

DEPARTMENTAL COURSE COORDINATION LIAISON

REPORT

April 14, 2016

Name: Susan Davide

Department: Dental Hygiene

Courses Chosen: DEN 1100, 1200, 2300, 2400

Selected Gen Ed SLO: Knowledge, Skills, Integration, Values

One Highlight of Department Progress: DEN 2300 Principles of Dental Hygiene Care III Course - Fall 2015 -

DEN 2300 – Incorporate a literature review into the didactic portion of the course to gain additional knowledge, skills and integration. Typically students write a specified amount of journals based on criteria of treated clinic patients. The amount was reduced (3 Journals, 5 previously) and replaced with this assignment. The purpose is to have students read three evidence-based articles (20 different articles provided; students' assigned to different topics) that support teaching in the didactic topics and allow application into the clinical setting/patient treatment phase. Four documents include:

1. Journal Articles for Students/Advisors
2. Faculty/Student Assignment
3. Literature response Directions
4. Journal Grading Rubric (same as journal rubric for student & faculty familiarity)

Assessment: Based on 9/16/15 and 10/28/15 curriculum meetings which comprises of all Course Coordinators. Discussion of annual review and revisions from previous years', instructor input and CODA recommendations, DEN 2300 Course Coordinator proceeded and implementation confirmed at 11/18/15 meeting.

February 24, 2016 curriculum meeting: Coordinator pleased with outcome; well-received by students and faculty. Will make minor revisions and continue using in Fall 2016.

Follow-up Action: Faculty needs further clarification of the purpose of the rubric; valuing the students' overall efforts. Coordinator will do this at the annual fall 2015 faculty orientation whereby each course coordinator discusses updates to their designated course.

Fall 2015

DEN 2300 Literature Response

Faculty : the students assigned to you for journals will read the journal articles that we have assigned your group. All these articles support the development of critical thinking skill and application to clinical dental hygiene treatment.

Directions: Students will read the article by: _____

Students will write a 1 to 2 paragraph response summarizing the important concepts in the article (should be about 230 to 250 words)

Then answer the following questions:

1. Please write 5 to 8 sentences explaining why this topic is important for a Dental Hygienist to know
2. In DEN 2300 clinic, if you were treating a patient who could benefit from the knowledge and information you obtained from this article, write 5 to 8 sentences explaining how you would include this information in the your conversation with your patient.
3. Would you recommend this article to another Dental hygienist? Why or Why Not (1 or 2 sentences)

New York City College of Technology
 Department of Dental Hygiene
 DEN 2300- Fall 2015

Journal Grading Rubric

Characteristics	Competent – 4 points	Beginner – 2 points	Novice – 1 point
Clarity	Expresses thoughts clearly. Provides examples to illustrate points.	Most thoughts are clear, but some are ambiguous or unclear. Some examples are occasionally used.	Most thoughts are unclear and examples are not used.
Relevance	Thoughts are connected to the purpose of the discussion and clearly illustrate the rational for how this information can be adapted to patient care in a clinical setting.	Most thoughts have a bearing on the purpose of the discussion, but did not provide rational for how this information can be adapted to patient care in a clinical setting.	Thoughts have an obscure connection or are unrelated to the purpose of the discussion/clinical setting.
Depth	Thoughts examine the issue in depth and provide details surrounding the purpose.	Thoughts examine some of the issues but not all important concepts are explained and details surrounding the purpose are not all explained.	Thoughts examine a superficial review and no details explaining the issue.
Logic	Thoughts make sense by following a rational line of reasoning. Thoughts follow a logical sequence from the evidence presented in the reading.	Most thoughts follow one another. Most but not all thoughts follow a logical sequence from the evidence presented in the reading.	Thoughts do not follow each other. Thoughts do not follow a logical sequence from the evidence presented in the reading.
Writing Technique	Writing is free of grammatical/spelling errors. Complete sentence structure is used.	One or two grammatical/spelling errors noted or minor errors in sentence structure.	Three or more errors in grammar/spelling or major errors in sentence structure.

DENT 2300 Journal Articles for Students/Advisors

Carries/Caries Detection	URL	PDF
Alshehri, A. & Kwon, R.K. (2015). Addressing white spot lesions. <i>Dimensions of Dental Hygiene</i> . 13(8):32-35.	http://www.dimensionsofdentalhygiene.com/2015/08_August/Features/Addressing_White_Spot_Lesions.aspx	NO
Kutseh, V.K. (2012). Dental caries: detection or diagnosis? <i>Inside Dentistry</i> . 8(11).	https://www.dentalaegis.com/id/2012/11/dental-caries-detection-or-diagnosis	NO
Marsh, L. (2014). Advances in caries detection. <i>Dimensions of Dental Hygiene</i> . 12(5): 42,44.	http://www.dimensionsofdentalhygiene.com/2014/05_May/Features/Advances_in_Caries_Detection.aspx	NO
Zandona, A.F. & Domicick, Z.T. (2006). Diagnostic tools for early caries detection. <i>Journal of the American Dental Association</i> . 137,1675-1684.	N/A	YES
Mouthrinses/Biofilm Management	URL	PDF
Gurenlian, J.R. & Spolarich, A.E. (2013). Dispel the myths. <i>Dimensions of Dental Hygiene</i> . 11(4): 20-22, 24.	http://www.dimensionsofdentalhygiene.com/2013/04_April/Features/Dispel_the_Myths.aspx	NO
Levitt, I.A. & Gregory, R.L. (2012). Antibiotics and dental biofilms. <i>Dimensions of Dental Hygiene</i> . 10(1): 56-59.	http://www.dimensionsofdentalhygiene.com/2012/01_January/Features/Antibiotics_and_Dental_Biofilms.aspx	NO

Arestin	URL	PDF
Evidence-based clinical practice guideline on the nonsurgical treatment of chronic periodontitis by means of scaling and root planing with or without adjuncts. <i>Journal of the American Dental Association</i> . 146(7):525-535	http://jada.ada.org/article/S0002-8177(15)00334-7/pdf	YES

Coronal Polishing	URL	PDF Attached
Pence, S.D., Chambers, D.A., vanTets, I.G., Wolf, R.C. & Pfeiffer, D.C. (2011). Repetitive coronal polish yields minimal enamel loss. <i>Journal of Dental Hygiene</i> . 85(4): 348-357	http://jdh.adha.org/content/85/4/348.full.pdf+html	YES
Graumann, S.J., Sensat, M.L., & Stoltenburg J.L. (2013). Air polishing a review of current literature. <i>Journal of Dental Hygiene</i> . 87(4): 173-180	http://jdh.adha.org/content/87/4/173.full.pdf+html?sid=4bee8ff0-4981-476d-8017-29cea5f6ab3a	YES

Implants	URL	PDF
Shiau, H.J. & Mischler, O.P. (2014). Management of peri-implant disease: a current appraisal. <i>Journal of Evidence-Based Dental Practice Special Issue</i> . 14S:53-59.	NO	YES

HIV/AIDS	URL	PDF Attached
Reznik, D.A. & Bednarsh, H. (2014). Create an opportunity for intervention. <i>Dimensions of Dental Hygiene</i> . 12(12): 55-58.	http://www.dimensionsofdentalhygiene.com/print.aspx?id=20101	No
Santella, A., Davide, S.H., Cortell, M., Furnari, W., & Tutbill (2012). The role of the dental hygienist in conducting rapid HIV testing. <i>The Journal of Dental Hygiene</i> . 86(4): 265-271.		YES