

**GRAYSON COLLEGE**

*Course Syllabus*

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**DNTA 1245 Preventive Dentistry**

**Fall 2018**

**Dental Assisting Program**

**Lecture hours per week            1**

**Lab hours per week                2**

**Clock hours per semester        48**

**Lecture    Room 205                    Mondays 9:00 am- 10:00 am**

**Lab        Room 205/203            Mondays 10:00 am – 12:00 pm**

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**Professor Contact Information**

**Wendy Renfro, RDA, CDA, BAAS**

**(903)415-2529**

**[renfrow@grayson.edu](mailto:renfrow@grayson.edu)**

**Office Location: Administrative Office Room A126**

**Hours: Monday                    8:00 AM to 9:00 AM**

**Tuesday                    8:00 AM to 10:00 AM**

**Wednesday                1:00 PM to 3:00 PM**

**Thursday                    1:00 pm to 3: 00 pm**

**Friday                        1:00 pm – 3:00 pm**

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**Professor's Class Schedule:**

**Monday                    9:00 AM- 12:00 PM ; 1:00 PM to 2:50 PM**

**Tuesday                 10:00 AM to 12:00 PM & 1:00 PM- 3:50 PM**

**Wednesday             8:00 AM to 12:00 PM**

**Thursday                8:00 AM- 12:00 PM**

**Friday                    8:00 AM- 12:00 PM**

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**Credit Hours            2.00**

**Lecture Hours         1.00**

**Laboratory Hours     2.00**

**Course Length        16 Weeks**

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**Type of Instruction    Lecture/ Lab**

**Co-requisites**

**DNTA 1311 Dental Science**

**DNTA 1301 Dental Materials**

**DNTA 1315 Chairside Dentistry**

**DNTA 1305 Radiology**

**DNTA 1202 Communications**

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**Course Description – (1-2-2)** The study and prevention of nutrition and preventable dental disease and community dental health.

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**Student Learning Outcomes (Course Objectives)-**

- Discuss the role of the dental assistant as a preventive dental team member.
  - Utilize the concepts of communication and behavior modification to develop a patient treatment plan
  - Explain the concepts of dental disease prevention and health promotion
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**Course Learning Outcomes**

1. Explain the concepts of dental disease prevention and health promotion.
2. Identify the presence of factors predisposing to oral disease: plaque, calculus, and stain.
3. Provide nutritional and preventive dental counseling
4. Apply fluoride agents and varnishes
5. Demonstrate oral hygiene techniques
6. Participate in community dental health services

**Required Textbooks (ISBN # included) and Materials:**

1. Bird, Doni L., CDA, RDH, MA, and Debbie S. Robinson., CDA, MS, **Modern Dental Assisting**. Eleventh Edition (2012). Elsevier/Saunders Publishers ISBN: 978-1-4377- 1729-7
  2. Microsoft Office Software
  3. Pens, Pencils, Highlighters, Paper, Notebook
  4. Student Uniforms
  5. Dental Assisting Student ID
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**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.**

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.

**Table 1 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Aug. 20	<b>Lecture:</b> <ul style="list-style-type: none"><li>• WELCOME! Hand out &amp; Review Syllabus</li><li>• Chapter 15 <i>Preventive Dentistry</i></li><li>• Handouts given to students on Lab exercises today</li></ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate Brushing Techniques on typodonts</li> <li>• Demonstrate Flossing techniques on typodonts</li> <li>• Demonstrate Disclosing tablets</li> <li>• Practice Brushing &amp; Flossing techniques</li> </ul>
2	Aug. 27	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Handouts/ Discussions- Oral Hygiene Instruction, Dentrifices, Mouth Rinses and Fluoridation</li> <li>• Kahoot It – Chapter 15</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Group Activity – Fluoride Therapy</li> <li>• Practice Brushing and Flossing &amp; OHI Techniques(<b>Due 9/10</b>)</li> </ul>
3	Sept. 3	<b>LABOR DAY!! ENJOY YOUR DAY OFF!!</b>
4	Sept. 10	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• C 13 Dental Caries</li> </ul> <p>Handouts/ Discussion Development of Plaque &amp; Caries</p> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Assign Groups for OHI Skit Presentations (<b>present to class 10/1</b>)</li> <li>• C 15 Brushing and Flossing techniques Skills Check off DUE</li> </ul>
5	Sept. 17	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• <b>Test (Chapters 15&amp;13)</b></li> <li>• Begin C 59 Pit &amp; Fissure Sealants</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Practice OHI Skits</li> <li>• Demonstrate/ Practice Sealant manipulation on extracted teeth</li> </ul>
6	Sept. 24	<p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>• C 59 Pit &amp; Fissure Sealant</li> <li>• Group Activity- Sealants</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate/ Practice Sealant Manipulation on Extracted Teeth</li> <li>• Practice Skit Presentations</li> </ul>
7	Oct. 1	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Groups present Skit Presentations to class</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Class Activity- Sealants</li> <li>• Sealant manipulation on extracted teeth</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
8	Oct. 8	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Test (C 59)</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• C59 Sealant Manipulation Check off due</li> <li>• Assign Groups for Nutrition Activity/ Begin working on <b>DUE 10/22</b></li> </ul>
9	Oct. 15	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• C 16 Nutrition</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Class Activity- Discuss/ Explore CHOOSE MY PLATE.GOV</li> <li>• Handout/ Discuss Human Motivation</li> <li>• Demonstrate/Practice Coronal Polishing on Manikin</li> <li>• Nutrition Group Project</li> </ul>
10	Oct. 22	<p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>• Present/Discuss Group Power Points</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Handout/Discuss Human Motivation</li> <li>• Demonstrate/ Practice Coronal Polishing on Manikins</li> <li>• Enjoy snacks / foods discussed in group activity / share tips and advice ( AT LUNCH)</li> </ul>
11	Oct.29	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• C 58 Coronal Polishing</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Group Activity- Coronal Polishing</li> <li>• C 58 Skill Check-off Coronal Polishing on Manikins DUE</li> </ul>
12	Nov. 5	<p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>• Test (C 58)</li> <li>• C 31 Assisting in a Medical Emergency</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Class Activity #1 – Medical Emergency Preparation</li> <li>• Role Play- Medical Emergency Drills</li> <li>• <b>DUE DATE for Pediatric Group Presentation</b></li> </ul>
13	Nov. 12	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Guest Speaker -- EMT or Paramedic</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Class Activity – Medical Emergency/ Role Play Skills C 31</li> </ul>
14	Nov. 19	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• C 29 Special Needs / Medically Compromised Patient</li> </ul> <p><b>Lab:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Handout/ Discuss – Geriatrics in Dentistry</li> <li>• C 31 Skill Check-off Medical Emergencies DUE</li> <li>• Role Play- Scenarios for Special Needs Patients and Medically Compromised patients</li> </ul>
15	Nov. 26	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Test (C 31 &amp; 29)</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Handout Final Review</li> <li>• <b>DUE Date for Geriatric Group Presentation</b></li> </ul>
16	Dec. 3	<b>Final Exam</b>

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### Chapter 15 Preventive Dentistry

#### Chapter Outline

- Partners in Prevention
- Patient Education
- Early Dental Care
- Dental Sealants
- Fluoride
- Nutrition and Dental Caries

#### Expected Learning Outcome (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Explain the goal of preventive dentistry.
3. Describe the components of a preventive dentistry program.
4. Assist patients in understanding the benefits of preventive dentistry.
5. Discuss techniques for educating patients in preventive care.
6. Describe why dental care is important for pregnant women.
7. Describe the method used to clean a baby's mouth.
8. Describe when children should first visit the dentist.
9. Describe the effect of water fluoridation on the teeth.
10. Describe the effects of excessive amounts of fluoride.
11. Describe the purpose of a fluoride needs assessment.
12. Identify sources of systemic fluoride.
13. Discuss methods of fluoride therapy.
14. Describe the technique for application of fluoride varnish.
15. Demonstrate application a topical fluoride gel or foam competently and effectively.
16. Demonstrate application of fluoride varnish competently and effectively.
17. Explain the steps involved in analyzing a food diary.

### Chapter 13 Dental Caries

#### Chapter Outline

- Bacterial Infection
- The Caries Process
- Early Childhood Caries
- The Importance of Saliva
- Caries Diagnosis
- Methods of Caries Intervention

### **Expected Learning Outcome (Objectives)**

1. Pronounce, define, and spell the Key Terms.
2. Name the most common chronic disease in children.
3. Identify the infective agent in the caries process.
4. Identify dental caries as an infectious disease.
5. Describe the modes of transmission of dental caries.
6. Explain the process of dental caries.
7. Describe the relationship between diet and dental caries.
8. Distinguish between root caries and smooth surface caries.
9. Explain the demineralization and remineralization processes.
10. Explain the consequences of early childhood caries.
11. Explain the risk factors for early childhood caries.
12. Explain the role of saliva in oral health.
13. Explain the purpose of caries activity tests.
14. Describe the types of caries detection devices.
15. Describe the advantages and disadvantages of the laser caries detection devices.
16. Demonstrate the methods of controlling dental caries.
17. Demonstrate competency in assessment questions and exams.
18. Identify the risk factors for dental caries.

## **Chapter 16 Nutrition**

### **Chapter Outline**

- Nutrient Recommendations
- My Pyramid
- Carbohydrates
- Proteins
- Fats (Lipids)
- Vitamins
- Minerals
- Water
- Diet Modification
- Dietary Analysis
- Reading Food Labels
- Eating Disorders
- Healthy Habits

- Patient Education

### **Expected Learning Outcomes (Objectives)**

1. Pronounce, define, and spell the Key Terms.
2. Explain how diet and nutrition can affect oral conditions.
3. Explain why the study of nutrition is important to the dental assistant.
4. Discuss the components of the Healthy People 2020 report.
5. Explain the meaning of “recommended dietary (daily) allowance.”
6. List the six areas of the Food Guide Pyramid.
7. Explain Canada’s food guide rainbow.
8. Describe the role of carbohydrates in the daily diet.
9. Explain the relationship between frequency and amount of cariogenic foods in causing tooth decay.
10. Describe the three types of proteins.
11. Describe the difference between vitamins and minerals.
12. Explain the need for minerals in the diet.
13. Demonstrate how to explain how to interpret food labels.
14. Explain the criteria for a food to be considered “organic.”
15. Discuss the health and oral implications of eating disorders.
16. Demonstrate explaining to a patient healthy nutrition for the oral cavity.

## **Chapter 58 Coronal Polishing**

### **Chapter Outline**

- Selective Polishing
- Dental Stains
- Handpieces and Attachments for Coronal Polishing
- Polishing Agents
- Polishing Esthetic Restorations
- Prophylaxis Angle and Handpiece
- Coronal Polishing Steps
- Sequence of Polishing
- Flossing After Polishing
- Evaluation of Polishing

### **Expected Learning Outcomes (Objectives)**

1. Pronounce, define, and spell the Key Terms.
2. Explain the difference between a prophylaxis and coronal polishing.
3. Explain the indications for and contraindications to a coronal polish.
4. Name and describe the types of extrinsic stains.
5. Name and describe the two categories of intrinsic stains.
6. Describe types of abrasives used for polishing the teeth.
7. Describe the types of abrasives used for porcelain esthetic restorations.
8. Name materials to be avoided when one is polishing esthetic restorations.
9. Describe the technique used for polishing esthetic restorations.
10. Demonstrate the handpiece grasp and positioning for the prophyl angle.
11. Demonstrate the fulcrum or finger rest used in each quadrant during a coronal polish procedure.
12. Demonstrate the proper seating positions for the operator and the assistant during a coronal polish procedure.
13. Demonstrate safety precautions to be followed during coronal polish.
14. Demonstrate coronal polishing technique.

15. Demonstrate completion of coronal polishing procedure without causing tissue trauma.
16. Be able to determine that the teeth are free from stains and plaque.

## **Chapter 59 Dental Sealants**

### **Course Outline**

- How Sealants Work
- Dental Caries and Sealants
- Indications for Sealants
- Contraindications to Sealants
- Types of Sealant Materials
- Preventing Problems With Sealants
- Microabrasion
- Storage and Use
- Precautions for Dental Personnel and Patients
- Factors in Sealant Retention

### **Expected Learning Outcomes (Objectives)**

1. Pronounce, define, and spell the Key Terms.
2. Describe the purpose of dental sealants.
3. Explain two ways that dental sealants prevent caries development.
4. Describe the clinical indications for dental sealants.
5. Describe the contraindications to dental sealants.
6. Describe the two types of polymerization.
7. Discuss the rationale for filled and unfilled sealant materials.
8. Describe the technique for placement of dental sealants.
9. Demonstrate the steps in the application of dental sealants.
10. Describe and demonstrate the safety steps necessary for the patient and operator during sealant placement.
11. Describe and demonstrate the criteria for evaluating the placement of dental sealants.
12. Explain the most important factor in sealant retention.

## **Chapter 29 The Special Needs and Medically Compromised Patient**

### **Chapter Outline:**

- Role of the Dental Assistant
- The Aging Population
  - Stages of Aging
- Oral Health of the Aging
- Oral Health Conditions
  - Xerostomia
  - Periodontal Disease
  - Tooth Decay
  - Dark and Brittle Teeth
  - Bone Resorption
- The Special Needs Patient

- Assistance from Organizations
- Specific Disorders of the Medically Compromised Patient
  - Development Disorders
    - Intellectual Disability
    - Down Syndrome
    - Autism
    - Cerebral Palsy
- Physical Disorders
  - Vision Impairment
  - Hearing Impairment
  - The Patient in a Wheelchair
- Neurologic Disorders
  - Alzheimer’s Disease
  - Seizures
    - Petit Mal Seizures
    - Grand Mal Seizures
  - Multiple Sclerosis
  - Stroke
- Neuromuscular Disorders
  - Muscular Dystrophy
  - Parkinson’s Disease
  - Amyotrophic Lateral Sclerosis (ALS)
  - Arthritis
    - Rheumatoid Arthritis
    - Osteoarthritis
- Cardiovascular Disorders
  - Congested Heart Failure
  - Hypertension
  - Angina
  - Endocarditis
- Pulmonary Disorders
  - Allergies
  - Bronchial Asthma
  - Chronic Obstructive Pulmonary Disease
- Blood Disorders
- Endocrine Disorders
  - Hyperthyroidism
  - Hypothyroidism
  - Diabetes Mellitus
- Behavioral and Psychiatric Disorders

Expected Learning Outcomes(Objectives)

- Pronounce, define, and spell the key terms
- Discuss the role of the dental assistant in caring for the special care patient
- Describe the stages of aging in the older population and the orally related conditions that affect this population.
- Describe the importance of the medical history for the special needs/ medically compromised patient.
- Describe the major medical disorders that can affect a patient’s oral health, including the type of dental

management a medically compromised patient would receive.

**Instructional Methods**                      Face to Face

Students will be required to complete laboratory assignments/competencies. These will include, but are not limited to oral hygiene instruction/ presentation, skits, applying fluoride/varnish, coronal polishing, sealant placement, brushing and flossing techniques and role playing medical emergencies.

Methods of instruction include lecture, discussion, required reading, audio and visual aids, computer aided instruction, skill demonstration, role playing 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**

<b>Categories</b>	<b>Percentage</b>
Skills	40%
Behavior / Attendance	25%
Tests (5)/ Group Presentations (3)/ Final Exam	20%
Assignments / Quizzes	15%
Total	100%

<b>Grade</b>	
90-100	A
80-89	B
75-79	C
74-70	D
69 or Below	F

Grades will be posted via Canvas

Grading Rubrics for Skit Presentations & Group Project on Nutrition/ Form for Facilities can be found at

the end of the syllabus.

### **Late Work Policy**

**NO LATE WORK ACCEPTED.**

This includes presentations, skits and laboratory projects.

### **Extra Credit Policy**

NO EXTRA CREDIT WILL BE GIVEN.

### **Tests**

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*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 assessment assignments.

1. Examinations will be graded via Canvas and the grade will post once the student has submitted the exam.
  2. A separate exam will be given to the student who is absent from a test. The test can be made up in the testing center. The student will have from the time the test was missed up until the day the next test is scheduled to be taken to make-up the test.
  3. REFER to the Student Handbook for complete quiz and test policies.
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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.

### **Group Presentations (included in the test category)**

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You will have 3 group presentations that are required during this course. Each presentation will be weighted as a test grade.

- Presentation # 1 : You will be required to develop an oral hygiene instruction (OHI) skit as an assigned group that will be presented to an elementary/pre-school age group at an outside location of your choice. However, the instructor must approve your location, date and time prior to presentation in order to receive full credit. The length of time for the skit will be determined by your location as to the amount of time your location is needing you to do your presentation for the kids (typically this is about 20 minutes, but will vary). **School Presentations are due no later than Monday November 5<sup>th</sup>, 2018. As part of the assignment each group skit will be presented to the class during lab on October 1<sup>st</sup>. The skit presented to the class will need to be a minimum of 5 minutes and a maximum of 20 minutes in length.**
- Presentation #2- You will be required to develop an oral hygiene instruction (OHI) skit as an assigned group (same group as presentation #1) that will be presented to geriatric residents of a nursing home at an outside location of your choice. However, the instructor must approve your location, time and date of the presentation to receive full credit. The length of time for your presentation should be between 15-30 minutes, but times might vary, depending on location. **This presentation will be completed/ due no later than Monday, November 26<sup>th</sup>, 2018. You will need to go over your skit with your instructor prior to visiting the nursing home.**

- Presentation #3: Chapter 16 (Nutrition) will not have a test. In place of the test each assigned group will be given a topic related to Nutrition. You must produce a power point presentation pertaining to the nutrition information you were assigned. The power point presentation must be a minimum of 10 slides, and include a cover slide (included in the minimal 10 slides) that has each group members name that participated in making the power point presentation. The more graphics and information you include the better grade you will receive. **The power point is due no later than midnight on October 22, 2018. One member of the group will need to email the completed power point to me at [renfrow@grayson.edu](mailto:renfrow@grayson.edu) by midnight on the due date.** Part of the assignment will include preparation and sharing of food within your group topic. We will plan to eat as a group during lunch this day to enjoy the food/snacks and share tips and advice on nutrition.
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**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.*

Skills Competency (psychomotor Domain) in all of the following:

- Tooth Brushing Techniques
  - Flossing Techniques
  - Oral Hygiene Instruction
  - Applying Topical Fluoride gel/foam
  - Applying Fluoride Varnish
  - Rubber Cup Coronal Polishing
  - Application of Dental Sealants
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### **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.

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### **Homework/ Assignments**

1. Homework is due on dates given and will make up 15% of your overall grade. Always check the due date!
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### **Skills**

1. Skill Check-offs are graded on a Pass/Fail basis with the student having the opportunity to repeat the competency three (3) times. The maximum numerical score on a second attempt to pass the check off is 89. The maximum score on a 3<sup>rd</sup> attempt is a 75. After 3 times and the skill is not completed it will be a zero for that skill. The student will be counseled by the instructor &/ or program director.
  2. Skill Check-off category makes up 40 % of your grade in this class.
  3. REFER to the Student Handbook for complete Skills Competency Policy.
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### **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.**

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### Course & Instructor Policies

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

Tonya Hance      [hancet@grayson.edu](mailto: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

**Test, practical's, assignments, or skills check-offs may be made-up (with the exception of quizzes)**  
**Doctor's note for yourself or a child**  
**Death of an immediate Family Member: spouse, child, parent, sibling, or grandparent (must bring an Obituary or Funeral/Memorial Program)**

#### Unexcused Absence

**Test, practical's, assignments, or skills check-offs may not be made-up (quizzes are never made-up)**  
Illness without a doctor's note  
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.

Students are 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 behavior 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>

Skit Presentation Information

Name of members in your group \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

School/ Preschool you are visiting : \_\_\_\_\_.

Contact person at the school : \_\_\_\_\_.

Date and Time of presentation: \_\_\_\_\_.

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Signature of School Personnel

Date

Comments :

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Preventive Community Service Skits/ Presentations

Date: \_\_\_\_\_

Name of Students in group:

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Skill Steps	Possible Points	Instructor Evaluation
Toothbrushing Technique	30 Points	
Flossing Technique	25 Points	
Use of Materials and/ or Puppet	20 Points	
Entertaining to group presented to	15 Points	
All group members participation	10 Points	

Grade earned \_\_\_\_\_

Comments:

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Preventive Nutrition Group Presentations

Date: \_\_\_\_\_

Name of Students in group:

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Skill Steps	Possible Points	Instructor Evaluation
Power Point Interesting / Informative	30 Points	
10 slides, including a cover slide	25 Points	
All members actively participated	20 Points	
Power Point presentation emailed to Instructor by due date	15 Points	
Power Point had added graphics	10 Points	

Grade earned \_\_\_\_\_

Comments:

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