Texas A&M University College of Dentistry  
Caruth School of Dental Hygiene

Course Number and Name: 4620 Theory of Dental Hygiene Practice II

Course Type: Lecture  Laboratory  Clinical  Seminar  Selective

Academic Year/Semester Offered: 2017-2018  _X_ Fall ___ Spring ___ Summer Session

Credit Hours: 2

Course Director: 
Kathleen B. Muzzin RDH, MS
Office: 139 H
Telephone: 214-828-8405
Email: kmuzzin@tamhsc.edu
Office Hours: By Appointment

Other Participating Faculty:
Jane Cotter RDH, MS
Jackie Plemons DDS, MS
Celeste Abraham DDS, MS
Emet Schneiderman PhD

Guest Lecturers:
Leah Holderbaum MS OTR/L

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

Course Objectives:
At the end of this course the students will be able to:
1. Discuss societal attitudes towards the disabled patient in terms of federal and state legislation, availability of educational programs, employment opportunities, and provision of dental care.
2. Describe the problems that the disabled have in accessing dental care and solutions to help meet their oral healthcare needs.
3. Explain the etiology, incidence, medical treatment and psychosocial implications of disabling and medically compromising conditions.
4. Describe the oral manifestations and dental implications of disabling and medically compromising conditions.
5. Assess oral self care and the dental needs of the disabled and medically compromised patient and develop an individualized treatment plan and oral self-care aids.
6. Demonstrate verbal and nonverbal communication skills with the disabled patient.
7. Demonstrate wheelchair transfer techniques.
8. Value the importance of developing individualized oral self care and clinical service treatment plans for patients who are medically compromised or disabled.
9. Appreciate the emotional needs of the disabled and the medically compromised patient.
10. Develop a positive attitude toward treating persons with a disabling condition.
11. Analyze a clinical case scenario and formulate a PICO question that will enable the student to conduct a literature review regarding the patient’s oral health concern.
12. Critically appraise the evidence and present a summary of how the findings can be applied to the patient scenario.

Individual Lesson Objectives and Reading Assignments can be found in the Course Manual

**Learning Outcomes/Competencies:**

**Professionalism**
2.1 Apply critical thinking skills and evidence based decision making to the practice of dental hygiene.
2.3 Communicate effectively with diverse populations without discrimination.
2.4 Employ principles of scientific writing.

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

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

**Evaluation Criteria/Methods:**
Teaching methods include lecture, analyzing clinical cases studies, and classroom discussion. Grades will be posted in eCampus.

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

**Examinations** 75% Three written examinations valued at 25% each for a total of 75%. Exams will cover content presented in class (power point presentations, case scenarios) assigned readings, and list of terminology for each topic. All examinations will contain multiple choice, multiple-choice, paired true false, short answer and case study type questions. Each exam is designed to simulate the case based section of the National Board Dental Hygiene Examination. Case study questions are based on topics covered in this course and may integrate material covered previously in Pre-clinical Dental Hygiene, Theory of Dental Hygiene Practice I, Radiology, Heath Education and Behavioral Science, Health Promotion and Disease Prevention, Applied Dental Materials and Clinical Dental Hygiene I and II. It will be at the discretion of the course director on whether any exam is curved. The exam must be taken on the assigned date and time. Make-up exams are permitted only for an excused absence. If a student has an excused absence, the make-up exam must be taken within ONE WEEK after returning to school. Failure to complete the make-up an exam within the time frame allocated will result in a grade of 0.

**Quizzes** 15% Weekly quizzes will be taken on-line through e-Campus. Each quiz will contain 12 True/False questions and the student will be allocated 10 minutes to complete the quiz. The quiz will be available from Thursday 5:00 pm until Sunday 11:59 pm each week and will cover the reading assignment, list of terminology and material (powerpoint presentations and case studies) presented in class. Quiz dates and the topic(s) that will be covered on the quiz week will be announced in class as well as posted on e-Campus. It will be the student’s responsibility to complete the quiz during the time that it is available on e-Campus. Prior to taking the first quiz, the student should set their computer up so that it is compatible with e-Campus and familiarize themselves with the logistics for taking the quiz. Before taking any quiz it will be the student’s responsibility to ensure they have an internet connection and that their computer is working correctly in e-Campus. Students can access e-Campus using either Google Chrome or Mozilla Firefox (See system requirements in e-Campus). Any problem(s) that occur while taking the quiz should be
addressed immediately and the student should send Ms. Muzzin an email explaining the issue that may have occurred while taking the quiz. It will be the course director’s discretion whether a quiz will be reset and only ONE quiz can be reset during the semester. Ms. Muzzin will NOT respond to any email sent after 10:00 pm on Sunday. The Aggie Honor Code must be upheld while taking the quiz. The lowest quiz grade will be dropped at the end of the semester.

Critically Appraised Topic (CAT) Project 10% Students will work in groups and analyze a clinical scenario, formulate a PICO question, conduct a search of current literature, critique the evidence and present their findings to their classmates during finals week. Each group will be allocated 15 minutes to present their findings. The exact due date will be announced during the first week of November. The grade for the project will be based on the CAT grading rubric and peer group evaluations. All group members must be in attendance during the presentation and should be prepared to answer questions from dental and dental hygiene faculty and their classmates. **Students who are absent that day will receive a 0 for the project. NO EXCUSES OR EXCEPTIONS WILL BE ALLOWED.** The CAT powerpoint and digital copy of the articles selected to support the groups clinical recommendation must be emailed to Ms. Muzzin by 5:00 pm on December 8, 2017. **FIVE POINTS WILL BE DEDUCTED FOR EACH DAY THE CAT HAS NOT BEEN SUBMITTED. THIS INCLUDES WEEKEND DAYS!!** Peer evaluations are due December 13 and can be turned into Ms. Muzzin’s mailbox outside her office door. Students who do not turn in their peer evaluations by 5:00 pm the 13th will receive a 0 for that section of their CAT grade.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>75-79</td>
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<tr>
<td>D</td>
<td>70-74</td>
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<tr>
<td>F</td>
<td>&lt;70</td>
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</tbody>
</table>

Final grades that end in 0.5 or higher will be rounded up to the next number. For instance if a grade is 85.53, the final grade will be 86. If the final grade is 85.49, the final grade will remain at 85.

Questions regarding posted grades and test items on the exams and or quizzes must be brought to the attention of the course director within TWO WEEKS after the grades are recorded. Exams and quizzes can only be reviewed in the course director’s office. If a student wishes to review an exam, they must send Ms. Muzzin an email requesting an appointment to meet with her. Any concerns regarding a specific exam or quiz question must be submitted to the course director by email and include the question/content, rationale and supporting evidence (powerpoint notes, assigned reading, list of terminology) for the reason student chose a particular answer.
Learning Materials:
The following textbooks will be required for this course.

Little JW and Falace DA. *Dental Management of the Medically Compromised Patient.* Mosby Elsevier 8th Edition, 2012. Available online through eBooks in the Baylor Health Sciences Library. Use Mozilla Firefox or Google Chrome as your web browser. There is a hard copy in the reference section in the library that can be checked out. Since it is a reference book, it cannot be removed from the library.


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

Remediation Policy:
As student who earns a grade of “F” must retake the course in the spring semester. A grade of “C” must be attained in order to pass the remedial course. All exams will be essay.

Attendance and Make-up Policy:
Class attendance and participation are a vital part of the learning process. Students must attend all class sessions as required by Texas A & M University. For university excused absences, refer to Student Rule 7 for details ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). If a student has an acute medical condition in which they need to call in sick, they must call Pam Hines at 214-828-8405. Leave her a voicemail. **DO NOT EMAIL HER.** Pam will notify Ms. Muzzin if a student is out sick. Students will have up to two days of being out sick before a doctor’s note is required. So, consecutive sick day 1 and sick day 2 will not require a note. However, if you are out 3 days or longer, a doctor’s note will be required. If a student is absent from a class, it will be their responsibility to see the course director for information missed during his/her absence.

Laboratory/Clinic Policies and Procedures:
It will be the student’s responsibility to check eCampus daily for announcements, weekly quiz information and posted grades.

Students should come to class alert, should be attentive during all class sessions and take notes during each class session. **The lectures for this course WILL NOT BE RECORDED ON CAMTASIA.** The student is responsible for all information covered in each class session, the reading assignments and the list of terminology associated with each lecture.

Cell phones, pagers, and iPods must be turned off and placed out of reach during each class session. Laptop computers are allowed as long as they are being used for taking notes or looking
up information related to case studies. Prior to beginning an examination, all cell phones will be
turned into Ms. Muzzin and will be kept at the front of the class until the student has completed
the exam. **The exams will last up to 2 hours. The student will not be allowed to leave the
classroom during an exam. NO EXCUSES WILL BE ALLOWED. Students should take
care of all personal business prior to entering the classroom. However, if the student feels
they need to leave the classroom during the exam, they will be required to turn in their
exam and Scantron sheet and will not be allowed to return to the classroom (regardless if
they did or did not finish the exam).**

This course will have guest lecturers who are donating their time to speak to TAMCOD students.
Any student who demonstrates behavior that is disruptive during class (i.e. talking, laughing, text
messaging, ringing cell phone, or studying materials from other courses), will be asked to leave
the room. **Five points will be deducted from the final grade for every instance of disruptive
behavior by the student.** If a student has a critical family matter that warrants the need for
ready access to their phone, this should be discussed with Ms. Muzzin prior to the start of class.

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

**Academic Integrity Statement and Policy:**

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

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

**http://aggiehonor.tamu.edu**

**Date prepared: 7/2017**
<table>
<thead>
<tr>
<th>DATE/ROOM</th>
<th>TIME</th>
<th>MAJOR CONTENT</th>
<th>INSTRUCTOR(S)</th>
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<tbody>
<tr>
<td>August 14th</td>
<td>2:30-4:30</td>
<td>Introduction to Course Attitudes Towards Disabled Access to Dental Care</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Room 211</td>
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<tr>
<td>August 21st</td>
<td>2:30-4:30</td>
<td>Care of the Patient with an Intellectual Disability Dental Care for Patients with Special Health Care Needs</td>
<td>Ms. Muzzin</td>
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<td>Room 211</td>
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<tr>
<td>August 28th</td>
<td>2:30-4:30</td>
<td>Care of the Patient who has Arthritis Oral Self Care Aid Due</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Room 211</td>
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<tr>
<td>September 4th</td>
<td>NO CLASS</td>
<td>NO CLASS LABOR DAY HOLIDAY</td>
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<tr>
<td>September 11th</td>
<td>2:30-4:30</td>
<td>Care of the Cancer Patient</td>
<td>Ms. Cotter</td>
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<tr>
<td>September 18th</td>
<td>2:30-4:30</td>
<td>Care of the Patient with a Cerebrovascular Accident Patient</td>
<td>Ms. Muzzin</td>
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<tr>
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<tr>
<td>September 25th</td>
<td>2:30-4:30</td>
<td>EXAM I</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Lab 30</td>
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<tr>
<td>October 2nd</td>
<td>2:30-4:30</td>
<td>Care of the Patient with a Spinal Cord Injury</td>
<td>Ms. Muzzin</td>
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<td>Room 211</td>
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<tr>
<td>October 9th</td>
<td>2:30-4:30</td>
<td>Care of the Patient with a Psychiatric Condition</td>
<td>Ms. Holderbaum</td>
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<td>Room 211</td>
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<tr>
<td>October 16th</td>
<td>1:30-3:00</td>
<td>Care of the Patient with a Sensory Impairment Wheelchair Transfer Lab</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Room 211</td>
<td>3:00-4:30</td>
<td></td>
<td>Ms. Holderbaum</td>
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<tr>
<td>DH Clinic</td>
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<tr>
<td>October 23rd</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
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<tr>
<td>October 30th</td>
<td>2:30-4:30</td>
<td>Care of the Patient with Alcoholic Liver Disease</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Room 211</td>
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<td>October 31st</td>
<td>11:00-12:00</td>
<td>Development of a Critically Appraised Topic (CAT)</td>
<td>Dr. Schniederman</td>
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<tr>
<td>Room 310</td>
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<td>November 6th</td>
<td>2:30-4:30</td>
<td>Exam II</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Lab 30</td>
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<tr>
<td>November 13th</td>
<td>2:30-4:30</td>
<td>Care of the Patient with Parkinson’s Disease</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Room 211</td>
<td></td>
<td>Care of the Patient Multiple Sclerosis</td>
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<tr>
<td>November 14th</td>
<td>10:00-11:00</td>
<td>Care Patient with Desquamative Gingivitis Care of the Substance Abuse Patient</td>
<td>Dr. Plemons</td>
</tr>
<tr>
<td>Room 310</td>
<td>11:00-12:00</td>
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<td>Dr. Abraham</td>
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<tr>
<td>November 20th</td>
<td>NO CLASS</td>
<td>THANKSGIVING VACATION</td>
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<tr>
<td>Date/Week</td>
<td>Time</td>
<td>Event</td>
<td>Instructor(s)</td>
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<tr>
<td>November 27th</td>
<td>2:30-4:30</td>
<td>Care of the Patient with End Stage Renal Disease</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Room 211</td>
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<td>Care of the Patient with Dementia</td>
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<tr>
<td>December 4th</td>
<td>2:30-3:30</td>
<td>Exam III</td>
<td>Ms. Muzzin</td>
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<tr>
<td>Lab 30</td>
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</tbody>
</table>
| December 11th-15th Finals Week | TBA | CAT Presentations         | Ms. Muzzin  
|                 |        |                           | Mr. Kabani  
|                 |        |                           | Dr. Schneiderman  
|                 |        |                           | DH and Dental Faculty |

Some class times and dates have been adjusted according to guest speaker’s availability and/or course director’s schedule. Time, date and classroom changes are highlighted in **BOLD print**. Due dates for assignments and exams are also in **BOLD print**. **EXAM DATES WILL NOT BE CHANGED.**

*Date Prepared: July 2017*
4620 Theory of Dental Hygiene Practice II

Course Responsibilities Statement

I, ________________________________, acknowledge that I have read and understand the Theory of Dental Hygiene Practice II course syllabus. I have clarified any questions with the course director, Ms. Muzzin. Upon signing below, I acknowledge that I will be held responsible for all of the content and conditions of this syllabus.

Signature_________________________________  Date______________

Honor Code Statement

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

I, ________________________________, acknowledge that I have read and understand the TAMU college policies regarding academic dishonesty as is posted under the Aggie Honor System Rules Standard 20 (http://student-rules.tamu.edu/). I shall refrain from giving or receiving any aid during a written exam or on-line quiz and will not discuss any information related to the exam/quiz with my classmates. Failure to follow the Aggie Honor Code will be reported to the Associate Dean for Academic Affairs and may result in disciplinary penalties found on page 6 of the Texas A&M University College of Dentistry Disciplinary Due Process Document. I have clarified any questions with the course director Ms. Muzzin and will uphold the Aggie Honor Code.

Signature_________________________________  Date______________