and the Immune Response: Host Response to the Periodontal Diseases * Dental Hygiene Application * Case Study |
| 3 | Lecture   * Local Contributory Factors for Periodontal Diseases * Introduction * Dental Calculus * Anatomic Factors * Iatrogenic Factors * Traumatic Factors * Dental Hygiene Application * Case Study   - The Oral–Systemic Disease Connection   * Introduction * Systemic Risk Factors for Periodontal Diseases * Periodontal Diseases as Risk Factors for Systemic Conditions * Dental Hygiene Application * Case Study |
| 4 | Lecture   * Gingival Diseases * Introduction * Gingival Diseases * Histopathogenesis of Gingivitis * Pathogenesis of Gingivitis * Classification of the Periodontal Diseases * Dental Hygiene Application * Case Study   - Periodontitis and Other Periodontal Conditions   * Introduction * Pathogenesis of the Periodontitis Lesion * Classification of Periodontitis and Other Conditions * Peri-Implant Diseases * Treatment of Periodontitis * Dental Hygiene Application * Case Study   Quiz # 1 – Weeks 1-3 |
| 5 | Lecture   * Necrotizing Periodontal Diseases * Introduction * Necrotizing Ulcerative Gingivitis (NUG) * Necrotizing Ulcerative Periodontitis (NUP) * Dental Hygiene Application * Case Study   - Occlusal Trauma   * Introduction * Occlusion * Pathogenesis of Occlusal Trauma * Classification of Occlusal Trauma * Clinical Findings in Occlusal Trauma * Radiographic Findings in Occlusal Trauma * Occlusal Overload in Implants * Outcomes of Treatment of Occlusal Trauma * Occlusal Therapy * Dental Hygiene Application * Case Study |
| 6 | Lecture   * Abscesses of the Periodontium * Introduction * Gingival Abscess * Periodontal Abscess * Pericoronal Abscess * Primary Herpetic Gingivostomatitis * Dental Hygiene Application * Case Study   - Dental Hygiene Process of Care for the Patient with Periodontal  Disease   * Introduction * Assessment * Dental Hygiene Diagnosis * Planning * Implementation * Evaluation * Documentation * Dental Hygiene Application * Case Study   Quiz # 2 Weeks 4-6 |
| 7 | Lecture  - Review for Midterm Exam  - Midterm Exam |
| 8 | Lecture   * Patient History * Introduction * The Interview * Dental Hygiene Application * Case Study   - Clinical Examination: Extraoral/Intraoral Examination and Dental  Evaluation   * Introduction * Extraoral/Intraoral Examination * Dental Evaluation * Tooth Stain Evaluation * Dentinal Hypersensitivity * Dental Hygiene Application * Case Study |
| 9 | Lecture   * Clinical Examination: Gingival Assessment * Introduction * Objectives of a Gingival Assessment * Risk Factors for Gingival Diseases * Clinical Assessment Procedures * Dental Hygiene Application * Case Study   - Clinical Examination: Periodontal Assessment   * Introduction * Rationale for Periodontal Assessment * Periodontal Terminology * Examination Techniques * Dental Hygiene Application * Case Study |
| 10 | Lecture   * Radiographic Assessment * Introduction * Conventional Radiographs: Intraoral Technique * Conventional Radiographs Used in Periodontics * Periodontal Structures * Periodontal Interpretation * Radiographically Detectable Periodontal Changes * Frequency of Radiographs (Selection Criteria) * Digital Imaging * Digital Subtraction Radiology * Radiographs in Implantology * Dental Hygiene Application * Case Study   - Advances in Detecting and Monitoring Periodontal Diseases   * Introduction * Gingival Crevicular Fluid Assays * Microbial Tests * Immunologic Assays * Enzyme-Based Assays * Genetic Assays * Salivary Diagnostic Assays * Clinical Applications * Dental Hygiene Application * Case Study   Quiz # 3 – Weeks 8-9 |
| 11 | Lecture   * Problem-/Evidence-Based Treatment Planning * Introduction * Problem-Based Learning (PBL) Approach to Treatment * Problem List * Patient Co-management and Referral to a Periodontist * Informed Consent * Treatment Guidelines * Adjunctive Treatment * Geriatric Patients * Dental Hygiene Application * Case Study   - Oral Hygiene for the Periodontal Patient: Beyond the Basics   * Introduction * Definition of Oral Hygiene Self-Care * Periodontal Disease Control * Preventive Measures * Oral Hygiene Self-Care Methods * Oral Home Care for Patients with Periodontal Disease * Advice to the Patient * Effects of Improper Use of Oral Hygiene Devices * Dentinal Hypersensitivity * Dental Hygiene Application * Case Study |
| 12 | Lecture   * Response to Nonsurgical Therapy * Introduction * Nonsurgical Periodontal Therapy * Terminology * Periodontal Debridement * Healing Response and the Outcome of Therapy * Reevaluation of Initial Therapy * Dental Hygiene Application * Case Study   - Periodontal Maintenance Therapy   * Introduction * Refractory Periodontal Diseases/​Recurrent Periodontal Diseases * Objectives of Periodontal Maintenance * Components of the Periodontal Maintenance Visit * Treatment: Recurrent Periodontal Disease versus a Well-Maintained Periodontium * Chemotherapeutics * Frequency of Intervals * General Dentist–Periodontist Relationship * Patient Adherence * Dental Hygiene Application * Case Study |
| 13 | Lecture   * Topical Drug Delivery Systems: Oral Rinses and Irrigation * Introduction * Oral Rinses * Antiplaque/Antigingivitis Agents * Oral Irrigation * Dental Hygiene Application * Case Study   - Systemic and Local Drug Delivery Systems: Systemic Antibiotics,  Local Drug Devices, and Enzyme Suppression Therapy   * Introduction * Selected Drug Information Resources * Rationale for Use of Antibiotics * Delivery Systems * Dental Plaque as a Biofilm * Drug Actions * Systemic Drug Delivery * Local Delivery: Controlled (Sustained)-Release Drug Delivery * Precautions/Contraindications * Enzyme-Suppression Therapy * Antimicrobial Treatment of Inflammatory Conditions of Dental Implants * Dental Hygiene Application * Case Study   Quiz # 4 Weeks 10-12 |
| 14 | Lecture  - Principles of Periodontal Surgery   * Introduction * Objectives, Indications, and Contraindications of Periodontal Surgery * Preoperative Preparation * Requirements for Periodontal Surgery * Types of Periodontal Surgery * Procedures for Pocket Reduction/Elimination * Procedures for Treating Osseous Defects * Periodontal Plastic Surgery * Sutures * Periodontal Dressing * Surgical and Postoperative Care * Effects of Surgical Procedures * Periodontal Regeneration * Dental Hygiene Application * Case Study   - Implantology   * Introduction * Age, Systemic, and Social Factors * Components of Dental Implants * Types of Dental Implants * Surgical Procedure * Implants versus Teeth * Bacteriology * Implant Maintenance Program * Dental Hygiene Application * Case Study   Quiz # 5 – Weeks 13-14 |
| 15 | Lecture   * Review for Final Exam * Delivery of Research Paper * Final Exam (Comprehensive) |

Appendix – 7

Position Descriptions

**Job Description for Full-time Faculty Member**

**Job Description Summary**: Helps supervise day to day activities of the dental hygiene programs. Helps with administrative duties related to: student advisement, educational planning, curriculum management, and continuous improvement plans for the program.

An instructor in this position will demonstrate mastery of subject matter sufficient to conduct college courses in the curriculum; develop teaching materials, activities, projects, assignments for each course taught; prepare lesson plans, deliver instruction and supervise students; abide by policies, standards, goals and objectives of the College and the Department.

Faculty members will participate in assessment, planning, implementation, and evaluation activities for continuous improvement of instructional quality; serve on department, division and college level committees; seek opportunities for ingoing professional development, and will devote appropriate time to maintaining proficiency in the various fields of the discipline.

**Duties:**

1. Teaches 17-22 contact hours per week in all levels of courses within the Dental Hygiene curriculum; includes didactic, lab and clinic instruction.
2. Participates in curriculum review for continuous improvement planning for the department which reflects changing trends, information, and technologies to ensure compliance with the Standards of the Commission on Dental Accreditation, the department of community colleges approved standards for the curriculum and any other criteria required by the state of New York.
3. Mastery of Subject Matter – demonstrates thorough and accurate knowledge in the teaching discipline; maintains proficiency in the subject matter field through professional development, involvement in professional associations, conferences, meetings and workshops; participates in professional activities that contribute to educational goals of the College and its constituents; learns and uses technology to enhance the educational experience, when appropriate.
4. Delivery of Instruction – maximizes student learning and success by planning and organizing materials and information useful to the educational process; utilizes, as appropriate, instructional technologies; modifies instructional methods and strategies to meet diverse student needs; encourages the development of critical thinking and communication skills; teaches a course load appropriate to the field or discipline; maintains office hours as outlined by the College or department to support the development of students and collaboration between colleagues.
5. Support Success of the College and Students – becomes familiar with and adheres to College policies and procedures as related to instruction and employment; prepares, distributes and submits syllabi and approved course outlines for all assigned sections as outlined by the program or division; participates in graduation ceremonies and other achievement activities related to the program; maintains confidentiality of student information and, if applicable, personnel matters; exercises stewardship of college resources and facilities.
6. Evaluation of Student Learning – establishes and follows learning objectives that are relevant and meaningful, evaluates student progress in a fair, consistent, and timely manner to support maximum success; maintains accurate records of student performance and submits grades as directed and according to deadlines.
7. Positively Contribute to the College Vision, Mission and Values – understands and engages in activities related to the growth and success of the institution; participates in the marketing, recruitment and retention of students, faculty and staff.
8. Other job-related duties as assigned.

**Minimum Requirements:**

1. Graduate of a dental hygiene and/or dental program
2. Master’s degree
3. Experience as a clinical dental hygienist and/or dentist. Total amount of years of experience should be 5-10 years; current experience within the past 3 years.

**Preferred Qualifications:**

1. Leadership experience
2. Community College experience
3. Teaching experience

**Special Instructions to Applicants:**

1. Official transcripts from a regionally accredited institution are required.
2. RDH and/or DDS/DMD and CPR are required.

**Job Description for Adjunct Faculty Member**

**Job Description Summary**: Helps supervise day to day activities of the dental hygiene programs. Helps with administrative duties related to: student advisement, educational planning, curriculum management, and continuous improvement plans for the program.

An instructor in this position will demonstrate mastery of subject matter sufficient to conduct college courses in the curriculum; develop teaching materials, activities, projects, assignments for each course taught; prepare lesson plans, deliver instruction and supervise students; abide by policies, standards, goals and objectives of the College and the Department.

Faculty members will participate in assessment, planning, implementation, and evaluation activities for continuous improvement of instructional quality; seek opportunities for ingoing professional development and will devote appropriate time to maintaining proficiency in the various fields of the discipline.

**Duties:**

1. Teaches assigned hours per week in all levels of courses within the Dental Hygiene curriculum; may include didactic, lab and clinic instruction.
2. Participates in curriculum review for continuous improvement planning for the department which reflects changing trends, information, and technologies to ensure compliance with the Standards of the Commission on Dental Accreditation, the department of community colleges approved standards for the curriculum and any other criteria required by the state of New York.
3. Mastery of Subject Matter – demonstrates thorough and accurate knowledge in the teaching discipline; maintains proficiency in the subject matter field through professional development, involvement in professional associations, conferences, meetings and workshops; participates in professional activities that contribute to educational goals of the College and its constituents; learns and uses technology to enhance the educational experience, when appropriate.
4. Delivery of Instruction – maximizes student learning and success by planning and organizing materials and information useful to the educational process; utilizes, as appropriate, instructional technologies; modifies instructional methods and strategies to meet diverse student needs; encourages the development of critical thinking and communication skills; maintains office hours as outlined by the College or department to support the development of students and collaboration between colleagues.
5. Support Success of the College and Students – becomes familiar with and adheres to College policies and procedures as related to instruction and employment; prepares, distributes and submits syllabi and approved course outlines for all assigned sections as outlined by the program or division; participates in graduation ceremonies and other achievement activities related to the program; maintains confidentiality of student information and, if applicable, personnel matters; exercises stewardship of college resources and facilities.
6. Evaluation of Student Learning – establishes and follows learning objectives that are relevant and meaningful, evaluates student progress in a fair, consistent, and timely manner to support maximum success; maintains accurate records of student performance and submits grades as directed and according to deadlines.
7. Positively Contribute to the College Vision, Mission and Values – understands and engages in activities related to the growth and success of the institution; participates in the marketing, recruitment and retention of students, faculty and staff.
8. Other job-related duties as assigned.

**Minimum Requirements:**

1. Graduate of a dental hygiene and/or dental program
2. Master’s degree
3. Experience as a clinical dental hygienist and/or dentist. Total amount of years of experience should be 5-10 years; current experience within the past 3 years.

**Preferred Qualifications:**

1. Leadership experience
2. Community College experience
3. Teaching experience

**Special Instructions to Applicants:**

1. Official transcripts from a regionally accredited institution are required.
2. RDH and/or DDS/DMD and CPR are required.

**Job Description for Clinic Manager**

**Duties:**

1. Ensure proper workflow of the clinic.
2. Provide training to students on the proper protocols at the front desk.
3. Perform related duties based on departmental needs of the dental hygiene faculty and staff.
4. Be a resource for all Dental Hygiene Students providing guidance and instruction on all aspects.
5. Organize and oversee supply purchases supply purchases.
6. Ensure facilities and equipment are maintained in accordance with hygiene and safety regulations, including OSHA.
7. Ensure the proper disposal of all contaminated materials and sharps in accordance with clinic policy as well as state and federal regulations.
8. Arrange for the maintenance and repair of dentistry equipment and identify and arrange for a clean and organized work environment.
9. Attend meetings, trainings, and other work-related events as needed.
10. Other duties may be assigned or may be modified.

**Minimum Requirements:**

1. CDA
2. Ample experience in dental office

**Preferred Qualifications:**

1. Dental hygienist
2. Teaching and/or supervising experience

Appendix – 8

Admissions Requirements

Suffolk County Community College offers Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.) degrees and professional certificates in 100 programs of study. Any potential candidate for the Dental Hygiene program must comply with the general admission requirements as well as the specific admission requirements set by the Dental Hygiene Department.

**General Admission Requirements**

Admission to the Dental Hygiene program at Suffolk County Community College will require a complete application for admission to be on file at the Admissions Office no later than Feb. Qualified applications received after Feb. 1 will be considered on a space available basis only. Applications are accepted for admission into the fall term only and are determined through a highly competitive and selective admission process. Potential candidates should mail their applications to the Admissions Office well in advance of the established deadline to assure timely receipt of all materials.

To apply for a degree at Suffolk County Community College all candidates can apply online, or obtain an application from Central Admissions, or download an application. Official transcripts from both high school and any college credits awarded must be sent to Central Admissions. The following steps should be followed:

1. Complete an Application for Admission in person, online, or by mail.
2. Request:

a) High school transcript

b) Previous college transcripts

c) College transcripts for college courses taken in high school (other than SCCC).

Mail to:

Suffolk County Community College

Central Admissions Office

533 College Road, Selden, NY 11784

1. File for FAFSA at fafsa.ed.gov

SCCC Financial Aid School Code for the Michael J. Grant Campus is 013204

1. Health History Form and Immunization Records should be submitted prior to placement

testing and registering for classes

1. Testing may be required to determine the level of classes.
2. After being advised by a counselor, the applicant will be provided with assistance in choosing classes as well as registration instructions.
3. Tuition must be paid by the due date. Students can choose a payment plan or pay in full. If the student is awarded financial aid for tuition, he/she must confirm his/her attendance online through the “My SCCC” student portal or with the cashier.
4. Photo ID Cards and Parking Permits should be obtained before classes begin. An SCCC Photo ID Card is mandatory and must be carried at all times while on campus. Vehicle registration/parking permits are obtained online through the student portal.
5. All new students will be invited to attend a New Student Orientation Day which will include: Q&A sessions with peer mentors, a keynote speaker, lunch, and a chance to network with other new students as well as staff and faculty.

|  |  |
| --- | --- |
| **Minimum Requirements for Consideration for Admission** | |
| Current high school students applying for Admission into the  Dental Hygiene Program (Michael J. Grant Campus-Only) | * Demonstrate proof of a grade point average of 80% or higher * Have completed High School AP or Regents Biology Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed High School AP or Regents Chemistry Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed High School AP or Regents Algebra Class with * A score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Present SAT and/or ACT Exam Score(s) or complete ACCUPLACER Testing * Be eligible to take Standard Freshman Composition (ENG 101). * Have a TOEFL (Test of English as a Foreign Language) Examination score with a minimum of 94. This is required for any applicants who are foreign born high school seniors and have taken ESL (English as a Second Language) courses in high school. and applicants with secondary credentials from a foreign country whose language of instruction was not English. * Submit a written essay (Topic to be determined). * Carry out a personal interview with the admissions committee: department chair and selected faculty members. * Demonstrate completion of at least 20 hours of shadowing a dental hygienist or experience of having worked in a dental office. Candidate must submit survey completed by the individual or individuals who were shadowed (either a dental hygienist or dentist). |
| Current college students and others | * Demonstrate proof of a grade point average of 80% or higher * Have completed a General Biology course (BIO101 or BIO105) with a lab component with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Biology Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed a General Chemistry course (CHE100) with a lab component with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Chemistry Class with a lab component with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Have completed Algebra (MAT007) course with a 3.0 or higher within 5 years of the application deadline or a High School AP or Regents Algebra Class with a score of 3 or higher or International Baccalaureate course with a score of 4 or higher. * Be eligible to take Standard Freshman Composition (ENG 101) * Present SAT and/or ACT Exam Score(s) or complete ACCUPLACER Testing. * For applicants with secondary credentials from a foreign country whose language of instruction was not English, present a TOEFL (Test of English as a Foreign Language) Examination score with a minimum of 94. * Submit a written essay (Topic to be determined). * Carry out a personal interview with the admissions committee: department chair and selected faculty members. * Demonstrate completion of at least 20 hours of shadowing a dental hygienist or experience of having worked in a dental office. Candidate must submit survey completed by the individual or individuals who were shadowed (either a dental hygienist or dentist). Currently employed Dental Assistants are exonerated from the requirement upon demonstrating proof of employment. |
| General requirements for all of the Dental Hygiene Program candidates | * Maintain a minimum grade of C+ (75) in all required Dental Hygiene courses in both didactic and laboratory/clinical segments for continued matriculation in the program as this is the minimal passing grade accepted on the National Board Dental Hygiene Examination and the ADEX Dental Hygiene Examination. * Be available to take classes during the day. However, some of the required courses may extend into the evening hours. * Complete medical requirements, clearance of existing health problem(s), and ability to meet essential functions (physical and mental demands) of the program. Present all health and immunization forms prior to starting of classes; including a medical exam. * Attend summer session classes (possibly). * Submit to an annual criminal background check as the profession of dental hygiene is a licensed profession and certain criminal backgrounds may make licensure unattainable. * Be willing to perform community service. * Register as a student in the American Dental Hygiene Association (This is mandatory. Student will confront the cost). * Students are strongly encouraged to recruit patients in order to meet clinical requirements. |

Additional specific notes regarding the Dental Hygiene Program:

* The courses offered in this program are sequential in nature. No student may progress to the next Dental Hygiene course level without successful completion of all courses in the previous level.
* A student who has been previously enrolled in this program and earned a grade below C+ (75) or a W in the course will not be eligible for admission/re-admission to Dental Studies, unless there are documented extenuating circumstances that warrant consideration. A student who believes that there is an extenuating circumstance will speak with the Program Director. Re-admission of students after an unsuccessful attempt requires permission of the department and is always on a space available basis. Such an appeal may be made only one time.
* The Dental Hygiene program is a science-oriented, intense and competitive program; therefore, re-admission to the Dental Hygiene program is rare. Any student who is re-admitted to the program and fails to achieve a grade of C+ (75) or higher a second time is ineligible to continue in the Dental Hygiene program.
* A student who fails to achieve the C+ (75) in the fourth semester Dental Hygiene courses will be ineligible for graduation. Suffolk County Community College Dental Hygiene students take the National Board examination after graduation.
* All candidates for the Dental Hygiene Associate in Applied Science Degree must possess essential skills and abilities necessary to complete the Dental Hygiene curriculum successfully either with or without reasonable accommodations for any disabilities the individual may have. Such essential skills and abilities are:
* Obtain medical/dental history from the patient, parent or guardian. Deliver, receive and interpret verbal and non-verbal communication to and from the patient, instructor, peer students and staff personnel. Accurately record findings on all patient records.
* Visually assess, bimanually palpate, and tactfully interpret hard and soft anatomic structures. Appropriate depth perception with vision from a distance of 18 inches with or without corrective lenses. Recognize and react to signs of medical emergency.
* Use of personal protective devices (tolerate face mask/shield, safety eyewear, surgical gloves and laboratory coat). Carry out OSHA infection control procedures (use of cleaners and chemicals).
* Perform dental hygiene procedures (scaling, polishing, x-rays) and manipulate dental materials. Access to the patient from a seated or standing position, with or without assistive device (wheel chair).
* Operate switches, knobs, levers in operation of the dental chair and accessory equipment in all clinics and laboratory settings.
* Appropriate psychomotor skills, manual dexterity and motor ability to perform fine and gross motor skills to allow for effective and safe instrumentation.
* Perform treatment modalities using concepts and judgments that are the standard of care for the Dental Hygiene profession.
* Demonstrate respect and caring for all patients. Demonstrates sensitive responses to patients in clinical settings. Interacts with peers, patients, staff and faculty in an emotionally stable, professional and ethical manner. Respect diversity of cultures among clinical patients, college personnel and peers. Demonstrate team approach in carrying out responsibilities in all settings.