



DHYG 1000 Tooth Anatomy & Root Morphology

COURSE SYLLABUS Fall Semester 2017

COURSE INFORMATION

Credit Hours/Minutes: 2 Semester Credit Hours/2250 Minutes
Class Location: Room #906, Health Sciences Annex
Class Meets: Tuesdays 9:10am-11:30am
CRN: 20204

INSTRUCTOR CONTACT INFORMATION

Course Director: Lori V. DeFore, RDH, BS, BTh
Office Location: Room #909, Health Sciences Annex (HSA)
Office Hours: M: 7:30-8:30am & 5-5:30pm; T: 7:30-8:00am & 12:00-5:30pm; W: 7:30-8:00am; 10-10:30am & 5-5:30pm; Th: 7:30-9:00am
Email Address: ldefore@southeasterntech.edu
Phone: 912-538-3251
Fax Number: 912-538-3278

REQUIRED TEXTS

Illustrated Dental Embryology, Histology, and Anatomy, 4th ed., Fehrenbach & Popowics. 2015. Saunders/Elsevier.

Student Workbook for Illustrated Dental Embryology, Histology and Anatomy, 4th ed., Fehrenbach & Popowics. 2015. Saunders/Elsevier.

REQUIRED SUPPLIES & SOFTWARE

Notebook; black pen; red, blue, and green colored pencils

REFERENCE TEXT & IPAD/IPHONE APPS

STC Dental Hygiene Program Clinic Manual

FREE IPAD/IPHONE APPS Bonebox Dental and Real Tooth Morphology,

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Dental Hygiene Theory and Practice, 4th ed., Darby-Walsh. 2015. Saunders/Elsevier.

Clinical Practice of the Dental Hygienist, 12th ed., Wilkins. 2016. Wolters Kluwer.

COURSE DESCRIPTION

This course provides the student with a thorough knowledge of external and internal morphological characteristics of human primary and secondary dentition. It also introduces the student to various tooth identification systems, classifications of occlusion, and dental anomalies. Topics include: oral cavity anatomy, dental terminology, external and internal tooth anatomy, tooth nomenclature and numbering systems, individual tooth and root morphology, occlusion, and dental anomalies.

MAJOR COURSE COMPETENCIES (CC)

1. Oral Cavity Anatomy
2. Dental Terminology
3. External and Internal Tooth Anatomy
4. Tooth Nomenclature and Numbering Systems
5. Individual Tooth and Root Morphology
6. Occlusion
7. Dental Anomalies

PREREQUISITE(S)

Program Admission

COREQUISITE(S)

None

GENERAL EDUCATION CORE COMPETENCIES (GC)

STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

Students are responsible for the policies and procedures in the STC E-Catalog, Dental Hygiene Program Handbook, and Dental Hygiene Clinic Manual. During an examination, the following procedures must be followed: All books and personal belongings must be placed at the back of the classroom. Students will be asked to rotate seats prior to the beginning of the test. Test proctor will personally examine each desk to ensure that no writing is present on desk. Computer monitors should be facing the front of the classroom during test. When a student completes the test, he/she may raise hand and turn paper in to proctor. Student must remain in seat until test time is complete to avoid distracting other students. Students who have completed testing should be as quiet as possible and avoid any activity that might make those students who are still testing feel pressured or rushed. Students may not go to the bathroom during the test session. Test proctor must observe students at all times and notify students when there are ten remaining minutes left of

the total exam time. Test proctor should routinely walk around classroom and observe testing. Test proctor should refrain from grading papers, reading materials, or using computer during the test. Students caught with cheat sheets or cell phones will be considered cheating and a zero will be issued for the examination. The STC academic dishonesty policy will be enforced. Once the test begins, no talking is allowed. Once the test begins, tardy students may not enter the classroom.

Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course instructors/supervising dentists. Insubordination will not be tolerated, and disciplinary measures will be enacted. No cell phones or smart electronic devices are allowed to be turned on in the classroom, clinic, or locker area. If a student is observed in possession of his/her cell phone or smart electronic device during class, a critical incident will be issued. A student cannot use his/her cell phone or smart electronic device during class. There are no exceptions to this rule and do not ask. If you have a personal situation going on, please advise your instructor and give your family the clinic receptionist's phone number for emergency contact. You should not have your cell phone or smart electronic device in the class! Personal phone calls must be handled after class.

1. Prior to the discussion of each chapter in class, the student is expected to complete the following:
2. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
3. Complete any assignments or homework given by the course director.
4. Complete and know the learning objectives for each topic.
5. View any videos applicable to dated lesson plan material.
6. Obtain materials from the course Materials Drive: M/Dental Hygiene/DHYG 1000. Prior to class, print any materials available to be used in this class for study and during lecture.
7. Students are advised to check their e-mails regularly for any additional information that is related to the class or the Dental Hygiene Program.

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters. Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor. Excused absences will be evaluated on a case-by-case basis by the program director. Examples of excused absences would be a car accident on the way to class/clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class/clinical times. Unexcused absences will not be made up and may lead to the student's failure of the course. Program director must be notified of any absences prior to scheduled clinic/class session.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course, a student must attend at least 90% of the scheduled instructional time. Assignments missed due to tardiness

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or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

For this class, which meets 1 session per week for 15 weeks, the maximum number of sessions a student may miss for attendance purposes is 2 sessions during the semester.

ADDITIONAL ATTENDANCE GUIDELINES FOR HEALTH SCIENCES

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES

Students are allowed to make up only one missed exam excluding the final examination. This is only if they have an excused absence approved by the instructor. The make-up exam may be given in a different format than the original exam. A doctor's excuse and/or additional documentation will be requested. Ten points will be deducted from the test for taking the test late. All other missed exams/quizzes/class preparation assessments will result in a grade of zero. If you enter the classroom late, you will not be allowed to take the exam, and you will be issued a zero for the exam. PLEASE be on time! Projects are due on the date specified on the lesson plan at the start time of the class. Projects will not be accepted late for any reason!

Failure to complete homework assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified. Late or incomplete assignments will still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your assignment to your instructor prior to the deadline to ensure credit.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus

indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

| ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer | Title VI - Title IX (Employees) - EEOC Officer |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu | Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu |

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [STC website](#).

TCSG GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

EVALUATION PROCEDURES

EXAMS

Students will be given a total of **four lecture exams**. The four lecture exams include three examinations throughout the semester and one comprehensive final exam at the end of the semester. No make-up exam will be allowed for the final examination. A total of 100 points may be earned on each lecture exam.

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Students will be given four written examinations covering the following material from the course textbook:

Exam 1: Chapters 1 & 2

Exam 2: Chapters 15, 16, & 17

Exam 3: Chapters 18, 19, & 20

Exam 4: Comprehensive Final Exam containing a final comprehensive Lab Component

LAB SKILLS EXAMS

Students will be given a total of **four lab skills exams**. The lab skills exams will be throughout the semester. A total of 100 points may be earned on each lab skills exam.

The lab skills exams will cover the following material from the course textbook:

Lab Skill Exam 1: Facial and Oral Anatomy Landmarks Recognition.

Lab Skill Exam 2: Tooth identification/classification of Maxillary & Mandibular Permanent Incisors & Canines using extracted teeth.

Lab Skill Exam 3: Tooth identification/classification of Maxillary & Mandibular Permanent Premolars & Molars using extracted teeth.

Lab Skill Exam 4: Using anatomical findings, recognize/distinguish differences in Maxillary & Mandibular Primary teeth & Malocclusion identification.

Each lab skills exam requires a minimum grade of 80% on the initial exam attempt or the student must remediate and take a second exam which may differ from the original exam. The initial/first graded score is the grade that is recorded and used in the final grade computation, not the graded score of the second attempt. The student will have a maximum of two attempts to score a grade of 80% or higher on each lab skills exam. If the student cannot attain the grade of 80% benchmark on the second and final attempt, the student will be dropped from the course and receive a grade of "F". A grade of "F" will result in the student not being able to progress in the dental hygiene program per program policy.

The students will be required to identify tooth anatomy and root morphology at designated stations in the laboratory utilizing study models, extracted teeth, etc. Students may be asked to engage in team dental debates on what constitutes their support for a tooth identification justification. Students will be encouraged to use the knowledge gained in the lecture sessions to make critical thinking assessments in the lab experiences.

Laboratory assignments, workbook assignments, assignments on tooth drawings, tooth labeling exercises, and student study worksheets may be assigned throughout the semester. The assignments, which correspond with the lecture chapters, will not receive a numerical grade. They are intended to give students additional practice in tooth anatomy and root morphology. The instructor will verify that each assignment is completed as well as give feedback. **Each assignment that is not completed in the specified time frame will result in a one point deduction from the final course grade. The work will be checked on each exam day and is directly related to the material covered on the exam on that day. Incomplete assignments will still need to be completed and turned in for instructor review and feedback.** (Example: Exam on Chapters 1 & 2: the assignments checked will be on chapters 1 & 2 from the workbook, all assignments, and any worksheets, charts or assigned materials related to the chapters being studied as designated on the lesson plan located in this syllabus.)

CLASS PREPARATION ASSESSMENT

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A class preparation assessment and grade will be given at the beginning of class sessions as noted in the lesson plan. Each student shall randomly draw one question. The question will cover some topic or portion of the course material the student should have read and studied as noted in the syllabus lesson plan. If a student demonstrates prior class preparation by answering the question correctly, a session grade of one hundred (100) shall be recorded. If a student fails to demonstrate prior class preparation by answering the question incorrectly, a session grade of zero (0) will be recorded. The student will be allowed to remain in class, but shall be required to report to campus on Thursday of the same week at 7:00 am and study the course material until 12:00 noon to ensure time has been spent studying, and that application and understanding of course material may be achieved.

GRADING POLICY

| Assessment/Assignment | Percentage |
|-----------------------------------------------------|------------|
| Exam 1 | 10% |
| Exam 2 | 10% |
| Exam 3 | 10% |
| Exam 4 (Final) | 15% |
| Lab Skills Exam 1 | 10% |
| Lab Skills Exam 2 | 10% |
| Lab Skills Exam 3 | 10% |
| Lab Skills Exam 4 | 10% |
| Class Preparation Assessments (6 averaged together) | 15% |
| Point Deductions for Late or Incomplete Assignments | |

GRADE CALCULATION

Exam 1 ____ X.10= ____

Exam 2 ____ X.10= ____

Exam 3 ____ X.10= ____

Exam 4(Final) ____ X.15= ____

Lab Exam 1 ____ X.10= ____

Lab Exam 2 ____ X.10= ____

Lab Exam 3 ____ X.10= ____

Lab Exam 4 ____ X.10= ____

Class Preparation Assessment

Assessment #1 ____

Assessment #2 ____

Assessment #3 ____

Assessment #4 ____

Assessment #5 ____

Assessment #6 ____

(6 averaged together) ____ X.15= ____

**Point Deductions for Late
or Incomplete Assignments- ____**

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FINAL COURSE GRADE= _____

GRADING SCALE

| Letter Grade | Range |
|---------------------|--------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

LIBRARY RESOURCES

The link [Southeastern Technical College Library Resources](#) will provide additional information on citations and using APA format. The link will also provide access to Galileo, Online Catalog, Net Library on campus, Net Library off campus, periodicals, and newspapers. In addition, you may seek additional assistance in person by visiting the librarian in the Medical Technology Building or the librarian in the main building.

INSTRUCTIONAL DELIVERY METHODS

The following methods will be utilized to facilitate learning in lecture and lab. Sessions may employ PowerPoint presentations with handouts, workbook activity sheets, homework assignments, multimedia presentations, group discussions, independent reading assignments, research activities, interactive websites, games, and group collaboration.

LEARNING OBJECTIVES (4TH ED) DHYG 1000 TOOTH ANATOMY AND ROOT MORPHOLOGY

After studying the chapter, the student should be able to:

CHAPTER 1: FACE AND NECK REGIONS

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Locate and identify the regions and associated surface landmarks of the face on a diagram and a patient. (A,B,D)
3. Integrate the clinical considerations for the surface anatomy of the face into patient examination and care. (A,B,D)
4. Locate and identify the regions and associated surface landmarks of the neck on a diagram and a patient. (A,B,D)
5. Integrate the study of surface anatomy of the neck into patient examination and care. (A,B,D)

CHAPTER 2: ORAL CAVITY AND PHARYNX

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Locate and identify the divisions and associated surface landmarks of the oral cavity on a diagram and a patient. (A,B,D)
3. Integrate the clinical considerations for the surface anatomy of the oral cavity into patient examination and care. (A,B,D)
4. Outline the divisions of the pharynx and identify them on a diagram. (A,B,D)
5. Integrate the study of surface anatomy of the visible divisions of the pharynx into patient examination and care. (A,B,D)

CHAPTER 15: OVERVIEW OF DENTITIONS

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Describe the two dentitions and the relationship to each other. (A,B,D)
3. Recognize tooth types and outline the tooth numbering systems. (A,B,D)
4. Assign the correct universal or international number for a tooth and its correct dentition period on a diagram or a skull and for a tooth model or a patient. (A,B,D)
5. Define each dentition period and discuss the clinical considerations concerning each dentition period, integrating it into patient care. (A,B,D)
6. Use the correct dental anatomy terminology and discuss the clinical considerations concerning tooth anatomy, integrating it into patient care. (A,B,D)
7. Use the correct orientational tooth terms and discuss the clinical considerations concerning tooth surfaces, integrating it into patient care. (A,B,D)
8. Identify tooth forms and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)

CHAPTER 16: PERMANENT ANTERIOR TEETH

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Identify the permanent anterior teeth and discuss their properties and the clinical considerations concerning them, integrating it into patient care. (A,B,D)
3. Identify the permanent incisors and their general features and discuss their clinical considerations, integrating it into patient care. (A,B,D)
4. Describe the general and specific features of the permanent maxillary incisors and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)

5. Describe the general and specific features of the permanent mandibular incisors and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)
6. Identify the permanent canines and their general features and discuss their clinical considerations, integrating it into patient care. (A,B,D)
7. Describe the general and specific features of the permanent maxillary canines and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)
8. Describe the general and specific features of the permanent mandibular canines and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)
9. Assign the correct names and universal or international tooth number for each permanent anterior tooth on a diagram or a skull and for a tooth model or a patient. (A,B,D)
10. Demonstrate the correct location of each permanent anterior tooth on a diagram, a skull, and a patient. (A,B,D)

CHAPTER 17: PERMANENT POSTERIOR TEETH

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Identify the permanent posterior teeth and discuss their properties and the clinical considerations concerning them, integrating it into patient care. (A,B,D)
3. Identify the permanent premolars and their general features and discuss their clinical considerations, integrating it into patient care. (A,B,D)
4. Describe the general and specific features of the permanent maxillary premolars and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)
5. Describe the general and specific features of the permanent mandibular premolars and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)
6. Identify the permanent molars and their general features and discuss their clinical considerations, integrating it into patient care. (A,B,D)
7. Describe the general and specific features of the permanent maxillary molars and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)
8. Describe the general and specific features of the permanent mandibular molars and discuss the clinical considerations concerning them, integrating it into patient care. (A,B,D)
9. Assign the correct names and universal or international tooth number for each permanent posterior tooth on a diagram or a skull and for a tooth model or a patient. (A,B,D)
10. Demonstrate the correct location of each permanent posterior tooth on a diagram, a skull, and a patient. (A,B,D)

CHAPTER 18: PRIMARY DENTITION

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Discuss primary teeth properties and the clinical considerations for primary dentition, integrating it into patient care. (A,B,D)
3. Describe the general features of primary teeth and each primary tooth type as well as the specific features of each primary tooth. (A,B,D)
4. Discuss the clinical considerations concerning primary molars, integrating it into patient care. (A,B,D)
5. Assign the correct name and universal number for each primary tooth on a diagram and a patient. (A,B,D)
6. Demonstrate the correct location of each primary tooth on a diagram and on a patient. (A,B,D)

CHAPTER 19: TEMPOROMANDIBULAR JOINT

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Describe the histology of each component of the temporomandibular joint and how it relates to its clinical features. (A,B,D)
3. Outline the movements of the temporomandibular joint as well as demonstrating them on a skull, a dentition model, and a patient. (A,B,D)
4. Discuss the clinical considerations for joint pathology and temporomandibular joint disorders, integrating it into patient care. (A,B,D)
5. Locate and identify the specific anatomic landmarks of the temporomandibular joint on a diagram, a skull, and a patient. (A,B,D)

CHAPTER 20: OCCLUSION

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Discuss occlusion and centric occlusion and its relationship to functional movements and patterns of the mandible. (A,B,D)
3. Discuss arch form and the phases of arch development. (A,B,D)
4. Describe dental curvatures and angulations. (A,B,D)
5. Discuss centric relation, lateral and protrusive occlusions, and the mandibular rest position and how to achieve each of them on a skull, a dentition model, and a patient. (A,B,D)
6. Demonstrate the movements of the mandible related to occlusion. (A,B,D)
7. Discuss primary occlusion and the clinical considerations concerning it, integrating it into patient care. (A,B,D)
8. Identify the key concepts of occlusion on a diagram, a dentition model, and a patient. (A,B,D)
9. Discuss malocclusion and outline Angle classification and how it relates to patient care, including clinical considerations concerning parafunctional habits. (A,B,D)
10. Identify on dentition models each division of Angle classification of malocclusion. (A,B,D)
11. Demonstrate an initial occlusal evaluation on a patient and record findings. (A,B,D)



Dental Hygiene Program Goals

- A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.
- B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.
- C. To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.
- D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in community oral health services.
- E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.
- F. To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.

DHYG 1000 Tooth Anatomy and Root Morphology

Fall Semester 2017 lesson plan

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------|
| 8/15 Week 1 | Chapter 1 <i>Darby Text: Chs. 15,16</i> <i>Italicized Texts and Chapters in lesson plan are reference material only</i> | First day of class/Introduction to Course—Syllabi, Outline, Rules, Regulations Coverage. Chapter 1 Face and Neck Regions PPT Discussion Clinic Patient Chart Forms: Distribution of form packets; discuss relevance of patient chart forms to patient care and tooth anatomy. Demonstration of the following APPS and Websites: Interactive Face & Neck Tutorials Interactive Skeletal Tutorials Interactive APPS Face and Neck Regions LAB Oral Anatomy Landmarks Worksheets and Exercises Identify facial and oral landmarks on study models and complete worksheets Partner quiz activity of anatomical structures | Read Chapter 1 <u>Complete Assignments:</u> Workbook: Pages 1-7; <u>Glossary Exercises:</u> UNIT 1: Pgs. 82-83 <u>UNIT I Review Exercises:</u> Pgs. 201-204 Key Terms Definitions Vocabulary Terms provided by instructor **On M:DRIVE: Print out all corresponding handouts or worksheets relevant to class sessions and bring to class. Refer to Charts in back of textbook Skeletal Bone Locations on Classroom Models Get Body Smart Skeletal System The Winking Skull APPS for Study and Review: Bone Box ISO FORM Dental 3 D Skull Atlas | CC 1,2,3,4,5 GC c | HP 4,5 C 11 PC 1-3 |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
|-------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------|
| 8/22 Week 2 | Chapter 2 <i>Darby Text: Chs.15,16</i> | Chapter 2 Oral Cavity and Pharynx Class Preparation Assessment #1 PPT Discussion LAB Identify facial & oral landmarks on study models Complete Lab Exercises and Worksheets in Class | Read Chapter 2 Workbook: Pages 5-7 | CC 1,2 GC a,c | HP 4,5 C 11 PC1-3 |
| 8/29 Week 3 | Chapter 15 <i>Darby Text: Ch. 16</i> <i>Wilkins Text: Ch. 16</i> | Chapter 15 (post exam #1) Overview of Dentitions PPT Discussion Three Tooth Numbering Systems/Explanations/Worksheets Clinic Paper Dental Chart and Computer Generated Software Systems Introduce Eaglesoft Dental Software/Show Eaglesoft Dental Software Program and Dental Chart Students will complete numbering worksheets and exercises to compare the different tooth numbering systems used Comparisons with written charting and computer charting systems LAB Review for Lab Skills Test 1 | EXAM #1 Chs. 1-2 With Vocabulary Terms <i>Place HW assignments on desk in back of classroom Instructor will view chapter assignments for credit</i> <u>Read Chapters 15, 16, 17</u> <u>Workbook UNIT IV:</u> Pgs. 44-61 <u>Glossary Exercises:</u> Pgs. 94- 97 <u>UNIT IV Case Studies:</u> 1-4 Pgs. 239-246 <u>UNIT IV Review Exercises:</u> Pgs. 213-217 <u>Permanent dentition Universal Numbering System flash cards</u> <u>Permanent dentition FDI ISO Numbering System flash cards</u> | CC 2,3,4,5 GC a,c | HP 4,5 C 11 PC 1-3 |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
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| 9/5 Week 4 | Chapter 16 <i>Darby Text: Ch. 16</i> <i>Wilkins Text: Ch. 16</i> | Chapter 16 (post lab skills exam #1) Permanent Anterior Teeth PPT Discussion Tooth Dentition Scale ID Activities and Identification Worksheets | Lab Skills Exam #1 Anatomical Landmarks Permanent Anterior Teeth Flashcards | CC 2,3,4,5,7 GC a,c | HP 4,5 C 11 PC 1-3 |
| 9/12 Week 5 | Chapter 16 <i>Darby Text: Ch. 16</i> <i>Wilkins Text: Ch. 16</i> | Permanent Anterior Teeth Lab Class Preparation Assessment #2 Maxillary & Mandibular Incisors/Canines Tooth Identification Lab post receiving identification tips/hints from instructor Peer/Group Practice and Identification of Teeth using dentition scale, model teeth, and autoclaved natural teeth Partner quiz activity on extracted and dentition scale teeth Identification Worksheets | Read Chapter assignments *Bring your Dentition Scale and Study Models to Classroom for use Workbook: Pgs.111-147 . Maxillary and Mandibular Incisors Flashcards Maxillary and Mandibular Incisor Characteristics Flashcards | CC 1,2,5 GC a,c | HP 4,5 C 11 PC 1-3 |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
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| 9/19 Week 6 | Chapter 17 <i>Darby</i> Text: Ch. 16 <i>Wilkins</i> Text: Ch. 17 | Chapter 17 Permanent Posterior Teeth Class Preparation Assessment #3 PPT Discussion (post lab work below) LAB Maxillary & Mandibular Incisors/Canines Review for Lab Skill Exam 2 Models, Dentition Scale, and autoclaved teeth and Worksheets will be used Partner quiz activity on extracted and dentition scale teeth | Read Chapter 17 Workbook: Pgs.148-195 Permanent Maxillary Premolars Flashcards Permanent Mandibular Premolars Flashcards Permanent Premolars Flashcards | CC 2,3,4,5,7 GC c | HP 4,5 C 11 PC 1-3 |
| 9/26 Week 7 | Chapter 17 <i>Darby</i> Text: Ch. 16 <i>Wilkins</i> Text: Ch. 17 | Chapter 17 Permanent Posterior Teeth Discussion (post lab skills exam #2) | Lab Skills Exam # 2 Maxillary and Mandibular Incisors and Canines Tooth ID Read Chapter assignments Permanent Maxillary First Molar Flashcards Permanent Maxillary Molars Flashcards | CC 2,3,4,5,7 GC c | HP 4,5 C 11 PC 1-3 |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
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| 10/03 Week 8 | Chapter 17 <i>Darby Text:</i> Ch. 16 <i>Wilkins Text:</i> Ch. 17 | LAB Permanent Posterior Teeth Class Preparation Assessment #4 *Continue to view premolars & molars *Study differences on extracted teeth, dentition scale, and model examples *Partner quiz on extracted and dentition scale teeth *Learn anatomical findings on teeth *Tooth transparencies used for anatomical referencing *ID Activity *Students will examine extracted teeth, model teeth, and make notations of their findings on worksheets | <i>Place HW assignments on desk at front of classroom</i> <i>Instructor will view chapter assignments for credit</i> Complete Tooth Numbering Assignment and Bring to Next Session Maxillary Second Permanent Molars Flashcards Permanent Mandibular Molars Flashcards | CC 2,3,4,5 GC a,c | HP 4,5 C 11 PC 1-3 |
| 10/10 Week 9 | Chapter 18 <i>Darby Text:</i> Ch. 16 <i>Wilkins Text:</i> Ch. 16 | Chapter 18 (post exam #2) Primary Dentition PPT Discussion Primary Decay PPT Discussion LAB Review for Lab Skills Test #3 Premolars and Molars Students will review extracted teeth, dentition scale and model examples Partner quiz on extracted and dentition scale teeth Review and Complete Worksheets | Read Chapter 18 EXAM #2 Chs. 15-17 with Vocabulary Terms Dentition of Primary Teeth Flashcards Primary Dentition Flashcards | CC 2,3,4,5 GC a,c | HP 4,5 C 11 PC 1-3 |

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| 10/17 Week 10 | Chapter 19 | Chapter 19 (post lab skills exam # 3) Temporomandibular Joint PPT Discussion Demonstrate functions of TMJ using models. Show TMD issues which patients may experience. | Lab Skills Exam #3 Maxillary and Mandibular Premolars and Molars Tooth ID Read Chapter 19 WORKBOOK: Pgs. 61-62 Temporomandibular Joint Flashcards TMJ Flashcards | CC 1,2,6 GC a,c | HP 4,5 C 11 PC 1-3 |
| 10/24 Week 11 | Chapter 20 <i>Wilkins Text: Ch. 17</i> | Chapter 20 Occlusion Class Preparation Assessment #5 PPT Discussion Interactive Lab Primary Dentition: Identification Worksheets, exercises, dentition models of primary and mixed dentitions, and extracted teeth used for identification purposes *Activity: Clinical ID of Occlusion using workbook, periodontal probe, floss, articulating paper, study models. | Read Chapter 20 WORKBOOK: Pgs. 67-70 Occlusion Flashcards Primary Occlusion Flashcards | CC 1-7 GC c | HP 4,5 C 11 PC 1-3 |
| 10/31 Week 12 | Chapter 20 <i>Wilkins Text: Ch. 17</i> | Chapter 20 Occlusion Class Preparation Assessment #6 PPT Discussion Continued LAB Utilize models and pictures to learn various occlusions and malocclusions Complete Worksheets and Charts | Read Chapter assignments. | CC 1,2,6 GC a,c | HP 4,5 C 11 PC 1-3 |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area | ADEA |
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| 11/07 Week 13 | Chapters 18,19,20 <i>Darby Text: Ch. 16</i> <i>Wilkins Text: Chs. 16, 17</i> | Interactive Lab (post exam #3) *Review Primary Dentition: Identification and Malocclusion *Complete any worksheets *Models and pictures used to identify various Occlusion Classifications *Occlusion ID and documentation on clinic chart form activity *Extracted teeth and model teeth used for identification purposes | EXAM #3 Chs. 18-20 With Vocabulary Terms Place <u>HW assignments</u> on desk at front of classroom Instructor will view chapter assignments for credit Read Chapter assignments | CC 1-7 GC a,c | HP 4,5 C 11 PC 1-3 |
| 11/14 Week 14 | Chapters 18,19,20 | Review of all material covered and the relevance and application of material in clinical patient care and using clinic forms | Bring Clinic Manual, EIO, Dental Charting, and Occlusion Clinic Forms to Class Today | CC 2-6 GC a,c | HP 4,5 C 11 PC 1-3 |
| 11/21 Week 15 | Chs. 1, 2, 15, 16, 17, 18, 19, & 20 | Final Exam Review (post lab exam #4) | Lab Skills Exam #4 Primary Dentition ID & Malocclusion | CC 2-6 GC a,c | HP 4,5 C 11 PC 1-3 |
| 11/22 -23 No class | | THANKSGIVING SCHOOL CLOSED | HOLIDAY Weds. 11/23 & Thur. 11/24 | | |
| 11/28 8am Final | Chs. 1, 2, 15, 16, 17, 18, 19, & 20 Any lab skill covered | Chapters 1, 2, 15, 16, 17, 18, 19, & 20 | COMPREHENSIVE FINAL EXAM #4 | CC 1-7 GC a,c | HP 4,5 C 11 PC 1-3 |

***This lesson plan is subject to change at the discretion of the instructor.**

Competency Areas (CC):

1. Oral Cavity Anatomy
2. Dental Terminology
3. External and Internal Tooth Anatomy
4. Tooth Nomenclature and Numbering Systems

8/17/17 ld

5. Individual Tooth and Root Morphology

6. Occlusion

7. Dental Anomalies

General Core Educational Competencies (GC):

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.