

## Course Information

Course Number: *DDHS 3020*  
Course Title: *Theory of Dental Hygiene Practice I*  
Section: *Spring*  
Time: *Wednesday 9:00 am -11:00 am*  
Location: *AEB Room 310*  
Credit Hours: *2*

## Instructor Details

Course Director: *Martha Estrada, RDH, MS*  
Office: *AEB 139 H*  
Phone: *214-828-8340*  
E-Mail: *maestrada@tamu.edu*  
Office Hours: *By Appointment Only*

## Additional Participating Faculty

Co-Director: Jane Cotter RDH, MS, CTTS, FAADH

Maureen Brown, RDH, MS-HED  
Brandy Cowen, RDH, MS  
Eric Fox, RDH, MS  
Lisa Mallonee, RDH, MPH, LD, RD  
Leigh Ann Nurick, RDH, MA, MS

## Course Description

Emphasis on advanced dental hygiene skills and services; provision of services to medically compromised patients.

## Course Prerequisites

None

## Special Course Designation

None

## Course Learning Outcomes

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

1. Employ the principles and techniques of periodontal debridement when indicated in patient treatment.
2. Employ alternative fulcrums and various instrument adaptation as needed for efficient effective deposit removal.
3. Select the appropriate instruments for the removal of heavy deposits.
4. Determine the current periodontal status of patients and appropriate non-surgical periodontal interventions, re-care interval, and care of implants.
5. Demonstrate proper instrument maintenance technique and identification of worn/damaged instruments.
6. Develop an understanding for the use of topical anesthetics in hygiene care.
7. Select and apply the appropriate therapy for control of dentin hypersensitivity.
8. Identify the appropriate clinical management protocol for patients with cardiovascular disease, diabetes, seizure disorders, pulmonary disorders, blood dyscrasias, eating disorders, pregnancy, patients with bloodborne pathogens and dental implants.
9. Identify alterations of case management in treating medically compromised patients.

*\*A link specific learning objectives is provided in the Course Schedule for each topic.*

#### **Related Competencies:**

The following list of beginning competencies identifies the knowledge, skills and attitudes the dental hygiene student must acquire by graduation in order to become a competent, curious and caring practitioner of dental hygiene. This course will begin to address the specific competencies that will be needed to treat patients in a professional and competent manner. Refer to ***Competencies for the Dental Hygienist, Caruth School of Dental Hygiene, revised 5/2013.***

#### ***Ethics***

- 1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
- 1.2 Comply with state and federal laws governing the practice of dentistry and dental hygiene

#### ***Information Management and Critical Thinking***

- 2.1 Apply critical thinking skills and evidence-based decision making to the practice of dental hygiene.
- 2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical care.
- 2.3 Communicate effectively with diverse populations without discrimination.

#### ***Professional Identity***

- 3.1 Prepare for career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.

#### ***Self-Care Instruction***

- 4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.
- 4.3 Encourage patients to assume responsibility for their health while respecting their goals, values, beliefs and preferences.

#### ***Community Involvement***

- 5.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.

#### ***Assessment***

- 6.1 Determine medical conditions that require special precautions or consideration prior to or during dental hygiene treatment.
- 6.2 Perform an extra oral and intraoral examination of the patient including assessment of vital signs and radiographic examination and distinguish normal from abnormal findings.
- 6.3 Manage the patient at risk for a medical emergency and be prepared to handle the emergency should it occur during an appointment.
- 6.4 Recognize predisposing, etiologic risk factors, and lifestyle choices that may require intervention to prevent disease.
- 6.5 Analyze and interpret the assessment data to formulate a dental hygiene diagnosis related to and congruent with the diagnosis of the dentist and other health professionals.
- 6.6 Determine the need for referral to the appropriate health professional.

**Planning**

- 7.1 Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant.
- 7.2 Acknowledge cultural differences in populations when planning treatment.
- 7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.
- 7.4 Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.

**Implementation**

- 8.2 Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.
- 8.3 Select and administer the appropriate preventive and/or antimicrobial chemotherapeutic agents and provide pre- and post-treatment instructions.
- 8.4 Apply basic and advanced principles of instrumentation.

**Evaluation**

- 9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.
- 9.3 Compare actual outcomes to expected outcomes when expected outcomes are not achieved and modify therapy as necessary.

**Textbook and/or Resource Materials****Required Textbooks:**

- Darby ML and Walsh MM. (4<sup>rd</sup> Ed). (2015). *Dental hygiene theory and practice*. Saunders.
- *It's about time to get on the cutting edge*. Hu-Friedy. (distributed in class)
- Wynn RL, Meiller TF, Crossley HL. (21/22 Ed). (2016). *Drug Information Handbook for Dentistry*. Lexi-Comp.
- Nield-Gehrig JS. (8<sup>th</sup> Ed). (2019). *Fundamentals of periodontal instrumentation*. Lippincott Williams and Wilkins.
- Weinberg MA and Westphal C. (4<sup>rd</sup> Ed). (2015). *Comprehensive periodontics for the dental hygienist*. Prentice Hall.
- Wilkins EM. (14<sup>th</sup> Ed.) (2023). *Clinical practice of the dental hygienist*. Jones and Bartlett Learning; Boyd and Mallonee

## Required Electronic Resources:

- Canvas
- Dental Hygiene Clinic Handbook

## Grading Policy

### Dental Hygiene Students

LETTER GRADE	NUMERICAL GRADE RANGE	GRADE POINTS	DESCRIPTOR
A	90-100	4.0	Excellent
B	80-89	3.0	Good
C	75-79	2.0	Fair
D	70-74	1.0	Poor, may require remediation
F	Below 70	0.0	Failure

**Examinations:** Five exams will be given throughout the semester. All exams will use Exemplify software.

**Student Research Day:** This is an important event for all the students at COD. The senior DH students have been working on their research project since their fall semester. By attending this event you are not only showing support for the senior class, but you will be seeing firsthand what you will be responsible for next spring. Those of you who attend will receive two (2) extra credit points which will be added to your lowest exam grade. **You MUST sign in AND sign out (a sign-up sheet will be available) and stay for a minimum of 30 minutes.** Extra points will not be given if you do not follow the above instructions. NO EXCEPTIONS!

**Grading:** The final grade will be based on the following percentages:

PROJECT / EXAM	PERCENTAGE OF FINAL GRADE
Instrument Sharpening Worksheet	10%
Exam #1	18%
Exam #2	18%
Exam #3	18%
Exam #4	18%
Exam #5	18%

**Grades including the final course grade will not be curved or rounded.**

**\*\*\*All assignments are required to be completed to receive credit for the course.\*\*\***

**\*\*\* Nothing listed above is optional. \*\*\***

## Late Work Policy

- *Late work will not be accepted.*

## Course Schedule

**DDHS 3020 Dental Hygiene Theory I**  
**Course Schedule**

Date	Topic/Reading Assignment	Faculty
1/8/25	Topic(s) <ul style="list-style-type: none"> <li>• <b>Cardiovascular Disease</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Wilkins: Chapter 61</li> <li>• Darby: Chapter 43</li> <li>• DH Clinic Handbook               <ul style="list-style-type: none"> <li>✓ Blood pressure policy</li> <li>✓ Medical Consult Guidelines</li> <li>✓ Endocarditis Prophylaxis-- AHA Guidelines</li> </ul> </li> </ul> Major Medical Care for all Situations	Estrada
1/15/25	Topic(s) <ul style="list-style-type: none"> <li>• <b>Diabetes Mellitus</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Wilkins: Chapter 54</li> <li>• Darby: Chapter 44</li> <li>• DH Clinic Handbook               <ul style="list-style-type: none"> <li>✓ Medical Consult Guidelines</li> <li>✓ Management of Diabetes</li> </ul> </li> </ul>	Nurick
1/22/25	Topic(s) <ul style="list-style-type: none"> <li>• <b>Neurologic Disorders</b> (Seizures)</li> </ul> Reading <ul style="list-style-type: none"> <li>• Wilkins: Chapter 57</li> <li>• Darby: Chapter 62, pp. 976-978</li> </ul>	Estrada
1/29/25	<b>Exam One</b>	Estrada
2/5/25	Topic(s) <ul style="list-style-type: none"> <li>• <b>Respiratory Diseases</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Wilkins: Chapter 60</li> <li>• DH Clinic Handbook</li> <li>• Medical Consultation Guidelines</li> </ul>	Estrada
2/12/25	Topics(s) <ul style="list-style-type: none"> <li>• <b>Blood disorders</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Wilkins: Chapter 62</li> </ul> Topic(s) <ul style="list-style-type: none"> <li>• <b>HIV/AIDS</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Darby: Chapter 46</li> </ul>	Estrada
2/19/25	<b>Exam Two</b>	Estrada

2/26/25	Topic(s) <ul style="list-style-type: none"> <li>Eating Disorders</li> <li>Obesity and Counseling the Dental Patient</li> </ul> Reading <ul style="list-style-type: none"> <li>Darby: Chapter 57</li> <li>Weinberg: p. 92</li> </ul>	Mallonee
3/5/25	Topic(s) <ul style="list-style-type: none"> <li><b>The Pregnant Patient</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 46</li> </ul>	Estrada
3/10-14/25	<b>Spring Break</b>	Estrada
3/19/25	<b>Exam Three</b>	Estrada
3/26/25	Topic(s) <ul style="list-style-type: none"> <li><b>Calculus and AAP Periodontal Classifications</b></li> <li><b>Clinical Examination – Gingival, Periodontal, and Radiographic Assessment</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Weinberg: Chapters 15, 16, 17</li> <li>DH Clinic Handbook--</li> <li>Calculus and AAP Periodontal Classifications</li> </ul> Topic(s) <ul style="list-style-type: none"> <li><b>Implantology</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 31</li> <li></li> </ul>	Estrada
4/2/25	Topic(s) <ul style="list-style-type: none"> <li><b>Care of the Periodontal Patient</b></li> <li><b>Treatment Planning</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Weinberg: Chapters 21 &amp; 22</li> <li>DH Clinic Handbook--</li> <li>Re-eval of periodontal health after treatment</li> <li>Arestin Patient Ed. and Post-Op Instructions</li> </ul>	Estrada
4/9/25	<b>Exam Four</b>	Estrada
4/16/25	Topic(s) <ul style="list-style-type: none"> <li><b>Dentinal Hypersensitivity Management</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 41 pgs. 715-725</li> <li>Darby: pgs. 666-673</li> </ul> Topic(s) <ul style="list-style-type: none"> <li><b>Topical Anesthesia</b></li> <li><b>Oraqix, Cetacaine, Demo Videos</b></li> </ul> Reading	Estrada

	<ul style="list-style-type: none"> <li>• Wilkins: Chapter 36 pp. 686-689</li> <li>• DH Clinic Handbook               <ul style="list-style-type: none"> <li>✓ Injury Management</li> <li>✓ Application of Cetacaine</li> <li>✓ Application of Oraqix</li> </ul> </li> <li>•</li> </ul>	
<b>4/23/25</b>	Topic(s) <ul style="list-style-type: none"> <li>• <b>Right and Left Inserts</b></li> <li>• <b>Isolite</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Wilkins: Chapter 37 pgs. 706-712</li> <li>• Darby: Chapter 29 pgs. 463-471</li> <li>• Nield: pp. 686-705</li> </ul> Topic(s) <ul style="list-style-type: none"> <li>• <b>Advanced Instrumentation</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Nield: Module 21 pgs. 521-563</li> <li>• Darby: Chapter 30</li> </ul>	Estrada
<b>4/30/25</b>	<ul style="list-style-type: none"> <li>• <b>Right and Left Insert, Topical Lab</b></li> <li>• <b>AEB 8<sup>th</sup> Floor</b></li> </ul>	Estrada, Cotter, Nurick, Cowen, Fox, Vargas, Brown, Reed
<b>5/7/25</b>	Topic(s) <b>Assignment:</b> <b>Instrument Sharpening and Maintenance Worksheet</b> <b>Due 4/30/25 at 9:00 am</b> Topic(s) <b>Sharpening/ Advanced Instrumentation Lab</b> Reading <ul style="list-style-type: none"> <li>• Instrument sharpening booklet <i>"It's About Time to Get on the Cutting Edge"</i> (Instrument Sharpening booklet will be handed out in class)</li> <li>• Cavitron Tip Evaluation</li> </ul>	Estrada, Cotter, Nurick, Cowen, Fox, Vargas, Brown, Reed
<b>5/14/25</b>	<b>Exam Five</b>	

**\*THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SCHEDULE IF NECESSARY**

**\*All assignments must be completed to pass this course.**

## Optional Course Information Items

### Technology Support

Students are responsible for maintaining their devices and ensuring that they are in proper working order throughout the semester. This includes maintaining access to the college wireless network, access to all accounts (both TAMU and TAMU Health) and keeping passwords up to date. Students are expected to keep their devices up to date in regard to patches and OS updates.

### Division of IT

If the student experiences issues with an electronic device, wifi access, axiUm, Zoom, or user accounts, their first point of contact should be the Division of IT Central Help Desk or the local Division of IT at COD. The Central Helpdesk provides 24-hour support.

Division of IT Central Help Desk Website: <a href="https://it.tamu.edu/help/">https://it.tamu.edu/help/</a> Phone: 1-979-845-8300 Email: <a href="mailto:helpdesk@tamu.edu">helpdesk@tamu.edu</a>	SOD Local Division of IT Office Room: 519 Phone: 214-828-8248
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### COD Instructional Design Team

For electronic exam support or problems concerning other academic technology, such as the LMS (Canvas), ExamSoft, or Exemplify, students should contact the Instructional Design team.

Room: 516 - Academic Affairs

Carmina Castro

[ccastro@tamu.edu](mailto:ccastro@tamu.edu)

(214) 828-8316

Jeff Lowry

[lowryj1@tamu.edu](mailto:lowryj1@tamu.edu)

(214) 828-8243

Canvas support 24-hours

(877) 354-4821

### Lecture Recordings and Mediasite Support

Lecture recordings are posted to the Mediasite course catalog typically no more than 24 hours after they have been received. Unless otherwise specified, all course recordings are available via the Mediasite channel link within the Canvas course.

For missing recordings, contact your instructor and the Instructional Design Team.

For problems with recording playback, Mediasite access, or performance, contact IT's Health Technology Care Team (979.436.0250).

## University Policies

### Attendance Policy

Texas A&M University views class attendance as an individual student responsibility. In the Department of Dental Hygiene regular and punctual attendance is mandatory for scheduled or rescheduled classes, clinics, and related activities/events. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent. **Students MUST notify course director via Teams message to report absences prior to the start of class session.**

For any absences (excused or unexcused), it will be the student's responsibility to contact the Office of Student Affairs (OSA) by sending an email to [Sod-attendance@tamu.edu](mailto:Sod-attendance@tamu.edu) prior to the start of class session. The OSA will decide if your absence is excused or unexcused. Make sure to provide your name, class level, the date(s) of absence and reason for your absence, the names of the instructors that need to be notified. If documentation is requested, it must be from a medical provider on letterhead with the provider's signature and be submitted within 3 business days of returning to school. Please refer to <https://student-rules.tamu.edu/rule07/>



### Excused Absences

**Illnesses or emergencies:** It is understood that absences due to severe or contagious illness, injuries or emergencies may occur. An absence due to illness may require a medical confirmation note from a student's medical provider. For injuries or illnesses that require a student to be absent from class for three or more business days, a note from his or her medical provider is mandatory. If a student has frequented sick days, the program director may require a medical provider's note for each absence.

**Note:** An absence from a non-acute medical service does not constitute an excused absence.

**Religious holy day:** A student whose absence is excused under, or the observance of religious holy day will be allowed to take an examination or complete an assignment from which the student is excused within 3 days after the absence. **If the student fails to schedule and complete the exam or assignment within three days, a grade of zero will be given.**

### Unexcused Absences

Tardiness and non-emergent appointments (illnesses not considered severe or contagious) scheduled during class time will be considered an unexcused absence. Quizzes and exams start at the beginning of class time. Students who arrive late will not receive extra time to take the quiz/exam. Since classroom learning applies directly to patient care, sleeping in class is considered an unexcused absence and is subject to the remediation policy. **Students with unexcused absences or late arrivals will have TWO points deducted from their final course grade.** No make-up quiz/test will be given if an absence is unexcused on a test day. Examinations will not be administered in advance for a planned/anticipated unexcused absence.

## Makeup Work Policy

### General Information

For any absences (excused or unexcused), it will be the student's responsibility to review the lecture recordings for the class(es) missed. Additionally, the student must complete a make-up assignment(s) within 10 calendar days (including weekends) after returning to school. The make-up assignment will require the student to thoroughly answer the learning objectives for the class session(s) and define any listed terminology. The assignment must demonstrate the student has listened to the recording(s) and read the assigned reading. Make-up assignments must be typed or handwritten (legibly), contain the title of the missed class session(s) and be sent via email within the 10-calendar-day deadline. **Failure to complete the make-up assignment(s) within this time frame will result in TWO points being deducted from student's final grade.**

**Makeup assessments for excused absences must be administered either in advance of the scheduled exam or within 5 business days of the student's return from the absence.**

**IMPORTANT:** Failure to remediate all absences (excused or unexcused) by the final exam or end of semester may result in an "F" for the course.

To review the comprehensive Texas A&M University student attendance rule, go to <http://student-rules.tamu.edu/rule07>

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

## Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

### Texas A&M College of Dentistry

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). You can also contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, or your Program Director, for guidance.

## Americans with Disabilities Act (ADA) Policy

### Texas A&M College of Dentistry

Texas A&M University is committed to providing equitable access to learning opportunities for all students. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible. If you experience barriers to your education due to a disability which may include, but not limited to: attentional, learning, mental health, sensory, physical, or chronic health conditions, visit Disability Resources for more information. <http://disability.tamu.edu>.

The primary contact for any new disability accommodation requests and for any accommodation questions/concerns:

Tracey Forman, Associate Director of Disability Resources  
979.845.1637 | [traceyf@disability.tamu.edu](mailto:traceyf@disability.tamu.edu) |

Staff and administration in Student Affairs, Student Development and Academic Affairs are available as needed to discuss any concerns and navigate the accommodations process with our students locally.

### Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

#### **Texas A&M College of Dentistry**

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#). College of Dentistry students can contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, Security at 214-828-8335, their Program Director, or their Department Head to report an incident.

### Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus.

#### **Texas A&M College of Dentistry**

Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). You can also contact Graduate Studies at 214-828-8182 or Student Affairs at 214-828-8210 for a referral to a local counselor. These counseling sessions are private and confidential, as are any referral requests. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via

chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## Campus-Specific Policies

### Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](http://howdy.tamu.edu) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Weekly Objectives:

Week one:

### Cardiovascular Disease

### Objectives:

1. Identify risk factors for Cardiovascular diseases.

2. Discuss signs and symptoms for rheumatic heart disease, bacterial infective endocarditis, valvular defects, cardiac arrhythmias, mitral valve prolapse, hypertension, ischemic heart diseases, and congenital heart disease.
3. Recognize responses to questions on the medical history questionnaire that may indicate the presence of cardiovascular disease and follow with pertinent questions.
4. Recognize and be prepared to handle any medical emergency.
5. Determine treatment plan modifications for rheumatic heart disease, bacterial infective endocarditis, valvular defects, cardiac arrhythmias, mitral valve prolapse, hypertension, ischemic heart diseases, and congenital heart disease.
6. List necessary precautions for a patient with a cardiac pacemaker.
7. Identify the most commonly prescribed medications in the treatment of cardiovascular diseases.
8. Identify and define *categories* of drugs used in the treatment of hypertension.
9. Recognize side effects of medications and their influence to the oral health of a patient.
10. Specify the AHA recommended antibiotic prophylaxis for the prevention of infective endocarditis.
11. Describe the clinical management at TAMU College of Dentistry of patients with cardiovascular disease.
12. Define all associated terminology.

## 2025 Course Schedule

 DDHS 3020 Dental Hygiene Theory I  
 Course Schedule

Date	Topic/Reading Assignment	Faculty
1/8/25	Topic(s) <ul style="list-style-type: none"> <li><b>Cardiovascular Disease</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 61</li> <li>Darby: Chapter 43</li> <li>DH Clinic Handbook               <ul style="list-style-type: none"> <li>✓ Blood pressure policy</li> <li>✓ Medical Consult Guidelines</li> <li>✓ Endocarditis Prophylaxis-- AHA Guidelines</li> </ul> </li> </ul> Major Medical Care for all Situations	Estrada
1/15/25	Topic(s) <ul style="list-style-type: none"> <li><b>Diabetes Mellitus</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 54</li> <li>Darby: Chapter 44</li> <li>DH Clinic Handbook               <ul style="list-style-type: none"> <li>✓ Medical Consult Guidelines</li> <li>✓ Management of Diabetes</li> </ul> </li> </ul>	Nurick
1/22/25	Topic(s) <ul style="list-style-type: none"> <li><b>Neurologic Disorders</b> (Seizures)</li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 57</li> <li>Darby: Chapter 62, pp. 976-978</li> </ul>	Estrada
1/29/25	<b>Exam One</b>	Estrada
2/5/25	Topic(s) <ul style="list-style-type: none"> <li><b>Respiratory Diseases</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 60</li> <li>DH Clinic Handbook</li> <li>Medical Consultation Guidelines</li> </ul>	Estrada
2/12/25	Topics(s) <ul style="list-style-type: none"> <li><b>Blood disorders</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 62</li> </ul> Topic(s) <ul style="list-style-type: none"> <li><b>HIV/AIDS</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Darby: Chapter 46</li> </ul>	Estrada
2/19/25	<b>Exam Two</b>	Estrada

2/26/25	Topic(s) <ul style="list-style-type: none"> <li>Eating Disorders</li> <li>Obesity and Counseling the Dental Patient</li> </ul> Reading <ul style="list-style-type: none"> <li>Darby: Chapter 57</li> <li>Weinberg: p. 92</li> </ul>	Mallonee
3/5/25	Topic(s) <ul style="list-style-type: none"> <li><b>The Pregnant Patient</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 46</li> </ul>	Estrada
3/10-14/25	<b>Spring Break</b>	Estrada
3/19/25	<b>Exam Three</b>	Estrada
3/26/25	Topic(s) <ul style="list-style-type: none"> <li><b>Calculus and AAP Periodontal Classifications</b></li> <li><b>Clinical Examination – Gingival, Periodontal, and Radiographic Assessment</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Weinberg: Chapters 15, 16, 17</li> <li>DH Clinic Handbook--</li> <li>Calculus and AAP Periodontal Classifications</li> </ul> Topic(s) <ul style="list-style-type: none"> <li><b>Implantology</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 31</li> <li></li> </ul>	Estrada
4/2/25	Topic(s) <ul style="list-style-type: none"> <li><b>Care of the Periodontal Patient</b></li> <li><b>Treatment Planning</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Weinberg: Chapters 21 &amp; 22</li> <li>DH Clinic Handbook--</li> <li>Re-eval of periodontal health after treatment</li> <li>Arestin Patient Ed. and Post-Op Instructions</li> </ul>	Estrada
4/9/25	<b>Exam Four</b>	Estrada
4/16/25	Topic(s) <ul style="list-style-type: none"> <li><b>Dentinal Hypersensitivity Management</b></li> </ul> Reading <ul style="list-style-type: none"> <li>Wilkins: Chapter 41 pgs. 715-725</li> <li>Darby: pgs. 666-673</li> </ul> Topic(s) <ul style="list-style-type: none"> <li><b>Topical Anesthesia</b></li> <li><b>Oraqix, Cetacaine, Demo Videos</b></li> </ul> Reading	Estrada

	<ul style="list-style-type: none"> <li>• Wilkins: Chapter 36 pp. 686-689</li> <li>• DH Clinic Handbook               <ul style="list-style-type: none"> <li>✓ Injury Management</li> <li>✓ Application of Cetacaine</li> <li>✓ Application of Oraqix</li> </ul> </li> <li>•</li> </ul>	
<b>4/23/25</b>	Topic(s) <ul style="list-style-type: none"> <li>• <b>Right and Left Inserts</b></li> <li>• <b>Isolite</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Wilkins: Chapter 37 pgs. 706-712</li> <li>• Darby: Chapter 29 pgs.463-471</li> <li>• Nield: pp. 686-705</li> </ul> Topic(s) <ul style="list-style-type: none"> <li>• <b>Advanced Instrumentation</b></li> </ul> Reading <ul style="list-style-type: none"> <li>• Nield: Module 21 pgs. 521-563</li> <li>• Darby: Chapter 30</li> </ul>	Estrada
<b>4/30/25</b>	<ul style="list-style-type: none"> <li>• <b>Right and Left Insert, Topical Lab</b></li> <li>• <b>AEB 8<sup>th</sup> Floor</b></li> </ul>	Estrada
<b>5/7/25</b>	Topic(s) <b>Assignment:</b> <b>Instrument Sharpening and Maintenance Worksheet</b> <b>Due 4/30/25 at 9:00 am</b> Topic(s) <b>Sharpening/ Advanced Instrumentation Lab</b> Reading <ul style="list-style-type: none"> <li>• Instrument sharpening booklet "<i>It's About Time to Get on the Cutting Edge</i>" (Instrument Sharpening booklet will be handed out in class)</li> <li>• Cavitron Tip Evaluation</li> <li>•</li> </ul>	Estrada
<b>5/14/25</b>	<b>Exam Five</b>	

**\*THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SCHEDULE IF NECESSARY**

**\*All assignments must be completed to pass this course.**