

GRAYSON COLLEGE

Course Syllabus

Course Information

DNTA 1315 Chairside Assisting

Fall 2018

Dental Assisting Program

Lecture hours per week 2

Lab hours per week 4

Clock hours per semester 80

Lecture Room 205	Wednesday	1:00 pm - 2:50 pm
Lab Room 203	Thursday	8:00 am - 11:50 am

Professor Contact Information

Tonya Hance BAAS, AAS, CDA, RDA

(903) 463-8780

Email: hancet@grayson.edu

Office Location: Health Science Administrative Offices Room 132

Office Hours:	Monday	9:00 am-10:00 am & 1:00 pm-4:00 pm
	Tuesday	10:00 am-12:00 pm & 1:00 pm-3:00 pm
	Wednesday	3:00 pm-4:00 pm
	Thursday	1:00 pm-4:00 pm
	Friday	1:00 pm-4:00 pm

Professor's Class Schedule:	Monday	10:00 am-12:00 pm
	Tuesday	8:00 am-10:00 am & 3:00 pm-4:00 pm
	Wednesday	8:00 am-12:00 pm & 1:00 pm-3:00 pm
	Thursday	8:00 am-12:00 pm
	Friday	8:00 am- 12:00 pm

Co-requisites

DNTA 1301 Dental Materials

DNTA 1305 Dental Radiology

DNTA 1311 Dental Science

DNTA 1245 Preventive Dentistry

DNTA 1202 Communications in the Dental Office

Course Description – (2-3-3). A study of pre-clinical chairside assisting procedures, instrumentation, OSHA and other regulatory agencies' standards, equipment safety and maintenance including the study of disease transmission, infection control, sterilization,

chemical and waste management, patient records and vital signs, delivering of dental care, instrumentations, handpieces, accessories, and moisture control.

Student Learning Outcomes (Course Objectives)

- Identify appropriate armamentarium for infection control and sterilization.
 - Demonstrate competencies in specific pre-clinical chairside assisting procedures.
 - Demonstrate competencies in maintain equipment safely.
 - Demonstrate competencies when selecting armamentarium for introductory dental skills.
 - Demonstrate ability to perform equipment maintenance.
-

Required Textbooks (ISBN # included) and Materials

Bird, Doni L., CDA, RDH, MA, and Debbie S. Robinson., CDA, MS, Modern Dental Assisting. Twelfth Edition (2018). Elsevier/Saunders Publishers
ISBN: 978-0-323-43030-2

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 announcement, or in the event class must be cancelled due to instructor illness or emergencies an announcement will be made in Canvas, as well as, GroupMe.

Please note that Lecture for this class will occur on each Wednesday and Lab will occur on each Thursday.

HOMEWORK is due within one (1) to two (2) weeks after the assignment is given. Always check the due date! Some assignments will have later due dates.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 22	Lecture: C-1 History of Dentistry <ul style="list-style-type: none">• Review Syllabus & Canvas• Ice Breaker Game• <u>Classroom Exercise:</u> History of Dentistry Timeline• Assignment/Assessment #1 opens in Canvas (Due 9/11/18 by 11:59 pm)

Week	Date	Topics, Readings, Assignments, Deadlines
	Aug. 23	<p>Lab:</p> <ul style="list-style-type: none"> • Handout and go over Lab Rules & Infection Control Policies • Introduction to the Lab/Clinic • Introduction to instruments: Mirror, Explorer, & Scaler • Key Terms Handout (C-1) • Demonstrate and Practice C-19 Skills • C-19 Skills Check-Off due by Noon on 9/20/2018
2	Aug. 29 Aug. 30	<p>Lecture: C-32 The Dental Office & C-33 Delivering Dental Care</p> <ul style="list-style-type: none"> • <u>Classroom Exercise:</u> Performing the Morning Routine and Evening Discussion • <u>Classroom Exercise:</u> Watch a Video <p>Lab:</p> <ul style="list-style-type: none"> • Introduction to instruments: Spoon excavator, Hoe, & Hatchet • Key Terms Handout (C-32 & 33) • Demonstrate and Practice C-20, 21, & 33 Skills • C-20 & 21 Skills Check-Offs are due by noon on 9/20/2018 • C- 33 Skills Check-Offs are due by noon On 9/20/2018
3	Sept. 5 Sept. 6	<p>Lecture: C-26 The patient Record & C-27 Vital Signs</p> <ul style="list-style-type: none"> • Key Terms Handout (C-26 & 27) • <u>Classroom Exercise:</u> Legal Aspects of Patient Records • <u>Classroom Exercise:</u> Vital Signs activity & Video • Test # 1 Review <p>Lab:</p> <ul style="list-style-type: none"> • No Class • Field Trip: Southwest Dental Conference
4	Sept. 12 Sept. 13	<p>Lecture: C-19 Disease Transmission and Infection Prevention, C-20 Principles and Techniques of Disinfection, & C-21 Principles and Techniques of Instrument Processing and Sterilization</p> <ul style="list-style-type: none"> • Test #1 (C-1, 32, 33, 26, & 27) • <u>Classroom Exercise:</u> Key Term Handout (C-19, 20, & 21) • Assignment/Assessment #2 opens in Canvas (Due 9/25/18 by 11:59 pm) <p>Lab: Introduction to instruments: Gingival Margin Trimmer, & Chisels (straight, bin-angle, wadelstaedt, & angle-former)</p> <ul style="list-style-type: none"> • Continue practicing C-20, 21, 32, & 33 skills • Demonstrate and practice C-26 & 27 Skills • C-26 Skill Check-Off will be graded on your Radiology Practice Patient #1's chart. (Must be graded and approved before your practice patient leaves) <p>C-27 Competency Check-Off is due by noon on 9/27/2018</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	Sept. 19 Sept. 20	<p>Lecture: C-22 Regulatory and Advisory Agencies & C-23 Chemical and Waste Management</p> <ul style="list-style-type: none"> • <u>Classroom Exercise:</u> Research TBA • Test #2 Review <p>Lab:</p> <ul style="list-style-type: none"> • Introduction to instruments: Amalgam Carrier, Condenser, & Burnishers (Football, Ball, Acorn, T-Ball, & Bevertail) • Key Terms Handout (C-22 & 23) • Continue Practicing C-26 & 27 Skills • Clean, Stock, & Prepare Treatment Rooms for First Patient Day • C-19 Skills Assessment Check-Offs Today • C-20, 21, & 33 Skills Assessment Check-Offs Today Due by Noon
6	Sept. 26 Sept. 27	<p>Lecture: OSHA</p> <ul style="list-style-type: none"> • Test #2 (C-19, 20, 21, 22, & 23) • <u>Classroom Exercise:</u> OSHA TBA • Assignment/Assessment #3 opens in Canvas (Due 10/9/18 by 11:59 pm) <p>Lab:</p> <ul style="list-style-type: none"> • Introduction to instruments: Carvers, Composite Placement, & Woodson • OSHA Handout • Demonstrate Flushing Waterlines/Evacuation Hoses • Demonstrate Mechanical Room/ Dental Traps • Continue Practicing C-26 & 27 Skills • Continue Practicing any skills learned to date. • C-27 Skills Assessment Check-Offs Today
7	Oct. 3 Oct. 4	<p>Lecture: C-24 Dental Waterlines & C-25 Ergonomics</p> <ul style="list-style-type: none"> • <u>Classroom Exercise:</u> Demonstrate Correct Ergonomics • <u>Classroom Exercise:</u> Strengthening Exercises MDA pg. 387-389 • <u>Classroom Exercise:</u> Create an Appropriate Label for a Secondary Container • Test #3 Review <p>Lab:</p> <ul style="list-style-type: none"> • Introduction to instruments: Remaining Instruments & Accessory Instruments • Key Terms Handout (C-24 & 25) • Demonstrate Flushing Dental Waterlines & Changing Traps • Demonstrate & Study C-34, & 35 Instruments

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Demonstrate & Practice C-36, 48, & 37 Skills • C-34 & 35 Skills will be evaluated as a Practical (Due time the practical will be done during Lecture 11/28/2018) • C-36, 48, & 37 Skills Assessment Due by Noon 11/29/2018
8	Oct. 10 Oct. 11	<p>Lecture: C-28 Oral Diagnosis and Treatment Planning</p> <ul style="list-style-type: none"> • Test #3 (OSHA, C-24 & 25) • <u>Classroom Exercise:</u> Demonstrate 28-3 Charting of Teeth • Assignment/Assessment #4 opens in Canvas (Due 10/30/18 by 11:59 pm) <p>Lab:</p> <ul style="list-style-type: none"> • Key Terms Handout (C-28) • Demonstrate & Practice Assisting w/ and/or soft tissue extra/intraoral examination including using intraoral camera & extraoral images (Check-Off will be done in Rad. Lab on Rad. Patient) • Demonstrate C-28 Skills 1 & 2 (Check-Off Due 11/1/18) • Continue Practicing C-36, 48, & 37 Skills • Continue studying C-34 & 35 Instruments for Practical • Complete Lab Sheet Check-Off • Charting Quiz (Just for Practice) • C-28 Charting Skill will be assessed with a Final Charting Quiz (Check-Off) on 11/15/2018. • C-36 Competency Check-Off is due by noon on 11/29/2018
9	Oct. 17 Oct. 18	<p>Lecture: C-34 Dental Hand Instruments & C-35 Dental Handpieces and Accessories</p> <ul style="list-style-type: none"> • <u>Classroom Exercise:</u> Instruments • <u>Classroom Exercise:</u> Handpieces & Accessories <p>Lab:</p> <ul style="list-style-type: none"> • Key Terms Handout (C-34 & 35) • Continue studying C-34 & 35 Instruments for Practical • Continue practicing C-28 Skills 1 & 2 • Continue Practicing C-28 (Charting with a partner) • Continue Practicing C-36, 18, & 37 Skills • Complete Lab Sheet Check-Off • Charting Quiz # 1 (For a Grade)
10	Oct. 24 Oct. 25	<p>Lecture: Continue C-34 & 35</p> <ul style="list-style-type: none"> • <u>Classroom Exercise:</u> Kahoot it Game • Test #4 Review <p>Lab:</p> <ul style="list-style-type: none"> • Continue studying C-34 & 35 Instruments for Practical • Continue studying C-34 & 35 Instruments for Practical • Continue practicing C-28 Skills 1 & 2

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Tray Set-ups • Transferring Instruments • Composite and Amalgam Procedure • Using the mouth mirror intraorally • Complete Lab Sheet Check-Off • Final Charting Quiz (For Skills Assessment)
14	Nov. 21 Nov. 22	<p>Lecture: Nitrous Oxide (Handouts & Info. Will be given)</p> <ul style="list-style-type: none"> • Test #5 (C-36, 48, & 37) • Classroom Exercise: Nitrous Oxide Class Discussion & Scenario's • Dr. Moore's Nitrous Oxide Course & Certification Test will be held in the Spring Semester <p>Lab: <i>Thanksgiving Holiday- Gobble Till You Waddle!</i></p>
15	Nov. 28 Nov. 29	<p>Lecture:</p> <ul style="list-style-type: none"> • C-34 & 35 Practical TODAY • Review for the Final <p>Lab:</p> <ul style="list-style-type: none"> • C- 36, 48, & 37 Skills Check-Off Today Due by noon
16	Dec. 5	FINAL EXAM- 9:00 am – 11:00 am in the Computer Lab

Chapter 1 History of Dentistry

Course Outline

- Early Times
 - The Egyptians
 - The Greeks
 - The Chinese
 - The Romans
- The Renaissance
- Early America
- Educational and Professional Development in the United States
- Women in Dental History
- African Americans in Dental History
- American Indians in Dental History
- History of dental Assisting
- Dental Accreditation
- National Museum of Dentistry

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
Compare and contrast the early contributions in dentistry of ancient cultures in Egypt, Greece, China, and Rome, including:
 - The role of Hippocrates in history.
 - The basic premise of the Hippocratic Oath.
 - The culture that first developed a silver amalgam paste for filling teeth.
2. Identify the important contributions of the Renaissance period in dental history, including Leonardo da Vinci's contribution to dentistry.
Identify the important contributions of early America in dental history, including the individual credited with beginning the science of forensic dentistry.
List the important contributions in dental education and professional development, including:
 - The contributions of Horace H. Hayden and Chapin A. Harris.
 - Two major contributions of G.V. Black.
 - The scientist who discovered x-rays.
 - The physician who first used nitrous oxide for tooth extractions.
3. Identify key women in dental history, including:
 - The woman dentist who discovered oral hairy leukoplakia.
 - The first woman to graduate from a college of dentistry.
 - The first woman to practice dentistry in the United States.
4. Identify key African Americans in dental history, including:
 - The first African American woman to receive a dental degree in the United States.
 - The first African American to receive the DMD degree from Harvard University.
5. Identify key historical contributors in the field of dental assisting and dental hygiene, including:
 - The first dentist to employ a dental assistant.
 - The contributions of Ann Ehrlich and Hazel Torres to dental assisting education.
 - The contribution of Dr. Alfred C. Fones to the dental profession.
6. Explain the process of dental accreditation and its importance.
7. Discuss the purpose and activities of the National Museum of Dentistry.

Chapter 32 The Dental Office

Course Outline

- Design of the Dental Office
 - Reception Area
 - Administrative Area
 - Treatment Area
 - Central Sterilization
 - Dental Laboratory
 - Dentist's Private Office
 - Dental Staff Lounge
- Office Environment
 - Temperature and Air Exchange
 - Lighting
 - Wall and Floor Coverings
 - Traffic Control
 - Sound Control

- Privacy
- Clinical Equipment
 - Patient Dental Chair
 - Operator's Stool
 - Dental assistant's Stool
 - Dental Unit
 - Oral Evacuation System
 - Curing Light
 - Amalgamator
 - Dental Radiography Unit
- Care of Dental Equipment
 - Central Vacuum Compressor
 - Central Air Compressor
- Morning and Evening Routines for Dental Assistants

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
Describe the areas of the dental environment in a professional office, including the important qualities of the reception area and the goals involved in designing the dental treatment area.
2. Describe the qualities necessary to maintain the dental office environment.
3. List the clinical equipment most commonly found in the dental treatment area and their basic functions.
4. Explain the care involved with dental equipment.
5. Describe the morning and evening routines for dental assistants.

Chapter 33 Delivering Dental Care

Course Outline

- Know Your Patients
- Reviewing the Patient Record
- Preparing the Treatment Area
- Greeting and Seating the Patient
- Team Dentistry
 - Principles of Team Positioning
- Motion Economy
 - Classification of Motions
- Operating Zones
 - Operator's Zone
 - Transfer Zone
 - Assistant's Zone
 - Static Zone
- Instrument Transfer
 - Objectives of Efficient Instrument Transfer
 - Grasping an Instrument
 - Transfer Technique
 - Variations in Instrument Exchange
- Expanded Functions
 - Dental Supervision
 - Working as the Operator
 - Evaluation of Expanded Functions

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Discuss how to prepare for a patient appointment, including:
 - Describe how to prepare the dental treatment area for a patient's arrival.
 - Discuss the importance of preparing a dental treatment room for a procedure.
3. Discuss the concept of team dentistry, and the principles of team positioning, including:
 - Describe how the operator is positioned during treatment.
 - Describe how the assistant is positioned during treatment.
4. Explain the classification of motions.
5. Define each of the operating zones.
6. Explain instrument transfer, including:
 - Specify three grasps used by the operator.
 - Specify four items that have to be transferred differently because of design or use.
 - Discuss the differences between one-handed and two-handed instrument transfer techniques.
7. Identify five areas in which the assistant must have competency when practicing expanded functions.

C-26 The Patient's Dental Record

Course Outline

- Patient Compliance
 - Permanent Record
 - Privacy
 - Quality Assurance
 - Risk Management
 - Research
- Electronic Dental Record
- Patient Record Forms
 - Patient Registration
 - Medical-Dental Health History
 - Medical Alert
 - Medical-Dental Health History Update
 - Diagnostic Information-Gathering Forms
 - Clinical Examination
 - Treatment Plan
 - Informed Consent
 - Progress Notes
 - Entering Data in a Patient's Dental Record

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Explain the importance of a patient record, its legal significance, and how the dentist uses the record to manage patient treatment.
3. Discuss how electronic dental records have changed the dental industry, including the four benefits of going paperless.
4. Discuss patient record forms, including:

- Discuss the rationale for using electronic records.
- Describe each form in the patient record.
- Discuss the importance of the patient's medical-dental health history and explain its relevance to dental treatment.
- Explain the standards and criteria for data entered in a clinical record.

Chapter 27 Vital Signs

Course Outline

- Factors That Can Affect Vital Sign Readings
- Temperature
 - Temperature Readings
 - Types of Thermometers
- Pulse
 - Pulse Characteristics
 - Pulse Readings
- Respiration
 - Respiration Characteristics
 - Respiration Readings
- Blood Pressure
 - Blood Pressure Equipment
 - Blood Pressure Readings
- Advanced Monitoring Procedures
 - Pulse Oximetry
 - Electrocardiogram

Expected Learning Outcomes

1. Pronounce, define, and spell the key terms.
2. List the four vital signs routinely taken in the dental office.
3. Discuss temperature, including the following:
 - Describe how metabolism affects a patient's vital signs.
 - List the average temperature readings and areas of the body used to obtain a temperature reading.
 - Discuss three types of thermometers.
4. Discuss pulse, including the following:
 - List Common pulse sites used for taking a pulse.
 - Describe the characteristics of the pulse and normal pulse readings that you would look for in taking a patient's pulse.
5. Discuss respiration, including the following:
 - Describe the characteristics of respiration, and explain how they affect a patient's breathing.
 - Describe the best way to obtain accurate readings of respiration.
6. Discuss blood pressure, including the following:
 - Classify blood pressure readings according to normal values and stages of hypertension.
 - Differentiate the Krokoff sounds heard when one is taking a patient's blood pressure.
 - Explain the importance of taking a patient's blood pressure.
7. Discuss additional techniques used to assess the patient's health status.

C-19Transmission and Infection Prevention

Course Outline

- The Chain of Infection
 - Infectious Agent
 - Reservoir
 - Portal of Entry
 - Susceptible Host
- Types of Infections
 - Acute Infection
 - Chronic Infection
 - Latent Infection
 - Opportunistic Infection
- Modes of Transmission The Immune System
 - Direct Transmission
 - Indirect Transmission
 - Airborne Transmission
 - Aerosol, Spray, or Spatter
 - Parenteral Transmission
 - Blood-Borne Transmission
 - Food and Water Transmission
 - Fecal-Oral Transmission
- The Immune System
 - Naturally Acquired Immunity
 - Artificially Acquired Immunity
- Disease Transmission in the Dental Office
 - Patient to Dental Team
 - Dental Team to Patient
 - Patient to Patient
 - Dental Office Community
 - Community to Dental Office
- Roles and Responsibilities of the CDC and OSHA in Infection Control
- CDC Guidelines for Infection Control in Dental Health-Care Settings
 - 2016 CDC Dental Infection Prevention Summary
 - CDC Rankings of Evidence
- OSHA Blood-Borne Pathogens
 - Exposure Control Plan
 - Standard and Universal Precautions
 - Categories of Employees
 - Postexposure Management
 - Employee Training
 - Hepatitis B Immunization
 - Employee Medical Records
 - Managing Contaminated Sharps
- Infection Control Practices
 - Hand Hygiene
 - Personal Protective Equipment
 - Protective Clothing
 - Protective Masks
 - Protective Eyewear
 - Gloves

- Maintaining Infection Control While Gloved
- High-Tech Equipment
- Latex Allergies
 - Irritant Dermatitis
 - Type IV Allergic Reaction
 - Type I Allergic Reaction
 - Treatment
 - Latex-Sensitive Patients
- Waste Management in the Dental Office
 - Classification of Waste
 - Handling Extracted Teeth
 - Handling Contaminated Waste
 - Handling Medical Waste
- Additional Infection Control Practices
 - OSHA Blood-Borne Pathogens Standard
 - CDC Guidelines: Special Considerations

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the key terms.
2. Name the links in the chain of infection.
3. Describe the four types of infections.
4. Describe the modes of disease transmission.
5. Describe the types of immunity, and give examples of each.
6. Describe the five ways disease can be transmitted in a dental office.
7. Describe the roles of the CDC and OSHA in infection control, including the following:
8. Describe the importance of the OSHA Blood-Borne Pathogens Standard.
9. Describe the components of OSHA exposure control plan.
10. Explain the difference between Standard Precautions and Universal Precautions.
11. Identify the OSHA categories of risk for occupational exposure.
12. Describe the first aid necessary after an exposure incident.
13. Discuss the rationale for hepatitis B vaccination for dental assistants.
14. Describe the employer's responsibility regarding employee medical records.
15. Identify the objects that must be placed in the sharps container.
16. Describe ways to prevent needle stick injuries.
17. Explain the importance of infection control practices for dental assistants, including the following:
 - Explain proper hand hygiene for dental assistants.
 - Explain the advantages of alcohol-based hand rubs.
 - Discuss the types of PPE needed for dental assistants removing personal protective equipment.
 - Identify the various types of mask, eyewear, and gloves used in a dental office.
18. Give examples of the infection control considerations needed to protect high-tech equipment in the dental office.
19. Explain the types of symptoms of latex reactions.
20. Describe waste management in the dental office, including the proper handling and disposal methods for contaminated waste, biohazard waste, and extracted teeth.
21. Discuss additional infection control practices in the dental office, including the following:
 - Explain the CDC recommendations regarding the use of a saliva ejector.

Chapter 20 Principles and Techniques of Disinfection

Course Outline

- Environmental Infection Control:
 - Clinical Contact Surfaces
 - Surface Contamination
 - Single-Use (Disposable) Items
- Housekeeping Surfaces
- Greener Infection Control:
 - Paper
 - Radiology
 - Personal Protective Attire
 - Surface Barriers and Precleaning/Disinfection

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Discuss environmental infection control of clinical contact surfaces, including the following:
 - Explain why dental treatment-room surfaces need barriers or disinfection.
 - List the types of surfaces in the dental office typically covered with barriers.
 - Describe the two methods to deal with surface contamination.
 - Demonstrate how to place and remove surface barriers.
 - Describe the CDC guidelines for disinfecting clinical contact surfaces.
3. Name the government agency that is responsible for registering disinfectants.
4. Discuss precleaning and disinfection, including the following:
 - Explain the process of precleaning contaminated dental instruments.
 - Explain the difference between disinfection and sterilization.
 - Explain the difference between disinfection and an antiseptic.
 - Name the government agency that is responsible for registering disinfectants.
 - Explain the precautions that should be taken when chemical sterilants/disinfectants are used.
 - Identify chemical products used for intermediate-level and low-level surface disinfection, and explain the advantages and disadvantages of each.
 - Demonstrate the process of cleaning and disinfecting a treatment room.
5. Discuss how use of a high-volume evacuation system reduces contamination of the dental team and clinical surfaces.
6. Describe the CDC guidelines for disinfecting a treatment room.

Chapter 21 Principles and Techniques of Instrument Processing and Sterilization

Course Outline

- Classification of Patient Care items:
 - Critical Instruments
 - Semicritical Instruments
 - Noncritical Instruments
 - Personal Protective Equipment
- Transporting and Processing Contaminated Patient Care Items
- Instrument-Processing Area
 - Workflow Pattern

- Contaminated Area
- Preparation and Packaging Area
- Precleaning and Packaging Instruments
 - Holding Solution
 - Hand Scrubbing
 - Ultrasonic Cleaning
 - Automated Washers/Disinfectors
 - Drying, Lubrication, and Corrosion Control
 - Packaging Instruments
 - Sterilization of Unwrapped Instruments
- Methods of Sterilization
 - Steam Autoclave
 - Flash Sterilization
 - Unsaturated Chemical Vapor Sterilization
 - Dry Heat Sterilization
 - Ethylene Oxide Sterilization
 - Liquid Chemical Sterilants
 - Sterilization Failures
- Sterilization Monitoring
 - Physical Monitoring
 - Chemical Monitoring
 - Biologic Monitoring
- Handpiece Sterilization
 - Flushing Techniques
 - Sterilizing Techniques

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Discuss the classification of patient care items, including:
 - List the seven steps involved in processing dental instruments.
 - Describe the Centers for Disease Control and Prevention (CDC) guidelines for sterilization and disinfection of patient care items.
 - Describe the classification of instruments used to determine the type of processing.
3. Discuss how a dental assistant can be exposed to microorganisms through dental instruments or other patient care items and which CDC guidelines are in place to limit that exposure.
4. Describe the ideal instrument processing area.
5. Discuss precleaning and packaging of instruments, including:
 - Explain the purpose of a holding solution.
 - Describe the safety precautions that are necessary when one is operating an ultrasonic cleaner.
 - Describe the precautions that are necessary when one is packaging materials for sterilization.

- Describe the CDC guidelines for preparing and packaging instruments for sterilization.
 - Describe the CDC guidelines for sterilization of unwrapped instruments.
6. Discuss methods of sterilization, including:
 - Describe the three most common methods of heat sterilization and the advantages and disadvantages of each.
 - Explain the primary disadvantage of flash sterilization.
 - Explain the limitations of liquid chemical sterilants.
 - Explain how sterilization failures can occur.
 7. Discuss sterilization monitoring, including:
 - Describe the three forms of sterilization monitoring.
 - Explain the differences between process indicators and process integrators.
 - Describe when and how biologic monitoring is done.
 8. Describe the steps involved in cleaning and sterilizing the high-speed dental headpiece.

Chapter 22 Regulatory and Advisory Agencies

Course Outline

- Associations and Organizations
 - American Dental Association
 - American Dental Assistants Association
 - American Dental Hygienists' Association
 - Organization for Safety, Asepsis and Prevention
 - State and Local Dental Societies
- Government Agencies
 - Centers for Disease Control and Prevention
 - Food and Drug Administration
 - Environmental Protection Agency
 - Occupational Safety and Health Administration
 - National Institutes of Health
 - National Institute of Dental and Craniofacial Research
 - National Institute for Occupational Safety and Health
 - Public Health Agency of Canada

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Explain the difference between regulations and recommendations.
3. Discuss professional organizations and associations, including:
 - Identify four professional sources for dental information.
 - Name the professional organizations for dentists, dental assistants, and dental hygienists.
 - Name the premier infection control educational organization in dentistry.
4. Discuss the role of government agencies in relation to dentistry, including:
 - Explain a primary difference between OSHA and NIOSH.

- Describe the role of the Public Health Agency of Canada.

Chapter 23 Chemical and Waste Management

Course Outline

- Hazardous Chemicals
 - Exposure to Chemicals
 - Acute and Chronic Chemical Toxicity
 - Hand and Eye protection
 - Protective Clothing
 - Inhalation Protection
 - Control of Chemical Spills
 - Eyewash Units
 - Ventilation
 - General Precautions for Storing Chemicals
 - Disposal of Empty Containers
 - Hazardous Waste Disposal
- Hazard Communication Program
 - Written Program
 - Chemical Inventory
 - Material Safety Data Sheets
 - Employee Training
 - Labeling of Chemical Containers
- Dental Office Waste Management
 - Classification of Waste
 - Extracted Teeth
 - Sharps
 - Scrap Amalgam
 - Disinfectants
 - Nonhazardous Waste Management

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Discuss the proper use and handling of hazardous chemicals, including:
 - Explain why the dental assistant must be well informed about exposure to chemicals in the workplace.
 - Describe the dental assistant's duties that could result in exposure to chemicals.
 - Explain how chemicals enter the human body.
 - Explain the difference between chronic and acute chemical exposure, including the potential long-term and short-term effects of exposure.
 - Identify the personal protection methods against chemical exposure.
 - Describe the necessary precautions when working with mercury.
 - Describe methods to minimize exposure to chemical hazards in the dental office.
 - Describe in general how chemicals should be stored.
3. Describe the components of an OSHA Hazard Communication Program, including:

- Explain why the OSHA Hazard Communication Standard was revised.
 - Recognize the nine Hazard Communication Standard (HCS) pictograms.
 - Describe the record-keeping requirements of the Hazard Communication Standard.
 - Explain the purpose of a safety data sheet (SDS).
 - State the date by which employers must train employees regarding the new label elements and safety data sheets.
 - Demonstrate how to create a label for a secondary container.
4. Discuss dental office waste management, including:
- Name the three classifications of dental waste.
 - Name types of regulated waste generated in a dental office.
 - Name types of toxic waste generated in a dental office.
 - Describe precautions to take with photochemical waste.
 - Describe the responsibilities of the dentist regarding waste disposal

Chapter 24 Dental Unit Waterlines

Course Outline

- Background
- Microorganisms in Dental Unit Water
- Biofilm
- Biofilm in Dental Waterlines
 - Growth-Promoting Factors
 - Bacterial Characteristics
- Methods for Reducing Bacterial Contamination
 - Self-Contained Water Reservoirs
 - Microfiltration Cartridges
 - Chemical Agents
- Infection Control and Dental Unit Water
 - Using the Proper Water
 - Flushing Waterlines
 - Minimizing Aerosol
 - Using Protective Barriers
 - Monitoring Water Quality
- Use of Saliva Ejectors

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Discuss microorganisms in dental unit waterlines (DUWLs), including:
 - Explain why dental unit waterlines contain more bacteria than faucets.
 - Discuss why there is a renewed interest in DUWL contamination.
 - Identify the primary source of microorganisms in dental unit water.
 - Explain the role of biofilm in DUWL contamination.
 - List the factors involved in bacterial contamination of dental unit water.

3. Describe methods used to reduce bacterial contamination in DUWLs.
4. Discuss infection control and dental unit water, including:
 - Describe the Centers for Disease Control and Prevention (CDC) recommendations for dental unit water quality.
 - Explain the CDC recommendation for the use of dental handpieces and other devices attached to air and waterlines, including saliva ejectors.

Chapter 25 Ergonomics

Course Outline

- Ergonomics in the Dental Office
- Posture
 - Neutral Position
 - Deviations and Problems
 - Reaching Movements
- Repetition and Force
- Muscle-Strengthening Exercises

Expected Learning Outcomes (Objectives)

Pronounce, define, and spell the Key Terms.

Discuss ergonomics in the dental office, including:

- Describe the goal of ergonomics.
- Identify common symptoms of musculoskeletal disorders.
- Identify three categories of risk factors that contribute to increased risk for injury.

Demonstrate proper posture and the neutral working position, and discuss guidelines for reaching movements.

Discuss cumulative trauma disorders, including:

- Describe the symptoms of carpal tunnel syndrome.
- Explain the importance of properly fitting gloves to the dental assistant.

Demonstrate the exercises that can reduce muscle fatigue and strengthen muscles, including exercises to reduce eyestrain and neck strain.

Chapter 28 Oral Diagnosis

Course Outline

- Patient Compliance
- Patient Record Forms
- Critical Thinking

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. List and describe the examination and diagnostic techniques used for patient assessment.
3. Discuss recording the dental examination, including:
 - Describe the need for an extraoral examination.
 - Differentiate between an anatomic and a geometric diagram for charting.
 - Identify the three tooth-numbering systems.
 - Explain the color coding of a chart diagram.

- List the six categories of Black's classification of cavities.
 - Identify the use of charting symbols.
4. Discuss the role of the dental assistant in the clinical examination, including:
- Describe the need for a soft tissue examination.
 - Describe the pocket depth and bleeding index of the gingival tissues and the recording process.
 - Discuss the importance of a treatment plan.

Chapter 34 Dental Hand Instruments

Course Outline

- Identifying Hand Instruments
 - Instrument Number
 - Black's Instrument Formula
- Instrument Classification
 - Instrument Sequence
 - Examination Instruments
 - Hand (Manual) cutting Instruments
 - Restorative Instruments
 - Accessory Instruments and Items
 - Preset Cassettes (Trays)
 - Storage Tubs
 - Color-Coding Systems

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Explain how to identify hand instruments, including:
 - Describe the three parts of a dental hand instrument.
 - Describe the instrument formula designed by G.V. Black.
3. Discuss the classification of instruments, including:
 - Discuss the theory of placing an instrument in a specific sequence.
 - List the examination instruments and their uses.
 - List the types of hand (manual) cutting instruments and their uses.
 - List the types of restorative instruments and their uses.
 - Describe additional accessory instruments and items used in general dentistry.
 - Describe the use of preset trays, tubs, and color-coding systems in dentistry.

Chapter 35 Dental Handpieces and Accessories

Course Outline

- Evolution of Rotary Equipment
- Dental Handpieces
 - Low-Speed Motor

- High-Speed Handpiece
- Fiber-Optic Lighting
- Ultrasonic Handpiece
- Laser Handpiece
- Air-Abrasion Handpiece
- Laboratory Handpiece
- Handpiece Maintenance
- Rotary Cutting Instruments
 - Shank Types
 - Neck
 - Head
- Dental Burs
 - Bur Shapes
 - Diamond Rotary Instruments
 - Finishing Rotary Instruments
- Abrasive Rotary Instruments
 - Accessories
- Laboratory Rotary Instruments

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Discuss the historical importance of the dental handpiece.
3. Discuss dental handpieces, including:
 - Describe the low-speed handpiece and its uses in dentistry.
 - Describe the attachments used with the low-speed handpiece.
 - Describe the high-speed handpiece and its uses in dentistry.
 - Review other handpieces used in dentistry.
 - Discuss handpiece maintenance.
 - Describe rotary instruments and how they are used.
4. Do the following regarding burs:
 - List the parts of a bur.
 - Describe the composition, shape, and uses of diamond burs.
 - Explain the difference between a finishing bur and a cutting bur.
5. List the types of abrasive rotary instruments.
6. Explain the difference between laboratory burs and dental burs.

Chapter 36 Moisture Control

Course Outline

- Oral Evacuation Systems
 - Saliva Ejector
 - High-Volume Evacuators

- Rinsing the Oral Cavity
 - Limited-Area Rinsing
 - Full-Mouth Rinsing
 - Air-Water Syringe
- Isolation of Teeth
 - Cotton Roll Isolation
 - Dry-Angle Isolation
- The Dental Dam
 - Dental Dam Equipment
 - Dental Dam Preparation
 - Dental Dam Placement and Removal
 - Special Applications for the Dental Dam

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms.
2. Discuss oral evacuation systems, including:
 - Describe the two types of oral evacuation systems used in dentistry.
 - Describe the grasp and positioning of the high-volume evacuator tip.
3. Discuss rinsing the oral cavity, including the use of the air-water syringe.
4. List isolation techniques used to decrease moisture during a dental procedure.
5. Describe the dental dam and its role in moisture control, including:
 - List the equipment and supplies required for dental dam application.
 - Describe the placement of the dental dam.
 - Explain special applications for the dental dam.

Chapter 48 General Dentistry

Course Outline

- Restoration Process
 - Initial Preparation
 - Terminology
- Permanent Restorations
 - Class I Restorations
 - Class II Restorations
 - Class III and IV Restorations
 - Class V Restorations
- Complex Restorations
 - Retention Pins
- Intermediate Restorations
- Veneers
- Tooth Whitening
 - Treatment Options

Expected Learning Outcomes (Objectives)

1. Define, spell, and pronounce the Key Terms.
2. Describe the process and principles of cavity preparation.
3. Discuss the differences in assisting with the different classes of permanent restorations.

4. Discuss why retention pins would be selected for a complex restorative procedure.
5. Describe the need for placement of an intermediate restoration.
6. Describe the procedure of applying composite veneers.
7. Describe tooth-whitening procedures and explain the role of the dental assistant.

Chapter 37 Anesthesia and Pain Control

Course Outline

- Topical Anesthesia
- Local Anesthesia
 - Characteristics of Local Anesthetics
 - Method of Action
 - Chemical composition of Anesthetics
 - Time Span of Anesthetics
 - Vasoconstrictors in Anesthetics
 - Injection Techniques
 - Local Anesthesia Setup
 - Complications and Precautions
- Electronic Anesthesia
 - Inhalation Sedation
 - Advantages of N2O Use
 - Disadvantages of N2O Use
 - Contraindications to N2O Use
 - Chemical Makeup
 - Effects of Nitrous Oxide
 - Equipment
 - Patient Assessment and Monitoring
 - Patient Education
 - Administration
 - Safety Work Practices for the Clinical Team
- Antianxiety Agents
- Intravenous Sedation
- General Anesthesia
 - Four Stages of Anesthesia
 - Patient Preparation
 - Patient Education
 - Patient Recovery
- Mind-Body Medicine
- Documentation of Anesthesia and Pain Control

Expected Learning Outcomes (Objectives)

1. Define, pronounce, and spell the Key Terms.
2. Discuss the importance of pain control in dentistry.
3. Describe the composition and application of topical anesthetics.
4. Discuss local anesthesia, including:
 - Explain the composition and application of local anesthetic agents.
 - Describe injection techniques used for local anesthesia administration.
 - Describe the setup for local anesthesia.
 - List possible complications and precautions that the dental team should be aware of when administering local anesthesia
 - List the benefits of electronic anesthesia.

5. Discuss inhalation sedation, including:
 - Describe nitrous oxide/oxygen sedation and its use in dentistry.
 - Discuss the importance of reducing the dental team's exposure to nitrous oxide.
6. List the situations where antianxiety drugs may be utilized.
7. Discuss intravenous sedation and its use in dentistry.
8. Discuss general anesthesia and its use in dentistry, including the four stages of anesthesia.
9. Explain the importance of documenting anesthesia and pain control.

Methods of Evaluation

Grading

Categories	Percentage
5 Major Test	20%
Assignments/Assessments/Quizzes	15%
Practical's/Skills Assessment	40%
Behavior/Attendance/ Comp. Final Exam	25%
Total Weighted	100%

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

Grades will be posted via Canvas

Late Work Policy

NO LATE WORK ACCEPTED. This includes laboratory projects and patient charts.

Individuals arriving late for an exam will not be given additional time for the exam. 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 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 an exam. Make-up test are given only for excused absences. Make-up test will be placed in the testing center, and it will be up to the student to make sure the test is made up. You will have until the day before the next test is scheduled in this course to complete the make-up test.
 3. REFER to the Student Handbook for complete quiz and test policies.
 4. Tests fall into the tests category and make up 20% of your grade.
-

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. You will be asked by your instructor to sign a form stating you have read this syllabus.

Assignments/Assessments

1. Homework will be due one week from the date it was assigned.
 2. Chapter assignments, and quizzes all fall into the Homework category and makes up 15% of your grade in this class.
-

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:

- Applying First Aid After an Exposure Incident (MDA pg. 301)
- Handwashing Before Gloving (MDA pg. 302-303)
- Applying Alcohol-Based Hand Rubs (MDA pg. 304-305)
- Putting on Personal Protective Equipment (MDA pg. 305-306)
- Removing Personal Protective Equipment (MDA pg. 307-308)
- Placing and Removing Surface Barriers (MDA pg. 324)
- Performing Treatment Room Cleaning and Disinfection (MDA pg. 325)
- Operating the Ultrasonic Cleaner (MDA pg. 345)
- Autoclaving Instruments (MDA pg. 346-347)
- Sterilizing Instruments and Liquid Chemical Sterilants (MDA pg. 348-349)
- Following a Sterilization Failure (MDA pg. 349)
- Performing Biologic Monitoring (MDA pg. 350)
- Sterilizing Dental Handpiece (MDA pg. 350-351)
- Admitting and Seating of the Patient (MDA pg. 512-513)
- Transferring Instruments with Single-Handed Techniques (MDA pg. 513-514)
- Transferring Instruments with the Two-Handed Technique (MDA pg. 514)
- Using the Dental Mirror Intraorally (MDA pg. 515)
- Registering a New Patient (MDA pg. 403)
- Obtaining a Medical-Dental Health History (MDA pg. 404)
- Entering Treatment in a Patient Record (MDA pg. 404)

- Correcting a Chart Entry (MDA pg. 404)
- Taking an Oral Temperature Reading with a Digital Thermometer (MDA pg. 414)
- Taking a Patient's Pulse (MDA pg. 415)
- Taking a Patient's Respiration (MDA pg. 415)
- Taking a Patient's Blood Pressure (MDA pg. 416)
- Extraoral and Intraoral Photography (MDA pg. 438-439)
- Assisting with a Soft Tissue Examination (MDA pg. 440-442)
- Charting of Teeth (MDA pg. 443)
- Identifying Examination Instruments (MDA pg. 528)
- Identifying Hand (Manual) Cutting Instruments (MDA pg. 528)
- Identifying Restorative Instruments (MDA pg. 528)
- Identifying Accessory Instruments and Items (MDA pg. 529)
- Identifying and Attaching Dental Handpieces (MDA pg. 543- 542)
- Identifying and Attaching Burs for Rotary Cutting Instruments (MDA pg. 543)
- Positioning the High-Volume Evacuator During a Procedure (MDA pg. 556)
- Performing a Mouth Rinse (MDA pg. 557)
- Placing and Removing Cotton Rolls (MDA pg. 558)
- Preparing, Placing, and Removing the Dental Dam (MDA pg. 559-562)
- Assisting in an Composite Restoration (MDA pg. 416)
- Assisting in an Amalgam Restoration (MDA pg. 819-820)
- Assisting in a Composite Restoration (MDA pg. 817-819 & 821-823)
- Applying Topical Restoration (MDA pg. 577)
- Assembling the Local Anesthetic Syringe (MDA pg. 578-579)
- Assisting in the Administration of Local Anesthesia (MDA pg. 579)

Competencies/ Practicals/ Skills/ Laboratory Projects

1. Competency Assessments are graded on a Pass/Fail basis with the student having the opportunity to repeat the skill three (3) times. The maximum numerical score on a second attempt to pass the check off is 89. The maximum numerical score on a third attempt to pass the check off is a 75. After three times and the skill is not completed it will be a zero for that skill. The student will be counseled by the instructor and/or program director.
2. Competencies, practicals and skills all fall under the Practicals/Skills Assessment category to make up 40% of your grade.
3. REFER to the Student Handbook for complete Skills Competency Policy.

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

Methods of Instruction

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.

Laboratory hours for skill demonstration and skill practice are posted to the course calendar. Skill sessions will be held in the classroom, the skill lab, and the simulation clinic.

In the event of technology failure, the student should contact the GC Help Desk for guidance.

Professional Behavior Grade

The Professional Behavior Grade is observed when in attendance of all classes within the program. The score you earn will be reflected in each course. In this course the Professional Behavior Grade Falls into the Behavior/ Attendance/Comp. Final Exam Category and will make up 25% of your grade. Please refer to the following Rubric for grading criteria.

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.

Dress Code

The dress code will be strictly enforced. If not followed, it can affect your professional behavior grade.

REFER to the Student Handbook for complete Dress Code Policy

ATTENDANCE

Attendance and punctuality are vital components in the learning and evaluation processes. They are also an important part of your preparation for becoming a dependable employee. Every workplace has attendance and tardy guidelines, which employees must follow. The Dental Assisting Program has designed the following policies in order to emphasize the importance of this aspect of employment according to Grayson College Policy.

Classes begin on the hour as scheduled. **Three tardies will equal an absence.** Students entering class after that time disturb other students as well as the instruction. The professor has the option of locking the classroom door. In this case, student(s) will not be allowed into the classroom until next break. The student will be counted absent for the time missed.

It is required that you, the student, notify the Program Director if you will not be able to attend class on a particular day or time, before 9:00 a.m. Contact the Program Director by email, not personal cell phone.

Tonya Hance- hancet@grayson.edu.

In each course, you will be given a grade based on your attendance to the Program for that semester. The Grade reflected in each course will be an accumulated attendance grade based on all absences/tardies (both excused and unexcused absences) throughout the entire program. The grade you **EARN** will be the same graded reflected in each course.

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 Assisting 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 assessments 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)
- Test, practical's, assignments, or skills assessments 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.

Student Conduct & Discipline

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.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic certificate or degree depends upon the absolute integrity of the work done by the student for that award, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, 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 and will be dealt with under the college's policy on plagiarism (see

GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's schedule of classes. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see GC College Catalog for details).

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:

Jeffri Hodge

(903) 463-8751 (voice or TTY)

hodgej@grayson.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Financial Aid

Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

Drop Rule

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

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 veterans 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](tel:903-463-8714))
- Dr. Dava Washburn, Title IX Coordinator ([903-463-8634](tel:903-463-8634))
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus ([903\) 415-2506](tel:903-415-2506))
- Mr. Mike McBrayer, Title IX Deputy Coordinator ([903\) 463-8753](tel:903-463-8753))
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: ([903\) 463-8777](tel:903-463-8777)- Main Campus) ([903\) 415-2501](tel:903-415-2501) - South Campus)
- GC Counseling Center: ([903\) 463-8730](tel: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>

Revised: August 23, 2015