

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**

**COURSE OUTLINE**

**DHYG 360 – DENTAL HYGIENE TEACHING METHODOLOGY**

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**SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE  
DENTAL HYGIENE  
March 2015**

## DHYG 360 – DENTAL HYGIENE TEACHING METHODOLOGY

- A. TITLE: DENTAL HYGIENE TEACHING METHODOLOGY**
- B. COURSE NUMBER: DHYG 360**
- C. CREDIT HOURS: 4**
- D. WRITING INTENSIVE COURSE: No**
- E. COURSE LENGTH: 15 weeks**
- F. SEMESTER(S) OFFERED: Fall**
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:  
Four hours per week.**
- H. CATALOGUE DESCRIPTION: This course provides the dental hygienist with the background to become an effective classroom and clinical instructor. Students will discuss the current philosophy of dental hygiene education and the American Dental Association’s accreditation requirements regarding course syllabi, instructional objectives, learning experiences, evaluation procedures and remediation policies. Students will explore the various learning styles and classroom techniques that can be utilized to incorporate all learning styles, motivate the learner and enhance the learning process.**
- I. PRE-REQUISITES/CO-REQUISITES: Junior status in the dental hygiene program.**
- J. GOALS (STUDENT LEARNING OUTCOMES): By the end of this course, the student will:**

<b>Course Objectives</b>	<b>Institutional Student Learning Outcomes</b>
Explain the role of competency based learning in the dental hygiene curriculum.	1.Communication 2.Critical Thinking 3.Professional Competence
Identify each of the learning styles and describe how learning style inventories may be utilized to enhance teaching effectiveness.	3. Professional Competence
Construct a course syllabus for one of the dental sciences that will fulfill all ADA accreditation requirements.	1. Communication 3. Professional Competence
Compare and contrast a process and an end product evaluation form; then develop a process form and utilize it to teach a skill in the clinical setting.	1. Communication 2. Critical Thinking 3. Professional Competence
Construct a cased based simulation and explain how it will be used to evaluate the student’s ability to make evidence based decisions when providing patient care in the clinical setting.	1. Communication 2. Critical Thinking 3.Professional Competence
Identify and compare various methods for calibrating faculty in the clinical setting	2.Critical Thinking 3. Professional Competence
Develop a unit of instruction for dental hygiene including the assessment measures.	1. Communication 3. Professional Competence

**K. TEXT: NO TEXT**

American Dental Association's Commission on Accreditation Standards (most recent edition)

**L. REFERENCES:**

Students will be required to read several articles regarding Competencies for Entry into the Profession of Dental Hygiene.

Chambers, David and Glassman, Paul, "A Primer on Competency-Based Evaluation, 1997.

Devore, Linda and McCann, Ann, "Teaching for Competency in Dental Hygiene Education," 1996.

Johnson, Mary, "Becoming Competent with Competency Based Assessment, 1999.

Nyquist, JoAnn, "Competency Based Education," 1999.

**M. EQUIPMENT: Access to a computer.**

**N. GRADING METHOD (P/F, A-F, etc.): A – F**

**O. MEASUREMENT CRITERIA/METHODS:**

Class Participation in Discussion Board  
Written Assignments  
Classroom or Clinical Presentation  
Quizzes

**P. DETAILED TOPICAL OUTLINE:**

- I. Characteristics of an Effective Educator
  - A. Knowledge of Principals of Practice
  - B. Knowledge of Self
  - C. Knowledge of Learners
  - D. Knowledge of Content
  - E. Knowledge of Methods
- II. Learning Styles
  - A. Visual
  - B. Auditory
  - C. Kinesthetic & Tactile
- III. Teaching Styles
  - A. Teacher Centered
    1. Formal Authority (focused on presenting content)
    2. Demonstrator or Personal Model (give demonstration then act as a coach)
  - B. Student Centered

1. Facilitator (active learning using student collaboration and problem solving projects)
2. Delegator (acts as a consultant, for student contracts or complex team projects)

IV. Competency Based Instruction in Dental Hygiene

- A. Stages /levels of Learning on the Competency Continuum
- B. Defining Competencies
- C. Mapping Curriculum in Relations to Competencies
- D. Identifying Clinical Competencies
- E. Evaluating Levels of Learning Using Process/End Product Forms

V. American Dental Association's Commission on Dental Accreditation

- A. Educational Standards
- B. Program Assessment
- C. Curriculum Development

VI. Developing a Syllabus

- A. Developing Goals
- B. Writing Objectives
- C. Selecting a Textbook
- D. Grading Policy
- E. Attendance, Cheating, Plagiarism & Other Issues

VII. Methods and Techniques

- A. Lectures
- B. Small Group Discussions
- C. Questioning Techniques
- D. Case Studies
- E. Demonstration and Simulation
- F. Learning Contracts
- G. Internship
- H. Mentorship
- I. Distance Learning

VIII. Designing a Lesson

- A. Handouts
- B. Audiovisual/Technology Resources

IX. Evaluation Tools

- A. Objective Techniques
  1. Standardized Tests
  2. Teacher Made Test
  3. Constructing a Test
  4. Multiple Choice Items
  5. True-False Items
  6. Matching Items
  7. Completion Items
  8. Essays
- B. Subjective Techniques
  1. Observations

2. Checklists
3. Questionnaires
4. Interviews
5. Self Appraisals
6. Small Group Discussions, Informal Essays

Q. Laboratory Outline: N/A