DHYG 1260 Clinical I- Dental Hygienist

Course Syllabus
Summer I 2017

This syllabus is to serve you as an outline and study guide for Contemporary Dental Hygiene Care II (DHYG 2231). The subjects we will discuss and the assignments are listed for the course.

This syllabus is subject to change by the instructor. Notification of changes will be made in announcements on eCampus. It is the student’s responsibility to review and respond to all materials in the course textbooks as well as materials and information posted on the course eCampus site.

It is very important that you read the entire syllabus and materials on the course eCampus site. Post questions in the eCampus course Q&A Discussion Board or send me an eCampus Message.

Mission Statement
Serving the diverse, multicultural healthcare students;
instilling values, skills, and knowledge
with compassion and integrity

Last Day To Withdraw With A “W”: July 25, 2017

SYLLABUS AGREEMENT
If you have any questions about this syllabus or the course in general, ask the instructor before you sign this document.

DHYG 1260
Clinical I- Dental Hygienist
Summer I 2017 Semester

I, ________________________________, (print name) have read the course syllabus (either in paper or online), the course outline and schedule, course grading requirements and methods of evaluation, as well as had each explained to me by the instructor or posted questions to the online Q&A Discussion Board on

By signing this form I agree to comply with the classroom/online policies, expectations, and rules listed and accept the outline for this class.

COURSE DESCRIPTION
A continuation of Dental Hygiene Care I. Dental hygiene care for the medically or dentally compromised patient including advanced instrumentation techniques.

**END OF COURSE OUTCOMES**

Upon completion of the course, students should be able to
1. Identify comprehensive dental hygiene treatment strategies in the management of special needs populations.
2. Discuss dental hygiene care for patients with various systemic and mental disorders.
3. Assess the oral health needs of diverse populations for persons of all ages/stages of life.
4. Identify educational strategies and treatment modifications needed for patients with orthodontics, oral prosthesis and implants.
5. Explain the oral health professionals' ethical and legal responsibilities regarding reporting abuse and neglect.

**COURSE MATERIALS REQUIREMENTS**

Textbooks Required:

**Supplies**
- Scantron answer sheets for lecture exams (#882) - 8 total
- #2 lead pencils with erasers for use with the Scantron forms
- Paper for taking notes

**COURSE INFORMATION**

**Credit Hours:** 2 Semester Hours (32/16/0)

**Prerequisites:** DHYG 1431

**Co-Requisites:** DHYG 1219, DHYG 1235, DHYG 2201 AND DHYG 1239

<table>
<thead>
<tr>
<th>Course Section #</th>
<th>Scheduled Day(s) and Time(s)</th>
<th>Instructor Information</th>
<th>Start/End Date</th>
<th>Cert Date</th>
<th>Drop Date</th>
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</thead>
<tbody>
<tr>
<td>DHYG 2231</td>
<td>TR: 8:00-12:00 &amp; 1:00-5:00</td>
<td>Donna Wicker RDH, MEd</td>
<td>06/05/17-08/10/17</td>
<td>06/22/17</td>
<td>07/25/17</td>
</tr>
</tbody>
</table>
STOP BEFORE YOU DROP (6DROP)

Stop Before You Drop (6Drop) For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access https://www1.dcccd.edu/6drop

REPEATING A COURSE

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

WITHDRAWAL POLICY

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions office at 214-860-2484 (A169), or contact the division office.

CLASSROOM ADMINISTRATION

All students are required to practice courteous, respectful, cooperative behavior at all times, as this would be the norm in any higher education or workplace environment. To avoid distractions in the classroom:

Click on the following link and view rules of etiquette for online classes: E Learner Etiquette

FINANCIAL AID STATEMENT

If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy. semester. Students who fail to attend or participate after the drop date are also subject to this policy.

ATTENDANCE AND TARDINESS

- A maximum of four (4) classes may be missed without penalty. If you exceed four (4) class absences your final grade will be reduced one letter.
- Roll is called at some time during the class. Missing more than 15 minutes of class time is considered an absence.
- There are no excused absences. An absence is an absence.

COURSE MESSAGES/COMMUNICATION

All course related correspondence from student to instructor is to be sent to eCampus course messages. ALL Course messages from faculty to students will sent to eCampus course messages.
Any course messages sent to any other email address will not receive a response.

Check your messages and announcements on eCampus daily to ensure you receive any and all important updates or information sent.

Additional Comments: Indicate the days and times you will read emails as well as any additional communication guidelines you may have; be realistic; don’t make promises you can’t keep

### COURSE OBJECTIVES

Refer to the week by week syllabus

### COMPETENCIES AND DENTAL HYGIENE EDUCATIONAL GOALS

This course addresses Dental Hygiene Competencies: C1, C2, C3, C4, C5, C6, C7, C8, C9, C10; HP1, HP2, HP3, HP4; CM2, CM4; PC1, PC2, PC3, PC4, PC5; and PGD3.
This course addresses ADEA Curriculum Guidelines for Clinical and Preclinical Dental Hygiene C1, C3 - 12, C14- C22.
This course addresses Educational Goals E2, E3, CSA2, CSA3, P1, P2, S1 and S2.

### METHODS OF INSTRUCTION

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<tr>
<th>Group Project/Activities</th>
<th>Reading Assignments</th>
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<td>Demonstrations</td>
<td>Research Paper</td>
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<td>Lecture/Analysis</td>
<td>Internet/Library Research</td>
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<td>Discussions</td>
<td>Case Studies</td>
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<td>Review Sessions</td>
<td>Exams/Tests</td>
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### ASSESSING OUTCOMES AND GRADING METHODS

**Course Grading Scale:**

- A = 100-90
- B = 89-80
- C= 79-75
- D= 74-60
- F= 59-0

**Evaluation:**
The students will be evaluated by postings on discussion boards, exams, quizzes and individual assignments. The student must complete all assigned materials and master the assignment with a cumulative score of at least 75% for minimal competency requirements.

Homework and Assignments- 25%
Quizzes - 10%
Exams - 35%
Comprehensive Final Exam - 30%

**Study Tips and Hints:**
- Although in each chapter the “Apply your knowledge” sections are not graded assignments, use them to help study.
- Pay attention to the “Focus Points” and “Focus On” sections as well.
- The pharmaceutical charts in each chapter should be used as ancillaries only, focus more on the paragraphs.

Successful performance in the course will take a minimum time commitment of approximately 12-15 hours/week of your time (some students may require more time each week). It is up to you, and only you, to earn your grade in this class. Grades are not given by the instructors, but instead earned by the student. Only you are responsible for your success in this class by putting the time and effort into this class.

Assignments:

*Any changes will be posted in eCampus announcements*

Supporting documents and information on how to complete each assignment are posted on the course eCampus home page. Click on the Assignments button and then on the specific assignment for information on each assignment.

Assignments are to be posted to the specific Discussion Board (DB) for the assignment. Assignments not posted to the specific Discussion Board will not receive credit.

**Late Assignments:** Quizzes and exams not taken on the scheduled day and time of the exam are subject to the following:

- Contacting the instructor within 24 hours of returning to class to reschedule the quiz or exam.
- The make-up quiz or exam must be taken within two class days of the absence. A zero will be given will no opportunity to take the quiz or exam if more than 2 class days have elapsed.
- A 20% penalty will be assessed per quiz or exam.
- The make-up quiz or exam will be different than the original exam and may be oral, written or a combination of both.

All assignments submitted late occur a 10% penalty per day the assignment is late. Assignments over 1 week overdue will not be accepted and will receive a zero.

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**COURSE CALENDAR**

*This schedule is subject to change at instructors discretion*

Course Calendar

It is your responsibility to post a .doc or .rtf or .xls or .ppt file. I cannot open other file types. Check your file name prior to posting and again after posting to assure yourself that you will receive credit if the assignment is done correctly.

This calendar and assignments are subject to change. Notice of changes will be posted in eCampus Announcements.
Dental Hygiene (DH) Competencies are noted in bold, *italic* parenthesis (*). Refer to the Competencies for the Dental Hygienist for a detailed definition of each competency.

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<thead>
<tr>
<th>Week/Hours</th>
<th>Topic and Instructional Objectives</th>
<th>Outline</th>
<th>Activity</th>
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</thead>
</table>
|            | **Course/Program Introduction and Procedures (20 min.) (C1, C4, C11, C12 C15, C22)** | I. Course Introduction  
   A. Clinic Manual  
   B. Program Clinic Procedures  
   C. Course Requirements | Learning Experiences:  
   • Read Wilkins pp. 658-660  
   • Classroom discussion  
   • Read Wilkins Ch. 50 |
| Week 1     | 4 lecture hours  
1. Demonstrate an understanding of the material contained in the Clinic Manual and the Program/Clinic Procedures that dictate student performance through written and verbal discourse.  
2. Discuss Case Study assignment.  
3. Discuss Current Topics in Dental Hygiene assignment.  
4. Discuss professionalism in the dental care setting.  
5. Discuss SADHA and the role of the dental hygiene student in professional organization  
6. Review emergency management protocol.  
7. Continue to work on Portfolio | II. Topical anesthetics  
   A. Appropriate Uses  
   B. Technique  
   C. Contraindications  
   D. Precautions and Risks Associated with Use | SADHA  
Student Dental Hygiene Meetings will be held monthly at a time and place to be announced. *(C6; PGD3)* |
|            | **Topicals & Uses (Wilkins pp. 658-660)** | III. The Pediatric Patient  
   A. Access to Parents, Infants, and Young Children  
   B. Oral Examination of Infants and Young Children  
   C. Dental Hygiene Care and Management of Small Children  
   D. Oral Health Considerations for Infants, Toddlers, and Preschoolers  
   E. Recommendations for Parents | |
and applying a topical
anesthetic.
6. Describe patient
symptoms of an overdose of
topical anesthetic and
compare them to an allergic
reaction to topical
anesthetic.
7. Discuss
methemoglobinemia and
risks associated with the use
of topical anesthetics.

Chapter 50- The Pediatric
Patient (Wilkins)
1. Describe the
specialty of
pediatric dentistry
2. Discuss the use of
a caries risk
assessment tool to
identify an
individual
patient’s risk and
prevention factors
3. Identify age-
appropriate
anticipatory
guidance/counseling factors to
educate
parents/caregivers
of toddlers, school
aged children, and
adolescents
4. Identify
preventive and
therapeutic oral
healthcare
interventions
based on age and
caries risk
assessment
5. Discuss oral
health home care
needs, adjunct
aids, and
continuing care
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<tr>
<th>Week 2 4 lecture hours</th>
<th>Chapter 31 – The Patient with Orthodontic Appliances (Wilkins)</th>
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<tbody>
<tr>
<td></td>
<td>1. Differentiate between cemented bands and bonded brackets; include advantages and disadvantages of each.</td>
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<td></td>
<td>2. Describe the clinical procedures for bonding.</td>
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<td>3. Explain the dental hygiene care required for a patient with orthodontics.</td>
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<td>4. Describe the clinical procedures for debanding.</td>
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<tr>
<td></td>
<td>5. Describe the clinical procedures for debonding.</td>
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<td></td>
<td>6. Explain how a dental hygienist should evaluate post-debonding.</td>
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<td></td>
<td>7. What should a dental hygienist include in his/her exams of a post-debonded patient?</td>
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<td>8. Demonstrate on an extracted tooth a debanding or debonding procedure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 33 – The Patient with Dental Implants (Wilkins)</th>
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</thead>
<tbody>
<tr>
<td>1. Describe the various types of implants</td>
</tr>
<tr>
<td>2. Describe peri-implant hygiene</td>
</tr>
<tr>
<td>3. Discuss the maintenance for implant success</td>
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<tr>
<td>4. Identify and define key terms and concepts related</td>
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<table>
<thead>
<tr>
<th>VI. The Patient with Orthodontic Appliances</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cemented Bands and Bonded Brackets</td>
</tr>
<tr>
<td>B. Clinical Procedures for Bonding</td>
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<tr>
<td>C. Dental Hygiene Care</td>
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<td>D. Completion of Therapy</td>
</tr>
<tr>
<td>E. Clinical Procedures for De-banding</td>
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<td>F. Clinical Procedures for De-bonding</td>
</tr>
<tr>
<td>G. Post-De-bonding Evaluation</td>
</tr>
<tr>
<td>H. Retention</td>
</tr>
<tr>
<td>I. Post-De-bonding Preventive Care</td>
</tr>
<tr>
<td>J. Factors to Teach the Patient</td>
</tr>
<tr>
<td>K. Factors to Teach the Patient</td>
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</tbody>
</table>

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<thead>
<tr>
<th>VII. Dental Implants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Types of Dental Implants</td>
</tr>
<tr>
<td>B. Endosseous Implant</td>
</tr>
<tr>
<td>C. Implant Interfaces</td>
</tr>
<tr>
<td>D. Preparation and Placement</td>
</tr>
<tr>
<td>E. Peri-implant Hygiene</td>
</tr>
<tr>
<td>F. Maintenance</td>
</tr>
</tbody>
</table>

Learning Experiences:
- Read Wilkins Chapter 31 & 33
- Classroom Discussion
- Review Wilkins Chapter 32 Care of Prosthesis and appropriate clinical applications
to care of the patient with implants.

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<th>Week 3</th>
<th>Exam I - (60 min.)</th>
<th>Exam I - Review (10 min.)</th>
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<tr>
<td>4 lecture hours</td>
<td>Chapter 47 – Principles of Evaluation (Wilkins)</td>
<td>I. Principles of Evaluation</td>
</tr>
<tr>
<td></td>
<td>1. Identify and define key terms and concepts related to evaluation of dental hygiene interventions.</td>
<td>A. Principles of Evaluation</td>
</tr>
<tr>
<td></td>
<td>2. Discuss standards for dental hygiene practice.</td>
<td>B. Maintenance</td>
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<tr>
<td></td>
<td>3. Identify skills related to self-assessment and reflective dental hygiene practice.</td>
<td>C. Maintenance Appointment Procedures</td>
</tr>
<tr>
<td></td>
<td>Chapter 48- Continuing Care (Wilkins)</td>
<td>D. Recurrence of Periodontal Disease</td>
</tr>
<tr>
<td></td>
<td>1. Describe the goals of a continuing care program in dental hygiene practice.</td>
<td>E. Administration Methods</td>
</tr>
<tr>
<td></td>
<td>2. Determine appointment intervals based on an individual patient’s risk factors, compliance, and oral health history.</td>
<td>F. Decision Matrix</td>
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<tr>
<td></td>
<td>3. Name and discuss the contributing factors in recurrence of periodontal disease.</td>
<td>II. Continuing Care</td>
</tr>
<tr>
<td></td>
<td>4. List steps in a continuing care appointment including assessment, care plan, and therapy.</td>
<td>A. Key concepts</td>
</tr>
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<td>5. Outline methods for continuing care systems in the dental office or clinic.</td>
<td>B. Arrest disease</td>
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<td>Learning Experiences:</td>
<td>C. Provide oral health, function and comfort</td>
</tr>
<tr>
<td></td>
<td>• Exam I</td>
<td>D. Goals of the continuing care program</td>
</tr>
<tr>
<td></td>
<td>• Exam I Review</td>
<td>E. Continue healthy state</td>
</tr>
<tr>
<td></td>
<td>• Read Wilkins Chapter 47 &amp; 48</td>
<td>F. Prevent new disease</td>
</tr>
<tr>
<td></td>
<td>• Classroom Discussion</td>
<td>G. Monitor behavioral and educational changes</td>
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<td></td>
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<td>H. Monitor signs of health and disease</td>
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<td></td>
<td></td>
<td>I. Provide specialized instruction</td>
</tr>
<tr>
<td></td>
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<td>J. Offer motivational encouragement</td>
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<td></td>
<td></td>
<td>K. Periodontal Maintenance</td>
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<td></td>
<td></td>
<td>L. Compliant patients have less attachment and/or tooth loss</td>
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<td></td>
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<td>M. 4 visits per year</td>
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<td></td>
<td>N. Continuing Care appointment procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O. Assessment</td>
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<tr>
<td></td>
<td></td>
<td>i. Review patient history</td>
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<td>ii. Vital signs</td>
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<td>iii. Extraoral and intraoral exam</td>
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<td>iv. Radiographs</td>
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<td></td>
<td>v. Periodontal exam</td>
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<td></td>
<td>vi. Examination of teeth</td>
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<td></td>
<td>vii. Evaluation of oral cleanliness and adequacy of self care measures</td>
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<td></td>
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<td>viii. Examination of specific areas</td>
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<td>P. Continuing Care care plan</td>
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<td></td>
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<td>i. Oral hygiene instruction</td>
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### Learning Experiences:

- Read Chapter 49 Wilkins
- Classroom Discussion

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<th>Week 4</th>
<th>Chapter 49- The Pregnant Patient and Infant (Wilkins)</th>
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<tr>
<td></td>
<td>1. Describe the oral implications of fetal development in all stages of pregnancy.</td>
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<td></td>
<td>2. Identify common oral findings during pregnancy.</td>
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<td></td>
<td>3. Recognize the association between periodontal disease and pregnancy.</td>
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<td></td>
<td>4. Assess and develop an appropriate preventive plan for dental hygiene treatment during pregnancy.</td>
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<td></td>
<td>5. Recognize special problems that may occur during pregnancy and need for referral.</td>
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<td>6. Recognize the importance of infant oral health.</td>
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<td></td>
<td>7. Describe anticipatory guidance for the infant to include dietary education for the caretakers.</td>
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<td>8. Describe components of and techniques for conducting an infant oral examination.</td>
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<thead>
<tr>
<th>Learning Experiences:</th>
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<tr>
<td>• Read Chapter 49 Wilkins</td>
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<td>• Classroom Discussion</td>
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<table>
<thead>
<tr>
<th>I. The Pregnant Patient and Infant</th>
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</thead>
<tbody>
<tr>
<td>A. The Pregnant Patient and Infant</td>
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<tr>
<td>B. Fetal development</td>
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<tr>
<td>C. Factors that can harm the fetus</td>
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<tr>
<td>D. Oral findings during pregnancy</td>
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<tr>
<td>E. Gingival conditions</td>
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<td>F. Gingivitis</td>
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<td>G. Gingival enlargement</td>
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<td>H. Periodontal infections</td>
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<td>I. Enamel erosion</td>
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<tr>
<td>J. Oral findings during pregnancy</td>
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<td>K. Periodontal infections</td>
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<td>AAP recommendations</td>
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<td>L. Aspects of patient care</td>
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<td>M. Assessment</td>
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<td>N. Radiography</td>
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<td>O. Overall treatment considerations</td>
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<td>P. Dental hygiene care</td>
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<td>Q. Patient instruction</td>
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<td>R. Dental biofilm control</td>
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<td>S. Diet</td>
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<td>T. Dental caries control</td>
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<tr>
<td>U. Fluoride program</td>
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<tr>
<td>V. Special problems requiring referral</td>
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<td>W. Depression during pregnancy</td>
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<td>X. Domestic violence</td>
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<td>Y. Transitioning from pregnancy to infancy</td>
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<tr>
<td>Z. Infant oral health</td>
</tr>
<tr>
<td>o Infant daily oral hygiene</td>
</tr>
<tr>
<td>o Inquire of fluoride exposure</td>
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<tr>
<td>o Infant oral health</td>
</tr>
<tr>
<td>o Nonnutritive sucking</td>
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<td>Week 5</td>
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</tbody>
</table>
| 4 lecture hours | I. Dentin Hypersensitivity  
A. Hypersensitivity defined  
B. The pain of dentin hypersensitivity  
C. Patient profile  
D. Pain experience  
E. Differential diagnosis  
F. Data collection by interview  
G. Diagnostic techniques and tests  
H. Etiology of dentin hypersensitivity  
I. Anatomy of tooth structures  
J. Mechanisms of dentin exposure  
K. Factors contributing to gingival recession and root exposure  
L. Factors contributing to loss of enamel and cementum  
M. Oral hygiene care and treatment interventions  
N. Mechanisms of desensitization  
O. Behavioral changes  
P. Hydrodynamic theory  
Q. Natural desensitization  
R. Hypersensitivity management  
S. Oral hygiene care and treatment interventions  
T. Mechanisms of desensitization  
U. Behavioral changes  
V. Desensitizing agents and mode of action  
W. Self-applied measures  
X. Dental professional measures  
Y. Additional considerations  
| II. The Older Adult Patient  
A. Older adult patients  
B. Aging  
C. Normal physiologic aging  
D. Pathology and disease  
| - Read Chapter 44 & 53 Wilkins  
- Classroom Discussion |
| of care for the older adult patient. | E. Chronic conditions associated with aging
F. Alzheimer’s disease
G. Osteoarthristis
H. Alcoholism
I. Osteoporosis
J. Sexually transmitted diseases
K. Respiratory diseases
L. Cardiovascular diseases
M. Oral changes associated with aging
N. Soft tissues
O. Teeth
P. Periodontium |
|---|---|
| **Week 6** | **Exam II - (60 min.)**
**Exam II Review - (10 min.)**
**Chapter 34- The Patient Who Uses Tobacco**
1. Recognize the health hazards associated with tobacco use.
2. Identify components of tobacco products.
3. Identify various mechanisms for nicotine delivery.
4. Describe the metabolism of nicotine.
5. Recognize the oral manifestations of tobacco use.
6. Recognize the effects of environmental tobacco smoke (ETS).
7. Assess and develop a dental hygiene care plan for the patient who uses tobacco.
8. Recognize protocols for developing a tobacco cessation program.
9. Identify the pharmacotherapies and behavior therapies used |
| Learning Experiences:
• Exam II
• Exam II Review
• Read Wilkins Chapter 34
• Group Discussion |

Learning Experiences:
• Exam II
• Exam II Review
• Read Wilkins Chapter 34
• Group Discussion
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Chapter 51 - The Patient with a Cleft Lip and/or Palate</th>
</tr>
</thead>
</table>
| 4 lecture hours | 1. Describe the types of cleft lip and palate that result from developmental disturbances.  
2. Identify and describe the role of the professionals on the interdisciplinary team for the treatment of a patient with cleft lip and/or palate.  
3. Identify the oral characteristics of a patient with cleft lip and/or palate may experience.  
4. Explain how to adapt the dental hygiene appointment sequence for a patient with cleft lip and/or palate. |
| I. The Patient with a Cleft Lip and/or Palate | Learning Experiences:  
- Read Wilkins Chapter 51  
- Classroom Discussion |
| | A. Cleft lip/palate  
B. Classification of clefts  
C. Etiology  
D. General physical characteristics  
E. Treatment  
F. Cleft Lip  
G. Cleft Palate  
H. Prosthodontics  
I. Orthodontics  
J. Speech therapy  
K. Oral characteristics  
L. Dental hygiene care  
M. Appointment considerations  
N. Patient instruction |

| Week 8 | Exam III - (60 min.)  
Exam III Review - (10 min.)  
Chapter 52 - The Patient with an Endocrine Disorder or Hormonal Change (Wilkins) |
|--------|-------------------------------------------------------------------------|
| 4 lecture hours | 1. Identify the major endocrine glands and describe the function of each.  
2. Explain signs, symptoms, and potential oral manifestations of each endocrine gland disorder. |
| I. The Patient with an Endocrine Disorder or Hormonal Change | Learning Experiences:  
- Exam III  
- Exam III Review  
- Read Wilkins Chapter 52  
- Classroom Discussion |
| | A. Overview of the endocrine system  
B. Endocrine gland disorders  
C. Glands and Functions  
D. Puberty  
E. Women’s health  
F. Menopause  
G. Oral findings in menopause |
3. Describe hormonal effects and oral health risk factors commonly associated with puberty, menses, contraceptives, and menopause.

<table>
<thead>
<tr>
<th>Week 9</th>
<th>4 lecture hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 54- The Edentulous Patient (Wilkins)</td>
<td></td>
</tr>
<tr>
<td>1. Identify causes and prevention of tooth loss.</td>
<td></td>
</tr>
<tr>
<td>2. Describe the anatomical features of an edentulous oral cavity.</td>
<td></td>
</tr>
<tr>
<td>3. Explain causes and prevention of denture-induced oral lesions.</td>
<td></td>
</tr>
<tr>
<td>5. Outline a plan for continuing care for the patient with a complete denture.</td>
<td></td>
</tr>
</tbody>
</table>

| I. The Edentulous Patient |
| A. The edentulous mouth |
| B. The patient with new dentures |
| C. Patient counseling |
| D. Post-insertion care |
| E. Denture-related oral changes |
| F. Oral mucosal changes |
| G. Effect of xerostomia |
| H. Sensory changes |
| I. Denture-induced oral lesions |
| J. Principle causes of lesions under dentures |
| K. Inflammatory lesions |
| L. Ulcerative lesions |
| M. Papillary hyperplasia |
| N. Denture irritation hyperplasia |
| O. Angular cheilitis |

Learning Experiences:
- Read Chapter 54 (Wilkins)
- Classroom Discussion

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<table>
<thead>
<tr>
<th>Week 10</th>
<th>4 lecture hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize coursework discussion and complete material</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Final (95 min.)</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Final Review (15 min.)</td>
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</tbody>
</table>

Comprehensive Review

Learning Experiences:
- Classroom Discussion
- Comprehensive Final Review

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**IMPORTANT GENERAL INFORMATION**

**DCCCD OIE FACULTY SYLLABI STATEMENT- FALL 2016**

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies,
federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

STUDENTS WITH DISABILITIES

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

COLLEGE DISABILITY SERVICES OFFICES

<table>
<thead>
<tr>
<th>College</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>972-860-4673</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>972-860-8119</td>
</tr>
<tr>
<td>Eastfield</td>
<td>972-860-8348</td>
</tr>
<tr>
<td>El Centro</td>
<td>214-860-2411</td>
</tr>
<tr>
<td>Mountain View</td>
<td>214-860-8677</td>
</tr>
<tr>
<td>North Lake</td>
<td>972-273-3165</td>
</tr>
<tr>
<td>Richland</td>
<td>972-238-6180</td>
</tr>
</tbody>
</table>

A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety. We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

COLLEGE TITLE IX COORDINATORS

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broohaven</td>
<td>Terri Edrich</td>
<td><a href="mailto:TitleIX-BHC@dcccd.edu">TitleIX-BHC@dcccd.edu</a></td>
<td>972-860-4825</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>Grenna Rollings</td>
<td><a href="mailto:TitleIX-CVC@dcccd.edu">TitleIX-CVC@dcccd.edu</a></td>
<td>972-860-8181</td>
</tr>
<tr>
<td>Eastfield</td>
<td>Rachel Wolf</td>
<td><a href="mailto:TitleIX-EFC@dcccd.edu">TitleIX-EFC@dcccd.edu</a></td>
<td>972-860-7358</td>
</tr>
<tr>
<td>El Centro College</td>
<td>Shanee’ Moore</td>
<td><a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a></td>
<td>214-860-2138</td>
</tr>
<tr>
<td>Mountain View</td>
<td>Regina Garner</td>
<td><a href="mailto:TitleIX-MVC@dcccd.edu">TitleIX-MVC@dcccd.edu</a></td>
<td>214-860-8561</td>
</tr>
<tr>
<td>North Lake</td>
<td>Kent Seaver</td>
<td><a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a></td>
<td>972-273-3430</td>
</tr>
<tr>
<td>Richland</td>
<td>Bill Dial</td>
<td><a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a></td>
<td>972-238-6386</td>
</tr>
<tr>
<td>Dallas Colleges Online</td>
<td>Le’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6672</td>
</tr>
</tbody>
</table>
ADA STATEMENT

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 214.860.2411 (Voice/TTY), visit A095, or go to http://alt.elcentrocollege.edu/students/disability-services.

IMMUNIZATION POLICY

All students admitted to El Centro Allied Health and Nursing programs must complete the following vaccinations/screening tests and provide required documentation (immunization records, physician-validated history, or serologic confirmation):

Tuberculosis Screening: Intradermal PPD (Mantoux) completed within six months of program admission, unless previously positive. Chest x-ray required for a positive PPD, with a follow-up chest x-ray every two years. Once enrolled in health program, tuberculosis screening is required annually and must be documented by a physician’s signature or verification from the College Health Center.

All students who were born on or after January 1, 1957 must show proof of:

1. Measles: Two doses of measles vaccine administered on or after their first birthday and at least 30 days apart; or immunity to measles (physician-validated history or serologic confirmation).

2. Mumps: One dose of mumps vaccine administered on or after their first birthday; or immunity to mumps (physician-validated history or serologic confirmation).

All students regardless of date of birth must show proof of:

1. Rubella: One dose of rubella vaccine administered on or after their first birthday; or immunity to rubella (physician-validated history or serologic confirmation).

2. Tetanus/Diphtheria: One does of tetanus/diphtheria (Td) toxoid within the past ten years.

3. Hepatitis B Vaccine Series: Three doses of hepatitis B vaccine administered with an initial dose; a second dose administered one (1) month later; and a third dose administered six (6) months later. All three doses must be completed prior to students beginning their clinical experience.

Social Security Number/Card
Students without a social security number/card will not be accepted into the Allied health, LVN or ADN Programs due to clinical rotation facility policies.

GRIEVANCE PROCEDURE

Students are expected to follow established procedures of the appropriate division in handling academic issues, such as grade appeals. El Centro College requires that other complaints and disputes (that cannot be resolved by the persons directly involved) be referred initially to the Ombudsman Office for informal, confidential resolution. Additional grievance procedures and the Student Code of conduct are outlined in the El Centro College Catalog, available in hard copy in advisement or on the web at ECC web-site area to be created.
ADACEMIC ETHICS

Any violation of the Student Code of Conduct (as printed in the El Centro College Catalog and available at http://www1.dcccd.edu/catalog/about/standard.cfm) will be penalized accordingly. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a failing grade for the assignment in question. All violations will be forwarded to the proper college authorities for review. The college may, at its discretion, impose additional penalties on the student including academic probation, suspension, or expulsion. ANY form of disruptive behavior will not be tolerated.

RELIGIOUS HOLY DAYS

A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student notified the instructor of each class scheduled on the date that the student would be absent for a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The notice shall be in writing and shall be delivered by the student personally to the instructor, with receipt acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

CHILDREN ON CAMPUS

El Centro College strives to protect an environment most conducive to teaching and learning for all enrolled students. Minor children may not be brought to classrooms, labs, testing areas or study areas of the college. This practice is disruptive to the learning process. Children who are taking part in organized scheduled activities, or who are enrolled in specific classes, are welcomed. For reasons of security and child welfare, the college will not permit unattended children to be left anywhere on the premises. Students/Parents who have problems with childcare should visit the advisement/counseling center or the Adult Resource Center to receive referrals to childcare services in the area.

CAMPUS EMERGENCY OPERATION PLAN

El Centro College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus. To familiarize yourself with these procedures, review the ECC web site information and take time to watch the overview video: http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv.

FINANCIAL AID CERTIFICATION OPERATION PLAN

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above.
STUDENT HANDBOOK
The student handbook is available at:  www.ecc.dcccd.edu/StudentServices/Spar/default.asp

ACCESSING eCAMPUS
To Login
Start your Internet browser
Go to http://www.ecampus.dcccd.edu/
Input your student ID number with an “e” in front of student ID number.
This is the Username. (ie. e1253407)
Tab over to the Password slot
Input your student ID number with an “e” in front of the student ID number.
This is used for the Password also (ie. e1253407).
Click on the Login button
This will get you to your Homepage tab on eCampus called "My DCCCD".
To Access Your Course:
Click on the Courses Tab or
Click on the underlined title of your course
You may then click on the tabs on the left side of your screen to access specific areas within your course.
For additional instructions, use links under Tools
Under the Tools area, you can check your grades for your eCampus courses, read the course announcements, send email to your instructor, change your password, input your email address and your personal information on eCampus.
For technical assistance, call 972-669-6402

ACCESSING eCONNECT
eConnect is the web interface that provides online student services which allow students to search, register, and pay for credit classes, view final grades and financial aid status.
Go to this address:  http://econnect.dcccd.edu/econnect/st/stmenu.html
Check to see if you are eligible to use eConnect:
http://econnect.dcccd.edu/econnect/st/stsrorexp.html
Login using the “Login” link at the top right of the main page or go to this address:
Your USERID is your student ID Number, which is 7 digits long, often called the Colleague ID number or CID. It is printed on your College ID Card. Your password, at least initially, is your date of birth.
Example: 040479 for April 4, 1979. After you log in to eConnect for the first time, you will be required to change your password. If you are a returning user and cannot remember your password, you can be reminded of it by selecting “Show My Password Hint” on the log in screen or, if you have an email address in the system, reset it by selecting “Forgot My Password”. Please contact your Admissions office if you are unable to locate your Student ID#, have forgotten your password or if the system does not recognize you.
You MUST have an email address on file with the College to access eConnect. You may use a DCCCD email address, which is free if you are eligible, or you may use a commercial email address. To be eligible you must be a credit student, or a continuing education (CE) student enrolled in a credit class, and you must be currently enrolled with a tuition payment posted to your account. (If you are not eligible, check out this site: http://www.emailaddresses.com/ which may help you find a free email service.)
If you have a question, contact eConnect@dcccd.edu
COMPUTER USE POLICY

For classes requiring the utilization of campus computers, review the computer use policy for the district under the student code of conduct at http://www1.dcccd.edu/cat0406/ss/computer.cfm

SOFTWARE COPYING POLICY

Copying computer software without the expressed written permission of the copyright holder may be unlawful and subject to civil and criminal penalties. To protect you, the college and the copyright holder, no software used to complete any lab exercises may be copied by students.

PURPOSE OF COMPUTER USE POLICY

The District is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. To fulfill its multiple missions as an institution of higher learning, the District encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. The District also strives to protect the rights and to enhance the self-esteem of all its members. Faculty, staff, and students should be aware that any form of illegal harassment or discrimination against any individual is inconsistent with the values and ideals of our community.

As an institution of higher education, the District encourages, supports, and protects First Amendment rights and an open environment to pursue scholarly inquiry and to share information. Access to networked computer information in general and to the Internet in particular supports the academic community by providing a link to electronic information in a variety of formats and covering all academic disciplines. As with any resource, it is possible to misuse computing resources and facilities and to abuse access to the Internet. The following statements address, in general terms, the District's policies concerning computer use.

The Chancellor is authorized to promulgate policies and procedures to implement this policy. [Refer to the Business Procedures Manual for additional information.]

USE OF DISTRICT RESOURCES

Use of District computing resources and facilities requires that individual users act in compliance with District policies and procedures, and failure to comply may result in restriction or revocation of access to District resources. Computing "resources and facilities" include, but are not limited to, District- and College-owned host computer systems, networks, peripheral equipment (such as modems, terminals, and printers), computers and workstations, software, data sets, storage devices (such as CD-ROMS, hard and soft disks, and the like), and all computer communications controlled, administered, or accessed directly or indirectly by the District or by any user.

The District provides users with an account that permits use of the computing resources and facilities within policies and procedures established by the District. Any person who uses District computing resources and facilities through District-owned equipment (such as public access computers at the libraries and computer labs) is also a user and is permitted to use the computing resources and facilities within policies and procedures established by the District.

Users must respect the integrity of computing resources and facilities, respect the rights of other users, and comply with all relevant laws (local, state, federal, and international), District policies and procedures, and contractual agreements. Employees who use District computers or facilities must comply with the Texas Public Information Act and the Local Government Records Act as described in CR (REGULATION). The District reserves the right to limit, restrict, or deny computing resources and facilities for those who violate District policies, procedures, or local, state, or federal laws.

FREEDOM OF EXPRESSION

Censorship is not compatible with the goals of the District. The District shall not limit adult users' voluntary access to any information due to its content when it meets the standard of legality. A minor's parent may permit a minor user to have voluntary access to any information that meets the standard of legality.

PRIVACY
The general right to privacy is extended to the electronic environment to the extent possible. Users have a lessened expectation of privacy when using computer resources and facilities owned by public institutions such as the District. Issuance of a password or other means of access is to ensure appropriate confidentiality of District files and information. It is neither a guarantee of privacy nor a license for abuse or improper use of the District's computing resources and facilities. Privacy is mitigated by the Texas Public Information Act, administrative review, computer system administration, audits, and the nature of the electronic medium itself. Contents of electronic files will be examined or disclosed only when authorized by the user, approved by designated District officials, or required by law.

**INTELLECTUAL PROPERTY**

All users should be aware that property laws apply to the electronic environment. Users must abide by all software licenses, District copyright and software policies and procedures, and applicable federal and state law. Users should assume that works communicated through a network are subject to copyright unless specifically stated otherwise. Unless permission of the author is obtained, use of any electronically transmitted information must comply with the "fair use" principle found in federal copyright law and CR (REGULATION).

**CRIMINAL AND ILLEGAL ACTS**

Computing resources of the District, which include the hardware, software, and network environment, shall not be used for illegal activities. Any illegal use of these resources will be dealt with by the appropriate District authorities and/or other legal and law enforcement agencies. Criminal and illegal use may involve, but is not limited to: unauthorized access, intentional corruption or misuse of computing resources, theft, defamation, obscenity, child pornography, and harassment based upon race, ethnicity, national origin, disability, age, religion, or sex.

**AUTHORIZED USE**

Computing resources are provided by the District to accomplish tasks related to the District's mission. Some computers may be dedicated to specific enterprises or teaching missions that limit their use. Incidental personal use of computing resources is acceptable if the use:

1. Imposes no measurable cost on the District;
2. Is not harmful to the District;
3. Is not a hindrance to the daily operations of the District; and
4. Has no adverse effect upon an individual's job or educational performance.

**UNAUTHORIZED USE**

Unauthorized use of the District's computing resources and facilities includes but is not limited to: illegal activities; failure to comply with laws, license agreements, and contracts governing network software and hardware use; abuse of communal resources; use of computing resources for unauthorized commercial purposes or personal gain; failure to protect the user's password or use of the user's account; breach of computer security, harmful access, or invasion of privacy; use of computing resources for anonymous or identity-masked messages to other District users; or unauthorized encryption. [Refer to the Business Procedures Manual for additional information.]

**COMPUTER SOFTWARE AND COPYRIGHT LAW**

The District respects the copyrights of others. With very few exceptions, all computer software and documentation is protected by federal copyright law. [See CR (REGULATION)] The unauthorized or unlicensed use, duplication, or copying of computer software or documentation is contrary to District policy and is a violation of the law. Violators of any copyright are subject to both civil and criminal penalties and/or disciplinary action. District regulations and procedures will establish guidelines for the use of computer resources and local area networks.

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**Student Instructional Concern/Grade Appeal Process**

**El Centro College – Health and Legal Studies**

The student complaint/appeal process outlined in the Dallas Community College District (DCCCD) policies and rules of the Student Catalog/Handbook applies to all students, including students enrolled in the Health and Legal Studies Division courses.

Specifically, the policies and rules relative to student complaints and appeals state that the DCCCD has every expectation that students who enroll in all college classes will behave in the same considerate manner as any competent, responsible adult member
of the college and/or of the community. The DCCCD also assumes that all students are aware of and will abide by the principles of mutual respect and good taste. In the interest of fairness and order, the DCCCD has developed an official Code of Student Conduct Policy that is published annually in the El Centro College Catalog.

In compliance with the DCCCD Code of Student Conduct Policy and in an effort to clarify and explain the procedures involved with pursuing a grade appeal or instructional complaint against El Centro College the following information is provided:

**How can a student appeal disciplinary sanctions?**

The student appeal process for disciplinary action is described in detail in the DCCCD Code of Student Conduct. The student should contact the Office of Student Services, for assistance.

**Who needs to follow this policy?**

This policy and process is for all students enrolled in courses offered through the Health and Legal Studies Division. Students must follow this “Complaint/Appeal” process to resolve issues of instructional concern and grade dispute.

**How can a student get help with problems without filing a formal complaint or appeal?**

Frequently there are circumstances that allow for informal resolution of student problems. Please feel free to contact the Office of Student Services or the Health and Legal Studies Division Counselor Vicki Wood, 972-860-5045 or vickiwood@dcccd.edu for details on how complaints or appeals can be resolved informally. The Health and Legal Studies Division Office maintains a record of any information received concerning a student complaint/appeal. That information includes:

- Student name
- Date
- Course, section number, and semester
- Instructor
- Nature of complaint/appeal
- Outcome of complaint/appeal

**How can a Health and Legal student appeal a course grade or submit a complaint?**

To assist the student in understanding the ‘chain of command’ for a grade appeal or complaint, a chart is provided in this document. The student should always approach his/her instructor first. This appeal may be made verbally and informal. If the student is not satisfied with the response from the instructor, then the student must submit their complaint/appeal formally in writing to the instructor. The written statement must include the nature of the complaint/appeal, giving specific details and the outcome sought by the student. (2) The Division Program Coordinator is the next line of complaint/appeal. (3) The third level of the complaint/appeal process is the division’s Associate Dean for Allied Health/Dean of Nursing or Executive Dean, depending upon the program or course. The last level of appeal is the College Vice President of Academic Affairs. A grade dispute/appeal shall not be considered later than the last day of the semester following the semester in which the grade was awarded. For a grade dispute in a fall semester course, the last day to appeal a grade would be the last day in the spring semester. For a grade dispute in a spring semester course, the last day to appeal a grade would be the last day in the summer II semester. In any summer session, the grade appeal must be initiated no later than the last day of the following fall semester.

**Procedures for Complaint/Appeal**

**Decision/Recommendation for an Instructional Concern or Grade Dispute**

**Step 1: Student will contact instructor**

Prior to meeting with an instructor with whom a student has a complaint or grade appeal, the student should do the following:

Please ensure that you have read and clearly understand the course syllabus prior to expressing an instructional concern or grade dispute about that class. As a student at El Centro College, it is your responsibility to review and understand the course syllabus for policies, learning objectives/outcomes, grading criteria, and your role/responsibilities as a student in the course.

Follow these steps in order to have a meaningful consultation with your instructor.

To prepare for the consultation with your instructor, assemble the following documents:

1. all relevant syllabi that may include instructor's Course Policies, final grade calculation formula and assignment list
2. any relevant email exchanges
3. homework or other assignments in question
4. related tests, then

- Contact your instructor for an appointment. Agree on time and place for the consultation. This may be an on-line appointment, by phone or in person.
- Prior to the meeting with your instructor, write out your concern. Include the resolution you seek.
- Keep the appointment time.
- Clearly and politely state your concern and the resolution you seek.
- Present the relevant documentation.
- Listen openly to the instructor’s response and take notes as appropriate.
- Express appreciation to the instructor for taking time to hear your concern even if the decision is not what you had wanted.

**Step 2: If student decides to appeal to the Program Coordinator**

If you decide to appeal your instructor’s decision/recommendation regarding your instructional concern or grade dispute, you will need to contact the Program Coordinator. You have five (5) working days from the decision date of your instructor’s decision to direct your appeal to the next level. The division office (contacts listed below) will assist you with identifying the program coordinator, if needed. Once contact is made with the Division Office, the Division Office staff will ask you to complete the “Instructional Concern/Grade Dispute” form detailing the concern/dispute and to supply documentation supporting your position before an appointment can be made with the Program Coordinator.

After the appointment is made, please prepare for the appointment by assembling the following documents:

- all relevant syllabi that may include instructor's Course Policies, final grade calculation formula and assignment list
- related assignments including homework, essays, and projects
- relevant tests
- copies of email exchanges with your instructor about this issue

**Paralegal Studies Program Administrative Assistant:** Kimberly Wilson 214-860-2269

**Health Programs Administrative Assistant:** Kym Walls 972-860-5093 kym.walls@dcedd.edu

**Fill out Form A on page 6 below**

Once the Instructional Concern or Grade Dispute (Form A) on page 6 is completed, return the form and all documentation to the Division Program Coordinator. The Program Coordinator will contact you to arrange an appointment either face to face or email exchange. The Program Coordinator will review all facts, documentation and other information that you may present during the meeting. The Program Coordinator will render a decision after careful research. The Program Coordinator will provide his/her decision in writing to you within one week of your scheduled appointment.

**Step 3: If student decides to appeal to the Associate Dean or Dean of Nursing**

If you wish to appeal the decision further, you must inform the Program Coordinator and the Associate Dean of Allied Health or Dean of Nursing within Five (5) working days of having received the Program Coordinator’s decision. The Program Coordinator will forward the correspondence related to the concern to the Associate Dean or Dean of Nursing (as applicable). When you meet for the appointment, the Associate Dean or Dean of Nursing will have read your completed appeal form. You can then present additional documents you have prepared and explain why the instructor’s and program coordinator’s decisions were not satisfactory to you. Please be aware that at this level of appeal a decision will not be made during this meeting. The dean must research your concern including consulting with the instructor and program coordinator to get their view of the situation. After the dean has researched the concern or dispute, you will be contacted in writing with the decision. This decision may take up to 30 days.

To schedule an appeal contact:

**Health Programs Administrative Assistant:** Kym Walls 972-860-5093 kym.walls@dcedd.edu

**Associate Dean of Allied Health Programs**

Don Martin
mdmartin@dcedd.edu 972-860-5099

**Dean of Nursing**

Joan Becker
jbecker@dcedd.edu 972-860-5098
Step 4: If student decides to appeal to the Executive Dean of Health and Legal Studies

If you wish to appeal the decision further, you must inform the Associate Dean of Allied Health or the Dean of Nursing within five (5) working days of having received their decision. The respective Dean will forward the correspondence related to the concern to the Executive Dean. The Executive Dean will contact the student after receiving all forms and documentation and arrange either a face to face meeting or email exchange. The Executive Dean will research fully the concern. The Executive Dean will make a decision about the student’s grade appeal or instructional concern. The Executive Dean notifies the student, Dean, Coordinator and Faculty member of the decision. To schedule an appeal with the Executive Dean please contact:

Health Programs Administrative Assistant: Kym Walls 972-860-5093 kym.walls@dcccd.edu
Interim Executive Dean
Cesar Espinoza
cespinoza@dcccd.edu 214-860-2266

Step 5: If student decides to appeal to the Vice President

If you wish to appeal the decision further, you must inform the Executive Dean within five (5) working days of having received the Executive Dean’s decision. The Executive Dean will forward the correspondence related to the concern to the Vice President. The Vice President will contact the student after receiving all forms and documentation and arrange either a face to face meeting or email exchange. The Vice President will research fully the concern. The Vice President makes the final decision about the student’s grade appeal or instructional concern. The Vice President notifies the student, Dean, Coordinator and Faculty member of the decision.

Additional information:
1. With the exception of clinical instruction, a student is allowed to remain in a lecture or lab class during the appeal process.
2. If a student is dismissed from a clinical assignment, the student will not be allowed to remain in that clinical setting during the appeal process. Should a decision be made in favor of a student’s appeal, the student will be placed in the next available clinical assignment.
3. If a student withdraws from a course(s), he/she will lose the right to appeal any decision of the course(s).

If a student fails to respond to a decision by the five (5) day appeal deadline, the student loses the right to appeal a decision to the next level.

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SCANS STATEMENT

WHAT ARE SCANS SKILLS?
These are the skills that employers need the most form their workers. SCANS skills are the predictors of success in the workplace.

WHO DEFINED THESE SKILLS?
In 1989, the U.S. Department of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills).

El Centro College Students and SCANS
El Centro College is committed to the preparation of our students for success in the workplace.

All El Centro College courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course.

Throughout a formal program of study (Certificate, Degree or Transfer Program) a student will have the opportunity to master all SCANS skills and competencies.
### SCANS WORKPLACE COMPETENCIES

<table>
<thead>
<tr>
<th>MANAGING RESOURCES</th>
<th>INTERPERSONAL SKILLS</th>
<th>INFORMATION SKILLS</th>
<th>SYSTEMS KNOWLEDGE</th>
<th>USING TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a Manage Time</td>
<td>2.a Work on Teams</td>
<td>3.a Acquire/evaluate data</td>
<td>4.a Work in social systems</td>
<td>5.a Select equipment/tools</td>
</tr>
<tr>
<td>1.b Manage Money</td>
<td>2.b Teach Others</td>
<td>3.b Organize/maintain data</td>
<td>4.b Work in Technological systems</td>
<td>5.b Apply technology to tasks</td>
</tr>
<tr>
<td>1.c Manage Materials</td>
<td>2.c Serve Customers</td>
<td>3.c Interpret/Communicate data</td>
<td>4.c Monitor/correct systems</td>
<td>5.c Maintain and troubleshoot technologies</td>
</tr>
<tr>
<td>1.d Manage Space</td>
<td>2.d Lead others</td>
<td>3.d Process data with computer</td>
<td>4.d Design/Improve systems</td>
<td></td>
</tr>
<tr>
<td>1.e Manage Human Resources</td>
<td>2.e Negotiate Conflict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.f Work with diversity</td>
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</tbody>
</table>

### SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>BASIC SKILLS</th>
<th>THINKING SKILLS</th>
<th>PERSONAL QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.a Reading</td>
<td>7.a Creative Thinking</td>
<td>8.a Responsibility</td>
</tr>
<tr>
<td>6.b Writing</td>
<td>7.b Decision Making</td>
<td>8.b Self-esteem</td>
</tr>
<tr>
<td>6.c Arithmetic/Math</td>
<td>7.c Problem Solving</td>
<td>8.c Sociability</td>
</tr>
<tr>
<td>6.e Listening</td>
<td>7.e Seeing things in the mind’s eye</td>
<td>8.e Integrity</td>
</tr>
<tr>
<td></td>
<td>7.f Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

### SCANS COURSE COMPETENCIES

**DHYG 2231 Contemporary Dental Hygiene Care II**

This course addresses SCANS: 1a, 1b, 1c, 2a, 2b, 2c, 2f, 3a, 3b, 3c and 3d.