



INSTRUCTIONAL PACKAGE

DAT 121

Dental Health Education

201920
Spring/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201920

COURSE PREFIX: DAT 121

CONTACT HOURS: 2

COURSE TITLE: Dental Health Education

CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

This course introduces the Expanded Duty Dental Assistant to oral health and preventive techniques. They will also learn how to Communicate and understand patients from various cultural backgrounds. Gain a better understand of nutrition and how it impacts overall health.

COURSE DESCRIPTION:

This course defines the responsibilities of the dental assistant in individual and community dental health education with emphasis on the etiology of dental disease, methods for prevention and principles of nutrition in relationship to oral health and preventive dentistry.

PREREQUISITES:

DAT 113Dental Materials

DAT 118Dental Morphology

DAT 127Dental Radiology

DAT 154 Clinical Procedures I

DAT 174 Office Rotations

CO-REQUISITES:

DAT 115 Ethics Professionalism

DAT 122 Dental Office Management

DAT 123 Oral Medicine/Oral Biology

DAT 174 Dental Office Rotations

DAT 183 Specialty Functions

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

*Refer to the HGTC Dental Sciences Program Manual for additional policies on classroom etiquette.

Part II: Student Learning Outcomes

Upon completion of DAT 121 Dental Health Education, the student will be able to demonstrate competency of the following:

1. Discuss and demonstrate the use of a variety of oral health aids.
2. Identify the appropriateness of an aid based on patient need, including aids relating to removable and permanently affixed dental appliances.
3. Explain the role of soft and hard deposits in the progression of dental and periodontal diseases.
4. Explain tobacco use, cessation, cessation initiatives, and relevance regarding dental health.
5. Identify and discuss oral abnormalities/variants which possibly reflect nutritional deficiencies and/or other such related nutritional health risks.
6. Discuss and demonstrate specialized oral health instruction as it relates to a patient's nutritional status and its relationship with the existing dental status by providing analysis of current dietary intake and recommended changes towards health.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module 1

Material Covered: *Halstead & Phinney*, Ch. 2 Psychology, Communication, and Multicultural Interaction

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Define psychology and paradigm.
2. Describe the components of the communication process.
4. Differentiate the terms used in verbal and nonverbal communication.
5. Demonstrate how the following body language is used in nonverbal communication behavior: spatial, posture, facial expression, gestures, and perception.

6. Discuss how Maslow's hierarchy of needs is used, and how it relates to communication in today's dental office.
7. Discuss how defense mechanisms can inhibit communication.
8. Identify and explain dental patient phobias and concerns.
9. Describe how the baby boomer generation may differ from generations X, Y, and Z.

Module 2

Material Covered: *Halstead & Phinney*, Ch. 4 Oral Health and Preventive Techniques

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Describe how plaque forms and affects the tooth.
2. Identify oral hygiene tips that will aid each age group.
3. Identify the oral hygiene aids, including manual and automatic, available to all patients.
4. Demonstrate the six toothbrushing techniques.
5. Identify types of dental floss and demonstrate flossing technique.
6. Describe fluoride and its use in dentistry.
7. Define fluoridation and describe its effects on tooth development and the post-eruption stage.
8. List and explain the forms of fluoride. Describe how to prepare a patient and demonstrate a fluoride application.

Module 3

Material Covered: *Halstead & Phinney*, Ch. 31 (pg. 724-733) Periodontics

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Describe the scope of periodontics.
2. Explain the role of soft and hard deposits in the progression of dental and periodontal diseases.
3. Identify members of the periodontal team and their roles.
4. Describe the stages of periodontal disease.
5. Explain the diagnostic procedures involved in the patient's first visit to the periodontal office.

Module 4

Materials Covered: *Sroda and Reinhard*, Ch. 1 and 2 Eating 101 and Carbohydrates

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Describe the difference between a food habit and food craving.
2. Explain the relationship between portion distortion and obesity.
3. Outline the journey of food as it makes its way through the body.
4. Name both chemical and nutritive classifications of carbohydrates and how it is digested.

5. Discuss the difference between a monosaccharide, disaccharide, and polysaccharide.
6. Explain the digestion of carbohydrates in the body.
7. Describe maintenance of blood glucose level and outline the steps involved in reducing
excess blood glucose and releasing glucose when the level is low.
8. Differentiate between an insoluble fiber and soluble fiber

Module 5

Material Covered: *Sroda & Reinhard*, Ch. 3 & 4 Protein & Lipids

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Discuss the benefits of protein in the diet and how it effects the body.
2. Identify the essential and nonessential amino acids.
3. The primary role of lipids and phospholipids in the body.
4. Identify the three major categories of lipids.
5. Explain the process of hydrogenation and its relationship to trans fats.

Module 6

Materials Covered: *Sroda & Reinhard*, Ch. 5 & 6 Vitamins & Minerals

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Identify factors that distinguish between fat-soluble and water-soluble vitamins.
2. State the major functions of vitamins in the body.
3. Discuss the impact that medical conditions and medications can have on the absorption
and effectiveness of vitamins.
4. State the five functions of minerals in the body.
5. Outline the digestive process of minerals and vitamins.

Module 7

Materials Covered: *Sroda & Reinhard*, Ch. 9 Diet and Dental Caries

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Discuss the caries process and factors that increase caries risk
2. Recognize oral symptoms of early childhood caries.
3. Name the bacterial most responsible for metabolizing carbohydrates and identify
various acids created in the process.
4. Identify groups most at risk for dental caries

Module 8

Materials Covered: *Sroda & Reinhard*, Ch. 10 Nutrition and Periodontal Disease

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. The link between obesity and periodontal disease

2. Explain the role of dental health care providers in addressing nutrition in the management of periodontal disease
3. Describe the proposed roles of micronutrients and macronutrients in periodontal disease.

Module 9

Materials Covered: Sroda & Reinhard, Ch. 11 Choosing Foods for Health and Fitness

Assessments: Tests, Group Projects, Final Exam

Objectives:

1. Explain why the typical American diet is called S.A.D.
2. Understand the food choices that help prevent disease
3. Explain the U.S. Department of Agriculture's (USDA) MyPlate graphic and discuss key points in using it as a resource for healthy eating.
4. Explain tobacco use, cessation, cessation initiatives, and relevance regarding dental health.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION

Tests (3)	60%
Oral Health Education Presentation	30%
Final Exam	10%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

A=90-100

B=80-89

C=77-79

D=70-76

F=69 and below

*Students must pass with a 77% or better to continue in the program.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

*Refer to the HGTC Dental Sciences Program Manual for additional attendance policies.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the “Home” tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC’s Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review

documentation of the student’s disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student’s responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu _</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>