

Other/Additional: Explain:

See Curriculum Action Request (CAR) form for the college-wide general education and/or program SLOS this course supports.

This course outline is standardized and/or the result of a community college or system-wide agreement.
Responsible committee:

5. Student Learning Outcomes (SLOs): List one to four inclusive SLOs.

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use roman numerals (I., II. III.) to designate SLOs

On successful completion of this course, students will be able to:

I. Discussion of oral anatomic position and relationships between the skull, arteries, veins, lymphatics, musculature, and nervous structures of the head and neck.

II. Identification of dental landmarks, oral microbiology, and dental nutrient needs.

III.

IV.

6. Competencies/Concepts/Issues/Skills

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use lower case letters (a., b., c...n.) to designate competencies/skills/issues

On successful completion of this course, students will be able to:

a. Describe the mechanism involved in the development of the face and oral cavity, its anatomical position, and explain the significance of it.

b. Identify and use terminology specific to general anatomy and physiology.

c. Describe the dentition using correct terminology and definitions.

d. Explain oral histology and embryology including the stages of tooth development.

e. Demonstrate knowledge of the morphology of each surface of the crown as well as the root of each of the teeth in the deciduous and permanent dentitions.

f. Describe and identify each of the teeth of the deciduous and permanent dentitions.

g. Compare the dentition of humans including any anatomical structures.

h. Make comparisons among the general characteristics of the teeth in the deciduous and permanent dentitions.

i. Indicate the normal eruption sequence for each of the teeth in the deciduous and permanent dentitions.

j. Describe the development and classification of malocclusion.

k. Identify anatomical parts of the head and neck including skull, arteries, veins, lymphatics, musculature, and nervous structures.

l. Describe the bones of the skull with emphasis on the maxilla and mandible.

m. Describe the origin, insertion, and action of the musculature of the head and neck.

n. Discuss the blood supply from the heart to all areas of the oral cavity including all teeth.

o. Explain the acidogenic theory of dental caries.

p. Discuss five oral and dental conditions.

q. Discuss oral microbiology and the causative agents of gingivitis and periodontitis.

r. Explain the interaction of nutrient needs to good physical and dental health and well-being.

7. Suggested Course Content and Approximate Time Spent on Each Topic

Linked to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues

- 2 weeks Processes and stages of early embryological and fetal development; formation and organization of the structures of the head, neck, and oral cavity (I, a, b, d, k, l, m, n)
- 3 weeks Anatomy of head and neck, lymphatic, vascular, musculature, and nervous system (I, a, b, k, l, m, n)
- 1 week Process and stages of tooth development and eruption sequence (I, II, c, d, e, f, g, h, i)
- 2 weeks Normal occlusion, classification of occlusion (I, II, b, c, g, j, l)
- 1 week Principles of nutrition in relation to oral health (II, o, p, r)
- 2 weeks Principles of oral microbiology (II, o, p, q, r)
- 2 weeks Acidogenic theory of dental caries (II, c, o, q, r)
- 2 weeks Oral and dental conditions (II, c, o, p, q, r)

8. Text and Materials, Reference Materials, and Auxiliary Materials

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Bird, D. and Robinson, D., *Torres and Ehrlich Modern Dental Assisting*, current edition, Elsevier.

Bird, D. and Robinson, D., *Student Workbook to Accompany Torres and Ehrlich Modern Dental Assisting*, current edition, Elsevier.

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Brand, R. and Isselhard, D., *Anatomy of Orofacial Structures*, current edition, Elsevier.

Massler, M. and Schour, I., *Atlas of the Mouth*, current edition, American Dental Association.

Durley, C. et al., *The DANB Review*, current edition, Dental Assisting National Board.

Durley, C. et al., *DANB's Glossary of Dental Assisting Terms*, current edition, Dental Assisting National Board.

Miller, B. et al., *Miller-Keane Encyclopedia and Dictionary of Medicine, Nursing and Allied Health*, current edition, Elsevier.

Mosby et al., *Mosby's Dental Dictionary*, current edition, Elsevier.

Mosby et al., *Review Questions and Answers for Dental Assisting*, current edition, Elsevier.

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: State of Hawaii Department of Commerce and Consumer Affairs, *Hawaii Administrative Rules Title 16, Chapter 79, Dentists and Dental Hygienists*.

State of Hawaii Department of Commerce and Consumer Affairs, *Hawaii Revised Statutes Chapter 448, Dentistry*.

9. Suggested Course Requirements and Evaluation

Linked to #5. Student Learning Outcomes (SLOs) and #6 Competencies/Skills/Issues

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

- Prompt attendance is required at all class sessions. (I, II, a - r)
- Students will be responsible for completing all assigned reading material in text before each class session. (I, II, a - r)
- Complete various learning skills exercises. (I, II, a - r)
- Complete various laboratory exercises. (I, II, a - r)
- Complete all projects. (I, II, a - r)

EVALUATION AND GRADING

Weekly quizzes	25 - 35% (I, II, a - r)
Midterm	10 - 20% (I, II, a - r)
Lab assignments	15 - 25% (I, II, a - r)
Final exam	25 - 35% (I - II, a - r)
Attendance/ Attitude	10% (I - II, a - r)

10. Methods of Instruction

Instructional methods will vary considerably by instructor. Specific methods are at the discretion of the instructor teaching the course and might include, but are not limited to:

- Participation in class lecture/ discussion.
- Reading assigned portions in textbooks, journal articles, and/ or modules.
- Viewing various audiovisual materials.
- Participation in class exercises such as role-plays and simulations.
- Demonstration and simulation.
- Discovery learning.
- Group projects.

11. Assessment of Intended Student Learning Outcomes Standards Grid attached