

**WEST LOS ANGELES COLLEGE
DEPARTMENT OF DENTAL HYGIENE**

- I. **DH 106:** HEAD and NECK ANATOMY
Section 7031
MSA 103
- II. **PREPARED BY:** CARLOS SERMEÑO, R.D.H.A.P., B.S.
- III. **REVISED FOR:** Fall 2014
- IV. **PREREQUISITES:** ENROLLMENT IN THE DENTAL HYGIENE PROGRAM
- V. **UNITS AND HOURS:** 2 UNITS, 2 HOURS
WEDNESDAY 10:30 AM – 12:35 PM
- VI. **COURSE INSTRUCTOR:** CARLOS SERMEÑO, R.D.H.A.P., B.S.
EMAIL: sermenoc@gmail.com
PHONE: (310) 287-7224
- OFFICE HOURS:
Mondays from 03:00pm to 05:00 pm (Instructor is not available in the evenings or weekends. Any email or phone call placed during evening or weekend hours will be answered in the next 2 business days.
- VII. **COURSE DESCRIPTION:** Through lecture and demonstration an anatomical description of pertinent structures of the head and neck relevant to dental hygienists.
- VIII. **REQUIRED TEXT:** Fehrenbach and Herring, Illustrated Anatomy of the Head and Neck, 4th Edition
W.B. Saunders Co., Philadelphia. 2012.
- IX. **SUGGESTED REFERENCES:**
- The Anatomical Basis of Dentistry – Bernard Liebgott. 2nd edition
- McMinn’s Color Atlas of Head and Neck Anatomy – Logan, Reynolds & Hutchings. 3rd edition or newer.
- Textbook of Head and Neck Anatomy – Hiatt and Gartner. 3rd edition or newer.
- X. **COURSE OBJECTIVES:**
- This course explores anatomical structures of the head, face, neck and jaw in detail. The course is given in 2 hour lecture/lab time periods per week. Lectures will consist of PowerPoint presentations supplemented with slides and diagrams. At the end of the course, students should have an extensive knowledge of the course material and be able to identify relationships between anatomical structure and function in health and disease.
- XI. **SPECIFIC OBJECTIVES OF THIS COURSE:**
Through knowledge gained in lecture, reading assignments, and interactive discussion of histologic slides, the student will be able to:
1. Define and apply anatomical terms

2. Describe the bony structure of the cranium, cranial base and vertebrae – including foramina, sinuses and tooth structure
3. Understand the structure and function of the temporomandibular joint
4. Describe and understand the musculature of the head and neck, including origins and insertions
5. Describe and understand the vascular supply of the head and neck
6. Understand the organization of the nervous system in the head and neck
7. Describe and understand the innervation of the head and neck, including the facial, maxillary and mandibular nerves and associated neurologic disorders
8. Describe and understand the lymphatic supply of the head and neck
9. Describe and understand the location and function of the salivary glands
10. Describe and understand the anatomical structures of the neck, including the larynx and thyroid gland

XI. STUDENT LEARNING OUTCOMES:

1. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

Assessment: Students will use anatomy atlas and bone structures to recognize head and neck anatomical structures related to the masticatory complex, involving osteology, musculature of the head and neck, vascular system, glandular structures, nervous system, as well as the identification of anatomical landmarks involved during the teaching of local anesthesia (areas of insertion, intraoral/facial areas to be anesthetized during specific techniques).

2. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family, and community settings.

Improve their ability to formulate their thoughts and answers related to head and neck anatomy in a clear, well-organized manner and to communicate these in a formal class and informal laboratory setting.

XII. PROGRAM COMPETENCES:

I. Professionalism

The dental hygiene graduates must appreciate their role as health professionals at the local, state, and national levels. The graduates must possess the ethics, values, skills, and knowledge integral to all aspects of the profession.

Program SLO #1: Adhere to the American Dental Hygienist's Associations' code of ethical conduct and apply this code to established state and federal laws, recommendations, and regulations in the provision of dental hygiene care.

Program SLO #2: Perform self-assessment for life long learning to provide evidenced-based practice of dental hygiene.

Program SLO #3: Understand and interpret the scientific literature and research as it relates to the evidence-based practice of dental hygiene.

Program SLO #4: Utilize current technology to enhance education, patient care, research and professional growth.

II. Health Promotion and Disease Prevention

The dental hygiene graduates must possess a thorough foundation in the biomedical, clinical, and behavioral sciences and be able to apply those principles in assessment, planning, implementation and evaluation of treatment. The graduates must also be prepared to influence others to facilitate access to care and services.

Program SLO #6: Provide planned educational services using effective interpersonal communication skills and educational strategies to promote oral health for individuals and groups of diverse populations.

III. Patient Care

The dental hygiene graduates must be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings. The graduates must be able to exercise critical thinking and sound clinical judgment and communicate with patients.

Program SLO #10: Provide and evaluate dental hygiene services, including preventive and pain management procedures, that are based on current scientific evidence for a variety of periodontal conditions of children, adolescents, adults, geriatrics and medically compromised patients from diverse populations.

Program SLO #11: Recognize and provide the appropriate care for medical emergencies that occurs in the dental setting.

Program SLO #12: Apply problem solving strategies and critical thinking to insure comprehensive oral health care for individuals, groups and communities.

You can also read the department's complete SLA list at <http://www.wlac.edu/wportal/Portal/o/DHTable1.doc>.

Course SLO	Criterion Level
1. Analyze and problem solve questions relating to head and neck anatomy.	Each question will be answered correctly by 75% of students.
2. Improve their ability to formulate their thoughts and answers related to head and neck anatomy in a clear, well-organized manner and to communicate these in a formal class and informal laboratory setting.	At least 80% of students will score above a 75% on this portion of the exam.

XIII. METHODS OF EVALUATION:

Attendance is required. Student's grade is based on attendance, participation during lectures, and grade in exams. If Student misses a lecture, Student is solely responsible for obtaining all information, lecture notes etc. If you must miss a class due to justifiable cause, please let me know in advance (please provide proof of appointment). Your instructor is available for help and/or discussion on an individual basis.

Most exams will consist of either a practical portion and/or a written portion. The breakdown of these portions will be given in class by the professor. The practical portion will require identification of anatomical structures from models provided in class or from illustrations from your textbook. The written portion may contain some or all of the following: matching, multiple choice, fill-in and short answer type questions. Each of the three exams is weighted equally for a total possible 150 points. 10 points will correspond to Participation, for a total of 160 points. Each non-justifiable absence will reduce 3 points of the total. Grades will be posted on Engrade (access will be provided).

No extra-points activity will be provided during the course.

Course letter grade will be based on the following scale

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D

LECTURE	TOPIC	CHAPTER
Sept 03 & 10	Osteology of the Skull	3 & 5
Sept 17 & 24	Musculature of the head & neck	4
Oct 01	Review for exam by students – open lab	
Oct 08	EXAM #1	3 - 5
Oct 15	Vascular system	6
Oct 22	Glandular structure	7
Oct 29	Nervous System	8
Nov 05	Nervous System	8
Nov 12	Review for exam by students – open lab	
Nov 19	EXAM #2	6 – 8
Nov 26	Lymphatics and facial spaces	10, 11
Dec 03	Anatomy of local anesthesia	9
Dec 10	Review for exam by students – open lab	
TBA	FINAL EXAM	Ch. 9 - 11

COLLEGE POLICIES AND STANDARDS

Professional Conduct in Our Classroom Community

The West LA College faculty, staff and administrators are dedicated to maintaining an optimal learning environment and will not tolerate any disruptive behavior in or outside of the classroom or any academic dishonesty. These standards apply to all students.

Attendance

Students are expected to attend all classes for which they are registered, to be prompt and to remain in class/lab for the entire time. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from the class. Instructors may drop a student from a class whenever a student is absent more hours than the number of hours the class meets per week. Withdrawal from class can affect eligibility for federal financial aid.

Dropping a Class

Student wanting to drop a class should drop online at www.wlac.edu, click “For Students,” then “Student Information System.” Students who stop attending a class are responsible for withdrawing from the class to prevent being issued a failing “F” grade in the class.

Special Instructional Accommodation

If there are special accommodations that you require to be successful in this course, please discuss your situation with the professor. To receive accommodations for a special need or disability, students must register with the Office of Disabled Student Program and Services, HLRC. **Tape recording of lectures and discussions will not be permitted without the consent of the instructor.**

Academic Integrity

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. When there is evidence of cheating or plagiarism in classroom work, the instructor may assign a failing grade, “F,” or zero points to the examination or assignment in which the alleged cheating or plagiarism occurred. Before a substandard grade is issued the instructor will provide the student with supporting documentation of the plagiarism or cheating charge. Instructors have the authority to use plagiarism detecting instruments such as “Turn It In” to detect academic dishonesty.

Forms of Behavior which Violate Academic Integrity

- **Cheating.** Using any materials or devices or strategies which provide undue advantage on any exam, assignment, activity or other method of assessment for a course. This includes, but is not limited to, looking at another student's exam, using phones or other communication systems to text message during exams, taking pictures or images of exams, talking with others during exams, using Internet to find information, or any other system of inappropriate "help." Exams are to be measures of what YOU, as an individual, have learned.
- **Collaboration.** Working together on projects, papers, exams or other forms of assessment which are to be completed individually.
- **Plagiarism.** Taking anyone else's work as one's own. Presenting another's words, ideas, forms of expression, materials, or labor without proper citation, referencing, and declaration that this material originated outside the student's own work.

For assistance with classroom projects, papers and assignments, please visit the Learning Skills Center, HLRC.

Standard of Student Conduct

Faculty members are charged with responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accordance with the LACCD Standard of Student Conduct. Select forms of disciplinary action appropriate to the misconduct may be taken by an instructor when there is evidence that the student's behavior interferes with classroom instruction.

The following types of disciplinary action may be taken by an instructor:

- 1) Warning- A verbal or written notice, given to the student by an instructor. Continuation or repetition of the specified conduct may be cause for further disciplinary action.
- 2) Removal by Instructor - An instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, the student shall not return to the class from which he or she was removed without the permission of the instructor of the class.

Students may refer to the College Catalog or the online student orientation at www.wlac.edu; click "Counseling, Assessment and Orientation," then scroll down to "Orientation" for complete details regarding the aforementioned policies.

Cell Phone and Other Communication Devices

Ensure to have your cell phone in a mode where it will not ring and disturb others. If you have to answer an emergency phone call, inform your instructor and, please, step out of the classroom/clinic. Devices of this type should be placed on vibrate and never visible during class time.

Classroom and Campus Cleanliness

Please help us keep the classroom and campus grounds clean. No food or beverages, except for water, is permitted inside instructional classrooms /labs. Please use the receptacles to dispose of trash. It is very important to keep our classroom free of food debris or spills of sugary beverages.