COURSE OUTLINE

DHYG 285 – SENIOR SEMINAR

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SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE
DENTAL HYGIENE
MARCH 2015
DHYG 285 – SENIOR SEMINAR

A. **TITLE:** SENIOR SEMINAR

B. **COURSE NUMBER:** DHYG 285

C. **CREDIT HOURS:** 1

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 5 weeks

F. **SEMESTER(S) OFFERED:** Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 hours of lecture each week taught in a seminar format

H. **CATALOG DESCRIPTION:** This capstone course emphasizes case based learning, which involves the integration of theory, knowledge, and research and the practical application to patient care. Students will review a number of cases and apply the knowledge accumulated in their two years of dental hygiene studies to plan and manage care for the pediatric, geriatric, adult periodontal, and the medically compromised patient. Each student will also plan and manage care for a patient at high risk for dental caries; and will submit a written summary of all aspects of care for this patient including nutritional counseling. In addition, students will complete and submit their electronic portfolio to demonstrate competency for entry into the workforce.

I. **PRE-REQUISITES/CO-COURSES:** Students must be matriculated in Dental Hygiene or have permission of the instructor.

J. **GOALS (STUDENT LEARNING OUTCOMES):** By the end of this course, the student will meet the following course learning outcomes which are linked to the institutional learning outcomes.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Institutional Outcomes</th>
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<tbody>
<tr>
<td>1. Demonstrate self-directed learning.</td>
<td>1. Prof Competency</td>
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<td>2. Utilize critical thinking skills when determining an acceptable plan of care.</td>
<td>2. Critical Thinking</td>
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<td>3. Analyze information presented in case studies and utilize clinical reasoning skills when managing patient care.</td>
<td>2. Critical Thinking 3. Prof Competency</td>
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<td>4. Demonstrate confidence when planning and managing a case.</td>
<td>2. Critical Thinking 3. Prof Competency</td>
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<td>5. Identify pertinent information and eliminate distractors when answering case based questions.</td>
<td>2. Critical Thinking</td>
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<tr>
<td>6. Develop a skill set for lifelong learning patterns.</td>
<td>3. Prof Competency</td>
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K. **TEXTS:**


L. **EQUIPMENT:** none

N. **GRADING METHOD:** Pass/Fail Grade
O.  MEASUREMENT CRITERIA/METHODS:
   Attendance, Class Preparation & Participation in Weekly Discussions
   Homework
   Completion of the Pre and Post Tests
   Completion of the Mock National Exam
   Capstone NBDHE

P.  DETAILED COURSE OUTLINE:

   I. Preparing for National, Regional and State Dental Hygiene Examinations
      A. Directions for Registering for Exams
      B. Available Testing Sites in NYS

   II. Structure of the National Dental Hygiene Exam

   III. Structure of the two CDCA Exams (Previously the NERB Exam)
      A. Clinical Component: 3.5 hour test
      B. Computer Simulated Exam: 2 hours test

   IV. Tips for Managing Test Anxiety

   V. Characteristics of Multiple Choice Exams & Case Studies

   VI. Review and Discussion of Case Studies
      A. Pediatric Patients
      B. Geriatric Patients
      C. Adult Periodontally Involved Patients
      D. Medically Compromised Patients
      E. Special Needs Patients

Q.  LABORATORY OUTLINE:  Not applicable