



Applied Baccalaureate Degree Program
In Dental Hygiene

Program Proposal

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FORM C

COVER SHEET
NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution Name: Yakima Valley Community College

Degree Name: Bachelor of Applied Science in Dental Hygiene CIP Code: 51.0602

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Associate in Dental Hygiene CIP Code: 51.0602 Year Began: 1968

Degree: _____ CIP Code: _____ Year Began: _____

Degree: _____ CIP Code: _____ Year Began: _____

Planned Implementation Date (i.e. Fall 2014): Fall 2016

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.
Page Limit 30 pages*

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Date

Introduction

Yakima Valley Community College (YVCC) is proposing to transition its current terminal Associate of Applied Science in Dental Hygiene (AAS-DH) degree to a Bachelor of Applied Science in Dental Hygiene (BAS-DH). YVCC is ready to enroll students into the BAS-DH starting Fall Quarter of 2016.

Since 1968 Yakima Valley Community College (YVCC) has offered a very successful dental hygiene program, conferring Associate of Applied Science in Dental Hygiene (AAS-DH) degrees.

The program is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of “Approval without Reporting Requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611 - 2678. The Commission’s web address is: <http://www.ada.org/en/coda>.

In May 2015, CODA successfully completed its site visit evaluation of YVCC’s Dental Hygiene program.

All colleges and universities offering a dental hygiene program must meet CODA’s dental accreditation standards and are required to offer the same or similar course work in order for a graduate to become a Licensed/Registered Dental Hygienist (RDH). Currently graduates from any dental hygiene program receive either an Associate of Applied Science in Dental Hygiene (AAS-DH), a Bachelor of Applied Science in Dental Hygiene (BAS-DH), or a Bachelor of Science in Dental Hygiene (BS-DH) degree. If the student graduates from a four-year university, he or she will be awarded a BAS/BS degree, but if the student graduates from a two-year community college, the degree would be an AAS-DH with the exception of those colleges in Washington State that have been approved by the Washington State Board of Community and Technical Colleges (SBCTC) to transition from an AAS-DH to BAS-DH degree. However, regardless of whether it is a two or four year institution, all students are required to complete similar rigorous curriculum that must conform to standards established for dental hygiene education by the American Dental Association Commission on Dental Accreditation. By the time students graduate most of them have earned a minimum of 180 college level credits and have invested a minimum of four years of schooling.

In requesting authorization to transition from a terminal associate degree program to a bachelor’s degree program, YVCC and its Dental Hygiene Advisory Board believe a BAS-DH degree would reflect more accurately the four years of rigor, course load, and college level credits students must complete to graduate than the current terminal AAS-DH degree being conferred.

As of the writing of this proposal and according to the Washington Career Bridge website¹, nine counties in Central Washington have no higher education institutions offering a bachelor’s degree in dental hygiene. The only State institution offering a bachelor’s degree is Eastern Washington University in Cheney, WA (180 miles from Yakima). Columbia Basin College (CBC) in Pasco, WA (88 miles from Yakima) is in the approval process to transition its terminal AAS-DH to BAS-DH. Meetings between CBC and YVCC have been held to discuss potential ways to share resources. Further meetings are planned as each college completes the approval process.

Transitioning to a BAS-DH will provide the following benefits:

1. Meet the proposed bachelor’s degree entry level requirements for the profession
2. Prepare graduates for entrance into advanced degree options, such as MSDH programs and midlevel Advanced Dental Hygiene Practitioner (ADHP) and Advanced Dental Therapist (ADT) programs.

ADHP/ADT providers are currently employed in Alaska and Minnesota. Legislation for mid-level provider has recently been passed in Maine.

3. Meet eligibility requirements for faculty positions in dental hygiene education, for which there is a shortage, according to the American Dental Education Association. This concurs with one of the specific recommendations made to the Governor by the Health Workforce Council.
4. Prepare graduates to work in alternate health related fields such as education, marketing, community health, hospitals and research facilities.

According to the Washington State Board of Community and Technical Colleges (SBCTC), the current credit requirement for a bachelor of applied science degree is 180 credits of college level coursework which should include 60 credits of general education requirements.

Currently YVCC's terminal AAS-DH degree includes a minimum of 184 college level credits, 55 credits are in general education. The additional five credits needed to meet the bachelor of applied science general education requirements as outlined by SBCTC will not add any additional time to the current program.

YVCC dental hygiene students typically spend a minimum of four years in completing the program. EWU's Bachelor of Science in Dental Hygiene is a four-year program. As Lisa J. Rowley, Director of School of Dental Hygiene Studies at Pacific University put it "An associate degree no longer reflects the level of educational preparation that has been completed by dental hygiene graduates in community colleges."

Current curriculum meets the same CODA standards as those courses offered by four-year universities. Transition to a BAS-DH degree will enable YVCC to renumber 37 courses to 300 and 400 levels.

According to Rebecca Stolberg, Director of the Master of Science in Dental Hygiene Program at Eastern Washington University:

The concept of community colleges offering BAS degrees is a very good concept and one that will allow us to move the profession of dental hygiene forward in a positive manner. From all I know about Yakima Valley Community College dental hygiene program, staff and faculty, I know that they are capable of conducting this transition in a very capable manner, with due diligence, and in a manner that will be respected by all dental hygiene programs in WA state.

The following program proposal responds in more detail to the eight criteria required for a BAS degree.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

The Commission on Dental Accreditation (CODA) sets the standards for dental and dental related educational programs whether the program is offered through a community college or a four-year university. The CODA mission statement reads:

The commission on Dental Accreditation serves the oral health care needs of the public through the development and administration of standards that foster continuous quality improvement of dental and dental related educational programs.ⁱⁱ

YVCC's dental hygiene program is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "Approval without Reporting Requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611 -2678. The Commission's web address is: <http://www.ada.org/en/coda>.

In May 2015, CODA successfully completed its site visit evaluation of YVCC's Dental Hygiene program. A successful site visit evaluation is essential for the sustainability of a dental hygiene program. According to CODA "The purpose of the site visit evaluation is to obtain in-depth information concerning all administrative and educational aspects of the program. In addition, the site visit permits a team of Commission-appointed peers to assess a program's compliance with the Accreditation Standards and with its own stated goals and objectives."ⁱⁱⁱ

Standard 2-1 states "the scope and debt of the curriculum must reflect objectives and philosophy of higher education." All accredited dental hygiene programs and courses must reflect a similar level of educational rigor regardless of the degree being conferred or whether the degree is conferred by a four or two year institution.

All colleges and universities offering a dental hygiene program must meet CODA's dental accreditation standards and are required to offer same or similar course work with same level of rigor for a graduate to become a Licensed/Registered Dental Hygienist (RDH). The intent of Standard 2-1 states the following: "General education, social science and biomedical science courses included in associate degree dental hygiene curricula should parallel those offered in four-year colleges and universities."

YVCC's dental hygiene program has developed the following goals:

1. Faculty will implement a student centered, evidence based curriculum that strives to develop student abilities in self and peer assessment and self-directed learning by promoting effective communication, critical thinking, problem solving, professional responsibility, ethical reasoning, and lifelong learning.
2. Graduates will be prepared for provision of current dental hygiene care and practice management as outlined in the *Dental Hygiene Competencies* document.
3. The faculty will maintain a strong dental hygiene program/college/community liaison mechanism, which prepares and encourages students, faculty, and community to participate interactively.

4. A diverse population of patients accepted for dental hygiene care will be satisfied with high quality patient-centered and culturally competent care and appropriate dental hygiene patient education for disease prevention and health promotion
5. Graduates will be prepared for dental hygiene licensing examinations
6. Graduates will be prepared for entry into graduate programs for dental hygiene and other health professions

YVCC's dental hygiene program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "Approval without Reporting Requirements." This accreditation classification indicates that YVCC's dental hygiene "...program achieves or exceeds the basic requirements for accreditation."^{iv} The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611 -2678. The Commission's web address is: <http://www.ada.org/en/coda>.

In addition to the appropriate renumbering of the upper division courses and alignment with any new and emerging initiatives of the profession and its accrediting body, we anticipate only one change to the curriculum. The College will add an additional general education course in order to meet the 60 credit general education standard for a BAS degree, as required by the State Board of Community and Technical Colleges.

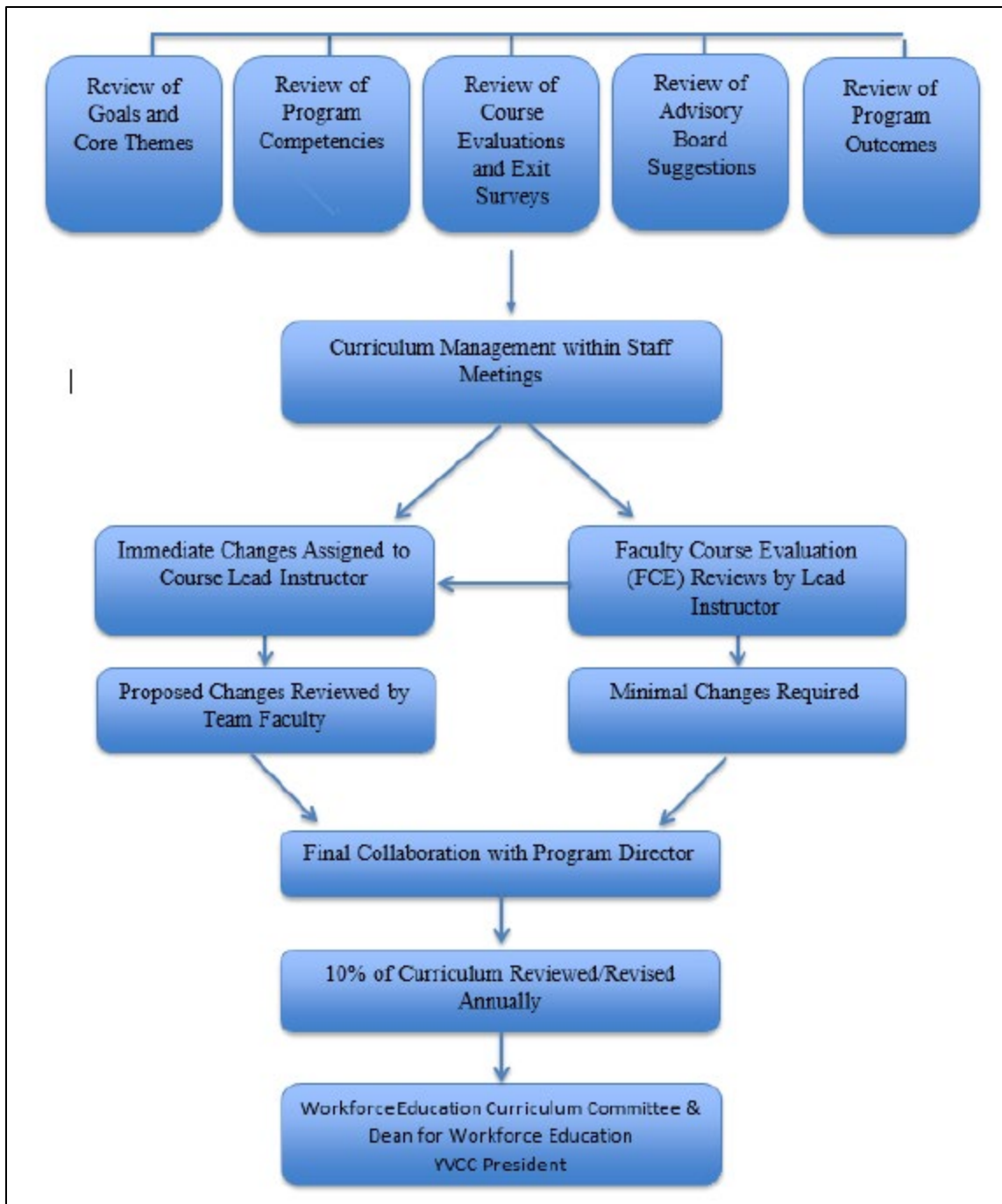
Program Learning Outcomes

Upon successful completion of this program the student should be:

- Prepared for the full scope of dental hygiene practice in Washington State.
- Able to conduct professional activities and develop professional relationships in responsible ways.
- Able to make appropriate decisions and take appropriate actions as health care providers guided by ethical principles and core values.
- Eligible to take the Western Regional Examination Boards and upon successful completion, to apply for licensing in the 15 western regional participating states, including Washington State, and apply for other regional and state licensing.

Program Evaluation Criteria and Process

The program utilizes a formal, written curriculum management plan (CMP), which includes an ongoing, multilevel curriculum review and evaluation process. The CMP includes mechanisms by which curriculum revisions may be undertaken in support of program improvement. Program faculty, students, advisory board members, and administrators contribute to the curriculum management process. The chart below illustrates the Curriculum Management Plan.



To ensure appropriate sequencing and the elimination of unwarranted repetition, as well as the incorporation of emerging information and the attainment of student competence, a curriculum management agenda item is incorporated into each scheduled faculty meeting. This assures an inclusive forum for assessment of program outcomes, curriculum related faculty in-service, dissemination of curriculum information, and discussion of potential curriculum modifications. In addition, outcomes assessment and curriculum management issues comprise a significant portion of the faculty convocation and year-end meeting.

An annual program convocation meeting, monthly faculty meetings, weekly lunch or pre-lab team meetings, and regular year end faculty retreats provide a mechanism for information to be disseminated and evaluated and encourages collaboration to achieve curriculum revision and enhancement. Further, full and part time faculty are frequently informally surveyed regarding clinical course content, objectives and goals to assure the incorporation of emerging information. Information garnered through informal discussions is added to the CMP agenda section of the next scheduled faculty meeting for an inclusive discussion and documentation in the meeting minutes.

Students complete formal and informal summative evaluations of individual courses as well as first and second year exit surveys. Students submit additional suggestions during mid-quarter conferences scheduled with lead clinical faculty members. Second year students also provide formative feedback during the second year seminar courses.

Advisory board members complete year end surveys. Members are also encouraged to submit agenda items for consideration during the Fall and Spring meetings and to request an additional meeting should the need arise. Members are consulted regarding emerging information, technology, and program degree options.

Program alumni and employers are also surveyed on an annual basis to gather data related to the effectiveness of the program in preparing students for the practice of dental hygiene.

The Dean for Workforce Education evaluates course syllabi and faculty effectiveness on a quarterly basis. She provides resultant data to respective faculty members and consults with the program coordinator as appropriate.

Finally, at least ten percent of the dental hygiene curriculum is submitted to the Workforce Education Division Curriculum Committee each year for updating and format evaluation. This institutional protocol ensures that all courses are reviewed on a continuing basis, and that course descriptions correlate with those provided in the college catalog.

Data from each of these curriculum assessment endeavors are analyzed during curriculum management sections of scheduled staff meetings or in meetings with the program coordinator or division Dean, as appropriate

Course instructors complete Faculty Course Evaluation Instruments (FCE) which requires assessment of each course related to defined program goals and competencies and YVCC Core Themes. Summative course assessment instruments completed by students also address the effectiveness of course design and delivery related to goals, competencies, and YVCC Core Themes.

Data derived from these instruments are analyzed by the respective faculty member, the program administrator, and the division Dean, as appropriate. Data related to team taught courses are electronically forwarded to team faculty members.

Subsequent to initial analysis, data are incorporated into the Competency Assessment Matrix to facilitate curriculum mapping by competency. The effectiveness of course alignment with program goals and competencies is assessed within a general faculty meeting. This inclusive and collaborative strategy helps to identify and eliminate unintended redundancy within the curriculum.

Subsequent to assessment and analysis efforts described above, suggestions for curriculum revisions are vetted within program faculty meetings or, in the case of academic courses, in meetings between the

course instructor and the program coordinator. As needed, the course instructor and program coordinator will consult with the division Dean.

In the event a substantial change in the course description or content is required, the desired revisions are submitted to the WED Curriculum Committee and/ or CODA for prior approval.

Course Preparation Required Prior to Enrollment in 300/400 Level Courses

Students wishing to enter the dental hygiene program will spend the first two years (freshman and sophomore years) working on general education credits as well as foundational courses at the 100/200 level. All foundational courses must be completed prior to enrollment in the dental hygiene program.

During the junior and senior years dental hygiene students will take 300/400 level courses. Currently YVCC is authorized to accept 18 students every Fall Quarter into the dental hygiene program (junior and senior years).

Because of the limited number of slots available in the program and in the event program admittance is not achieved, every student is advised to take general electives courses required to meet the Associate of Arts – Direct Transfer degree (AA-DTA). The AA-DTA degree will allow students to transfer to an alternative baccalaureate program in the State of Washington.

General Education Components

The State Board of Community and Technical Colleges has outlined 60 credits of minimum general education requirements (GenEd) for applied baccalaureate degrees as follows:

- **Communication Skills - CM (10 credits)**
Must include at least two communication courses to include a minimum of one English composition course; e.g. ENGL& 101. Remaining credits may be an additional composition course or designated writing-intensive courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate)
- **Quantitative/Symbolic Reasoning Skills - QU (5 credits)**
Must be achieved through one of the following college-level courses: symbolic reasoning or a quantitative reasoning course in computer science, statistics, or mathematics, Humanities (10 credits)
- **Social Sciences - SS (10 credits)**
- **Natural Sciences – NS (L) (10 credits)**
At least 5 credits in physical, biological and/or earth sciences. Shall include at least one laboratory course.
- **Remaining General Education Courses - GEN (15 credits)**
Any remaining general education courses to achieve the required 60 credits may be distributed in a manner that best suits the curriculum needs of the baccalaureate program.

Students applying to the BAS-DH program must complete a minimum of 70 credits of college level foundational coursework. Having completed this 70 credit foundational course work during the first two years, students admitted into the program will enter with well-developed strategies for success and a solid academic foundation upon which to challenge the rigorous dental hygiene curriculum. This level of preparation ensures that each student may be responsible for his or her own learning and success.

The program curriculum is structured to introduce fundamental dental hygiene competencies combined with opportunities for student self-assessment at the onset of the program. Early incorporation of self-assessment and critical thinking skills facilitates a successful transition from the traditional academic learning environment encountered during the 100/200 level course work completion to the combined academic infused clinical challenge of 300/400 level course work.

Throughout the curriculum, examples of increasing skills and in-depth understanding in the didactic and clinical curricula are demonstrated. As a reflection of the philosophy of higher education, opportunities for critical thinking, self-reflection, and analytical reasoning are integrated throughout the curriculum, as well as case based learning and increasingly challenging clinical cases.

In addition to traditional dental hygiene curriculum topics the program has incorporated curriculum modules for inter-professional collaborative practice, teaching methodology, and research.

The dental hygiene program integrates the Core Competencies for Inter-professional Collaborative Practice (IPEC) throughout the curriculum. In preparation for transition into the healthcare workforce, students examine a capstone summary of these competencies in DH 402. In DH 483, enrolled students collaborate with students from other healthcare programs to assess, plan, implement and evaluate comprehensive evidence based community health programs. Students also investigate career opportunities in collaborative healthcare practices.

The Dental Hygiene program coordinator contributes to the Yakima Valley Inter-professional Education Collaborative (YVIPEC) as an advisory board member. This partnership and outstanding networking opportunity will enhance the creation of additional inter-professional opportunities for enrolled students. The program will continue to enhance IPEC competencies across the curriculum as the YVIPEC matures and new inter-professional collaborations are created.

In DH 483 a teaching methodology component has been added to expose graduates to educational theories and teaching strategies utilized in dental hygiene education.

Consultation with the YVCC English department confirmed that English 203 (5 credits) will provide pre-dental hygiene and other students preparing for careers in health care a rigorous and comprehensive research experience. Because some students enrolled in the dental hygiene program may have completed the English 203 pre-requisite at an alternate institution, curricular modules for the following topics (previously included in DH 283) will be incorporated into DH 401:

- Role of research in oral healthcare
- Constructing the PICO question
- Levels of Evidence
- Contrast Qualitative and Quantitative Research
- Experimental Design
- Role of the IRB

The ADHA is currently proposing a transformation of dental hygiene education. The program will investigate partnering with ADHA to ensure the curriculum remains in alignment with any future changes of dental hygiene education.

The program's curriculum policy mandates that all academic courses must be passed with a C- (75%) or better. Enrolled students must maintained a cumulative GPA of 2.5 throughout the program.

Table II lists the required general education and program foundational credits. These credits must be earned during the student's freshman and sophomore years, prior to entering the BAS-DH program.

Table II Freshman & Sophomore Years Course Work			
Course No	Course Description	Gen Ed Dist	Credits
Freshman Year Course Work			
Fall QTR			
BIOL 109	General Biology (L)	NS (L)	5
ENGL& 101	English Composition I	CM	5
MATH 146	Introduction to Statistics	QU	5
	Total Fall QTR		15
Winter QTR			
BIOL 230	Human Anatomy & Physiology I (L)	NS (L)	5
ENGL& 102	English Composition II	CM	5
NUTR 101	Nutrition	GEN	5
	Total Winter QTR		15
Spring QTR			
BIOL 231	Human Anatomy & Physiology II	GEN	5
CMST& 101	Introduction to Communication	HM	5
ENGL 203	The Research Paper	HM	5
	Total Spring QTR		15
	Freshman Year Total Credits		45
Sophomore Year Course Work			
Fall QTR			
CHEM 109	Principles of Chemistry Lecture	GEN	4
CHEM 110	Principles of Chemistry Lab	GEN	1
PSYC& 100	Genral Psychology	SS	5
	Total Fall QTR		10
Winter QTR			
BIOL 232	Microbiology		5
CHEM 209	Introduction to Organic Chemistry Lecture		4
CHEM 210	Introduction to Organic Chemistry Lab		1
SOC& 101	Introduction to Sociology	SS	5
	Total Winter QTR		15
	Sophomore Year Total Credits		25
	Freshman and Sophomore Years Total Credits		70

After the student has completed 70 credits of foundational course work and has been extended an offer to enter the BAS-DH program, the student will start taking 300/400 level course work. Table III lists the schedule for completing 300/400 level courses and appendix I provides detail for each course.

Table III		
300/400 Level Courses - Junior & Senior Years Course Work BAS-DH		
Course No	Course Description	Credits
Junior Year Course Work		
Fall QTR		
BIOL 116	Head and Neck Anatomy	3
DH 350	Dental Anatomy *	3
DH 356A	Safety & Infection Control I *	3
DH 357	DH Fundamentals I Theory *	4
DH 374	Preventive Dentistry *	2
DH 378	Anesthesiology/Dental Emergency *	2
DH 390	DH Fundamentals Lab *	3
	Total Fall QTR	20
Winter QTR		
BIOL 117	Oral Histology/Embryology	4
DH 353	Oral Roentgenology *	4
DH 358	DH Fundamentals II Theory *	4
DH 391	DH Fundamentals II Lab *	4
DH 351	Dental Materials/Restorative Dentistry I *	3
DH 373	Pharmacology *	2
DH 379	Nitrous Oxide Analgesia *	2
	Total Winter QTR	23
Spring QTR		
DH 354	Clinical Roentgenology *	2
DH 359	Dental Hygiene Fundamentals III Theory	3
DH 392	Clinical Dental Hygiene I	4
DH 352	Restorative Dentistr II *	4
DH 376	Introduction to Periodontics *	2
DH 377	General Pathology *	2
DH 380	Anesthesiology *	4
	Total Spring QTR	21
	Junior Year Total Credits	64
Senior Year Course Work		
Fall QTR		
DH 356B	Safety & Infection Control II *	3
DH 400	Second Year Seminar: Adv DH Theory I	1
DH 453	Restorative Dentistry II	4
DH 477	Advanced Periodontics *	2
DH 478	Oral Pathology *	2
DH 493	Clinical Dental Hygiene II	8
	Total Fall QTR	20
Winter QTR		
DH 401	Second Year Seminar: Adv DH Theory II	1
DH 478	Oral Pathology *	2
DH 479	Introduction to Perio Seminar *	1
DH 481	Ethical Decisions and Professional Responsibility in Dental Hygiene *	1
DH 482	Community Dental Health I	3
DH 454	Restorative Dentistry III *	4
DH 494	Clinical Dental Hygiene III	8
	Total Winter QTR	20
Spring QTR		
DH 402	Second Year Seminar: Adv DH Theory III	1
DH 455	Restorative Clinic IV	2
DH 480	Periodontology Seminar *	2
DH 483	Community Dental Health II: Applied EBP and Educ. Methodology	2
DH 495	Clinical Dental Hygiene IV	8
	Total Winter QTR	15
	Senior Year Total Credits	55
	Junior and Senior Years Total Credits	119

Criteria 2: Qualified Faculty

YVCC's dental hygiene faculty have met certifications requirements for professional and technical administrators and instructors in the Washington Administrative Code. The total faculty FTE allocated to the program is 7.78.

The dental hygiene program is subject to the Commission of Dental Accreditation standards and is required to maintain a faculty to student ratio of 1:5 for preclinical, clinical and radiographic clinical and laboratory sessions.

The dental hygiene program currently has the following faculty:

- 3 full time
- 14 part time
- 4 part time DDS

All instructors at the pre-dental program level (freshman and sophomore years) hold master's degree or higher. At the dental hygiene level (junior and senior years), instructors have the following academic credentials:

- DDS - 4
- Ph.D. – 1
- Master's – 7
- Bachelor's – 6 (two currently enrolled in Master's programs)
- AAS – 3 (These are clinical instructors who help supervise patient care services)

The three AAS degreed faculty who supervise students in clinical work are aware of the need to pursue a bachelor's degree and the College is having conversations with them to help provide a path-way to attain a baccalaureate degree in the most efficient and effective way.

Appendix I provides more detailed information for each instructor and the courses they are qualified to teach.

With a faculty to student ratio of 1:5, the program can only enroll 18 students each Fall QTR. However, with the most recent facility renovation project which was completed in 2009, the program's capacity was increased to 24 students. With the addition of one full-time faculty the program has the potential of increasing its enrollment from 18 to 24 students each Fall QTR.

Criteria 3: Selective Admissions Policy

Admission

Even though the clinic capacity for new students each Fall QTR is 24, because of CODA's faculty to student ratio standard, the program only can admit 18 students each Fall.

Because the curriculum is scientifically oriented, rigorous and intensive, and enrollment is limited by CODA's standards, special program admissions criteria and procedures are in place. The following specific, written selection criteria are utilized with the intent of selecting 18 students who have the potential for successfully completing the dental hygiene program.

Applicants must apply by the first Friday in February to be eligible for admission the following September (Fall QTR). The applicant must obtain and submit application forms online. The following documentation must be submitted with the application:

- Official transcripts in duplicate
- Prerequisite course completion plan
- Winter Quarter Registration form if applicable
- Dental work experience verification
- Verification of Dental Hygiene observation
- Documentation of second language skills, if applicable

Selection for Admission

The criteria utilized and the respective weighting follows:

- 70% for academic performance in the foundational course work courses, with emphasis on math and science courses
- 5% for an academic full load-15 credits of college level courses with one or more dental hygiene prerequisite at 3.0
- 5% for the number of foundational courses completed at the time of application
- 5% for evidence of up to 3200 hours additional observation or dental assisting experience (all applicants are required to complete a minimum of 20 hours of dental hygiene observation)
- 5% for evidence of skills in a second language evaluated and documented by the ALTA Language Services test
- 5% for academic honors, volunteer experiences, leadership experiences, team participation
- 5% for score on Health Science Reasoning Test (HSRT)

In addition:

- Applicants must meet college admissions requirements
- Applicants must have completed high school or a substitute program such as GED
- Applicants must have a minimum 2.5 G.P.A. in the foundational course work courses, with a “C” or better in each course
- Applicants must have completed ALL foundational course work courses prior to entrance in the dental hygiene program
- Applicants must have completed the following courses within five years of entrance into the program:
 - Inorganic, Organic, and Biochemistry
 - Anatomy, Physiology, and Microbiology
 - Human Nutrition

Final Admission Decision

Final admission decision is conducted by the Selection Committee. The selection committee is composed of the program coordinator and the full time dental hygiene faculty members who assume responsibility for evaluation and assessment of each application. In addition, the following individuals serve as consultants to the selection process: Kathleen Ashworth, Chemistry Instructor, and Paulette Lopez, Dean Workforce Education Division.

Dental Hygiene Selection Committee Members:

- Program Assistant, compiles all incoming application documents, checks for completion
- Cheri Podruzny, program coordinator, serves as the selection committee chair. The chair reviews all applications and enters application information into the dental hygiene applicant database
- Full time faculty members, Debbie Gould and Debbie Mahre serve as consultants to the chair during the application season and assist with evaluation of applications as time permits.

All program faculty in attendance at regularly scheduled staff meetings contribute to revision decisions regarding the selection process.

Preliminary selection data is entered into the Dental Hygiene Database. The Dental Hygiene Department Selection Committee Chair comprehensively evaluates each application to ensure:

- Appropriate foundational course work courses are completed with grades and credit hours accurately posted
- Foundational course work completion points are appropriately designated
- Dental work experience points are appropriately designated
- Full Load: 15 credits of college level with one or more dental hygiene foundational course work at 3.0 or above are computed
- Honors/Leadership/Volunteerism/ Team participation points are computed
- Course retakes and course withdraw deductions are computed
- Foreign Language testing points are entered.

Foundational course work and Math/Science G.P.A.'s are generated within the computer database.

The Student Database generates final scores for each applicant. Based on final scores, the top 18 applicants are offered a position in the program. As stated in the "Applicant Information" packet.

Appropriate applicants are placed on an alternate list.

Ranking of the alternate list is not disclosed.

After the selection process is completed, the selection committee meets during the next department staff meeting to review and evaluate the selection process outcomes. Suggestions for modification of the process are discussed and implemented as appropriate. Final selection information is provided to the Dental Hygiene Advisory Committee members at the fall Advisory Committee meeting.

Application information packets and corresponding information on the program website are revised and published each July for the following year.

Explain efforts that will be used to assure that the program serves as diverse population as possible.

YVCC has a diverse population of students. In the 2013-14 school year 61% of YVCC students were of color (includes Hispanic, Native American, Asian/Pacific Islander, African American, and other of color) and 64% were female. Marketing for BAS-DH prospective students targets this diverse student population and the college will continue to develop community outreach activities to market and promote the program.

YVCC is also very proactive in working with school districts within its service area to promote new and existing programs to their high school students. The Director of Baccalaureate Programs works closely with the Admissions Outreach & Retention Coordinator to plan and attend outreach programs at various school districts and other functions that may be conducive to the promotion of the College.

YVCC nondiscrimination policies applies to all programs and facilities, including, but not limited to, admissions, educational programs and employment. Yakima Valley Community College complies with all Washington State anti-discrimination laws (RCW 49.60) and the following federal laws relating to equal opportunity: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act (ADA) of 1990.

Yakima Valley Community College is committed to providing access, equal opportunity and reasonable accommodation in its services, program, activities, education, and employment for individuals with

disabilities. The College will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

The Dental Hygiene selection process affords bilingual applicants enhanced opportunity for program selection through consideration of second language skills. Over the last five years the program has admitted more students of color than the national average. See table below^v

Race/Ethnicity	YVCC Dental Hygiene Classes of 2013-2017 N = 85		ADA National Survey N = 7,277	
Hispanic/ Latino	18	21.2%	704	9.7%
American Indian/ Alaskan Native	5	5.9%	41	0.6%
Black/ African American	2	2.4%	288	4%
Asian	5	5.9%	453	6.2%
Nat. Hawaiian/ Pacific Islander	0	0%	49	0.7%
Two or More Races (Not Hispanic)	1	1.1%	80	1.1%
Total Students of Color	31	36.5%	1,615	22.2%

Coordination of the compliance efforts of Yakima Valley Community College with respect to equal opportunity and disability accommodation regulations is under the leadership of the Director of Human Resources, Yakima Valley Community College, 1015 South 16th Avenue, Yakima, Washington, 98902; telephone 509.574.4670

Criteria 4: Appropriate Student Services Plan

The program facility underwent a major remodel and addition in 2008-2009, with occupancy re-established in September, 2009. The facility met all ADA codes in place at the time of renovation. The clinic is a single level, open facility which readily accommodates physically disadvantaged individuals. Facility doorways are wide enough to accommodate wheelchairs, and the front entrance is equipped with a power assist automatic opener. Parking immediately outside of the clinic facility is convenient for physically disadvantaged patients. Bathrooms, x-ray rooms, and clinical operatories are designed to accommodate wheelchair bound patients. One enlarged clinic operatory is designed to accommodate a wheelchair bound student. The classroom is equipped with a wall mounted infrared assisted listening system to support hearing impaired students and is furnished with 2 ADA approved adjustable desks.

Yakima Valley Community College started offering baccalaureate of applied science degrees in 2014. Many of the services have been evaluated and upgraded if necessary to meet the needs of all baccalaureate students.

Described below are additional student services located at YVCC's Yakima Campus.

Academic Advising

The purpose of advising at Yakima Valley Community College is to assist students in making appropriate choices that will help them reach their academic and career goals. Advising is the shared responsibility of the student and the academic advisor.

All students are assigned a faculty advisor based on their academic pathway. Students should meet with their advisor each quarter to develop a plan for their education and to ensure that they are on the right track for graduation.

YVCC has implemented Mandatory Advising for new students. All new students will be mandatorily advised until they have successfully completed 30 college level credits. They are assigned an advisor based on their academic pathway.

Transfer and returning students will be mandatorily advised their first quarter and until they have met the 30 credit criteria for new students.

As part of the BASDH conversion, YVCC is committed to improving the pre-program advising and admissions process to ensure students are presented with all the options available to them.

If a student expresses interest in the DH program, he or she will be referred to the Dental Hygiene department for further advising. Full-time program instructors provide academic advising for all prospective dental hygiene students.

Counseling & Advising Center

The Counseling & Advising Center offers various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop effective skills for interacting in a diverse environment.

Counseling services are available at no cost to registered YVCC students. Services available through the Counseling & Advising Center include:

- Short-term personal counseling
- Transfer information
- Decision-making regarding career and life goals
- Strategies for dealing with the fear of testing and new situations
- Academic counseling
- College survival and study skills
- Student advocacy
- Degree audit

Disability Support Services (DSS)

YVCC is committed to providing access for all students, to instructional and technological quality, and the support services which will ensure students success. YVCC allocates budgetary support for these services annually. During annual mid-year budget review processes and in response to unanticipated increases in demand for services, YVCC allocates additional funds as needed to fully meet this obligation.

As part of this commitment, DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities. Available accommodations include, but are not limited to: Alternative exam format/time, taped texts/lectures, ASL interpreters, note takers, accessible parking, and registration assistance. DSS facilitators work with instructors, departments, and the students to ensure accommodation needs are met.

Financial Aid

The Financial Aid Office prepares and disburses federal, state, and institutional aid for all YVCC students. Students can monitor the progress of their applications online. All students admitted to the BAS-DH program will be able to apply for financial aid in the same manner as all other students. They will also be eligible to apply for work-study employment when such positions are available.

Veteran's Administration Programs

YVCC's Veteran's Program provides outstanding veteran support services and encouragement to our student Veterans to ensure program completion. The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students. It is anticipated that the BAS-DH Degree will be eligible for VA-approved funds.

Tutoring

All YVCC students qualify for free tutoring services for Accounting, American Sign Language, Anthropology, Biology, Chemistry, Economics, Mathematics, Physics, Spanish and other courses as indicated by need on a quarter-by-quarter basis.

eTutoring

YVCC has partnered with the State Board of Community and Technical Colleges and the Connecticut Distance Learning Consortium to provide online tutoring assistance to students through eTutoring.org. All YVCC students have access to eTutoring's free online tutoring services in the following areas: Accounting, Anatomy & Physiology, Biology, Chemistry, Economics, Math, Medical Terminology, MS Office 2007, Outpatient Medical Coding, Pathophysiology and Pharmacology, Physics, Spanish, Statistics, Web Development, and Writing.

Math Center

Separate from the main tutoring center, YVCC has a "drop-in" Mathematics Center that is open 7:30am-9:00pm Monday-Thursday and 7:30am-3pm on Friday. During these hours there is a mathematics instructor who can assist students with any questions as well as large tables for group study, textbooks and student solution manuals and anything else a student taking a mathematics course might need.

Writing Center

The Writing Center is a resource for YVCC students. Their primary purpose is to guide students to become better writers in a college setting. The Writing Center is open Mondays & Tuesdays from 8:00am-7:00pm, Wednesdays 8:00am-3:00pm, Thursdays 8:00am-5:00pm, and Fridays 8:00am-3:00pm. If students can't get to the writing center, they can give feedback online through their Online Consultations link.

eLearning Support for CANVAS or its Successor

Students will be introduced to CANVAS through the New Student Orientation for bachelor program students. CANVAS technical support is provided on an ongoing basis. YVCC faculty are equipped to answer basic questions regarding CANVAS. Additional support can be accessed through the eLearning Coordinator who is available by phone, email, or in person to support student and faculty needs.

Computer Labs

Students will have access to computer labs located at the Technology Complex where the BAS-DH classes will be offered. In addition, in the Raymond Library there is a full-time student lab with 32 workstations where students can go to use the internet, type up assignments or fulfill any other school related computer needs. There is also a dedicated and monitored 36 work station lab in the Deccio Higher Education Center where students go to take proctored exams. Four other computer rooms connected to the

“computer monitoring HUB” can be used as overflow for proctored exams on busy weeks such as finals or when the main computer lab is filled to capacity.

Internet Access

The college provides free Wi-Fi campus wide, which covers every building on campus as well as most outdoor spaces.

Library and Media Services

The mission statement for the Library and Media Services reads:

In carrying out the Mission of Yakima Valley Community College, the mission of the Library and Media Services is to meet the information needs of students and employees by providing access to information, retrieval services, and technology in a dynamic user-friendly environment.

To fulfill this mission, the Library and Media Services acquires and integrates resources in a variety of formats, utilizing technologies enabling broad access to information in support of the college curriculum.

The library provides multiple services for students, faculty and staff, such as information literacy instruction, reference service, circulation services, course reserves, inter-library loan, in-library student technology support, and copyright guidance. Library instruction, copyright information, reference service and collection development are conducted by professional faculty reference librarians. Reference service is available 24/7 through a state and national cooperative. Library services are designed to foster students’ ability to think critically about their information needs and successfully apply information tools and resources to meet these needs.

The collections consist of both print and online resources. The monograph collection includes over 45,000 titles, some of which are e-Books. With the help of a Title V Grant, the e-Book collection is expected to expand over the next few years. The library subscribes to several major full-text periodical databases with access to thousands of titles in information technology. Using the ProQuest database YVCC subscribes to, students can search more than 750 business periodicals and newspapers with a trade or industry focus. It provides the latest industry news, product and competitive information, marketing trends, and a wide variety of other topics. It also contains publications on every major industry, including information technology, finance, insurance, transportation, construction, and many more.

Media Services provides instructional equipment and physical and virtual resources, as well as other services to support teaching and enhance student learning leading to success. Media Services also manages a laptop computer loaner program where students can check-out a laptop computer for a period of time at no additional charge

Student open-access computing lab services have been moved from the Deccio Higher Education Center into the Raymond Library, in order to co-locate these resources with other research services and resources available in the library. To ensure access to BAS students, operating hours of the Raymond Library are being extended to include evening and weekend hours.

Criteria 5: Commitment to Build and Sustain a High Quality Program

The current AAS-DH program operating budget will provide a foundation for the BAS-DH budget. Additional revenues resulting from program expansion and tuition at the regional university level for upper division courses will provide the necessary additional funding.

The proposed transition from AAS-DH to BAS-DH will incur minimum start-up costs to cover curriculum renumbering and three program proposal external reviews. These costs are covered by college operating funds.

Budgeted Start-Up costs	
	FY 2014-15
Course Re-numbering	5,865
External Review (3@ \$3,500)	10,500
Total	\$16,365

(1) Types of funds to be used to support the program

State appropriated funding; student tuition; student lab fees; application fees all contribute to the funding the dental hygiene program. Annual appropriations provide for innovations and changes necessary to reflect current concepts of education in the discipline. Funding to purchase and maintain equipment, supplies, reference materials and teaching aids are reflected in the annual allocation as well as faculty and staff salaries, cost of licensure and accreditation fees. Supplemental funding for travel has been supported by Perkins – ADEA National Conference.

The program will continue to receive same type of funding as our current AAS-DH. A more detail of the various resources supporting the program are listed below:

- Tuition
- Operating Budget Allocation
- Federal Grant
- Student Fees
- Clinic

Funds Supporting BAS-DH Program	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Operating Budget-Tuition	\$170,776	\$170,900	\$172,001	\$172,943	\$173,894
Operating Budget-Allocation	285,405	285,612	287,455	289,029	290,618
Operating Budget- Other	11,697	11,705	11,781	11,845	11,911
Federal Grant	35,112	35,193	35,600	35,954	36,311
Student Fees	32,581	32,581	32,581	32,581	32,581
Clinic	62,436	62,464	62,576	62,689	62,803
Total Revenue	\$598,007	\$598,455	\$601,994	\$605,041	\$608,118

(2) Projected program expenses

As discussed above, expenditures are funded by Instructional, Clinic Revenue, Student Fees and Perkins funds; the program is already fully funded by the college. Revenue generated by the upper-division tuition will support the added costs. Below are projected program expenses for the next five years.

Projected Program Expense	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Dental Hygiene:					
Salary & Benefits	\$501,160	\$501,580	\$505,007	\$507,941	\$510,904
Supplies	30,176	30,176	30,176	30,176	30,176
Services	2,358	2,358	2,358	2,358	2,358
Travel	1,877	1,877	1,877	1,877	1,877
Total Dental Hygiene	\$535,571	\$535,991	\$539,418	\$542,352	\$545,315
Dental Clinic:					
Salary & Benefits	\$15,475	\$15,503	\$15,615	\$15,728	\$15,842
Supplies	43,016	43,016	43,016	43,016	43,016
	3,945	3,945	3,945	3,945	3,945
Total Dental Clinic	\$62,436	\$62,464	\$62,576	\$62,689	\$62,803
Total Expense	\$598,007	\$598,455	\$601,994	\$605,041	\$608,118

(3) Appropriate facilities to be used and Equipment, technology, and instructional resources needed for the program

The program facility underwent a major remodel and addition in 2008-2009, with occupancy re-established in September, 2009. The facility met all ADA codes in place at the time of renovation. The clinic is a single level, open facility which readily accommodates physically disadvantaged individuals. Facility doorways are wide enough to accommodate wheelchairs, and the front entrance is equipped with a power assist automatic opener. Parking immediately outside of the clinic facility is convenient for physically disadvantaged patients. Bathrooms, x-ray rooms, and clinical operatories are designed to accommodate wheelchair bound patients. One enlarged clinic operatory is designed to accommodate a wheelchair bound student. The classroom is equipped a wall mounted infrared assisted listening system to support hearing impaired students and is furnished with 2 ADA approved adjustable desks.

Program facilities and equipment are assessed and evaluated on a continuing basis. The primary responsibility for assessment lies with the program coordinator and clinical coordinators.

Information regarding current concepts of dental hygiene, dental practice, and dental equipment is obtained from practicing dental hygiene faculty members and their colleagues, advisory committee members, continuing education courses, professional literature, exhibits at professional meetings, local, state, and federal regulatory agencies, (e.g. WISHA, OSHA), and dental manufacture sales personnel who contact the clinic.

Assessment of future equipment needs is an on-going process. The department maintains a list of equipment needs and an annual budget allows for the purchase of some or all of the equipment requests each year. All faculty and the program assistant participate in the assessment of equipment needs and report suggestions to the program coordinators and the program assistant.

The clinic houses 24 complete functional treatment areas used for laboratory, pre-clinical, and clinical instruction in patient care. Appendix III provides a list of partial equipment used in the program.

Criteria 6: Program Specific Accreditation

YVCC has been granted *candidacy status* at the baccalaureate level by the North West Commission on Colleges and Universities (NWCCU). Accordingly, applied baccalaureate degrees offered by YVCC are included under the accreditation of the college. Final determination by the commission of YVCC's accreditation at the baccalaureate level is scheduled for January 2016.

In May 2015, CODA successfully completed its site visit evaluation of YVCC's Dental Hygiene program. Site visitors recommended installation of safety shields on the program's model trimmers. These have been purchased and installed to achieve compliance with Standard 4-1-F. Site visitors find the program compliant with all other standards. The Commission will act on the preliminary site visit report during its winter meeting in 2016.

All dental hygiene programs must comply with standards determined by CODA and the YVCC-DH program has maintained its accreditation status since its inception in 1968.

As stated throughout this program proposal, the only change to the overall program affects only the sophomore/freshman level. Consequently no substantive change is required by CODA for the conversion to a BAS-DH from an AAS-ADH program. The minor credit load difference would not, in and of itself, require a substantive change submission. The purpose for the additional credits is to meet bachelor's general education requirements as outlined by SBCTC.

Review of the BASDH will occur during the regularly scheduled times since annual reporting to CODA is already required, institutional program reviews occur every three years, and the change from an AAS-DH to a BASDH requires adding surveys for graduate program readiness and an expansion of current surveys to include additional prospective employers. Thus, the timeline for program review will occur at the regularly scheduled CODA Self-study in 2022-23 and again in 2027-25.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

An effort has been given to establish a balance between professional and non-professional credit allocations to prepare students for admission to graduate programs. Prerequisites courses include statistics and research program curriculum includes emphasizes on evidence based decision making, educational methodology and inter-professional education.

On March 31, 2015 YVCC initiated conversations with Rebecca Stoldberg, RDH, MSDH, Department Chair/Professor at Eastern Washington University (EWU) to elicit comments and feedback on YVCC's desire to pursue transitioning to a BAS-DH degree. Her response was very favorable to the extent that she offered to review the present program proposal and the possibility of establishing an articulation agreement for YVCC BAS-DH's graduates to pursue a Master's degree at EWU.

Eastern Washington University offers a Master of Science in Dental Hygiene. Courses are offered as an on-line modality, with two required visits to the EWU Spokane Campus, in Spokane WA. Courses are taught on a semester system (beginning fall 2015).

JoAnna Gurenlian, RDH, MS, PhD, Graduate Dental Hygiene Program Director at Idaho State University, stated in her program review that:

A review of the curriculum reveals that the students would be qualified to apply for the graduate program at Idaho State University and other master's degree program in dental hygiene. All

students who would apply to the MSDH Program at Idaho State University from YVCC would be given serious consideration as an entrant.

Lisa J. Rowley, CDA, RDH, MS., associate professor and program director for the BS Degree Dental Hygiene Program at Pacific University in Oregon, stated in her program review that:

Students who graduate from the BAS-DH program at YVCC should be able to apply for and enroll in these master's degree programs without any loss of time or duplication of learning experience because the BAS-DH program provides comparable breadth, depth, and academic rigor as other baccalaureate degree programs.

Graduates from YVCC's BAS-DH program will be prepared to pursue master's degrees. This program proposal has incorporated program reviewer's recommendations to further enhance YVCC's dental hygiene graduates opportunities of admittance to graduate programs.

Other graduate degree programs would accept YVCC's BAS-DH graduates for their non-dental hygiene related graduate degrees such as a MAT, M.Ed., MHA, MBA, Ed.D, Ph.D., etc. Every graduate program has their specific criteria; however, the BAS-DH graduates from YVCC will be well aligned to further their education if they desire.

Criteria 8: External expert evaluation of program

In May 2015, CODA successfully completed its site visit evaluation of YVCC's Dental Hygiene program.

In addition, Yakima Valley Community College has retained the services of the following individuals as subject-matter experts to perform an expert external evaluation of this program proposal:

- JoAnn R. Gurenlian, RDH, PhD, Graduate Dental Hygiene Program Director, Professor, Idaho State University
- Lisa J. Rowley, CDA, RDH, MS, Program Director School of Dental Health Science, Pacific University
- Rebecca Stoldberg, RDH, MSDH, Department Chair/Professor, Eastern Washington University (EWU)

Subject matter experts were asked to perform a program evaluation based on 10 criteria. These criteria covered the seven criteria discussed in this proposal.

The overall results of this evaluation were favorable and more importantly all of the three evaluators agreed that a baccalaureate degree reflects more accurately the course load and rigor of dental hygiene students than an associate degree.

Evaluators found that this program proposal "...provides comparable breadth, depth and academic rigor as other baccalaureate degree programs."

In addition evaluators found this program providing BAS-DH graduates with a solid foundation to apply for admittance at graduate schools, whether these graduate schools are in the field of dental hygienist or other health related field.

Because of the high likelihood that many of YVCC's BAS-DH graduates will chose Eastern Washington University (EWU) to pursue a graduate degree and with the intent of continuing conversations with EWU to create and establish a consortium agreement with their Master's degree, the College addressed

recommendations throughout this document based primarily on Mrs. Stoldberg's review and compare the other evaluation reports to hers to consolidate and incorporate all reasonable changes into the program proposal.

Please referred to Appendix IV for evaluation criteria, evaluation results and short bios.

Conclusion

The proposed BAS-DH program proposal will bring YVCC terminal AAS-DH program in alignment with similar programs being offered by 4-year institutions in Washington State.

It will bring recognition to YVCC DH student's rigorous course load and rigor by conferring a bachelor's instead of an associate's degree.

More importantly, transitioning YVCC's terminal AAS-DH degree to a BAS-DH will increase student's educational opportunities as well as align their degree with the current national trend.

Appendix I – Dental Hygiene Course Descriptions, Outcomes, and Objectives

DH 350 Dental Anatomy (3 credits)

Course Description

This course encompasses the study of tooth morphology involved within the maxillary and mandibular arches. Extensive detailed material is presented on the primary and permanent dentition, tissues of the teeth, dental formulas, dental anomalies, and descriptive terminology. Content relates to the practical application of knowledge during lab sessions and serves as a critical foundation for subsequent restorative and traditional courses.

Course Outcomes

- 1 Name, locate, anatomically describe and explain the eruption sequence of the permanent and primary dentition
- 2 Complete all dentofrom lab requirements, class projects, and written examinations to the minimum set standard
- 3 Discuss anomalies of the permanent and primary dentition

Course Objectives

- 1 Name, locate, and anatomically describe the anatomy of permanent and primary teeth
- 2 Explain the morphologic differences between the primary and permanent dentition
- 3 List the eruption sequence of permanent or primary dentition
- 4 Define the descriptive terminology as related to the maxillary/mandibular arches, teeth and related structures
- 5 Describe anomalies of both the primary and permanent dentition
- 6 Conceptualize and accurately reproduce the lost portion of any tooth's anatomy from a standard restorative preparation with a wax carving and amalgam to the minimum set standard
- 7 Complete all dentofrom lab requirements and written examinations
- 8 Participate in class discussion on identification of maxillary/mandibular teeth and arches, primary and permanent dentitions, dental formulas and numbering systems, hard and soft tissues of the tooth, tooth tissue junctions, tooth traits, ideal tooth and arch relationships, descriptive terminology of the teeth, anomalies of the permanent and primary dentition, and amalgam safety

DH 351 Dental Materials (3 credits)

Course Description

This course is designed to provide didactic information and practical skill development associated with the selection and application of dental materials involved in both traditional procedures and restorative expanded functions, along with restorative techniques involved in the placement of amalgam and composite restorations.

Course Outcomes

- 1 Select and manipulate the appropriate dental material for specific traditional or restorative procedures
- 2 State the basic physical and mechanical properties of a specific dental biomaterial and its use in the mouth
- 3 Complete all dentofrom and lab requirements, practical lab examinations, and written examinations to the minimum set standards

Course Objectives

- 1 Participate in class discussions concerning the effects of the oral environment on dental materials and the physical considerations involved in the selection of a proper dental material for a traditional or restorative procedure.
- 2 Take alginate impressions and pour-up one set of maxillary and mandibular alginate impressions, along with a wax bite registration, taken on a fellow student partner.
- 3 Trim, label, and evaluate one set of study models taken on a fellow student partner to the minimum set standards.
- 4 Analyze and compare the physical properties and dimensional stability of the various types of impression materials.
- 5 Define the different types of dental gypsum products, their physical characteristics, and manipulation considerations.
- 6 Identify the various hand prep instruments used by a dentist, finishing and preparation burs, and restorative instruments indicating their use during operative procedures.
- 7 Compare the different aspects of dental amalgam – components, physical properties, handling characteristics, and setting reaction, including the proper handling of mercury as a biohazard.
- 8 Classify the types of synthetic resins and composites, explaining proper selection relating to the location of the cavity preparation, manipulation requirements, bonding components and types of adhesion systems.
- 9 Analyze and compare the physical properties and dimensional stability of various types of common sealers, liners, bases and temporary restorative materials used today within cavity preparations.
- 10 List the different types of abrasives used in dental procedures and describe the principles of cutting and polishing.
- 11 Identify the types of particles used in air abrasion technology.
- 12 List and compare characteristics of common types of luting cements used today as compared to previous cements, stating their advantages and limitations.
- 13 Condense and carve amalgam dentofrom restorations, reproducing the anatomy lost in a standard Class I and Class II preparation to a level of clinical proficiency.
- 14 Place composite restorations, reproducing the anatomy lost in a standard Class I dentofrom preparation to a level of clinical proficiency.
- 15 Identify and label cavity preparation nomenclature.

DH 352 Restorative Dentistry I (4 credits)

Course Description

This course provides an opportunity to acquire didactic knowledge and practical skills with restorative techniques involved in the placement of more complex amalgam and composite restorations, as well as, sealant assessment and placement.

Course Outcomes

- 1 Place maxillary/mandibular arch dental dam isolations on a dentoform
- 2 Mix and place a sealer/liner/base in a given dentoform tooth cavity preparation as indicated, using materials and procedures compatible with tooth structure and restorative materials
- 3 Place matrix and wedge systems on a dentoform tooth for both composite and amalgam restorations
- 4 Place, carve, finish and polish Class I, II, and V amalgam restorations to a level of clinical acceptability
- 5 Place, finish and polish Class I, II, and III composite restorations to a level of clinical acceptability
- 6 Identify and explain proper use and care of restorative instruments and equipment in restorative lab sessions
- 7 Utilize the assessment criteria for sealant placement and perform the procedure on patients to a level of clinical acceptability

Course Objectives

- 1 Perform maxillary and mandibular dental dam isolations on dentoforms prior to the placement of all restorations, achieving proper isolation by utilizing the associated armamentarium effectively.
- 2 Reproduce the portion of a tooth's anatomy lost in a standard Class I, II, and V cavity preparation utilizing amalgam, and class I, II, and III using composite.
- 3 Finish and polish all amalgam restorations placed in Class I, II, and V dentoform preparations to an acceptable level of competency.
- 4 Finish and polish all composite restorations placed in Class I, II, and III dentoform preparations to an acceptable level of competency.
- 5 Assemble and place a Tofflemire matrix retainer and band, sectional matrix and wedge, or Mylar strip for utilization during the placement of a Class II and III dentoform amalgam and composite restorations.
- 6 Participate in class discussions on Dr. G. V. Black's cavity preparation classification system and nomenclature, and methods of caries detection.
- 7 Develop a proposed restorative treatment plan that a dentist may design, discussing the reason behind decisions.
- 8 Place sealants into previously diagnosed occlusal pit and fissures on a fellow student's teeth, employing proper assessment, isolation, and evaluation procedures.
- 9 Participate in class discussions on the selection and application of sealers/liners/bases within cavity preparations, recognizing the relationship between these materials and the subsequent restorations and preparation depth.
- 10 Complete and document a clinical observation of a second year dental hygiene student performing restorative procedures on a patient.
- 11 Complete all dentoform lab requirements, practical lab examinations, and written examinations to the minimum set standards.

DH 353 Oral Roentgenology (4 credits)

Course Description

This course includes theory and practical application of the fundamentals of x-ray production, hazards and safety procedures, and intraoral and panoramic radiographic techniques. Lab applications include exposing, processing, scanning and interpreting dental radiographs.

Course Outcomes

- 1 List and define radiologic terminology including historical events and concepts of electromagnetic radiation
- 2 Describe x-rays physics and productions of x-rays, as well as radiographic protection and safety procedures
- 3 List and define processing chemicals, darkroom care, and common processing/scanning techniques
- 4 Recall and demonstrate extraoral and intraoral radiographic imaging techniques to the required level of competency

Course Objectives

- 1 Demonstrate proficiency in patient management, including both radiation protection and asepsis techniques
- 2 Assess the radiographic series appropriate for the individual patient, in consultation with the dentist and/or clinic instructor
- 3 Demonstrate technical proficiency in complete periapical, bitewing, and panoramic dental radiographic projections
- 4 Evaluate finished films/images for diagnostic acceptability and proficiency in correcting errors
- 5 Identify normal landmarks presented on intraoral and panoramic radiographic images
- 6 Demonstrate proficiency in charting restorations and simple dental pathology on various radiographic projections
- 7 Employ consistent maintenance of equipment and darkroom facilities
- 8 Identify the advantages and disadvantages of each imaging technique
- 9 Discuss shadow casting principles involved in imaging oral structures
- 10 Demonstrate acceptable infection control protocol while exposing and processing dental radiographs
- 11 Discuss the inverse square law and its effect on image factors
- 12 Compute mathematical calculations using the inverse square law rule
- 13 Calculate the correct number of impulses for exposing radiographs

DH 354 Clinical Roentgenology (2 credits)

Course Description

This course applies the knowledge and skills learned in DH 353, Oral Roentgenology, to clinical patients. Emphasis is on refinement of exposure techniques and interpretation of radiographic image skills. A seminar presentation by groups is included in the course.

Course Outcomes

- 1 Demonstrate expanded knowledge of oral radiology including practical application and interpretive skills
- 2 Demonstrate competence to the minimum stated level, in dental radiographic technique and procedures, including radiation safety and darkroom maintenance
- 3 Demonstrate oral presentation skills discussing interpretive findings on radiographic surveys

Course Objectives

- 1 Demonstrate proficiency in patient management, including both radiation protection and asepsis techniques
- 2 Assess the radiographic series appropriate for the individual patient, in consultation with the dentist and or clinic instructor
- 3 Demonstrate technical proficiency to the minimum set standard in performing periapical, bitewing, occlusal, and panoramic dental radiographic projections
- 4 Evaluate images for diagnostic acceptability and proficiency in correcting errors (retakes) if authorized by an instructor or dentist
- 5 Identify normal landmarks presented on intraoral and panoramic radiographs
- 6 Demonstrate proficiency in charting restorations and simple dental pathology on various radiographic projections
- 7 Exhibit consistent maintenance of equipment and darkroom facilities
- 8 Demonstrate oral presentation skills discussing interpretive findings on radiographic surveys with an assigned group seminar project

DH 356A Dental Hygiene Safety and Infection Control (3 credits)

Course Description

This course is an introductory didactic and clinical safety and infection control course providing the student with current safety and infection control information and techniques in the clinical practice of dental hygiene.

Course Outcomes

- 1 Demonstrate knowledge of and function within dental office safety and accident prevention programs
- 2 Utilize current acceptable infection control protocol in clinical dental hygiene practice to ensure health and safety of the patient, oral health professional, and community

Course Objectives

- 1 Evaluate and discuss components of a comprehensive accident program
- 2 Explain CDC, OSH/WISHA guidelines for management of blood borne pathogens, hazardous waste, and biomedical waste
- 3 Integrate the components of the Washington State Infection Control Rule
- 4 Devise record keeping system for maintenance of documentation related to dental hygiene practice

DH 356B Dental Hygiene Safety and Infection Control (3 credits)

Course Description

This course is a yearly review of the didactic and clinical safety and infection control course providing the student with current safety and infection control information and techniques utilized in the clinical practice of dental hygiene.

Course Outcomes

- 1 Demonstrate knowledge of and function within dental office safety and accident prevention programs
- 2 Utilize current acceptable infection control protocol in clinical dental hygiene practice to ensure health and safety of the patient, oral health a professional, and community.

Course Objectives

- 1 Evaluate and discuss components of a comprehensive accident program
- 2 Explain CDC, OSH/WISHA guidelines for management of blood borne pathogens, hazardous waste, and biomedical waste
- 3 Integrate the components of the Washington State Infection Control rule
- 4 Devise record keeping system for maintenance of documentation related to dental hygiene practice

DH 357 Dental Hygiene Fundamentals I: Theory (4 credits)**Course Description**

This introductory lecture course is the first in a series of six courses on the fundamentals of Dental Hygiene. This course provides the student with current fundamental, theoretical, and practical information utilized in the clinical practice of the dental hygienist. Each student is expected to recall and apply pertinent didactic information for application in laboratory procedures.

Course Outcome

- 1 Function within the legal and ethical parameters established for the scope of dental hygiene practice
- 2 Complete a comprehensive examination of the dental hygiene patient

Course Objectives

- 1 Interpret and discuss the law as it pertains to the practice of dental hygiene
- 2 Identify intraoral and extraoral structures and landmarks, including variations occurring in health and disease
- 3 Outline the inflammatory process and discuss the relationship of the anatomy of the periodontium and the progression of periodontal and gingival inflammation
- 4 Evaluate and describe (chart) the periodontium in health and disease
- 5 Discuss the significance of patient medical and social histories and vital sign evaluations and determine related alterations to dental treatment

DH 358 Dental Hygiene Fundamentals II: Theory (4 credits)**Course Description**

This course is the second of six lecture courses on the fundamentals of dental hygiene. This course provides opportunity for the student to broaden knowledge on dental hygiene theory, develop practical skills for comprehensive patient examination, and experience fundamental instrumentation techniques necessary for the detection and removal of calculus.

Course Outcomes

- 1 Integrate evidence based decision making to assess dental hygiene patients and record appropriate data
- 2 Accommodate for patient care and patient management needs associated with populations rich in cultural diversity
- 3 Accurately use and maintain dental hygiene instruments and dental equipment
- 4 Initiate development and application of professional responsibilities of the dental hygienist

Course Objectives

- 1 Describe various patient assessments including: static occlusion, dental charting, and pulp testing
- 2 Explain care and maintenance of dental instruments and equipment; sharpening manual instruments, and handpiece and attachments
- 3 Summarize and propose dental hygiene treatment planning options with an emphasis on multicultural influences on patient management and care, and planning for use on pain control
- 4 Create and confidentially manage written chart entries and other pertinent patient records
- 5 Discuss and resolve ethical issues in health care and to emphasize the professional responsibility of the dental hygienist including compliance with the Health Insurance Portability and Accountability Act and the ADHA Code of Ethics

DH 359 Dental Hygiene Fundamentals III: Theory (3 credits)

Course Description

This course is the third of six lecture courses on the fundamentals of dental hygiene. This course provides opportunity for the student to expand knowledge on dental hygiene theory, the Dental Hygiene Process of Care, and advanced instrumentation techniques for the provision of clinical dental hygiene interventions.

Course Outcomes

- 1 Manage specific clinical situations: broken instrument tip, post operative instruction, margination of excessive restorations
- 2 Complete comprehensive patient care for special needs patients: those patients whose medical, physical, psychological, or social situations make it necessary to modify normal dental routines in order to provide dental treatment for that individual. These individuals include, but are not limited to, people with developmental disabilities, complex medical problems, and significant physical limitations. Also included are persons with autoimmune diseases, neurological and sensory disabilities, persons with mental retardation, cardiovascular disease, or diabetes mellitus. Persons with respiratory diseases, cancer, HIV, alcohol or substance abuse problems, and eating disorders are also considered special needs patients
- 3 Continue development and application of professional responsibilities of the dental hygienist

Course Objectives

- 1 Develop management techniques for specific clinical situations; Broken instrument tip, post operative instructions, margination of excessive restorations
- 2 Utilize reflective judgment to develop strategies for the comprehensive care of special needs dental patients
- 3 Create and confidentially manage complex chart entries and other pertinent patient records
- 4 Discuss and resolve complex ethical issues and ethical dilemmas in health care and to further explore the professional responsibilities of the dental hygienist

DH 373 Pharmacology for the Dental Hygienist (2 credits)

Course Description

This course provides an overview of pharmacology for the dental hygienist. Students explore relationships between medications, systemic disease, oral health, and the process of dental hygiene care.

Course Outcomes

- 1 Explain the principles of pharmacodynamics and pharmacokinetics
- 2 Identify drugs that have specific implications for dental hygiene practice
- 3 Provide the dental hygiene process of care for patients receiving a wide variety of drugs

Course Objectives

- 1 Explain the principles of pharmacology
- 2 Identify major drug categories
- 3 Distinguish the major pharmacological effects associated with drug groups
- 4 Recognize the specific drugs in each category that have the greatest impact on dental hygiene practice. Utilize case studies to appraise the role of the dental hygienist in the area of pharmacology

DH 374 Preventive Dental Health (2 credits)

Course Description

This course introduces current theories and practices used in oral health education and preventive counseling for the dental hygiene patient. Oral physiotherapy aids, techniques, products, fluorides, nutrition, plaque, saliva, and patient motivation will be studied to achieve a preventive philosophy for the advocacy of oral health..

Course Outcomes

- 1 Use critical thinking skills and comprehensive problem-solving to identify evidence based preventive oral health care strategies
- 2 Provide patient centered oral health education and preventive counseling
- 3 Promote the values of the dental hygiene profession through service based activities and positive community affiliations

Course Objectives

- 1 Critically evaluate emerging technology and treatment modalities utilized for maintenance of oral health
- 2 Appraise the impact of plaque, calculus, and stain on the prevention of caries and periodontal disease
- 3 Critique the role of saliva, water fluoridation, topical fluoridation, and nutrition in promoting oral health
- 4 Investigate the etiology and treatment of dentinal hypersensitivity
- 5 Examine the efficacy of sealants in the prevention of dental caries
- 6 Integrate accepted scientific theories and research into preventive oral health recommendations
- 7 Initiate a collaborative approach with patients in support of disease prevention and health maintenance
- 8 Promote patient adherence to disease prevention and health maintenance strategies through the use of effective interpersonal and communication skills
- 9 Develop motivational skills for patient self-care compliance and tobacco cessation
- 10 Respond to the oral requirements of the special needs patient
- 11 Advocate the use of tooth brushes, interproximal aids, dentifrices, rinses and whiteners for the prevention of oral disease
- 12 Observe the oral care and education of geriatric patients living in an extended care facility in preparation to provide these services as a dental hygiene student

DH 376 Introduction to Periodontology (2 credits)

Course Description

This course serves as an introduction to the study of periodontology. Students complete a detailed review of the anatomy of the periodontium and explore various local and systemic etiologic factors associated with periodontal diseases. Emphasis is placed on the assessment and classification of periodontal diseases.

Course Outcomes

- 1 Classify periodontal diseases
- 2 Describe etiologic factors associated with periodontal diseases
- 3 Analyze patient assessment findings related to periodontal diseases

Course Objectives

- 1 Review the anatomy of the periodontium including changes associated with periodontal diseases
- 2 Identify classifications of periodontal diseases
- 3 Assess the role of microorganisms and local factors in the etiology of periodontal diseases
- 4 Identify the effects of aging on the periodontium
- 5 Analyze the effect of systemic disorders and stress on the periodontium
- 6 Analyze the process of dental hygiene care for all types of classifications of periodontal disease through case based scenarios.

DH 377 General Pathology (2 credits)

Course Description

The consideration of disease as a disruption of normal physiologic processes is the focus of this course. The body's response to a variety of pathological stressors is examined. Modifications to the process of dental hygiene care for patients with systemic diseases are emphasized.

Course Outcomes

- 1 Identify systemic pathological disorders that require management during implementation of dental hygiene care
- 2 Formulate evidence based patient centered strategies for treatment of dental hygiene patients presenting with systemic pathologic conditions
- 3 Make referrals to other health care professionals as indicated for the assessment or treatment of systemic pathologic conditions

Course Objectives

- 1 Analyze systemic disorders that require management during implementation of dental hygiene care
- 2 Identify lesions which may be associated with systemic disease
- 3 Identify signs and symptoms of systemic disease that may be revealed through the analysis of a patient
- 4 Develop comprehensive evidence based dental hygiene care plans for case based patient scenarios
- 5 Correlate the relationship between oral health and systemic health

DH 378 Intro to Anesthesiology and Management of Medical Emergencies (2 credits)

Course Description

This course provides an introduction to pain control and the prevention and management of medical emergencies in the dental environment. Course content prepares the student to integrate safe and effective pain management within dental hygiene care plans.

Course Outline

- 1 Use critical thinking skills and comprehensive problem-solving to develop safe, evidence based, and patient centered strategies for management of pain in the dental environment
- 2 Recognize and manage local and systemic complications associated with the delivery of local anesthetics and vasoconstrictors
- 3 Provide appropriate life support measures for medical emergencies that may be encountered in dental hygiene practice

Course Objectives

- 1 Assess neurophysiology as it relates to the mechanism of action of local anesthetics
- 2 Provide pharmacological descriptions of local anesthetic and vasoconstricting agents
- 3 Justify rationale for selection of local anesthetic agents
- 4 Describe clinical action of specific local anesthetic agents
- 5 Conduct a physical and psychological pre-anesthetic evaluation
- 6 Discuss prevention, recognition, and management of local and systemic complications associated with delivery of local anesthetics
- 7 Describe protocols

DH 379 Nitrous Oxide Sedation (2 credits)

Course Description

This course serves as an introduction to sedation with Nitrous Oxide and Oxygen for management of patient anxiety in the dental setting. Students will demonstrate safe administration and patient management techniques.

Course Outcomes

- 1 Complete a pre-sedation patient evaluation
- 2 Employ Nitrous Oxide and Oxygen for the sedation of patients in the dental setting
- 3 Manage adverse patient reactions encountered during the delivery of Nitrous Oxide and Oxygen

Course Objectives

- 1 Compare and contrast the options available for management of pain and anxiety in dental patients
- 2 Discuss rationale for use of Nitrous Oxide and Oxygen in dental patients
- 3 Analyze relative contraindications to the administration of Nitrous Oxide and Oxygen sedation in dental patients
- 4 Explain the pharmacological effects of Nitrous Oxide and Oxygen on human physiology
- 5 Describe the function of the armamentarium utilized for the administration of Nitrous Oxide and Oxygen
- 6 Demonstrate optimal technique for the administration of Nitrous Oxide and Oxygen sedation, including calculation of appropriate dose
- 7 Identify and manage complications associated with the administration of Nitrous Oxide and Oxygen

DH 380 Clinical Anesthesiology (2 credits)

Course Description

This lecture and laboratory course introduces the use of local anesthesia for management of pain in the dental setting. Students complete pre-anesthetic patient evaluations, review anatomic relationships of the head and neck, and perform a variety of techniques used for the intraoral administration of local anesthetics.

Course Outcomes

- 1 Complete pre-anesthesia patient evaluations
- 2 Create anesthesia treatment plans for the management of pain associated with dental procedures
- 3 Demonstrate proficiency in the safe administration of a variety of local anesthesia techniques
- 4 Recognize and appropriately manage adverse reactions related to the administration of local anesthetics

Course Objectives

- 1 Complete a pre-anesthesia physical and psychological evaluation and verbally prepare the patient for the anesthesia procedure
- 2 Assess indications, contraindications, safety considerations, and side effects associated with each injection technique
- 3 Justify rationale for the selection of local anesthetic drugs and corresponding maximum recommended dosages
- 4 Demonstrate a variety of intraoral infiltration, field block, and nerve block injections
- 5 Assess the extent of profound anesthesia achieved subsequent to the administration of anesthetic
- 6 Discuss management of adverse reactions and complications associated with the administration of local anesthetic
- 7 Compose accurate and comprehensive chart entries documenting the administration of local anesthetic
- 8 Analyze the relationship between deviations in anatomical structure and successful anesthesia outcomes
- 9 Create dental hygiene anesthesia plans for various clinical scenarios
- 10 Employ self-assessment skills in support of clinical competency
- 11 Complete Mock WREB written and clinical examinations

DH 390 Dental Hygiene Fundamentals I: Pre-Clinic (3 credits)

Course Description

This introductory pre-clinic course is the first in a series of six courses promoting application of the Dental Hygiene Process of Care. During this course the first year student will become familiar with techniques utilized in the clinical practice of the dental hygienist. Each student is expected to recall and apply pertinent didactic information to laboratory procedures.

Course Outcomes

- 1 Complete comprehensive assessments of the dental hygiene patient
- 2 Demonstrate beginning level skills necessary for the completion of an oral prophylaxis on the dental patient
- 3 Function within the legal and ethical standards of practice for the Dental Hygienist

Course Objectives

- 1 Evaluate and record (on appropriate clinical forms) pertinent patient assessment data for a student partner patient
- 2 Demonstrate (on a student partner patient) beginning periodontal instrumentation skills: probe, explorer, and curette
- 3 Maintain sterile chain for all laboratory procedures
- 4 Demonstrate optimal maintenance of equipment

DH 391 Dental Hygiene Fundamentals II: Pre-Clinic/Clinic (4 credits)

Course Description

This course is the second of six courses promoting application of the Dental Hygiene Process of Care. This pre-clinical/clinical course will provide the first year student with opportunity to integrate supplemental techniques for comprehensive patient examination and fundamental instrumentation techniques necessary for the detection and removal of calculus.

Course Outcomes

- 1 Accurately assess dental hygiene patients and record appropriate data
- 2 Perform fundamental dental hygiene instrumentation skills
- 3 Maintain dental instruments and equipment

Course Objectives

- 1 Accurately perform and/or discuss various patient assessments: Static occlusion, dental charting, and pulp testing
- 2 Demonstrate skills utilized in care and maintenance of dental instruments and equipment: Sharpening of manual instruments, maintenance of dental handpiece and attachments
- 3 Demonstrate beginning level fundamental dental hygiene instrumentation skills

DH 392 Clinical Dental Hygiene I (4 credits)

Course Description

This course is the third of six courses promoting application of the Dental Hygiene Process of Care. This clinical course, for the first year dental hygiene student, is designed to provide clinical learning experiences enabling treatment of clinical patients.

Course Outcomes

- 1 Correlate and integrate scientific knowledge and principles
- 2 Demonstrate proficiency in patient evaluation procedures
- 3 Recognize the need for and initiate appropriate patient education efforts
- 4 Complete comprehensive oral prophylaxis for assigned patients
- 5 Successfully complete stated clinic criteria and testing requirements

Course Objectives

- 1 Complete a pretreatment physical and psychological evaluation of the patient
- 2 Maintain necessary armamentarium/instruments used in patient care
- 3 Utilize safe and sterile work practices
- 4 Develop a dental hygiene plan
- 5 Provide verbal preparation, education, and post operative instructions to the patient
- 6 Complete oral prophylaxis procedures for assigned patients
- 7 Successfully complete specific criteria and testing requirements
- 8 Complete accurate and comprehensive chart entries
- 9 Maintain accurate student grade records

DH 400 Advanced Dental Hygiene Seminar I (1 credits)

Course Description

This seminar course initiates the formal course sequence in advanced scientific principles of dental hygiene practice which is coordinated and integrated with second year clinical courses. Students analyze advanced clinical principles, review current literature, and continue development of professional interpersonal communication skills.

Course Outcomes

- 1 Demonstrate interpersonal and communication skills to effectively interact with other members of the healthcare team
- 2 Employ current literature to corroborate evidence based clinical principles and professional assertions
- 3 Evaluate contemporary issues and best practices in dental hygiene

Course Objectives

- 1 Practice interpersonal and communication skills to effectively interact with dental hygiene students, faculty, and staff
- 2 Analyze principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to the academic environment, research, patient care, and practice management
- 3 Appraise clinical requirements and competencies, front office procedures, and the quarterly clinic schedule
- 4 Discuss the integration of advanced clinical principles within dental hygiene care plans
- 5 Explore problem solving strategies related to comprehensive patient care and management of clinical patients
- 6 Evaluate current literature to support evidence based integration of emerging technology and treatment modalities within dental hygiene care plans
- 7 Demonstrate professional responsibility through timely submission of completed competency assessment and clinical tally forms
- 8 Employ self assessment skills in preparation for life-long learning
- 9 Explore contemporary legal, ethical, regulatory, and professional leadership issues in dental hygiene

DH 401 Advanced Dental Hygiene Seminar II (1 credits)

Course Description

This seminar course continues the formal course sequence in advanced scientific principles of dental hygiene practice which is coordinated and integrated with second year clinical courses. Students analyze advanced clinical principles, review current literature, and continue development of professional interpersonal communication skills.

Course Outcomes

- 1 Demonstrate interpersonal and communication skills to effectively interact with other members of the healthcare team
- 2 Employ current literature to corroborate evidence based clinical principles and professional assertions
- 3 Evaluate contemporary issues and best practices in dental hygiene

Course Objectives

- 1 Practice interpersonal and communication skills to effectively interact with dental hygiene students, faculty, and staff
- 2 Analyze principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to the academic environment, research, patient care, and practice management
- 3 Appraise clinical requirements and competencies, front office procedures, and the quarterly clinic schedule
- 4 Discuss the integration of advanced clinical principles within dental hygiene care plans
- 5 Explore problem solving strategies related to comprehensive patient care and management of clinical patients
- 6 Evaluate current literature to support evidence based integration of emerging technology and treatment modalities within dental hygiene care plans
- 7 Demonstrate professional responsibility through timely submission of completed competency assessment and clinical tally forms
- 8 Employ self assessment skills in preparation for life-long learning
- 9 Explore contemporary legal, ethical, regulatory, and professional leadership issues in dental hygiene

DH 402 Advanced Dental Hygiene Seminar III (1 credits)

Course Description

This seminar course concludes the formal course sequence in advanced scientific principles of dental hygiene practice which is coordinated and integrated with second year clinical courses. Students analyze advanced clinical principles, review current literature, and continue development of professional interpersonal communication skills.

Course Outcomes

- 1 Demonstrate interpersonal and communication skills to effectively interact with other members of the healthcare team
- 2 Employ current literature to corroborate evidence based clinical principles and professional assertions
- 3 Evaluate contemporary issues and best practices in dental hygiene

Course Objectives

- 1 Practice interpersonal and communication skills to effectively interact with dental hygiene students, faculty, and staff
- 2 Analyze principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to the academic environment, research, patient care, and practice management
- 3 Appraise clinical requirements and competencies, front office procedures, and the quarterly clinic schedule
- 4 Discuss the integration of advanced clinical principles within dental hygiene care plans
- 5 Explore problem solving strategies related to comprehensive patient care and management of clinical patients
- 6 Evaluate current literature to support evidence based integration of emerging technology and treatment modalities within dental hygiene care plans
- 7 Demonstrate professional responsibility through timely submission of completed competency assessment and clinical tally forms
- 8 Employ self assessment skills in preparation for life-long learning
- 9 Explore contemporary legal, ethical, regulatory, and professional leadership issues in dental hygiene
- 10 Compose an evidence based capstone paper

DH 453 Restorative Dentistry II (4 credits)

Course Description

This course provides further working knowledge and restorative techniques involved with amalgam and composite restorations, as well as the introduction of other tooth-colored restoratives and complex bonded amalgams.

Course Outcomes

- 1 Perform maxillary and mandibular rubber dam isolations on dentofoms prior to the placement of all restorations and place a dental dam on a fellow student
- 2 Mix and place a sealer/liner/base in a given dentofom tooth cavity preparation to a level of clinical acceptability, using materials and procedures compatible with tooth structure and restorative materials
- 3 Place matrix and wedge systems on dentofom teeth to the minimum set standards
- 4 Place, carve, finish and polish Class II, complex, and bonded amalgam dentofom restorations to a level of clinical acceptability
- 5 Place, finish, and polish Class I, II, III, IV, and V tooth-colored restorations to a level of clinical acceptability
- 6 Describe principles behind various methods of caries detection, caries indicator products, and the rationale of restorative treatment planning by the dentist
- 7 demonstrate comprehension of the applied principles outlined in the YVCC Restorative Clinic Manual in preparation for restorative clinical sessions in DH 454 and 455

Course Objectives

- 1 Place a rubber dam on a dentofom and student partner, achieving proper isolation by utilizing the associated armamentarium
- 2 Assemble and place matrix and wedge systems with correct adaptations, contour, and contact for all amalgam and tooth-colored restorations on a dentofom
- 3 Place, finish, and polish all designated Class I, II, and V amalgam dentofom restorations to a level of clinical acceptability
- 4 Complete sealer/liner/base worksheet and give an oral presentation
- 5 Participate in class discussion on the selection and application of sealer/liner/bases with cavity preparations, stating the relationship between these materials and the subsequent restoration and preparation depth
- 6 Mix and place sealer/liner/bases into designated dentofom cavity preparations to a level of clinical acceptability as criteria specified
- 7 Reproduce the portion of a tooth's anatomy lost in a standard Class II, III, IV, and Class V dentofom cavity preparation utilizing composite and resin modified glass ionomer materials to a level of clinical acceptability
- 8 Complete complex bonded amalgam restorations, demonstrating the techniques, sequencing of steps, and utilization of different adhesive systems to a level of clinical acceptability
- 9 Participate in class discussions concerning procedures involved within restorative clinic patient sessions scheduled for DH 454 and DH 455 by reading and recalling the information outlined in the YVCC Restorative Clinic Manual
- 10 Identify and explain the various methods of caries detection, including the rationale behind the use of a caries indicator product
- 11 Identify and explain proper use and care of restorative instruments and equipment in restorative lab and clinic sessions
- 12 Complete all dentofom lab requirements, practical lab examinations, and written examinations to the minimum set standards

DH 454 Restorative Dentistry III (4 credits)

Course Description

This course is comprised of clinical sessions with patients and laboratory dentoform experiences, designed to facilitate the student's knowledge of various restorative materials and procedures with further development and refinement of manipulative skills.

Course Outcomes

- 1 Clinically deliver anesthesia, place rubber dams, and restore teeth on actual patients under close instructor supervision, performing the appropriate pre-operative procedures
- 2 Demonstrate the proper operation and maintenance of the dental unit and equipment, as well as the use of restorative materials, bonding systems, and procedures
- 3 Complete all clinical restorative requirements and documentation, dentoform lab requirements, practical lab examinations, and written examinations to the minimum set standards

Course Objectives

- 1 Deliver the appropriate local anesthesia for a particular restorative procedure, considering patient comfort with maximum safety
- 2 Perform maxillary/mandibular rubber dam isolations for every restorative patient who requires isolation with minimum trauma to teeth and periodontium, and maximum patient safety and comfort
- 3 Place sealers, bases, and liners, according to specified criteria when indicated, using materials and procedures which are compatible with tooth structure, cavity preparation and design, and restorative materials while assuring patient comfort and safety
- 4 Select and/or make, contour, and remove matrix and wedge according to specified criteria for any given cavity preparation without damage to tissue or restoration
- 5 Place, carve, and evaluate amalgam restorations on dentoforms and live patients to a level of clinical acceptability as criteria specified
- 6 Place, finish, polish, and evaluate composite and other tooth-colored restorative materials, including correct shade selection, adaptation, contour, contact and occlusion without trauma to tooth or its associated structures, to a level of clinical acceptability as criteria specified
- 7 Polish amalgam restorations to produce smooth, lustrous, anatomically correct restorations without damage to surrounding tooth structure or tissue to a level of clinical acceptability as criteria specified
- 8 Demonstrate effective communication skills by discussing restorative treatment plans and procedures with dental patients, and during conversations with instructors, dentists, and fellow classmates
- 9 Document all restorative materials and procedures used during treatment in the patient treatment record and on restorative clinic tally forms
- 10 Display proficiency with the dental unit, restorative handpieces and equipment, nitrous oxide equipment, and all emergency equipment as indicated by patient needs
- 11 Apply appropriate matrix system or Mylar strip, and wedge for all amalgam or tooth-colored restorations on dentoforms, considering the correct size and placement, without damage to the surrounding tissue
- 12 Reproduce the portion of a tooth's anatomy lost in a standard Class I or II dentoform preparation utilizing amalgam or composite, in a standard Class III and Class IV dentoform preparation utilizing composite to a level of clinical acceptability as criteria specified
- 13 Complete the minimum required number of "Mock Board" practical examinations involving Class II amalgam and composite restorations according to Western Regional Examining Board (WREB criteria), as well as all lab and written requirements

DH 455 Restorative Dentistry IV (2 credits)

Course Description

This course encompasses clinical restorative sessions with patients that facilitate and further enhance the student's knowledge of various restorative materials, procedures, and development of manipulative skills.

Course Outcomes

- 1 Clinically deliver anesthesia, place rubber dams, and restore teeth on actual patients under close instructor supervision, performing the appropriate pre-operative and post-operative procedures
- 2 Demonstrate the proper operation and maintenance of the dental unit and equipment, as well as the use of restorative materials and procedures
- 3 Complete all clinical restorative requirements and documentation to the minimum set standards

Course Objectives

- 1 Provide the appropriate local anesthesia for a particular restorative procedure, considering patient comfort with maximum safety
- 2 Perform maxillary/mandibular rubber dam isolations for every restorative patient who requires isolation with minimum trauma to teeth and periodontium, and maximum patient safety and comfort
- 3 Place sealers, bases, and liners, according to specified criteria when indicated, using materials and procedures which are compatible with tooth structure, cavity preparation and design, and restorative materials while assuring patient comfort and safety
- 4 Select and/or make, contour, and remove matrix and wedge according to specified criteria for any given cavity preparation without damage to tissue or restoration
- 5 Demonstrate placement, carving, and evaluation of amalgam restorations to a level of clinical acceptability as criteria specified
- 6 Demonstrate placement, finishing, polishing, and evaluation of composite and other tooth-colored restorative materials, including correct shade selection, adaptation, contour, contact and occlusion without trauma to tooth or its associated structures to a level of clinical acceptability as criteria specified
- 7 Polish amalgam restorations to produce smooth, lustrous, anatomically correct restorations without damage to surrounding tooth structure or tissue to a level of clinical acceptability as criteria specified
- 8 Demonstrate effective communication skills by discussing restorative treatment plans and procedures with dental patients, and during conversations with instructors, dentists, and fellow classmates
- 9 Document all restorative materials and procedures used during treatment in the patient treatment record and on restorative clinic tally forms
- 10 Display proficiency with the dental unit, restorative handpieces and equipment, nitrous oxide equipment, and all emergency equipment as indicated by patient needs
- 11 Complete all clinical restorative requirements and documentation to the minimum set standard

DH 470 Oral Pathology for the Dental Hygienist (2 credits)

Course Description

The study of oral disease and oral manifestations of systemic disease. Course content provides the dental hygiene student with a basic foundation for clinical pathologic correlations and referral of oral disease.

Course Outcomes

- 1 Identify oral pathological disorders that require management during dental care
- 2 Design evidence based patient centered strategies for treatment of dental hygiene patients presenting with oral pathologic conditions or oral manifestations of systemic diseases
- 3 Make referrals to other health care professionals as indicated for the assessment or treatment of oral pathologic conditions

Course Objectives

- 1 Examine the etiology, pathogenesis, and clinical and radiographic appearance of oral pathological conditions
- 2 Accurately describe abnormalities found in the oral and head and neck regions
- 3 Discuss prognosis and treatment of specified oral pathological conditions
- 4 Distinguish oral pathologic conditions for which referral is indicated
- 5 Analyze the oral manifestations of systemic disease.

DH 477 Advanced Periodontology I (2 credits)

Course Description

This course is the first in a series of four advanced periodontology lecture courses. Students will explore information pertaining to powerscalers, antimicrobial agents, occlusion, bone loss patterns, and advanced dental hygiene therapeutic concepts.

Course Outcomes

- 1 Critique current scientific literature related to periodontology
- 2 Employ evidence based problem solving strategies to promote patient health and wellness
- 3 Create dental hygiene care plans for patients with gingivitis, mild adult periodontitis, and selected cases of moderate to severe adult periodontitis

Course Objectives

- 1 Assess antimicrobial agents used as adjuncts to debridement in the treatment of periodontal diseases
- 2 Categorize patterns of bone loss observed in the periodontium
- 3 Describe etiologic factors contributing to temporomandibular disorders
- 4 Appraise the periodontal ramifications of traumatic occlusion
- 5 Write an analysis of a current journal article
- 6 Compare diagnostic tests available for microbiologic monitoring in patients with moderate to severe periodontal disease
- 7 Examine the efficacy of power scalers in the treatment of patients with moderate to severe periodontal disease
- 8 Create a dental hygiene care plan that reflects realistic goals and treatment strategies to facilitate optimal oral health

DH 478 Advanced Periodontics II (2 credits)

Course Description

This course is the second in a series of four advanced periodontology lecture courses. Students will study various gingival and periodontal infections, gingival curettage, root morphology, and advanced instrumentation techniques.

Course Outcomes

- 1 Contrast acute and chronic gingival and periodontal pathology
- 2 Describe periodontal pathology associated with environmental and genetic disorders
- 3 Analyze advanced periodontal debridement skills

Course Objectives

- 1 Analyze periodontal pathology presenting as acute and chronic gingival and periodontal infections
- 2 Differentiate periodontal pathology presenting clinically as desquamative gingivitis to include: Lichen Planus, Pemphigoid, Pemphigus Vulgaris, Lupus Erythematosus, Erythema Multiforme, Behcets syndrome, Scleroderma, and drug eruptions
- 3 Examine genetic and inherited disorders associated with aggressive periodontitis to include: Papillon Le'fevere syndrome, neutropenia, Chediak-Higashi syndrome, hypophosphatasia, leukocyte adhesion deficiency, and Down syndrome
- 4 Appraise the diagnosis and treatment of acute gingival diseases
- 5 Devise strategies to facilitate refinement of advanced periodontal debridement skills

DH 479 Introduction to Periodontology Seminar (1 credits)

Course Description

This course includes the study of advanced periodontics for comprehensive care and management of patients who exhibit moderate to severe periodontal disease. Topics covered include periodontal prognosis, consideration of treatment planning for periodontal treatment modalities, referral of periodontal pathology, and supportive periodontal therapy.

Course Outcomes

- 1 Implement critical thinking and problem solving strategies related to the process of dental hygiene care for patients who exhibit moderate to severe periodontal disease
- 2 Discuss evidence based non-surgical and surgical periodontal therapy modalities incorporated into comprehensive treatment plans for patients who exhibit moderate to severe periodontal disease
- 3 Develop and analyze a periodontal seminar capstone case

Course Objectives

- 1 Examine the relationships between diagnosis, prognosis, and the comprehensive treatment plan for management of patients who exhibit moderate to severe periodontal disease
- 2 Analyze indications and contraindications for various surgical and other periodontal treatment modalities
- 3 Identify advantages and disadvantages of various surgical and other periodontal treatment modalities
- 4 Appraise and prioritize goals for maintenance therapy in the process of dental hygiene care
- 5 Assess factors influencing long term success of maintenance therapy of the patient with moderate to severe periodontal disease

DH 480 Periodontology Seminar (2 credits)

Course Description

This capstone seminar course is co-facilitated by a dental hygienist and a periodontist. The student prepares a case work-up and research paper analyzing the process of dental hygiene care for a patient with moderate to severe periodontal disease who was completed within the student's clinical caseload. Findings are summarized through oral presentations.

Course Outcomes

- 1 Apply critical thinking and problem solving skills throughout the process of dental hygiene care for patients with moderate to severe periodontal disease
- 2 Recognize the need for periodontal treatment modalities within the comprehensive dental treatment plan
- 3 Provide patient-centered treatment and evidence based care, minimizing risk and optimizing oral health

Course Objectives

- 1 Evaluate comprehensive assessment data used to identify the physical and oral health status of a periodontal capstone patient exhibiting moderate to severe periodontal disease
- 2 Analyze assessment conclusions made for a periodontal capstone patient
- 3 Critique the dental hygiene process of care implemented for a periodontal capstone patient
- 4 Assess the extent to which treatment goals are achieved and project the long term success of maintenance therapy for a periodontal capstone patient
- 5 Write a case work-up synopsis and an evidence-based research paper for a periodontal capstone patient
- 6 Summarize a periodontal capstone case work-up through an oral presentation

DH 481 Ethical Decisions and Professional Responsibility in Dental Hygiene (1 credit)

Course Description

This course explores the principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to the academic environment, research, patient care, and dental hygiene practice management. Students review the laws and state practice acts which guide judgment and actions of the dental hygienist.

Course Outcomes

- 1 Practice behaviors consistent with the ADHA Code of Ethics
- 2 Apply the principles of professional responsibility and ethical reasoning to patient care, research, and practice management
- 3 Employ state practice acts and regulations to guide professional judgement, action, and risk management

Course Objectives

- 1 Examine the principles of ethical theories as applied to the core values of the American Dental Hygienists' Association and the ADHA Standards for Clinical Dental Hygiene Practice
- 2 Analyze the role of the dental hygienist in social justice, including access to care, oral health disparities, abuse, and employment laws for dental hygiene
- 3 Employ high levels of ethical consciousness, decision making, and practice as outlined in the ADHA Code of Ethics
- 4 Apply critical thinking and reasoning skills to resolve ethical dilemmas
- 5 Appraise the rights of patients protected by law and duties of providers regulated by law from both ethical and legal perspectives
- 6 Examine the dental hygiene process of care and its incorporation into the business of dental hygiene

DH 482 Community Dental Health (3 credits)

Course Description

This course introduces concepts, principles, and terminology descriptive of public health activities. Through outreach events, which occur in various settings, students will complete learning experiences and apply community dental health principles while serving the needs of the community.

Course Outcomes

- 1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs of the population
- 2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system
- 3 Provide community oral health services in a variety of settings
- 4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care
- 5 Evaluate reimbursement mechanisms and their impact on the patient's access to oral health care
- 6 Evaluate the outcomes of community-based programs, and plan for future activities
- 7 Advocate for effective oral health care for underserved populations

Course Objectives

- 1 Use critical thinking skills and comprehensive problem-solving to identify evidence based community dental health strategies
- 2 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs of the population
- 3 Provide, in a variety of settings, community oral health services that include screening, referral, and educational services that allow patients to access the resources of the health care system
- 4 Advocate and facilitate access to oral health services for patients, including underserved populations, by influencing individuals and organizations for the provision of oral health care
- 5 Evaluate reimbursement mechanisms and their impact on the patient's access to oral health care
- 6 Evaluate the outcomes of community-based programs, and plan for future activities

DH 483 Community Dental Health II (2 credits)

Course Description

This lecture course introduces educational theories and leadership practices for application in community health settings. Students will collaboratively plan and implement an evidence based interprofessional community program.

Course Outcomes

- 1 Demonstrate leadership and cultural competency as a member of an interprofessional healthcare team
- 2 Collaborate with students from other health professions to assess, plan, implement, and evaluate a community based health program
- 3 Appraise basic educational theories and teaching strategies
- 4 Critically evaluate scientific literature and dental products

Course Objectives

- 1 Identify the five practices of exemplary leadership
- 2 Discuss cultural diversity and cultural issues in healthcare
- 3 Integrate cultural competency in patient-centered care plans
- 4 Analyze ethical considerations for interprofessional healthcare teams
- 5 Describe the five fundamental steps in Evidence Based Care (EBC)
- 6 Collaborate with students from other health professions to assess, plan, implement, and evaluate comprehensive evidence-based community programs for the promotion of health in diverse community populations
- 7 Apply educational theories to promote positive values of overall health and wellness to the public and organizations within and outside the profession
- 8 Differentiate between teaching goals and learning objectives
- 9 Investigate the domains of learning and their related taxonomies
- 10 Appraise the value of active learning strategies
- 11 Investigate career options in collaborative interprofessional healthcare practice
- 12 Create a professional resume
- 13 Utilize analytical reasoning to complete comprehensive self-assessments

DH 493 Clinical Dental Hygiene II (8 credits)

Course Description

This is the fourth of six courses promoting application of the Dental Hygiene Process of Care. This clinical course, for the second year dental hygiene student, is designed to provide clinical learning experiences enabling treatment of clinical patients.

Course Outcomes

- 1 Provide the process of dental hygiene care for patients of all ages, with all types of classifications of periodontal disease, and with special needs
- 2 Apply the principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to patient care
- 3 Employ professional interpersonal and communication skills to effectively interact with diverse patients

Course Objectives

- 1 Analyze diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles
- 2 Identify predisposing and etiologic risk factors that require intervention to prevent disease
- 3 Employ patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis
- 4 Formulate a comprehensive dental hygiene care plan that is patient-centered, culturally sensitive, and based on the best scientific evidence and professional judgment
- 5 Complete referrals to professional colleagues and other health care professionals as indicated in the patient care plan
- 6 Obtain the patient's informed consent based on a thorough case presentation
- 7 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health
- 8 Evaluate the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports
- 9 Comply with state and federal laws, recommendations, regulations, and the accepted standard of care in the provision of oral health care services
- 10 Apply a professional code of ethics in all endeavors
- 11 Demonstrate effective communication with diverse individuals, serving all patients without discrimination by acknowledging and appreciating diversity

DH 494 Clinical Dental Hygiene III (8 credits)

Course Description

This is the fifth of six courses promoting application of the Dental Hygiene Process of Care. This clinical course, for the second year dental hygiene student, is designed to provide clinical learning experiences enabling treatment of clinical patients.

Course Outcomes

- 1 Provide the process of dental hygiene care for patients of all ages, with all types of classifications of periodontal disease, and with special needs
- 2 Apply the principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to patient care
- 3 Employ professional interpersonal and communication skills to effectively interact with diverse patients

Course Objectives

- 1 Analyze diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles
- 2 Identify predisposing and etiologic risk factors that require intervention to prevent disease
- 3 Employ patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis
- 4 Formulate a comprehensive dental hygiene care plan that is patient-centered, culturally sensitive, and based on the best scientific evidence and professional judgment
- 5 Complete referrals to professional colleagues and other health care professionals as indicated in the patient care plan
- 6 Obtain the patient's informed consent based on a thorough case presentation
- 7 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health
- 8 Evaluate the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports
- 9 Comply with state and federal laws, recommendations, regulations, and the accepted standard of care in the provision of oral health care services
- 10 Apply a professional code of ethics in all endeavors
- 11 Demonstrate effective communication with diverse individuals, serving all patients without discrimination by acknowledging and appreciating diversity

DH 495 Clinical Dental Hygiene IV (8 credits)

Course Description

This is the sixth of six courses promoting application of the Dental Hygiene Process of Care. This clinical course, for the second year dental hygiene student, is designed to provide clinical learning experiences enabling treatment of clinical patients.

Course Outcomes

- 1 Provide the process of dental hygiene care for patients of all ages, with all types of classifications of periodontal disease, and with special needs
- 2 Apply the principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to patient care
- 3 Employ professional interpersonal and communication skills to effectively interact with diverse patients

Course Objectives

- 1 Analyze diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles
- 2 Identify predisposing and etiologic risk factors that require intervention to prevent disease
- 3 Employ patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis
- 4 Formulate a comprehensive dental hygiene care plan that is patient-centered, culturally sensitive, and based on the best scientific evidence and professional judgment
- 5 Complete referrals to professional colleagues and other health care professionals as indicated in the patient care plan
- 6 Obtain the patient's informed consent based on a thorough case presentation
- 7 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health
- 8 Evaluate the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports
- 9 Comply with state and federal laws, recommendations, regulations, and the accepted standard of care in the provision of oral health care services
- 10 Apply a professional code of ethics in all endeavors
- 11 Demonstrate effective communication with diverse individuals, serving all patients without discrimination by acknowledging and appreciating diversity

Appendix II – Dental Hygiene Faculty

Faculty Name	Credentials	Status	Qualified to Teach
Benetti, Jill	BS in Dental Hygiene; AAS in Dental Hygiene	Part Time	DH 376, DH 477, DH 478, DH 493, DH 494, DH 495
Bimbi, Carrie	MA in Urban Planning; BA in Environmental Design; AAS in Dental Hygiene	part Time	DH 357, DH 358
Carpenter, Claire	MS in Biology; BA in Biology	Part Time	BIOL 117
Franck, Susan	MS in Dental Hygiene; BS in Dental Hygiene	Part Time	DH 390, DH 391, DH 392, DH 374, DH 481, DH 483, DH 493, DH
Gould, Deborah	M.Ed in Learning and Technology; BS in Dental Hygiene	Full Time	DH 350, DH 353, DH 354, DH 356, DH 352, DH 371, DH 453, DH
Hakala, Pat	BA in Allied Health; Certificate in Dental Hygiene	Part Time	DH 390, DH 479, DH 480, DH 493, DH 494, DH 495
Harris, Julie M.	BS in Health Science; AAS in Dental Hygiene	Part Time	DH 390, DH 391, DH 392, DH 493, DH 494, DH 495
Holbrook, Tomas	DDS in Dentistry	DDS	DH 454, DH 455
Iasella, Andrea	DDS in Dentistry	DDS	DH 454, DH 455, DH 493
Lukas, Karey	BS in Dental Hygiene; AAS in Dental Hygiene	Part Time	DH 351, DH 493, DH 494, DH 495
Mahre, Debbie	MS in Dental Hygiene; BS in Dental Hygiene	Full Time	DH 356, DH 357, DH 358, DH 359, DH 392, DH 400, DH 401, DH

Faculty Name	Credentials	Status	Qualified to Teach
Martin, Heather	BS in Community Health Education; AAS in Dental Hygiene	Part Time	DH 391, DH 493, DH 494, DH 495
McCulloch, Robert	DDS in Dentistry	DDS	DH 353, DH 354, DH 391, DH 392, DH 454, DH 455, DH 493
Miller, Victoria W	DDS in Dentistry	DDS	DH 454, DH 455
Nelson, Denise A.	AAS in Dental Hygiene	Part Time	DH 494, DH 495
Podruzny, Cheri S.	MS in Dental Hygiene; BS in Allied Health; AAS in Dental Hygiene	Full Time	DH 378, DH 400, DH 401, DH 402, DH 379, DH 380, DH 493, DH
Rossmeisl, Robyn	MA in Art History; BA in Art History; BA in Liberal Studies; AAS in Dental Hygiene	Part Time	DH 479, DH 480, DH 493, DH 494, DH 495
Sandidge Friend, Catherine C.	AAS in Dental Hygiene	Part Time	DH 479, DH 480, DH 493, DH 494, DH 495
Shean, Blair	Ph.D. in Zoology; MS in Entomology; BA in Biology;	Part Time	BIOL 116
Tripp, Marie	BS in Dental Hygiene; AAS in Dental Hygiene	Part Time	DH 350, DH 391, DH 392, DH 352, DH 351, DH 373, DH 377, DH
Wood, Susan	AAS in Dental Hygiene	Part Time	DH 390, DH 356B, DH 392, DH 380, DH 493, DH 494, DH 495

Appendix III – Dental Hygiene Equipment

- 24 ADEC Decade dental chairs and Cascade delivery units with tray assembly in each treatment area.
- Cascade delivery units include:
 - 2 hand piece positions
 - touch control self-contained water
 - 300 watt transformer
 - handle and brake
 - large junction box
 - unitized holders
 - Intra oral hand piece lights
- 20 Dentsply Cavitron units
- 4 HuFriedy Pezio Ultrasonic scalers
- 24 6300 Cascade lights
- 24 1601 operator chairs
- 12 assistant stools with rotating torso support
- 3 banks of stationary cupboards with slide out chart storage
- 6 operatories equipped with fixed sedation heads and plumbed to central storage nitrous oxide and oxygen manifold with tanks.
- 24 XXX Solid State Computers
- 48 Monitors
- 24 electronic signature pads
- 1 large capacity HS ultrasonic cleaning tank-Maxi Sweep S3100
- Ultrasonic cleaning solution
- 2 Meile Instrument Washers
- 1 Statum
- 4 Midmark M-11 Ultraclave sterilizers
- Wrapping and packaging supplies
- Handling gloves
- Dispensing trays
- Indicator tapes to secure packages
- Indicator strips
- 2 Water distillation units
- Four Planmeca intra-oral radiography units
- One Sirona Orthophos XG3 digital radiography panoramic unit
- Four DXXTER Manikins
- Three Rinn Manikin Mounts
- Two human skulls

Appendix IV – External Expert Evaluations and Short Bio’s

JoAnn R. Gurenlian, RDH, PhD.

JoAnn R. Gurenlian, RDH, PhD, has a Bachelor’s degree in dental hygiene from Fairleigh Dickinson University, a Master’s degree in dental hygiene from Columbia University, and a Doctoral degree specializing in educational leadership from the University of Pennsylvania.

Dr. Gurenlian has been active in dental hygiene for over 35 years having served as a former chairperson of the Department of Dental Hygiene at Thomas Jefferson University, former President of the ADHA, and current President of the International Federation of Dental Hygienists. She is an entrepreneur offering consulting and continuing education services to health care professionals. She has experience as a clinician, educator, administrator, and researcher. Dr. Gurenlian is also currently serving as Professor and Graduate Dental Hygiene Program Director at Idaho State University. She maintains adjunct faculty status with the Department of Dental Hygiene of Burlington County College and of Montgomery County Community College.

Dr. Gurenlian served as author of the Dental Hygiene Diagnosis and Oral Medicine column for Access. She authors a column “Looking Ahead” for RDH Magazine. She is the coauthor of the text Preventing Medical Emergencies: Use of the Medical History, has published over 220 papers, and conducted over 550 presentations. Dr. Gurenlian served as chair of the Advisory Committee on the Future of Dental Hygiene, and coauthored the report “Dental Hygiene: Focus on Advancing the Profession. Dr. Gurenlian served as Chair of the Pharmacy, Podiatry, Optometry, and Dental Professionals Workgroup (PPOD) of the National Diabetes Education Program. She is the recipient of numerous awards including the Alfred C. Fones Award, Irene Newman Award, ADHA/Warner Lambert Award for Excellence, and the ADHA Distinguished Service Award.

Dr. Gurenlian is an internationally recognized speaker who addresses topics related to the dental hygiene process of care, oral pathology, oral medicine, diabetes, women’s health, women’s cancers, and leadership and professional development.

Lisa J. Rowley, CDA, RDH, MS.

Lisa J. Rowley is currently associate professor and program director for the BS Degree Dental Hygiene Program at Pacific University in Oregon. As their founding director, Lisa had the opportunity to develop the dental hygiene curriculum, design the clinical facility and complete the initial accreditation process for this new baccalaureate degree program. This program began in August 2006 and has graduated seven classes (over 200 students) as of this year.

Lisa has worked in dental hygiene education for over 30 years in both faculty and administrative positions. Prior to joining Pacific University, Lisa was a full-time dental hygiene faculty member for 8 years and then program director for 9 years at Luzerne County Community College in Pennsylvania. As program director at Luzerne, Lisa was responsible for a one-year dental assisting program, a two-year dental hygiene program and a restorative training program for dental assistants.

Lisa’s educational background includes an AAS, BS and MS degree in dental hygiene, and a second MS degree in organizational management. She is an active member of the American Dental Hygienists’ Association and the American Dental Education Association. Lisa currently serves as chair of the Communications Committee for the Oregon Dental Hygienists’ Association (ODHA), as well as consultant to their Government Relations Council. She represents ODHA as a member of the Licensing, Standards and Competency Committee of the Oregon Board of Dentistry.

Rebecca Soldberg, RDH, MSDH.

Rebecca Stolberg graduated from EWU with a Bachelor of Science degree in Dental Hygiene in 1989. In 1996 she was awarded a Master's of Science Degree in Dental Hygiene Education from the University of Missouri-Kansas City. Rebecca began her teaching career at the University of Missouri-Kansas City, followed by teaching at Texas State Technical College, until arriving at EWU in 1998. She received tenure at EWU in 2004, followed by promotion to full professor in 2010. Rebecca has taught a wide variety of dental hygiene courses throughout her career, but considers her areas of specialties to include ethics, clinical teaching methodology, and local anesthesia.

Ms. Stolberg has lead the Department of Dental Hygiene's program in Spokane, WA the past 16 years. Rebecca also directs the web-based Master of Science in Dental Hygiene program at EWU. Prior to 2010, Professor Stolberg directed EWU's off-campus degree completion program which allowed already licensed dental hygienists to obtain their bachelor's degree. Her past and current work, both with ADEA, ADHA, and PEW Foundation, have earned her the reputation as a national consultant on dental hygiene curriculum as well as in leadership and mentoring.

Ms. Stolberg has spent the past few years leading Washington State's efforts to establishment of a mid-level dental hygiene practitioner. She has curriculum approved at EWU for a post-baccalaureate graduate certificate in Dental Hygiene Therapy, in hopes of state practice act changes occurring to allow for both advancement of the dental hygiene profession while increasing access to dental care for all.

ⁱ Washington Career Bridge website. Retrieved 01/13/15

http://www.careerbridge.wa.gov/Search_Program.aspx?cmd=txt&adv=true&txt=

Based on Employment Security's Regional Districts, search included the following nine counties: Benton, Chelan, Douglas, Franklin, Grant, Kittitas, Klickitat, Okanogan, and Yakima

ⁱⁱ CODA. Retrieved 02/24/15 <http://www.ada.org/en/coda>

ⁱⁱⁱ The Commission on Dental Accreditation's (CODA) website. Retrieved 06/17/15

<http://www.ada.org/en/coda/site-visits/site-visit-process-and-schedule/>

^{iv} American Dental Association Commission on Dental Accreditation. *Evaluation & operational policies & procedures manual*. (2014) Article IV-A1 (p. 51). PDF version downloaded 02/24/15

^v American Dental Association, Health Policy Institute, 2013 Survey of Allied Dental Programs

<http://www.ada.org/en/science-research/health-policy-institute/data-center/dental-education>

Retrieved 11/9/2015