Course Number: 4620
Course Title: Theory of Dental Hygiene Practice II
Term: Fall 2021
Time: Monday 2:30-4:30
Location: In-Person Lecture or Virtually Via Zoom On-line Platform
Credit Hours: 2

Instructor Information
Name: Maureen D. Brown RDH, MS-HIED
Telephone number: 214-828-8405
Email address: maureen.brown@tamu.edu
Office hours: By Appointment
Office location: Room 139H

Other Participating Faculty
Celeste Abraham DDS, MS
Jane Cotter RDH, MS
Jacqueline Plemons DDS, MS
Leigh Ann Wyatt RDH, MS

Guest Lecturer
Ashley Dietzel Taylor PT

Course Description and Prerequisites
Fundamental knowledge and techniques in managing patient’s with special needs.

Prerequisites: Pre-clinical Dental Hygiene, Theory of Dental Hygiene Practice I.

Course Objectives and Learning Outcomes

- Discuss societal attitudes towards the disabled patient in terms of federal and state legislation, availability of educational programs, employment opportunities, and provision of dental care.
- Describe the problems that the disabled have in accessing dental care and solutions to help meet their oral healthcare needs.
- Explain the etiology, incidence, medical treatment and psychosocial implications of disabling and medically compromising conditions.
- Describe the oral manifestations and dental implications of disabling and medically compromising conditions.
- Assess oral self-care and the dental needs of the disabled and medically compromised patient and develop an individualized treatment plan and oral self-care aids.
- Demonstrate verbal and nonverbal communication skills with the disabled patient.
- Demonstrate wheelchair transfer techniques.
- Value the importance of developing individualized oral self-care and clinical service treatment plans for patients who are medically compromised or disabled.
- Appreciate the emotional needs of the disabled and the medically compromised patient.
- Develop a positive attitude toward treating persons with a disabling condition.
- Recognize the barriers which the disabled must overcome in seeking dental treatment.
Individual lesson objectives and reading assignments for each class session can be found in the course manual.

Learning Outcomes/Competencies

I. Professionalism

1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
2.3 Communicate effectively with diverse populations without discrimination.

II. Health Promotion and Disease Prevention

4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.
4.3 Encourage patients to assume responsibility for their health while respecting their goals, values, beliefs and preferences.

III. Patient Care

6.1 Determine medical conditions that require special precautions or consideration prior to or during dental hygiene treatment.
6.2 Perform an extraoral and intraoral examination of the patient including assessment of vital signs and radiographic examination, and distinguish normal from abnormal findings.
6.3 Manage the patient at risk for a medical emergency, and be prepared to handle the emergency should it occur during an appointment.
6.4 Recognize predisposing, etiologic risk factors, and life style choices that may require intervention to prevent disease.
6.5 Analyze and interpret the assessment data to formulate a dental hygiene diagnosis related to and congruent with the diagnosis of the dentist and other health professionals.
6.6 Determine the need for referral to the appropriate health professional.
7.1 Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant.
7.2 Acknowledge cultural differences in populations when planning treatment.
7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.
7.4 Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.
8.2 Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.
9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.

Textbook and/or Resource Material


Assigned readings are an important component to learning and provide additional information that may not be covered in class. Reading assignments can be found within the lesson objectives for every class session. Each lecture will contain a list of terminology that can be found in the reading assignment which the student will be responsible for completing outside of class. The list of terminology could be covered on the exams.
Grading Policies

The final grade for the course will be computed as follows:

### Examinations
60%  
Four written examinations valued at 15% each for a total of 60%. Exams will cover content presented in class (power point presentations), case studies, assigned readings, and list of terminology for each topic. All examinations will contain multiple choice, multiple-multiple choice, paired true false, short answer and case study type questions. **The exam must be taken on the assigned date and time.** Make-up exams are permitted only for an excused absence. If a student has an excused absence, the make-up exam must be taken within ONE WEEK after returning to school. Failure to complete the make-up exam within the time frame allocated will result in a grade of 0.

### Case Study Assignments
20%  
Case studies have been developed to enhance students critical thinking skills. Students will be assigned to groups and analyze case studies related to the material that was presented in class. The group will be required to present their findings to the class. Due dates will be stated in the assignment. **See Appendix 1, 2, and 3 for Group Case Study Assignments Guidelines, Grading Rubrics and Due Dates.**

### Discussion Board Assignments
15%  
Discussion Board Assignments on Canvas have been developed for students to examine societal attitudes towards people with special needs. The intent of the discussion board is to provide an opportunity for the students to learn about issues individuals with special needs encounter in their daily life. **See Appendix A, B, and C for Discussion Board Guidelines, Grading Rubric and Due Dates.**

### Oral Self-Care Assignment
5%  
Develop an oral self-care aid that you might give a person with a disability and bring it to class with your name on it. Create a short summary of who you would give your aid to and upload it to Canvas on the Google Docs. Do not spend a lot of money on the aid. Keep it simple but try to come up with something not already described in the lecture or assigned reading. “Think outside the doc.” Be prepared to present your aid to the class by 1) explaining what you developed, 2) who it would benefit, and 3) how would it make oral home care easier for the individual it was developed. **See Appendix D for Oral Self-Care Assignment Guidelines, Grading Rubric and Due Date.**

### Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>B</td>
<td>80-90</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

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

The learning management system for 4620 will be Canvas eCampus (Canvas eCampus https://canvas.tamu.edu/). All presentations will be given live at the scheduled time and day of the week. The teaching methods that will be utilized in the virtual class will be on-line interactive classes via ZOOM virtual platform or in-person live lecture in the assigned main building room. The Zoom lectures will be recorded and can be found on the Course Recordings on Canvas. Case study assignments have been developed to enhance student’s critical thinking skills. The teaching methods that will be utilized in class will include lecture, classroom discussion and small group work in which students will analyze clinical case scenarios and answers questions. Unfinished classroom group assignments can be completed outside of class. It will be at the discretion of the instructor when the assignment must be completed and submitted to Prof. Brown. Most lectures will be recorded and can be found on Course Recordings on eCampus.
Questions regarding posted grades and test items on the exams and or assignments must be brought to the attention of the course director within **TWO WEEKS** after the grades are posted. Any concern regarding a specific exam or assignment question must be submitted to the course director by email and include the question/content, rationale and supporting evidence (powerpoint notes, assigned reading, list of terminology, ZOOM recording) for the reason student chose a particular answer. A meeting, via Zoom or in-person, will be set up for the student to review the questions they missed on the exam/assignment.

Announcements, assignments, topics covered on exams and grades will be posted on Canvas eCampus. **It is the student’s responsibility to check the announcement section daily.**

**Late Work Policy**

Submission of Discussion Board Assignment and Case Studies are due as stated by the Course Director. Assignments submitted after the due date will be considered late and students will be penalized five points per calendar day the assignment is submitted late *(this includes weekends).*

**Examination Protocol**

Dates for scheduled exams cannot be switched. Exams will be taken in the Baylor Health Sciences Library computer room or in Room 6 and proctored by Prof. Brown. Prior to beginning an examination, all cell phones, smart watches and fit bits will be turned into Prof. Brown and will be kept at the front of the class until the student has completed the exam. In addition, **NO FOOD OR DRINK** is allowed in the ICL computer Lab. All exams will be administered via ExamSoft and will last up to 2 hours. **Students should take care of all personal business prior to entering the computer room.** However, if the student feels they need to leave the computer room during the exam, they will be required to log off ExamSoft and will not be allowed to return to the classroom (regardless if they did or did not finish the exam). **NO EXCUSES WILL BE ALLOWED.**

Any exams administered electronically via ExamSoft will be noted well ahead of schedule. It will be the student’s responsibility to make sure their device is working and they have downloaded the exam to their device before the exam session. In preparation for the exam, the students are responsible for:

1) Rebooting their laptop before exam sessions.
2) Knowing their NetID and UIN.
3) Closing and exiting all applications on their device.
4) Ensuring that the DUO dual-authentication is functional and accessible.
5) Maintaining their device (laptop or iPod) in good working condition, including keeping their device up to date and patched.

Exams needing to be scheduled electronically off-site will be proctored by ExamSoft remote proctoring tools, ExamID and ExamMonitor. The use of these proctoring tools requires that the student have a laptop or desktop with a working webcam and microphone. It is the responsibility of each student to ensure that they have a working computer that complies with these requirements. The Apple iPad is NOT compatible with ExamMonitor. **Students who do not have an appropriate laptop or desktop will need to be placed with the accommodations group to be proctored by a live person. It is the students’ responsibility to facilitate inclusion with the accommodations group.**

ExamMonitor records the student’s screen and the student’s facial movements via the webcam. ExamMonitor will flag all activity, other than the student looking directly at the computer screen, as potential academic dishonesty. The student’s entire face must be visible to the webcam. All sounds, such as talking or paper rustling, will be flagged as potential academic dishonesty.

Students must take every precaution to ensure that they will have a secure and quiet environment for the entirety of the scheduled exam session. This includes that no person or pet intrudes on the exam session. Students must put away all items, including phones, notebooks, paper, textbooks, or any other potentially distracting item. **No scratch paper is allowed during the exam.**
All proctoring reports will be reviewed for flagged incidents of academic dishonesty. The judgement of flagged incidents of potential academic dishonesty will be at the discretion of the course director. If an incident is determined to be an act of academic dishonesty, the student will then be subject to disciplinary action in line with the policies of Texas A&M University Health and the College of Dentistry.

If a student unintentionally triggers what they feel will be a flagged incident then it is their responsibility to immediately communicate the incident to the course director once the exam session has concluded. The act of reporting the incident to faculty does not guarantee that the incident is not deemed to be an act of academic dishonesty. All flagged incidents will be reviewed.

Unexpected technical issues can occur with electronic devices. Consideration will be given for unforeseen problems or IT infrastructure issues. The above guidelines are to ensure that the student has the best possible and least disruptive exam session as possible.

Technology Support

For technical difficulties and assistance with the virtual classroom technology (Zoom), Canvas eCampus, and Examsoft, students should contact either Mr. Jeff Lowry (lowryj1@tamu.edu 214-828-8243) or Ms. Carmina Castro (ccastro@tamu.edu 214-828-8316). They are available Monday-Friday 8:00 am – 5:00 pm.

Attendance Policy

The class will meet in-person or virtually via ZOOM on-line platform on Monday afternoon from 2:30 pm-4:30 pm. 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 in-person or virtual classes. The course director will check attendance at the start of each class or virtual class/activity. In-person: Each in-person class attendance will be recorded by completion of a background knowledge probe that will help the student identify current and prior knowledge of the subject to be covered. This will assist the student in linking prior knowledge with new material presented, thus increasing retention and application of material presented. Virtually: Each student must type their first and last name in the Zoom Chat Box for the virtual class session. This will provide the course director a time stamp and she will record them as present for class. Students who are not present will be marked absent. IMPORTANT: If a student is ill on the day the class meets in-person or virtually, they must contact Pam Hines by PHONE at 214-828-8340. All notifications that you are ill must be received prior to beginning of the class.

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.

Unexcused Absences

Non-emergent appointments (illnesses not considered severe or contagious) scheduled during the virtual class time will be considered an unexcused absence. No make-up test will be given if an absence is unexcused on a test day. In addition, examinations will not be administered in advance.
for a planned/anticipated unexcused absence.

Make-up Work Policy

The designation of excused or unexcused absence will be determined on an individual basis by the Program Director and Student Affairs. 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.** To review the comprehensive Texas A&M University student attendance rule, go [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Virtual Classroom Expectations and Etiquette

Classes will possibly be held in a virtual setting this semester. Class attendance is mandatory, and failure to attend the virtual sessions will be subject to the attendance 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.

This course will have guest lecturers who are donating their time to speak to TAMCOD students. Any student who demonstrates behavior that is disruptive during class (i.e. talking, laughing, ringing cell phone), will be asked to leave the virtual classroom. **If you are asked to leave the virtual room, this will be counted as an unexcused absence.** If a student has a critical family matter that warrants the need for them to leave the virtual class early, the student should send Prof. Brown an email prior to the start of class.

Other Pertinent Course Information

In general, emails will be returned by Prof. Brown during regular business hours. Please be aware that emails sent after 5:00 pm may not be answered until 9:00 am the next day.

At the beginning of the semester, the student will be given a packet that will contain the reading assignment and lecture objectives. It will also include a black and white copy of the PowerPoint for the students to take notes on during class. A color pdf copy of the PowerPoint can be found in the course document section on Canvas and will be uploaded after class. An outline for each PowerPoint presentation will be uploaded in the course document section on Canvas. Students will need to make their own copy of the PowerPoint outline if they choose this option to take notes.

Remediation Policy

A student who earns a grade of “F” must retake the course in the spring semester. A grade of “C” must be attained in order to pass the remedial course.

Mental Health & Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. Emergency 24-hour help is also available.
through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org. Students can also contact the Office of Student Affairs at TAMUCOD at 214-828-8232.

Diversity Statement

“Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values.”

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 Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu. If you believe you have a disability requiring accommodation, please contact Dr. Paul Dechow, Associate Dean for Academic Affairs, Room 514 or call 214-828-8208 for additional information.

Academic Integrity

“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 quizzes, 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. For additional information students should visit http://aggiehonor.tamu.edu
4620 Theory of Dental Hygiene Practice II
Syllabus Agreement Form

(Please initial each line)

___________ I have read and understand the course syllabus and my responsibilities to successfully complete 4620 Theory of Dental Hygiene Practice II.

___________ I have read and understand the institutional policies on academic honesty and will uphold the Aggie Honor Code.

___________ I have read and understand that the course director has the ability to adapt/modify the syllabus as needed. The course director will provide a written notice to all students if any changes should occur.

(Please take a picture of the initialed Syllabus Agreement Form and email it to Prof. Brown: Maureen.brown@tamu.edu)