Course title and number: 3110 Introduction to Dentistry
Term: Fall 2021
Meeting times and location: 3:00 Thursday

Course Description and Prerequisites
Introduction to dental hygiene as it relates to the dental specialties. Guest lecturers will describe what their specialty encompasses and the dental hygienist’s role in that field of dentistry.

Learning Outcomes or Course Objectives
Upon completion of this course the student will be able to:
A. List the main functions of each specialty area of dentistry.
B. Describe the additional levels of education needed to practice within each specialty area.
C. Understand the role of the dental hygienist within the dental specialty.
D. Recognize the importance of each dental specialty and how the specialty contributes to total patient care.
E. Analyze case studies and determine which dental specialty would best apply to each individual case when a referral is needed.

*Specific lecture objectives are in the Course Manual.

Professional Identity
2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical care.
3.1 Prepare for career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.
3.2 Advance and promote the values of the profession through leadership, service activities and affiliation with professional organizations.

Community Involvement:
5.2 Assess, plan, implement and evaluate community-based oral health programs.
5.3 Influence the public (consumer groups, businesses and government agencies) to support health care issues.
5.4 Use screening, referral and education to bring consumers into the health care delivery system.

Assessment:
6.6 Determine the need for referral to an appropriate health professional.

Implementation:
8.5 Provide dental hygiene services in a variety of settings.
Instructor Information

Name               Eric Fox, RDH, MS
Telephone          214-828-8319
Email address      efox@tamu.edu
Office hours       As needed or by appointment
Office location    136A

Textbook and/or Resource Material

Course Manual.
Clinical Practice of the Dental Hygienist. 12th ed. Wilkins, Esther M.
11th ed. Williams & Wilkins, (or earlier version), optional.
Learning Management Software  https://canvas.tamu.edu/

Grading Policies

There are 3 examinations, with each being worth 30%. The last exam focuses on the last 4 lectures but also includes questions from the first 8 lectures. In addition, students must attend a dental hygiene professional society meeting and write a reflective paper to pass the course. The reflection paper is worth 10%.

Grading Scale

A = 90.0-100
B = 80.0-89.99
C = 75-79.99
D = 70-74.99
F = <70

Grades including the final course grade will not be curved or rounded.

The course director has the ability to adapt/modify the syllabus, as needed. The course director will provide written notice to all students in as advance as possible for any changes that may arise.
COURSE OUTLINE 2021

Day: Thursday  Time: 3:00 PM

August 19  INTRODUCTION/ DENTAL HYGIENE  Mr. Eric Fox
August 26  PEDIATRIC DENTISTRY  Dr. Kerins
September 2  OPERATIVE  Dr. Coseo
September 9  PROSTHODONTICS  Dr. Coseo
September 16  Examination [over lectures 1-4]
September 23  ORAL AND MAXILLOFACIAL PATHOLOGY  Dr. Cheng
September 30  ORAL AND MAXILLOFACIAL SURGERY  Dr. Gonzalez
October 7  PERIODONTICS  Dr. Plemons
October 14  ENDODONTICS  Dr. Augsburger
October 21  Examination [over lectures 5-8]
October 28  DENTAL PUBLIC HEALTH  Dr. Bitouni
November 4  ORAL AND MAXILLOFACIAL RADIOLOGY  Dr. Liang
November 11  ORTHODONTICS  Dr. Taylor
November 18  DDHA/TDHA  TBA

THANKSGIVING BREAK

December 2  FORENSIC DENTISTRY  Dr. Miranda

**Final Exam first or second week of December**  (Final Exam is over all lecture material with a concentration on material since last examination)
Other Pertinent Course Information

**Attendance Policy:**

Texas A&M University views class attendance as an individual student responsibility. In the Caruth School of Dental Hygiene regular and punctual attendance is mandatory for scheduled or rescheduled classes, clinics and related activities/events. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent.

**IMPORTANT:** All absences must be reported to Pam Hines by PHONE at 214-828-8340 and must be received prior to the beginning of the class/activity.

**Excused Absences**

**Illnesses or emergencies:** It is understood that absences due to severe or contagious illness, injuries or emergencies may occur. An absence due to illness may require a medical confirmation note from a student’s medical provider. For injuries or illnesses that require a student to be absent from class for three or more business days, a note from his or her medical provider is mandatory. If a student has frequent sick days, the program director may require a medical provider’s note for each absence. **Note:** An absence for a non-acute medical service does not constitute an excused absence.

**Religious holy day:** A student whose absence is excused under or the observance of religious holy day will be allowed to take an examination or complete an assignment from which the student is excused within 3 days after the absence. **If the student fails to schedule and complete the exam or assignment within three days, a grade of zero will be given.**

For additional information on excused absences, see Texas A&M Student Rule 7.1 at [https://student-rules.tamu.edu/rule07](https://student-rules.tamu.edu/rule07).

**Unexcused Absences**

Tardiness and non-emergent appointments (illnesses not considered severe or contagious) scheduled during class time will be considered an unexcused absence. Quizzes and exams start at the beginning of class time. Students who arrive late will not receive extra time to take the quiz/exam. Since classroom learning applies directly to patient care, sleeping in class is considered an unexcused absence and is subject to the remediation policy. **Students with unexcused absences or late arrivals will have TWO points deducted from their final course grade.** No make-up quiz/test will be given if an absence is unexcused on a test day. Examinations will not be administered in advance for a planned/anticipated unexcused absence.

**General Information**

The designation of excused or unexcused absence will be determined on an individual basis by the Program Director and Student Affairs.

**Virtual Classroom Expectations and Etiquette**

Classes may be held in a virtual setting this semester. Class attendance is mandatory, and failure to attend the virtual sessions will be subject to the above absence policy. Students are required to
enter the virtual classrooms with the audio muted. Video must be activated at the beginning of the class session and remain on until the session concludes. Unless the instructor provides other directions, questions should be posted through the virtual chat/discussion board.

During class, students are expected to be alert, engaged, and sitting upright in a well-lit environment that allows their faces to be clearly visible. Students should attempt to minimize extraneous interruptions from other household members, including pets. Questions or concerns about the use of virtual meeting technology and/or accessibility should be presented to Jeff Lowry or Carmina Castro.

For any absences (excused or unexcused), it will be the student’s responsibility to review the lecture recordings for the class(es) missed. Additionally, the student must complete a make-up assignment(s) within 10 calendar days (including weekends) after returning to school. The make-up assignment will require the student to thoroughly answer the learning objectives for the class session(s) and define any listed terminology. The assignment must demonstrate the student has listened to the recording(s) and read the assigned reading. Make-up assignments must be typed, contain the title of the missed class session(s) and be sent via email within the 10-calendar-day deadline. Failure to complete the make-up assignment(s) within this time frame will result in TWO points being deducted from student’s final grade.

**IMPORTANT:** Failure to remediate all absences (excused or unexcused) by the final exam or end of semester may result in an “F” for the course.

To review the comprehensive Texas A&M University student attendance rule, go [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Paul Dechow, Associate Dean for Academic Affairs, Room 514, or call 214-828-8208 for additional information. [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the honor Code, to accept responsibility, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
STATEMENT OF UNDERSTANDING

I, (please print name)

verify that faculty has reviewed the 3110 Introduction to Dentistry syllabus with me. I understand the course expectations in the syllabus as they have been explained to me. I agree to abide by the policies and course requirements as stated in the syllabus.

Student Signature and Date:__________________________________________________

Course Director Signature and Date:__________________________________________
LECTURE OBJECTIVES
AT THE COMPLETION OF THIS UNIT, THE STUDENT SHOULD BE ABLE TO:

**DENTAL HYGIENE:**

1. List and describe the major branches associated with the American Dental Hygienists’ Association and the Associations’ mission.

2. List and describe the roles of the dental hygienist.

3. Name the first dental hygiene program, location and time of that program as well as history associated with the profession.

4. Discuss the benefits of membership in professional dental hygiene organizations.


**PEDIATRIC DENTISTRY:**

1. Be able to define the specialty of Pediatric Dentistry, its goals and common practice settings.

2. Discuss when the first patient visit should occur, and the responsibilities of the caregiver for the infant and child.

3. Be familiar with behavior modification techniques and euphemisms that are recommended when working with pediatric patients.

4. List key points in developing trust that enhance the child, parent and practitioner relationship.

5. Formulate and examine the duties and responsibilities that you believe a hygienist would be able to perform in the specialty area of pediatric dentistry.

**OPERATIVE DENTISTRY:**

1. Define Operative Dentistry; list and discuss the four primary goals of operative dentistry.

2. List the five classifications according to Black. Define the location of each.

3. Formulate and examine the responsibilities that you believe a dental hygienist would be able to perform in the specialty area of operative dentistry.

4. List types of restorative materials and their application.

5. List the primary causes of tooth destruction.
**PROSTHODONTICS:**

1. Describe the specialty and areas of Prosthodontics and the properties of the materials used.

2. Discuss the components of a fixed prosthesis, means of examination and home care procedures.

3. Recognize soft and hard tissue changes that can occur in a patient wearing a removable prosthesis.

4. Discuss the components of the removable prosthesis, examination and cleansing the prosthesis, patient instructions and home care.

5. Formulate and examine the responsibilities that you believe a dental hygienist would be able to perform in the specialty of Prosthodontics.

**ORAL AND MAXILLOFACIAL PATHOLOGY:**

1. Define Oral and Maxillofacial Pathology, the educational requirements and practice opportunities/locations and what an Oral and Maxillofacial pathologist does.

2. Explain why knowledge of general/systemic pathology is important.

3. What are some of the oral manifestations of pathology?

4. What role does pathology play for the practicing dental hygienist?

**ORAL AND MAXILLOFACIAL SURGERY:**

1. Define the scope and purpose of the specialty area of oral and maxillofacial surgery.

2. Understand the role of Oral and Maxillofacial Surgery in both dentistry and medicine.

3. Understand duties that you believe a hygienist would be able to perform in the specialty area of Oral and Maxillofacial Surgery.

**PERIODONTICS:**

1. Define the specialty of Periodontics

2. List and describe the common procedures for care of periodontal patients and at what point surgery would be performed.

3. Discuss the role of the dental hygienist in periodontal therapy.

4. Define the scope of Periodontal procedures.
**ENDODONTICS:**

1. Describe the definition of Endodontics and scope of Endodontics.

2. Discuss basic concepts of etiology, evaluation, diagnostic testing and severity of conditions related to the pulp.

3. Recognize the difference between pulpotomy and pulpectomy treatments.

4. Discuss the temporary and permanent restorations of teeth undergoing or having completed endodontic therapy.

**DENTAL PUBLIC HEALTH:**

1. Define the specialty and practice of Dental Public Health.

2. List essential dental public health activities.

3. Distinguish individual vs. community treatment approaches.

4. Appreciate opportunities in dental public health as alternatives to conventional practice.

**ORAL AND MAXILLOFACIAL RADIOLOGY:**

1. Define Oral and Maxillofacial radiology.

2. Discuss the educational requirements for the specialty.

3. Discuss the role of the dental hygienist in oral and maxillofacial radiology.

4. Discuss history and advances in intraoral radiography.

5. Discuss and review cephalometric radiography and analysis.

6. Discuss diagnostic imaging procedures for temporomandibular joint disorders, dental implants, and salivary gland dysfunction.

**ORTHODONTICS:**

1. Be familiar with the history and establishment of orthodontics.

2. Analyze the primary problems that contribute to malocclusion.
3. Describe the primary classification of occlusion according to Angle's classification.

4. Formulate and examine duties and responsibilities what you believe a hygienist would be able to perform in the specialty area of orthodontics.

**TEXAS DENTAL HYGIENISTS' ASSOCIATION:**

1. List the major branches associated with the American Dental Hygienists’ Association and the Associations’ mission.

2. Describe the Texas Dental Hygienists’ Association purpose and the role of students at TDHA Annual Session.

3. Discuss the benefits of membership in their professional dental hygiene organization.
Take form to meeting, have it signed at check-in and take notes on the back.

Dallas Dental Hygienists’ Association Meeting at the New York Life building
12201 Merit Dr. Dallas 75251

Name:__________________________________________________

Verification of Attendance:________________________________

Signature of DDHS representative

Speaker:_______________________________________________

Topic:_________________________________________________

Date:__________________________________________________

Address the following in a typed double spaced paper (no more than 300 words); answer all questions in the order below.

Business meeting - Your impression of the business meeting (15 points total):
Any community opportunities addressed? What were they? (5)
Other pertinent items discussed? (5)
How did the officers engage the audience to keep their attention? (5)

Continuing Education presentation - Continuing Education (CE) presentation
(50 points total):
Overview of topic - Tell me what the CE speaker’s talk was about. (30 points)
What is the value of this topic to the profession of dental hygiene? (20 points)

Being a part of your profession- Reflect on your experience (20 points total):
What is the value of belonging to your professional organization? (10 points)
What types of activities of the organization do you see yourself being involved in? (10 points)

Spelling, grammar, clarity, etc. (15 points)

Attach your paper to this form and turn in by the 10th school day after the meeting you attended which should be a Thursday.


# Grading Rubric for Reflection Paper

## Professional Society Meeting

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<thead>
<tr>
<th></th>
<th>0 pts</th>
<th>Poor 5 pts</th>
<th>Fair 10 pts</th>
<th>Good 15 pts</th>
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<tbody>
<tr>
<td><strong>Business Meeting</strong></td>
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</tr>
<tr>
<td>1) Community opportunities</td>
<td>○ Section not addressed</td>
<td>○ 1 of 3 items addressed</td>
<td>○ 2 of 3 items addressed</td>
<td>○ 3 of 3 items addressed</td>
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<tr>
<td>2) Other Pertinent items</td>
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<td>3) Engagement of audience</td>
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<tr>
<td><strong>Spelling, Grammar, Clarity, etc</strong></td>
<td>○ Word count &gt;300</td>
<td>○ Multiple errors in spelling, grammar, and clarity</td>
<td>○ Some errors in grammar, spelling, and clarity</td>
<td>○ Few to no errors in grammar, spelling, and clarity</td>
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## Continuing Education

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<th></th>
<th>0 pts</th>
<th>Poor 25 pts</th>
<th>Fair 40 pts</th>
<th>Good 50 pts</th>
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</thead>
<tbody>
<tr>
<td>1) Overview of Topic</td>
<td>○ Section not addressed</td>
<td>○ 1 of 2 items addressed</td>
<td>○ 2 of 2 items addressed</td>
<td>○ 2 of 2 items addressed</td>
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<tr>
<td>2) Value of topic to DH profession</td>
<td>○ Limited discussion of CE speaker’s presentation and the value of the speakers’ topic to the DH profession</td>
<td>○ Average discussion of CE speaker’s presentation and the value of the speakers’ topic to the DH profession</td>
<td>○ Thorough discussion of CE speaker’s presentation and the value of the speakers’ topic to the DH profession</td>
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## Being a Part of Your Profession

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<th>Poor 0 pts</th>
<th>Fair 15 pts</th>
<th>Good 20 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Value of belonging to professional organization</td>
<td>○ Section not addressed</td>
<td>○ 1 of 2 items discussed</td>
<td>○ 2 of 2 items discussed</td>
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<tr>
<td>2) Types of activities you see yourself involved in</td>
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