



Course DHYG 2050 General and Oral Pathology/Pathophysiology
COURSE SYLLABUS
Summer Semester 2019

COURSE INFORMATION

Credit Hours/Minutes: 3 Semester Credit Hours/2250 minutes
Campus/Class Location: Vidalia/Health Sciences Annex C, Room # 906
Class Meets: Wednesdays 11:40am-4:20pm
Course Reference Number (CRN): 60157

INSTRUCTOR CONTACT INFORMATION

Course Director: Lori DeFore, RDH, BS, BTh
Email Address: : [Lori DeFore \(ldefore@southeasterntech.edu\)](mailto:ldefore@southeasterntech.edu)
Campus/Office Location: Vidalia/Health Science Annex C, Room #909
Office Hours: Mondays: 7:30-10:00am; 3:30-5:30pm; Tuesdays: 1:00-5:30pm; Wednesdays: 4:30-5:30pm
Phone: 912-538-3251
Fax Number: 912-538-3278

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXTS

1. Oral Pathology for the Dental Hygienist with General Pathology Introductions, Seventh edition. El Sevier. 2018.
2. Case Studies in Dental Hygiene, Third edition. Pearson. 2013. (Purchased in Fall 2018)

REQUIRED SUPPLIES & SOFTWARE

Large subject notebook or three ring binder with notebook paper; one hundred index cards 3 X 5 minimum in size; pen; highlighter.

Students should not share login credentials with others and should change passwords periodically to maintain security.

COURSE DESCRIPTION

This course introduces pathology as a specialty of dentistry. This course includes the etiology, pathogenesis, and recognition of various pathological conditions. Emphasis is placed on oral and paraoral pathology and systemic conditions affecting the head and neck. Topics include: terminology and biopsy procedures; inflammation, repair, and regeneration; soft tissue and dental anomalies; pathogenesis of caries and pulpal

2/25/19 ld

pathology; cysts and tumors of the head and neck; systemic conditions that affect the oral structures; infectious diseases; diseases of the salivary glands; diseases of the bone; blood dyscrasias; vesiculo-erosive and autoimmune diseases; and genetic diseases and syndromes of the head and neck.

MAJOR COURSE COMPETENCIES (CC):

1. Terminology and Biopsy Procedures
2. Inflammation, Repair, and Regeneration
3. Soft Tissue and Dental Anomalies
4. Pathogenesis of Caries and Pulpal Pathology
5. Cysts and Tumors of the Head and Neck
6. Systemic Conditions that Affect the Oral Structures
7. Infectious Diseases
8. Diseases of Salivary Glands
9. Diseases of Bone
10. Blood Dyscrasias
11. Vesiculo-erosive and Autoimmune Diseases
12. Genetic Diseases and Syndromes of the Head and Neck

PREREQUISITE(S)

DHYG 1010 Oral Embryology and Histology
DHYG 1020 Head and Neck Anatomy

COREQUISITE(S) NONE

GENERAL EDUCATION CORE COMPETENCIES (GC):

Southeastern Technical College (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 Southeastern Technical College (STC) Catalog and Handbook, 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

2/25/19 ld

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. 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.

By completing the assignments below prior to class, students will become familiar with course material prior to classroom facilitation. As a result, higher-level learning will be fostered in the classroom.

1. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
2. Answer/complete all review questions and case study exercises in the chapter review section for each session, if applicable.
3. Know the definitions of chapter key terms.
4. Highlight National Board Exam material in relevant chapter(s) prior to class.
5. Prepare 3 X 5 index cards for each pathological lesion/condition mentioned in the chapter. The card should contain the name of the lesion/condition on one side. The other side should contain description(s), usual location(s), clinical manifestation(s), and treatment(s). A picture could also be cut out and pasted on the card to aid in identification. It is helpful to have a round metal key ring or plastic box to keep these index cards in for continuous study purposes. These index cards are effective study tools to prepare for your final exam and upcoming National Board Exam.
6. Complete any assignments or homework given by the course director.
7. Complete and know the learning objectives for each chapter.
8. View any videos applicable to dated lesson plan material.
9. Obtain materials from the course Materials Drive: M/Dental Hygiene/DHYG 2050. Prior to class, print any materials available to be used in this class for study and during lecture and/or lab.
10. 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" (Failing 0-59) 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 or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class times. Unexcused absences will not be made up and may lead to the

2/25/19 ld

student's failure of the course. Program director must be notified of any absences prior to scheduled 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 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 one session per week for 9 weeks, the maximum number of sessions a student may miss for attendance purposes is one session 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 makeup work in the classroom or clinical experiences are at the discretion of the instructor.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas](mailto:hthomas@southeasterntech.edu) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

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 make arrangements with the appropriate campus coordinator.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas](mailto:hthomas@southeasterntech.edu) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

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.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to

2/25/19 ld

the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester.

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

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. A grade 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 makeup 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 "0". If you enter the classroom late, you will not be allowed to take the exam, and you will be issued a grade of zero "0" 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 Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College Catalog and 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" (Withdrawn Failing) 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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

<p>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</p>	<p>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu</p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu</p>

2/25/19 ld

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College'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 [Southeastern Technical College \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (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.

INSTRUCTIONAL DELIVERY METHODS

The following methods will be utilized to facilitate learning in lecture sessions. 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.

EVALUATION PROCEDURES

Exams

Exam 1 covers chapters 1-3.

Exam 2 covers chapters 4-6.

Exam 3 covers chapters 7-10.

Exam 4 comprehensive FINAL of all course instructional material.

All exam dates are noted in the course syllabus. No makeup exam will be allowed for the final examination. Failure to take the final examination on the specified date will result in a grade of zero. The final exam will cover all course instructional material. The final exam will consist of a timed, visual power point slide identification of general and oral pathological conditions and/or lesions covered during the semester of study. Correct spelling of each condition and/or lesion is expected, handwritten on the exam answer sheet. A total of 100 points may be earned on each of the four examinations.

Homework

Homework assignments are noted in the syllabus lesson plan and are due each lecture session at the beginning of class start time. Each assignment that is not completed in the specified timeframe will result in a one-point deduction from the final course grade. Late assignments are still required to be turned in for instructor review and/or feedback.

2/25/19 ld

CLASS PREPARATION ASSESSMENT

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 Mondays from 3:45-4:45pm and study the course material to ensure time has been spent studying, and that application and understanding of course material may be achieved.

GRADING POLICY

Assessment/Assignment	Percentage
Examination 1 (Chapters 1-3)	15%
Examination 2 (Chapters 4-6)	15%
Examination 3 (Chapters 7-10)	15%
Examination 4 (Comprehensive Final)	35%
Class Preparation Assessments (1-6 averaged together)	20%

CALCULATION OF FINAL COURSE GRADE

Evaluation Item	Grade	(X) %	Points
Examination 1		0.15	
Examination 2		0.15	
Examination 3		0.15	
Examination 4 (Final)		0.35	
Class Preparation Assessment 1			
Class Preparation Assessment 2			
Class Preparation Assessment 3			
Class Preparation Assessment 4			
Class Preparation Assessment 5			
Class Preparation Assessment 6			
Class Preparation Assessments (1-6 averaged together)		0.20	
-Point Deductions for late/incomplete assignments			
Subtotal			
Final Course Grade			

GRADING SCALE

GRADING SCALE

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

2/25/19 ld

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 2050 GENERAL AND ORAL PATHOLOGY/PATHOPHYSIOLOGY LEARNING OBJECTIVES

After studying the assigned chapters, students will be able to:

Chapter 1 Introduction to Preliminary Diagnosis of Oral Lesions

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. List and discuss the eight diagnostic categories that contribute to the diagnostic process. (A, B, C, D)
3. Name a diagnostic category and give an example of a lesion, anomaly, or condition for which this category greatly contributes to the diagnosis. (A, B, C, D)
4. Describe the radiographic appearance and historical data (including the age, sex, and race of the patient) that are relevant to periapical cemento-osseous dysplasia (cementoma). (A, B, C, D)
5. Define leukoplakia and erythroplakia. (A, B, C, D)
6. For the following lesions, state all of the diagnostic categories that can contribute to the diagnosis: tori, squamous cell carcinoma, linea alba, erythema migrans, leukoplakia, nutritional deficiencies, angular cheilitis, and necrotizing ulcerative gingivitis (NUG). (A, B, C, D)
7. Define "variant of normal" and give three examples of these lesions involving the tongue. (A, B, C, D)
8. Describe the clinical appearance of Fordyce granules (spots), torus palatinus, mandibular tori, melanin pigmentation, retrocuspid papilla, lingual varicosities, linea alba, and leukoedema and identify them in the clinical setting or on a clinical illustration. (A, B, C, D)
9. Describe the clinical and histologic differences between leukoedema and linea alba. (A, B, C, D)
10. Define lingual thyroid and list three symptoms associated with it. (A, B, C, D)
11. List and describe the clinical characteristics and identify a clinical picture of median rhomboid glossitis (central papillary atrophy), erythema migrans (geographic tongue), fissured tongue, and hairy tongue. (A, B, C, D)

Chapter 2 Inflammation and Repair

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Describe the differences between acute and chronic inflammation. (A, B, C, D)
3. List and describe the major local and systemic clinical signs of inflammation. (A, B, C, D)
4. Describe how the microscopic events are associated with each of the major clinical signs of inflammation. (A, B, C, D)
5. List the white blood cells that are involved in the inflammatory response and describe how each is involved. (A, B, C, D)
6. List and describe the biochemical mediators involved in inflammation. (A, B, C, D)
7. List and describe the four major systemic clinical signs of inflammation. (A, B, C, D)
8. Discuss chronic inflammation, as well as antiinflammatory therapy. (A, B, C, D)
9. Define and contrast hyperplasia, hypertrophy, and atrophy. (A, B, C, D)
10. Compare and contrast the concepts of regeneration and repair. (A, B, C, D)
11. Describe the microscopic events that occur during repair in the oral cavity. (A, B, C, D)
12. Describe the microscopic events that occur during healing in bone. (A, B, C, D)
13. Describe and contrast healing by differing intentions. (A, B, C, D)
14. List local and systemic factors that can impair healing. (A, B, C, D)
15. Describe and contrast attrition, abrasion, and erosion. (A, B, C, D)
16. Describe the relationship between bruxism, abrasion, and abfraction. (A, B, C, D)
17. Describe the pattern of erosion seen in bulimia. (A, B, C, D)

2/25/19 ld

18. Describe the cause, clinical features, and treatment of each of the following: oral mucosal burns, aspirin burns, phenol and other chemical burns, electric burns, thermal burns, lesions from cocaine use and self-induced injuries, hematomas, traumatic ulcers, frictional keratosis, linea alba, and nicotine stomatitis. (A, B, C, D)
19. Describe the clinical features, cause (when known), treatment, and microscopic appearance of each of the following: traumatic neuroma, amalgam tattoo, melanosis, oral and labial melanotic macule, solar cheilitis, mucocele, ranula, sialolith, necrotizing sialometaplasia, sialadenitis, pyogenic granuloma, peripheral giant cell granuloma, chronic hyperplastic pulpitis, irritation fibroma, denture-induced fibrous hyperplasia, gingival enlargement, and chronic hyperplastic pulpitis. (A, B, C, D)
20. Describe and differentiate among a periapical abscess, a periapical granuloma, and a radicular cyst. (A, B, C, D)
21. Discuss tooth resorption, both external and internal. (A, B, C, D)
22. Discuss the causes and diagnosis of focal sclerosing osteomyelitis and alveolar osteitis. (A, B, C, D)

Chapter 3 Immunity and Immunologic Oral Lesions

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Describe the differences between an immune response and an inflammatory response. (A, B, C, D)
3. List the three main types of lymphocytes and their origins. (A, B, C, D)
4. Describe the involvement of B-cell lymphocytes and plasma cells in the production of antibodies. (A, B, C, D)
5. List and describe the different types of T-cell lymphocytes and their functions. (A, B, C, D)
6. Describe the functions of natural killer cells. (A, B, C, D)
7. Describe the origin of macrophages and dendritic cells and list their activities in the immune response. (A, B, C, D)
8. Describe where cytokines are produced and the roles they play in the immune response. (A, B, C, D)
9. Describe the differences between humoral immunity and cell-mediated immunity and include the cells involved in each. (A, B, C, D)
10. Describe the differences between passive and active immunity and give an example for each type of immunity. (A, B, C, D)
11. List and describe four types of hypersensitivity reactions and give an example for each type of hypersensitivity. (A, B, C, D)
12. Define autoimmunity and describe how it results in disease. (A, B, C, D)
13. Define immunodeficiency and describe how it results in disease. (A, B, C, D)
14. Describe and contrast the clinical features of each of the three types of aphthous ulcers. (A, B, C, D)
15. Describe the diagnosis, treatment, and prognosis of aphthous ulcers. (A, B, C, D)
16. List systemic diseases associated with aphthous ulcers. (A, B, C, D)
17. Describe and compare the clinical features of urticaria, angioedema, contact mucositis, and fixed drug eruption. (A, B, C, D)
18. Describe the clinical features of erythema multiforme and Stevens-Johnson syndrome. (A, B, C, D)
19. Describe the clinical and microscopic features of lichen planus. (A, B, C, D)
20. Name and describe the types of lichen planus. (A, B, C, D)
21. Discuss the diagnosis, treatment, and prognosis of lichen planus. (A, B, C, D)
22. List the triad of systemic signs that comprise reactive arthritis (Reiter syndrome) and describe the oral lesions that occur in this condition. (A, B, C, D)
23. Name the two cells that characterize Langerhans cell histiocytosis microscopically and describe the radiographic appearance of jaw lesions in Langerhans cell histiocytosis. (A, B, C, D)

2/25/19 ld

24. Describe the oral manifestations, diagnosis, treatment, and prognosis of each of the following autoimmune diseases: Sjogren syndrome, lupus erythematosus, pemphigus vulgaris, mucous membrane pemphigoid, bullous pemphigoid, and Behcet syndrome. (A, B, C, D)
25. Define desquamative gingivitis, describe the clinical features, and list three diseases in which desquamative gingivitis may occur. (A, B, C, D)
26. Describe the clinical features of Behcet syndrome. (A, B, C, D)
27. Describe the difference between primary and secondary immunodeficiency. (A, B, C, D)
28. List and describe three examples of primary immunodeficiency. (A, B, C, D)
29. List four causes of secondary immunodeficiency. (A, B, C, D)

Chapter 4 Infectious Diseases

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Describe the factors that allow opportunistic infections to develop, state the difference between an inflammatory and an immune response to infection, and list two examples of opportunistic infections that can occur in the oral cavity. (A, B, C, D)
3. For each of the following infectious diseases, name the organism causing it, list the route or routes of transmission of the organism and the oral manifestations of the disease, and describe how the diagnosis is made: impetigo, tuberculosis, actinomycosis, syphilis (primary, secondary, tertiary), necrotizing ulcerative gingivitis, pericoronitis, and osteomyelitis (acute and chronic). (A, B, C, D)
4. Describe the relationship between streptococcal tonsillitis, pharyngitis, scarlet fever, and rheumatic fever. (A, B, C, D)
5. List and describe four forms of oral candidiasis. (A, B, C, D)
6. Discuss deep fungal infections. (A, B, C, D)
7. Describe mucormycosis. (A, B, C, D)
8. Discuss how a human papillomavirus (HPV) infection occurs. (A, B, C, D)
9. List and describe the three benign lesions caused by HPV infections in the oral cavity: verruca vulgaris, condyloma acuminatum, and focal epithelial hyperplasia. (A, B, C, D)
10. Discuss the two major types of the herpes simplex virus. (A, B, C, D)
11. Describe the clinical features of herpes labialis. (A, B, C, D)
12. Describe the clinical features of recurrent intraoral herpes simplex infection and compare them with the clinical features of minor aphthous ulcers. (A, B, C, D)
13. Describe the clinical characteristics of herpes zoster when it affects the skin of the face and oral mucosa. (A, B, C, D)
14. List and describe four diseases associated with the Epstein-Barr virus. (A, B, C, D)
15. List and describe two diseases caused by coxsackieviruses that have oral manifestations, and state the routes of transmission of coxsackieviruses. (A, B, C, D)
16. Describe measles and mumps. (A, B, C, D)
17. Describe how HIV infection is diagnosed. (A, B, C, D)
18. Describe the spectrum of HIV disease, including initial infection, latent infection, and the development and diagnosis of AIDS. (A, B, C, D)
19. List and describe the clinical appearance of five oral manifestations of HIV infection. (A, B, C, D)

Chapter 5 Developmental Disorders

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Compare and contrast developmental disorders, inherited disorders, and congenital disorders. (A, B, C, D)

2/25/19 ld

3. Describe the embryonic development of the face, oral cavity, and teeth. (A, B, C, D)
4. Discuss developmental soft tissue abnormalities such as ankyloglossia, commissural lip pits, and a lingual thyroid. (A, B, C, D)
5. Describe the differences between odontogenic and nonodontogenic cysts. (A, B, C, D)
6. Distinguish between intraosseous cysts and extraosseous cysts. (A, B, C, D)
7. Name four odontogenic cysts that are intraosseous. (A, B, C, D)
8. Name two odontogenic cysts that are extraosseous. (A, B, C, D)
9. Name four nonodontogenic cysts that are intraosseous. (A, B, C, D)
10. Name four nonodontogenic cysts that are found in the soft tissues of the head, neck, and oral region. (A, B, C, D)
11. List, define, and discuss three abnormalities that affect the number of teeth. (A, B, C, D)
12. List, define, and discuss two abnormalities that affect the size of teeth. (A, B, C, D)
13. List, define, and discuss five abnormalities that affect the shape of teeth. (A, B, C, D)
14. List, define, and discuss four abnormalities that affect the structure of teeth. (A, B, C, D)
15. Define, identify, and discuss each of the following abnormalities that affect the eruption of teeth: impacted teeth, embedded teeth, and ankylosed teeth. (A, B, C, D)
16. Identify the diagnostic process that contributes most significantly to the final diagnosis for each developmental anomaly discussed in this chapter. (A, B, C, D)

Chapter 6 Genetics

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Define and discuss chromosomes. (A, B, C, D)
3. State the purpose of mitosis. (A, B, C, D)
4. Explain the four stages of mitosis. (A, B, C, D)
5. State the purpose of meiosis. (A, B, C, D)
6. Explain the two steps of meiosis. (A, B, C, D)
7. Explain what is meant by the Lyon hypothesis and give an example of its clinical significance. (A, B, C, D)
8. Discuss the molecular composition of chromosomes, including deoxyribonucleic acid and ribonucleic acid. (A, B, C, D)
9. Explain the two types of chromosomal abnormalities, as well as what is meant by a gross chromosomal abnormality, and give three examples of syndromes that result from gross chromosomal abnormalities. (A, B, C, D)
10. List the four inheritance patterns described in this chapter. (A, B, C, D)
11. Explain what is meant by X-linked inheritance. (A, B, C, D)
12. State the inheritance pattern and describe the oral manifestations and, if appropriate, the characteristic facies for each of the following inherited disorders that affect the gingiva and periodontium: cyclic neutropenia, chronic neutropenia, Papillon-Lefevre syndrome, focal palmoplantar and gingival hyperkeratosis, gingival fibromatosis, and Laband syndrome. (A, B, C, D)
13. State the inheritance pattern and describe the oral manifestations and, if appropriate, the characteristic facies for each of the following inherited disorders affecting the jawbones and facies: cherubism, Ellis-van Creveld syndrome (chondroectodermal dysplasia), cleidocranial dysplasia, Gardner syndrome, osteogenesis imperfecta, torus mandibularis, torus palatinus, and maxillary exostosis. (A, B, C, D)
14. State the inheritance pattern and describe the oral manifestations and, if appropriate, the characteristic facies for each of the following inherited disorders affecting the oral mucosa: cleft lip and

2/25/19 ld

palate, hereditary hemorrhagic telangiectasia (Osler-Rendu-Parkes Weber syndrome), multiple mucosal neuroma syndrome, pheochromocytoma, neurofibromatosis of von Recklinghausen, Peutz-Jeghers syndrome, and white sponge nevus (Cannon disease). (A, B, C, D)

15. State the inheritance pattern and describe the oral manifestations and, if appropriate, the characteristic facies for each of the following inherited disorders affecting the teeth: amelogenesis imperfecta, dentinogenesis imperfecta, dentin dysplasia, hypohidrotic ectodermal dysplasia, hypophosphatasia, hypophosphatemic vitamin D-resistant rickets, pegged or absent maxillary lateral incisors, and taurodontism. (A, B, C, D)

Chapter 7 Neoplasia

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Describe neoplasia, including its causes. (A, B, C, D)
3. Explain the classification of tumors, including the difference between a benign tumor and a malignant tumor. (A, B, C, D)
4. Discuss how prefixes and suffixes are combined to form names of tumors, as well as give examples. (A, B, C, D)
5. List tumors according to their tissue or cell of origin. (A, B, C, D)
6. Discuss the different ways in which tumors are treated. (A, B, C, D)
7. List and describe the three different types of epithelial tumors in the oral cavity. (A, B, C, D)
8. Define each of the following tumors of squamous epithelium, describe the clinical features of each, and explain how they are treated: papilloma, squamous cell carcinoma, verrucous carcinoma, and basal cell carcinoma. (A, B, C, D)
9. Define and discuss leukoplakia and erythroplakia. (A, B, C, D)
10. Explain the concept of epithelial dysplasia and the microscopic significance of this premalignant condition. (A, B, C, D)
11. Define each of the following salivary gland tumors, describe the clinical features of each, and explain how they are treated: pleomorphic adenoma, monomorphic adenoma, mucoepidermoid carcinoma, and adenoid cystic carcinoma. (A, B, C, D)
12. Define each of the following odontogenic tumors, describe the clinical features of each, and explain how they are treated: ameloblastoma, calcifying epithelial odontogenic tumor, adenomatoid odontogenic tumor, calcifying cystic odontogenic tumor, odontogenic myxoma, central cementifying and ossifying fibromas, ameloblastic fibroma, ameloblastic fibro-odontoma, benign cementoblastoma, and odontoma. (A, B, C, D)
13. Define each of the following peripheral odontogenic tumors, describe the clinical features of each, and explain how they are treated: lipoma, neurofibroma, schwannoma, granular cell tumor, congenital epulis, rhabdomyosarcoma, hemangioma (benign vascular malformation), lymphangioma, and Kaposi sarcoma. (A, B, C, D)
14. Define each of the following tumors of melanin-producing cells, describe the clinical features of each, and explain how they are treated: melanocytic nevi and melanoma. (A, B, C, D)
15. Define each of the following tumors of bone and cartilage, describe the clinical features of each, and explain how they are treated: osteoma, osteosarcoma, chondrosarcoma, leukemia, lymphoma, and multiple myeloma. (A, B, C, D)
16. Describe metastatic tumors. (A, B, C, D)

Chapter 8 Nonneoplastic Diseases of Bone

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)

2/25/19 ld

2. Define dysplasia as it relates to bone diseases and differentiate the term from epithelial dysplasia. (A, B, C, D)
3. Define benign fibro-osseous lesions and list the benign fibro-osseous lesions that occur in the jawbones and are described in this chapter. (A, B, C, D)
4. Describe the clinical, radiographic, and microscopic features of periapical cemento-osseous dysplasia, florid cemento-osseous dysplasia, and focal cemento-osseous dysplasia. (A, B, C, D)
5. Compare and contrast periapical cemento-osseous dysplasia, florid cemento-osseous dysplasia, and focal cemento-osseous dysplasia. (A, B, C, D)
6. Compare and contrast monostotic fibrous dysplasia with polyostotic fibrous dysplasia. (A, B, C, D)
7. Compare and contrast the radiographic appearance, microscopic appearance, and treatment of fibrous dysplasia of the jaws with those of ossifying fibroma of the jaws. (A, B, C, D)
8. Compare and contrast the three types of polyostotic fibrous dysplasia. (A, B, C, D)
9. Describe the microscopic appearance of Paget disease of bone and describe its clinical and radiographic appearance when the maxilla or mandible is involved. (A, B, C, D)
10. Describe the clinical, radiographic, and microscopic features of both the central giant cell granuloma and an aneurysmal bone cyst. (A, B, C, D)
11. Describe the cause of osteomalacia and rickets. (A, B, C, D)

Chapter 9 Oral Manifestations of Systemic Diseases

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Describe the difference between gigantism and acromegaly and list the physical characteristics of each. (A, B, C, D)
3. State the oral manifestations of hyperthyroidism and hypothyroidism. (A, B, C, D)
4. Describe the difference between primary and secondary hyperparathyroidism. (A, B, C, D)
5. List the oral and systemic manifestations that occur in the uncontrolled diabetic state. (A, B, C, D)
6. List the major clinical characteristics and oral manifestations of type 1 and type 2 diabetes. (A, B, C, D)
7. Discuss treatment options for diabetes. (A, B, C, D)
8. Define Addison disease, state some systemic features, and describe the changes that occur on the skin and oral mucosa in a patient with Addison disease. (A, B, C, D)
9. Discuss Cushing syndrome. (A, B, C, D)
10. Compare and contrast the cause, laboratory findings, oral manifestations, diagnosis, and treatment of each of the following blood disorders: iron deficiency anemia, pernicious anemia, thalassemia, sickle cell anemia, aplastic anemia, and polycythemia. (A, B, C, D)
11. Describe the clinical features, oral manifestations, diagnosis, and treatment of both agranulocytosis and cyclic neutropenia. (A, B, C, D)
12. Discuss leukemia, and compare and contrast acute and chronic leukemia. (A, B, C, D)
13. Describe the clinical features, oral manifestations, diagnosis, and treatment of celiac disease. (A, B, C, D)
14. Discuss bleeding disorders and state the purpose of each of the following laboratory tests: platelet count, bleeding time, prothrombin time, partial thromboplastin time, and international normalized ratio. (A, B, C, D)
15. List two causes of thrombocytopenic purpura. (A, B, C, D)
16. Describe the oral manifestations of thrombocytopenia and nonthrombocytopenic purpura. (A, B, C, D)
17. Define hemophilia, discuss the types of hemophilia, and describe its oral manifestations and treatment. (A, B, C, D)
18. Discuss the oral manifestations of therapy for oral cancer. (A, B, C, D)

2/25/19 ld

19. Discuss radiation therapy, and describe the oral problems that would be expected to occur in a patient with radiation-induced xerostomia. (A, B, C, D)
20. List two drugs that are associated with gingival enlargement. (A, B, C, D)
21. Describe the criteria used to define bisphosphonate-associated osteonecrosis of the jaw. (A, B, C, D)

Chapter 10 Orofacial Pain and Temporomandibular Disorders

1. Define each of the words in the vocabulary list for this chapter. (A, B, C, D)
2. Describe the clinical features, oral manifestations, diagnosis, and treatment of burning mouth disorder. (A, B, C, D)
3. Describe the clinical features, diagnosis, and treatment of trigeminal neuralgia. (A, B, C, D)
4. Describe the clinical features, diagnosis, and management of Bell's palsy (idiopathic facial paralysis). (A, B, C, D)
5. Label the following on a diagram of the temporomandibular joint: glenoid (mandibular) fossa of the temporal bone, articular disk, mandibular condyle, joint capsule, and superior belly of the lateral pterygoid muscle. (A, B, C, D)
6. State the function of the muscles of mastication. (A, B, C, D)
7. Name and explain the various factors on which normal function of the temporomandibular joint depends. (A, B, C, D)
8. Describe the epidemiology of temporomandibular disorders. (A, B, C, D)
9. Discuss the pathophysiology of temporomandibular disorders. (A, B, C, D)
10. List at least five causes of orofacial pain not including dental conditions and temporomandibular disorders. (A, B, C, D)
11. State three factors that have been implicated in the cause of temporomandibular disorders and three questions that would be appropriate to ask of a patient suspected of having a temporomandibular disorder. (A, B, C, D)
12. List at least two symptoms that are suggestive of temporomandibular dysfunction. (A, B, C, D)
13. Describe what is involved in a comprehensive examination of a patient in relation to temporomandibular disorders. (A, B, C, D)
14. List three imaging techniques useful for evaluating the temporomandibular joint and describe the rationale for each one. (A, B, C, D)
15. List and describe the five types of temporomandibular disorders. (A, B, C, D)
16. Discuss the treatment goals for myofascial pain and dysfunction, internal derangement, and arthritis of the temporomandibular joint. (A, B, C, D)
17. List and describe the two main categories of treatment for temporomandibular disorders. (A, B, C, D)

DHYG 2050 General and Oral Pathology/Pathophysiology Summer Semester 2019 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
05/15/19 Week 1	Chapter 1	First day of class/Introduction to Course—Syllabus, Outline, Rules, Regulations Coverage. Introduction to Preliminary Diagnosis of Oral Lesions Discussion with PowerPoints (PPTS) Group/Class Activity Worksheets and Discussion of Chapter Objectives Case Study Discussion Synopsis Table Exercise/Game Lesion/Condition Terminology Spelling Quiz and PPT Review Exercise Role Play	Weekly Homework Assignments: Complete Review Questions at end of chapter(s), and make pathology index cards if applicable to chapter(s). Use the Synopsis Tables as a Guide to Index Cards.	CC 1,3 GC a,c
05/22/19 Week 2	Chapter 2	Inflammation and Repair Discussion with PPTS Group/Class Activity Worksheets and Discussion of Chapter Objectives Case Study Discussion Synopsis Table Exercise/Game Lesion/Condition PPT Identification Exercise with Terminology Spelling Quiz Role Play	Class Preparation Assessment #1 (Chapter 1 will not be covered on this class preparation)	CC 2,3,4 GC a,c
05/29/19 Week 3	Chapter 3	Immunity and Immunologic Oral lesions Discussion with PPTS Group/Class Activity Worksheets and Discussion of Chapter Objectives Case Study Discussion Synopsis Table Exercise/Game Lesion/Condition PPT Identification Exercise with Terminology Spelling Quiz Role Play	Class Preparation Assessment #2	CC 3, 4, 11 GC a,c

06/05/19 Week 4	Chapter 4	<p>Infectious Diseases</p> <p>Discussion with PPTS Group/Class Activity Worksheets and Discussion of Chapter Objectives Case Study Discussion Synopsis Table Exercise/Game Lesion/Condition PPT Identification Exercise with Terminology Spelling Quiz Role Play</p> <p>Ethics Exercise: "Universal Precautions" *Retrieve Ethics Framework Guideline and Rubric from Course Materials Drive Ethics Folder to use for this assignment.</p>	Exam 1 (Chapters 1-3)	CC 4, 7 GC a,c
06/12/19 Week 5	Chapter 5 Case Studies in Dental Hygiene	<p>Developmental Disorders</p> <p>Discussion with PPTS Group/Class Activity Worksheets and Discussion of Chapter Objectives Case Study Discussion Synopsis Table Exercise/Game Lesion/Condition PPT Identification Exercise with Terminology Spelling Quiz Role Play</p>	<p>Class Preparation Assessment #3</p> <p>DUE: Thomson Case Study Text Chapter 7 CASE E Prehypertension and tobacco.</p>	CC 5, 6, 12 GC a,c
06/19/19 Week 6	Chapter 6	<p>Genetics</p> <p>Discussion with PPTS Group/Class Activity Worksheets and Discussion of Chapter Objectives Case Study Discussion Synopsis Table Exercise/Game Lesion/Condition PPT Identification Exercise with Terminology Spelling Quiz Role Play</p>	Class Preparation Assessment #4	CC 12 GC a,c
06/26/19 Week 7	Chapters 7, 8	<p>Neoplasia</p> <p>Nonneoplastic Diseases of Bone</p>	Exam 2 (chapters 4, 5, 6)	CC 5, 8, 9 GC a,c

		<p>Discussion with PPTS</p> <p>Group/Class Activity Worksheets and Discussion of Chapter Objectives</p> <p>Case Study Discussion</p> <p>Synopsis Table Exercise/Game</p> <p>Lesion/Condition PPT Identification</p> <p>Exercise with Terminology Spelling Quiz</p> <p>Role Play</p> <p>Class Activity: Complete Bisphosphonates and Osteonecrosis of the Jaw Worksheet and Discussion.</p> <p>Class Activity: Complete Oral Cancer Screening Assignment Worksheet and Discussion.</p>		
07/03/19	NO CLASS	JULY 4 th Holiday		
07/10/19 Week 8	Chapters 9, 10	<p>Oral Manifestations of Systemic Diseases</p> <p>Orofacial Pain and Temporomandibular Disorders</p> <p>Discussion with PPTS</p> <p>Group/Class Activity Worksheets and Discussion of Chapter Objectives</p> <p>Case Study Discussion</p> <p>Synopsis Table Exercise/Game</p> <p>Lesion/Condition PPT Identification</p> <p>Exercise with Terminology Spelling Quiz</p> <p>Role Play</p>	<p>Class Preparation Assessment #5 covering Chapters 7 and 8</p> <p>Class Preparation Assessment #6 covering Chapters 9 and 10</p>	<p>CC 6, 9, 10, 11</p> <p>GC a,c</p>
07/17/19 Week 9	Chapters 1-10	<p>Lesion/Condition PPT Identification</p> <p>Review Exercise with Terminology Spelling Quiz covering all course material</p> <p>Group/Class Discussion and Review of Case Studies and Final Review</p>	<p>Exam 3 (chapters 7-10)</p> <p>Review All Text Chapters</p>	<p>CC 1-12</p> <p>GC a,c</p>
07/23/19 Tuesday 9:00 am	Chapters 1-10	Comprehensive Final Exam	Final Exam 4	<p>CC 1-12</p> <p>GC a,c</p>

2/25/19 ld

MAJOR COURSE COMPETENCIES (CC):

1. Terminology and Biopsy Procedures
2. Inflammation, Repair, and Regeneration
3. Soft Tissue and Dental Anomalies
4. Pathogenesis of Caries and Pulpal Pathology
5. Cysts and Tumors of the Head and Neck
6. Systemic Conditions that Affect the Oral Structures
7. Infectious Diseases
8. Diseases of Salivary Glands
9. Diseases of Bone
10. Blood Dyscrasias
11. Vesiculo-erosive and Autoimmune Diseases
12. Genetic Diseases and Syndromes of the Head and Neck

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.