GRAYSON COLLEGE

Course Syllabus

DNTA 1311 Dental Science
Fall 2018
Dental Assisting Program
Lecture hours per week 3
Lab hours per week 0
Clock hours per semester 48

Lecture Room 205 Tuesdays 1:00 PM to 3:50 PM

Professor Contact Information
Wendy Renfro RDA, CDA
903-415-2529
renfrow@grayson.edu

Office Location: Health Science Professor's Offices A126

Office Hours:

Monday	**8:00 AM to 9:00 AM**
Tuesday	**8:00 AM to 10:00 AM**
Wednesday	**1:00 to 3:00 PM**
Thursday	**1:00 PM to 3:00 PM**
Friday	**1:00 PM to 3:00 PM**

Professor's Class Schedule:

Monday	**9:00 AM to 12:00 PM;1:00 PM to 2:50 PM**
Tuesday	**10:00 AM to 12:00 PM, 1:00 PM to 3:50 PM**
Wednesday	**8:00 AM to 12:00 PM**
Thursday	**8:00 AM to 12:00 PM**
Friday	**8:00 AM to 12:00 PM**

Credit Hours	**3.00**
Lecture Hours	**2.00**
Laboratory Hours	**1.00**
Course Length	**16 Weeks**

Type of Instruction Lecture/Lab

Co-requisites
DNTA 1202 Communications & Behavior in The Dental Office
DNTA 1301 Dental Materials
DNTA 1305 Dental Radiology
DNTA 1245 Preventive Dentistry
DNTA 1315 Chairside Dentistry

Course Description – (2-1-3).. A fundamental study of anatomical systems with emphasis placed on head and neck anatomy. Topics include embryology of the teeth along with basic dental terminology.

Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Define the terminology related to tooth morphology, tooth embryology, histology, microbiology and general anatomy.
2. Identify teeth in different stages of eruption.
3. Identify any tooth according to its size, shape, and anatomical landmarks.
4. Demonstrate use of different systems for naming and identifying teeth.
5. Describe the anatomical differences between deciduous and permanent teeth.
6. Identify different types of occlusions.
7. Identify and describe the different types of tissues and areas of the oral cavity.
8. Describe the basic tissues of the body, and the developmental process of the face, and that of the teeth along with its surrounding tissues.
9. Define microbiology and list the major microorganisms involved in dental pathology.
10. List some of the methods used to control disease-causing microorganisms.
11. Demonstrate ability to implement infection and hazard control protocol.
12. Demonstrate proficiency in the use of technologies in the broadest sense related to their field of study: Charting entry, Charting of teeth, use of computer software for entry of patient information.

Course Learning Outcomes

1. Describe anatomical systems in terms of components and functions.
2. Identify the teeth and related structures.
3. Recognize oral structures and tooth nomenclature.
4. Explain the physiology and morphology of the deciduous/primary and permanent/secondary teeth.

Required Textbooks (ISBN # included) and Materials:

1. Brand, Richard, B.S.,DDS, and Isselhard, Donald, BS, DDS, FAGD, MAGD, MBA, **Anatomy of Orofacial Structures A Comprehensive Approach,** Eighth Edition (2019). Elsevier Publishers ISBN: 978-0-323-48023-9
2. Bird, Doni L.., CDA, RDH, MA, and Debbie S. Robinson., CDA, MS, **ModernDental Assisting**. Twelfth Edition (2018). Elsevier/Saunders Publishers ISBN: 978-0-323-43030-2
3. Fehrenback,Margaret J.,RDH,MS, **Dental Anatomy Coloring Book,** 3rd Edition (2019). Elsevier Publishers ISBN: 978-0-323-47345-3
4. Microsoft Office software
5. Wristwatch w/ second hand
6. Pens, Pencils, Highlighters
7. Paper, folder or notebook
8. Student Uniforms
9. Dental Assisting Student ID

Additional Resources

- Texas State Board of Dental Examiners website: http://www.tsbde.state.tx.us/
- Dental Assisting National Boards website: http://www.danb.org

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

As a secondary means of communication, the app, GroupMe will be used. It is not a requirement of the class, but I strongly urge each of you to join the class GroupMe. Any announcements such as inclement weather, class announcements, or in the event class must be canceled due to instructor illness or emergencies an announcement will be in Canvas, as well as, GroupMe.

The schedule listed below is subject to change with fair notice from the professor. Changes will be announced in the classroom and through the Canvas course.

Course Schedule Dental Science

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug.21	Welcome to class!!Go over class Syllabus/ Q & A session Lecture : C-1 *Introduction to the Oral Cavity* Lab: Handouts for Oral Cavity Proper, Tooth , Tooth numbering systems Anatomy Coloring/ Questions Pgs 69,99,100,103
2	Aug. 28	Lecture: C-2 *The Tooth~ Functions & Terms (Handout of Terms)* *C-4 Dentition* Lab: Schematic of tooth (pg 15, figure 2-10) Groups of 4/ Construct games utilizing Terms (Due Week 5) Complete Coloring/Questions Pages 69,99,100,103
3	Sept.4	Lecture: C- 16 *Deciduous Dentition* Tooth numbering handout –identify/ color code/study Lab: Work on Terms Games Study Tooth Numbers for Permanent / Deciduous Dentitions
4	Sept. 11	Lecture: **Terms Test** Complete C 16 *Deciduous Dentition* Lab: Class discussion – Differences between Permanent & Deciduous Teeth Study using Terms Games Kahoot It! C 1,2,4 & 16

5	Sept. 18	Lecture: **Test C 1,2,4 & 16** C- 5 *Development, Form and Eruption* Lab: Tooth Identification Complete Terms Games Tooth # Quiz (permanent)
6	Sept. 25	Lecture: *Complete C- 5 Development, Form and Eruption* Timeline Showing Eruption of Primary Teeth Timeline Showing Eruption of Permanent Teeth Lab: Teeth Identification Pg. 179 Anatomy Coloring Book- Primary Teeth Kahoot It! C 5
7	Oct. 2	Lecture: **Test C-5** Have groups demonstrate their Term Game Lab: Play Term Games
8	Oct. 9	Lecture: *C-17 Oral Pathology (MDA Textbook)* Lab: Handout Oral Pathology Questions (complete in class) Tooth Quiz Deciduous Dentition Play Term Games
9	Oct. 16	Lecture: *C-18 Microbiology (MDA Textbook)* Timeline of Pioneers (who /what famous for) Lab: Handout Microbiology Review Questions (complete in class) Identify Tooth #'s on Radiographs Kahoot It! C 17 & 18

10	Oct. 23	Lecture: **Test C 17 & 18** *C-9 Head & Neck Anatomy (MDA Textbook)* Lab: Coloring/ Questions Pages 214-217 Identify Tooth #'s on Radiographs
11	Oct. 30	Lecture: *C-9 Head & Neck Anatomy (MDA Textbook)* Class Activity Over Skull Bones Lab: Complete Coloring Assignment pages 214-217 Study Tooth #'s on Radiographs

12	Nov. 6	Lecture: Complete *C-9 Head & Neck Anatomy* Class Activity- Landmarks Lab: Tooth Quiz Perm/Primary Dentitions Kahoot It! C-9
13	Nov. 13	Lecture: **Test C-9** *C-30 Principles of Pharmacology* Lab: Group Activity/ Drugs used in Dentistry Group Discussion Adverse Drug Reactions/Effects
14	Nov. 20	Lecture: Complete *C-30 Principles of Pharmacology* Class Activity- Drug Prescriptions Lab: Tooth Quiz Mixed Dentition Kahoot It! C-30
15	Nov. 27	**TEST Chapter 30** Hand out review for Final Exam / Term Games
16	Dec. 4	Final Exam 9 AM -11AM (Date and Time subject to change)

Chapter 1 Introduction to the Oral Cavity

Chapter Outline:

- Vestibule
  - Anterior and Posterior Borders
  - Superior and Inferior Borders
  - Other Clinical Manifestations of the Vestibule
  - Mucosa
  - Buccal Alveolar Bone
- Oral Cavity Proper
  - Hard Palate
  - Soft Palate
  - Lateral Borders
  - Posterior Borders
  - Tongue and Floor of Mouth
- Other Clinical Manifestations of the Oral Cavity

Expected Learning Outcomes (Objectives)

- To describe the boundaries and sub-boundaries of the oral cavity and the structures in each area
- To define the terms Vestibule, oral cavity proper, mucobuccal fold, frenum, alveolar mucosa, gingivia, exostoses, torus palatinus, and torus mandibularis
- To define the landmarks in the floor of the mouth and the hard and soft palate and the structures that form them
- To be able to tell thenormal from the abnormal in the oral cavity and to ensure a follow-up examination

Chapter 2 The Tooth: Functions and Terms

Chapter Outline:

- Function of Teeth
- Crown and Root

- Tooth Tissues
    - Enamel
    - Dentin
    - Cementum
    - Pulp
- Types of Teeth
    - Incisors
    - Canines
    - Premolars
    - Molars
- Surfaces of Teeth
- Division of Surfaces
- Line Angles
    - Line Angles for Anterior Teeth
    - Lines Angles for Posterior Teeth
- Point Angles
    - Point Angles for Anterior Teeth
    - Point Angles for Posterior Teeth
- Landmarks
    - Anterior Teeth
    - Posterior Teeth

Expected Learning Outcomes (Objectives)

- To identify the different functions of the teeth
- To identify the different tissues that compose the teeth
- To differentiate between clinical and anatomic eruption
- To differentiate between clinical and anatomic eruption
- To define, single, bifurcated, and trifurcated roots
- To recognize how the functions of teeth determine their shape and size
- To understand the individual functions and therefore the individual differences that exist among incisors, canines, premolars, and molars
- To name and identify the location of the various tooth surfaces
- To name and identify the line angles of the teeth
- To name and identify the point angles of the teeth
- To define the terminology used in naming the landmarks of the teeth

Chapter 4 Dentition

Chapter Outline:

- Arrangement of Teeth
- Naming and Coding Teeth
    - Universal System
    - Palmer Notation System
    - Federation Dentaire Internationale System (FDI)

Expected Learning Outcomes (Objectives)

- To understand the differences between primary dentition, secondary dentition, and mixed dentition

- To understand the arrangement of the teeth into dentitions, arches, and quadrants
- To name and code any individual tooth
- To code teeth using the Universal system, The Palmer notation system, and the Federation Dentaire Internationale (FDI) system
- To identify a tooth when given a code from one of the three systems

Chapter 16 Deciduous Dentition

Chapter Outline:

- Essential Differences Between Deciduous and Permanent Teeth
- The Importance of Deciduous Teeth
    - Maxillary Central Incisors
    - Maxillary Lateral Incisors
    - Roots of Maxillary Incisors
    - Mandibular Central Incisors
    - Mandibular Lateral Incisors
    - Roots of Mandibular Incisors
    - Maxillary Canines
    - Mandibular Canines
    - Roots of Canines
    - Maxillary First Molars
    - Roots of Maxillary First Molars
    - Maxillary Second Molars
    - Roots of Maxillary Second Molars
    - Mandibular First Molars
    - Roots of Mandibular First Molars
    - Mandibular Second Molars
    - Roots of Mandibular Second Molars
    - Pulp Cavities of Deciduous Teeth

Expected Learning Outcomes (Objectives)

- To identify the various deciduous teeth
- To recognize whether a tooth is primary or secondary
- To know the eruption dates of the primary and secondary teeth
- To understand the essential differences between deciduous and permanent teeth
- To understand the importance and functions of deciduous teeth
- To compare the dental anatomic features of deciduous teeth, not only with the other deciduous teeth but also with their permanent counterparts

Chapter 5 Development, Form and Eruption

Chapter Outline:

- Development and Form
    - Development Lobes
    - Lobes and Cusps
- Eruption
- Permanent Dentition
- Periods of Dentition

Expected Learning Outcomes (Objectives)

- To understand how the tooth germs develop within the crypts
- To understand how the growth centers or lobes fuse and form a tooth
- To understand that this fusion can take a variety of forms, which result in different types of teeth such as incisors, premolars, and molars
- To know how many lobes form each type of tooth and where the lobes are located
- To understand the eruption schedule of the deciduous and permanent teeth
- To understand some general rules about the eruption of teeth
- To understand the phenomena of mesial drift, root resorption, and exfoliation
- To understand the implications of the terms: impacted teeth, congenitally missing teeth , attrition, occlusal plane, and curve of Spee
- To understand the periods of primary, mixed and permanent dentition

Chapter 17

Chapter Outline:

- Making a Diagnosis
    - Historical Diagnosis
    - Clinical Diagnosis
    - Radiographic Diagnosis
    - Microscopic Diagnosis
    - Laboratory Diagnosis
    - Therapeutic Diagnosis
    - Surgical Diagnosis
    - Differential Diagnosis
- Acute/Chronic Inflammation
- Oral Lesions
    - Lesions Extending Below Mucosal Surface
    - Lesions Extending Above the Mucosal Surface
    - Lesions Even with the Mucosal Surface
    - Raised or Flat Lesions
- Diseases of the Oral Soft Tissues
    - Leukoplakia
    - Lichen Planus
    - Candidiasis
    - Pseudomembranous Candidiasis
        - Hyperplastic Candidiasis
        - Atrophic Candidiasis
    - Apthous Ulcers
    - Cellulitis
- Conditions of the Tongue
- Oral Cancer
- Leukemia
- Smokeless Tobacco
- Therapy for Oral Cancer
- Dental Implications of Radiation Therapy
    - Xerostomia
    - Radiation Caries
    - Osteoradinoecrosis
- Dental Implications of Chemotherapy
- Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome

    - Oral Manifestations
    - Hairy Leukoplakia
    - Kaposi's Sarcoma
    - Herpes Simplex
    - Herpes Zoster
    - Human Papillomavirus
- Developmental Disorders
    - Genetic Factors
    - Environmental Factors
    - Disturbances in Enamel Formation
    - Disturbances in Dentin Formation
    - Abnormal Eruption of teeth
- Miscellaneous Disorders

Expected Learning Outcomes(Objectives):

1. Pronounce, define, and spell the key terms
2. Explain why oral pathology is important for the dental assistant
3. Describe the steps necessary to make a diagnosis
4. Describe the difference between acute and chronic inflammation, including the classic signs of inflammation.
5. Describe the types of oral lesions.
6. Name three types of diseases of the oral soft tissues.
7. Describe three conditions associated with the tongue
8. Discuss oral cancer, including the following:
    a. Describe the warning symptoms of oral cancer
    b. Describe leukemia
    c. Describe the appearance of lesions associated with the use of smokeless tobacco
    d. Name three types of therapy of oral cancer
9. Discuss HIV/AIDS and its oral manifestations, including five lesions that are associated with HIV/AIDS
10. Recognize developmental disorders of the jaws and dentition, including the following:
    a. List and define three anomalies that affect jaw development
    b. List and define an anomaly that affects lip, palate, and tongue development
    c. List and define three anomalies that affect the number of teeth
    d. List and define five anomalies related to the shape of the teeth.
    e. Explain the conditions associated withabnormal eruption of the teeth
11. Discuss other types of disorders that can occur, including the following:
    a. Identify two oral conditions related to nutritional factors
    b. Describe bruxism
    c. Describe the oral conditions of a patient with bulimia
    d. Describe the dental complications of oral piercings
    e. Identify the oral effects of methamphetamine use

Chapter 18 Microbiology (MDA Textbook)

Chapter Outline:

- Pioneers in Microbiology
- Koch's Postulates
- Major Groups of Microorganisms
- Bacteria
    - Shape
    - Gram- Positive and Gram- Negative Bacteria
    - Need for Oxygen

    - Capsules
    - Spores
- Rickettsiae
- Algae
- Protozoa
- Fungi
- Prions
    - Prion Diseases
    - Future Research
- Viruses
    - Specificity
    - Latency
    - Treatment of Viral Diseases
    - Transmission of Viral Diseases
    - Viruses in the Environment
- Viral Diseases
- Viral Hepatitis
    - Hepatitis A
    - Hepatitis B
        - Hepatitis B Immunization
    - Hepatitis C
    - Hepatitis D
    - Hepatitis E
- Human Immunodeficiency Virus
- Herpesviruses
    - Herpes Simplex Virus Type 1
        - Primary Herpes
        - Recurrent Herpes Labialis
    - Herpes Simplex Virus Type 2
    - Herpes Zoster Virus
    - Cytomegalovirus
    - Epstein-Barr Virus
    - Herpes Transmission
- West Nile Virus
- H1N1 Flu Virus (Swine Flu)
- Bacterial Diseases
    - Tuberculosis
    - Legionnaire's Disease
    - Tetanus
    - Syphilis
- Methicillin Resistant Staphylococcus Aureus (MRSA)
- Pandemic Diseases

Expected Learning Outcomes (Objectives)

- Pronounce, define, and spell the Key Terms
- Explain why the study of microbiology is important for the dental assistant
- Discuss the contributions of early pioneers in microbiology
- List the four criteria of Koch's postulates
- Identify and explain the five major groups of microorganisms, including:
    - Identify the three basic types of bacteria according to their shape
    - Explain the Gram's stain classification system used to identify bacteria

    - Describe the differences among aerobes, anaerobes, and facultative anaerobes
    - Identify the most resistant form of life known, and explain how it survives
    - Describe how prions differ from viruses and bacteria and name two diseases caused by prions.
    - Compare viruses with bacteria, and name diseases caused by each
- Discuss viral diseases, including:
    - Identify five types of viral hepatitis and explain how each one is transmitted.
    - Identify methods of HIV transmission and explain the effect of HIV virus on the human body
    - Describe the symptoms of an infection of West Nile virus
    - Describe the symptoms of influenza and how it is spread
- Discuss bacterial diseases, including:
    - Name the disease that is the leading cause of death from infectious diseases worldwide
    - Identify the bacterium discovered during an American Legion convention and explain its mode of transmission
    - Explain how tetanus can be prevented
    - Describe the three stages of syphilis
    - Identify the method of transmission of methicillin resistant Staphylococcus Aureus (MRSA) and explain the best methods to prevent its spread
- Describe the possible effects of a pandemic disease

Chapter 9 Head and Neck Anatomy

Chapter Outline

- Regions of the Head
- Bones of the Skull
    - Bones of the Cranium
    - Bones of the Face
- Hyoid Bone
- Postnatal Development
- Differences Between Male and Female Skulls
- Temporomandibular Joints
    - Capsular Ligament
    - Articular Space
    - Jaw Movement
    - Temporomandibular Disorders
- Muscles of the Head and Neck
    - Major Muscles of the Neck
    - Major Muscles of Facial Expression
    - Major Muscles of Mastication
    - Muscles of the Floor of the Mouth
    - Muscles of the Tongue
    - Muscles of the Soft Palate
- Salivary Glands
    - Minor
    - Major
- Blood Supply to the Head and Neck
    - Major Arteries
    - Major Veins of the Face and Oral Cavity
- Nerves of the Head and Neck
- Lymph Nodes of the Head and Neck
- Paranasal Sinuses

Expected Learning Outcomes (Objectives)

1. Pronounce, Define and spell the key terms
2. Identify the regions of the head
3. Locate and identify the bones of the skull, including the following
    a. Name and locate the bones of the cranium, the face, and the hyoid bone
    b. Discuss the postnatal development of the skull
    c. Differentiate between the male and the female
4. Discuss the temporomandibular joints, including the following:
    a. Identify the components of the temporomandibular joint
    b. Describe the action and movement of the temporomandibular joint
    c. Describe the symptoms of temporomandibular joint disorders
5. Locate and identify the muscles of the head and neck.
6. Identify the locations of minor and major salivary glands and associated ducts, and name of the three large paired salivary glands.
7. Identify and trace the routes of the blood vessels of the head and neck
8. Identify and locate the nerves of the head and neck, including the following:
    a. Name the twelve cranial nerves
    b. Name the maxillary and mandibular divisions of the trigeminal nerve
9. Discuss the importance of lymph nodes, including the following:
    a. Explain the structure and function of lymph nodes
    b. Identify the locations of the lymph nodes of the head and neck
    c. Identify the locations of major lymph node sites of the body
10. Identify the paranasal sinuses and explain their function.

Chapter 30 Principles of Pharmacology

Chapter Outline

- Overview of Drugs
- Dispensing of Drugs
    - Controlled Substance Act
- Prescriptions
    - Terminology
    - Recording prescriptions
    - Telephone guidelines
- Drug Reference Materials
    - Package inserts
- Drug Dosage
    - Administration of medications
    - Stages of Drug Action in the Body
- Drugs Commonly Prescribed in Dentistry
    - Analgesics
    - Antibiotics
    - Antifungal agents
    - Antiviral agents
    - Antianxiety agents
- Drugs Commonly Prescribed in Medicine
    - Cardiovascular Drugs
    - Respiratory Drugs
    - Gastrointestinal Drugs
    - Neurologic Drugs
    - Psychoactive Drugs
    - Endocrine/ Hormonal Drugs
- Adverse Drug Effects

- Common Side Effects of Medications
- Drug Complications

Expected Learning Outcomes (Objectives)-

1. Pronounce, define, and spell the key terms.
2. Differentiate between a drug's chemical, generic, and brand or trade names.
3. Discuss the dispensing of drugs, including the following:
    a. Define the DEA, and explain why drugs are categorized in five schedules of the Controlled Substances Act.
    b. List each part of the prescription
4. Describe the use of drug reference materials.
5. Describe the relevant factors in determining the dosage of a drug, how medications are administered, and the stages a drug goes through the body.
6. List the commonly prescribed drugs in dentistry.
7. List the commonly prescribed drugs in medicine.
8. Describe the negative effects of drug use.

Instructional Methods Face to Face

Students will be required to complete laboratory assignments/competencies. These will include, but are not limited to drawing schematics, group projects (building a dental terms game), group discussions, tooth number quizzes and timelines.

Methods of instruction include lecture, discussion, required reading, audio and visual aids, computer aided instruction, skill demonstration, and skill practice.

The student should not expect that every objective will be lectured or discussed in the classroom. Success in the course is dependent on mastery of not only the material delivered in the classroom but also the assigned reading material.

Because many assignments and study tools are performed via Canvas, access to computer hardware with internet connection and software to allow web navigation is required. Microsoft Office software, Word, PowerPoint, and Excel, is also required. However, a personal computer is not required. Dental Assisting students may access several computer lab resources on and off campus to facilitate completion of assignments. If the student is dependent upon computer resources outside the home, significant time management, organizational skill, and personal commitment is necessary to be successful.
In the event of technology failure, the student should contact the GC Help Desk for guidance.

Methods of Evaluation
Grading

Categories	Percentage
Tests (including final exam)	20%

Assignments/quizzes	15%
Group Project	40%
Behavior / Attendance Grade	25%
Total	100%

Grade	
90-100	A
80-89	B
75-79	C
74-70	D
Below 69	F

Grades will be posted via Canvas

Late Work Policy
NO LATE WORK ACCEPTED.

Individuals arriving late for an exam will not be given additional time for the exam. Also, if any student has completed the exam and left the room prior to arrival of the late student, the late student **will not** be allowed to take the exam.

Extra Credit Policy
NO EXTRA CREDIT WILL BE GIVEN.

Tests

Examinations (cognitive domain) are multiple-choice exams administered electronically via Canvas in a proctored computer lab setting on the GC campus as scheduled by the professor. These exams will measure knowledge, application, and synthesis of the course objectives using content from lectures, discussions, and reading assignments and check-offs assignments.

a. Examinations will be graded via Canvas and the grade will post once the student has submitted the exam.
b. A separate exam will be given to the student who is absent from an exam.
c. REFER to the Student Handbook for complete quiz and test policies.

Exam scores will be expressed in whole numbers. The length of time allowed for testing is based on the number of test items on the exam and will be determined by the professor. Examinations will begin on time and finish on time. Students who arrive late will be admitted at the discretion of the professor, and, if admitted, will have only the remaining time available. Students who are absent from an examination may be eligible for a make-up examination only when certain circumstances are met and approved by the professor.

Classroom Quizzes (cognitive domain) are composed of a variety of question types (multiple-choice, fill- in-the-blank, essay, and others) that are administered at any time during any class period. The student may or may not be given advance notice of a quiz. The quiz grade will be calculated as the percentage of total points earned during the semester. A missed quiz is a missed opportunity to earn points; *quizzes are not available for makeup*.

Group Project: Each group will develop and build a game utilizing dental terminology, Universal tooth numbering system and/or landmarks of the oral cavity. This is to insure students have fun learning the information needed but the grade for this will count for 40% of course grade.

Board Game Rubric for DNTA 1311 Dental Science

Students in group: _____

TOTAL POINTS:_____

Each group will build a game utilizing dental terminology, Universal numbering system and/or landmarks of the Oral Cavity.

CATEGORY	8	6	4	2

Creativity	A lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.	Some thought was put into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	Student tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.
Attractiveness	Contrasting colors and at least 3 original graphics were used to give the cards and game board visual appeal.	Contrasting colors and at least 1 original graphic were used to give the cards and game board visual appeal.	Contrasting colors and "borrowed" graphics were used to give the cards and game board visual appeal.	Little or no color or fewer than 3 graphics were included.
Rules	Rules were written clearly enough that all could easily participate. Typed and edited for errors.	Rules were written, but one part of the game needed slightly more explanation. Typed, but some errors.	Rules were written, but people had some difficulty figuring out the game. Typed or handwritten, but many typos.	The rules were not written.
Accuracy of Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Knowledge Gained	Game creation demonstrates strong knowledge of dental science. Created a game that could challenge everyone – even those with great knowledge	Game creation demonstrates knowledge. Good ideas for questions to help student review the book.	Game creation demonstrates adequate knowledge. Questions need a bit more work.	Game creation does not demonstrate knowledge of dental science or the questions are off-topic/inappropriate.

Dress Code

The dress code will be strictly enforced. If not followed, it can affect your behavior grade. Refer to the Student Handbook for complete dress code.

Assignments

1. Assignments in this course will consist of in class assignments that will always be completed during class time.
2. Assignments account for 15% of the course grade.

Professional Behavior Rubric

Behavior	Description	Points
Ethics	Exhibiting ethical behavior which includes, but not limited to: Always practicing high quality standard of care, and following HIPAA guidelines and protocols.	10
Personal Characteristics	You should also display loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.	10
Teamwork	Respects the rights of others, respects confidentiality, is a team player; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior; actively participates in group projects.	10
Appearance	Displays appropriate dress, grooming, hygiene and etiquette. Follows dress code.	10
Attitude/Demeanor	Demonstrates a positive attitude; a demeanor that exudes confidence but not cockiness; has realistic expectations of self.	10
Productivity	Follow safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures; completes assignments on time, makes up assignments punctually; takes initiative to actively stay busy and continue practicing all skills learned to date.	10
Organization	Displays skills in prioritizing and management of time and stress; demonstrates flexibility in handling change.	10
Communication	Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone/email etiquette, grammar) skills.	10
Cooperation	Displays leadership skills; appropriately handles constructive criticism, conflicts and complaints; demonstrates problem-solving capability;; follows chain of command.	10
Respect	Deals appropriately with cultural / racial diversity; does not engage in harassment of any kind. Respects professors, doctors, volunteers, and peers at all times, including maintaining appropriate relationships.	10

ADDITIONAL EVALUATION TOOLS MAY BE UTILIZED BY THE PROFESSOR TO MEASURE STUDENT PROGRESS.

Course & Instructor Policies

IT IS IMPORTANT THAT YOU, THE STUDENT, NOTIFY THE PROGRAM DIRECTOR BY 9:00 AM IF YOU WILL NOT BE ABLE TO ATTEND CLASS ON A PARTICULAR DAY OR TIME.

Tonya Hance 903-463-8780 hancet@grayson.edu

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated.

All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **More than two (2) absences are considered to be excessive.** In addition, students' eligibility to

receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Attendance Grading Rubric

0-2 Total Absences	100
3-4 Total Absences	89
5-6 Total Absences	70

Six or more absences will result in the student being counseled and could result in being dismissed from the program. However, we understand there are always extenuating circumstances. In the event a student has six or more absences, a committee consisting of the Dental Faculty and the Dean of Health Sciences will meet to determine if the absences fall into the extenuating circumstances category, and what action will be taken.

Excused Absence	Unexcused Absence
Test, practical's, assignments, or skills check-offss may be made-up (with the exception of quizzes)	**Test, practical's, assignments, or skills check-offss may not be made-up (quizzes are never made-up)**
Doctor's note for yourself or a child	Illness without a doctor's note
Death of an immediate Family Member: spouse, child, parent, sibling, or grandparent (must bring an Obituary or Funeral/Memorial Program)	Missing for a trip or vacation
	Basically missing for any other reason besides an illness with a Doctor's note, or a death of an immediate family member.

Student Conduct & Discipline

Students are expected to maintain classroom decorum that includes respect for other students and the professor.

Disruptive behaviors such as harassment of fellow students and/or professors; persistent talking in class while lecture is in progress; using electronic equipment without authorization (cell phone/ texting) or repeated tardy arrival to class will not be tolerated. Students will be counseled initially, but may be dismissed from the classroom for repeated offenses.

We have a **Classroom Disruption Policy** that is : Each Student will be given one (1) warning and then dismissed from class for the rest of the day and will not be able to make up any work missed.

Cell phones need to be kept on silent notification at all times and left in the classroom. Cell phones during Lab, Pre-Clinical or Clinical days can result in lowered daily participation grades.

PLEASE REFER TO THE STUDENT HANDBOOK FOR DETAILED RULES AND POLICIES.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated.

All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

Title IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veteran's status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator (903-463-8714)
- Dr. Dava Washburn, Title IX Coordinator (903-463-8634)
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus (903) 415-2506
- Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.
These descriptions and timelines are subject to change at the discretion of the Professor.
Grayson College campus-wide student policies may be found on our Current Student Page on our website:
http://grayson.edu/current-students/index.html