

WEST LOS ANGELES COLLEGE – DEPARTMENT OF DENTAL HYGIENE

- I. DH 105: GENERAL PATHOLOGY
- II. PREPARED BY: JOY OGAMI, R.D.H., M.S.
- III. REVISED FOR: FALL 2013
- IV. PREREQUISITES: OPEN TO MATRICULATED DENTAL HYGIENE STUDENTS ONLY. THIS COURSE IS REQUIRED FOR A DIPLOMA OR CERTIFICATE IN DENTAL HYGIENE.
- V. UNITS AND HOURS: LECTURE 2 HOURS, 2 UNITS  
TUESDAYS, 8:00 AM – 10:10 AM, MSA 103
- VI. COURSE INSTRUCTOR: JOY OGAMI AVILA, R.D.H., M.S.  
Office hours: Tuesdays 3:30pm – 4:30pm and Friday 4:15pm – 5:15pm by appointment or email.  
Contact information: [jcogami@gmail.com](mailto:jcogami@gmail.com)

VII. COURSE DESCRIPTION:

This lecture course focuses on the basic pathology of human disease. Major diseases and disorders encountered in practice are discussed in this course with emphasis on the clinical aspects of the diseases.

VIII. REQUIRED TEXTS:

Delong, L., Burkhart, N. (2013). *General and Oral Pathology for the Dental Hygienist, 2<sup>nd</sup> Edition*. Philadelphia, PA. Lippincott, Williams & Wilkins. ISBN # 978-1-4511-3153-6

Little, J. W., Falace, D., Miller, C., & Rhodus, N. L. (2013). *Dental management of the medically compromised patient (7<sup>th</sup> ed.)*. Missouri: Mosby. ISBN # 978-0-323-08028-6

IX. SUGGESTED REFERENCES:

Damjanov, I. (2006). *Pathology for the health professions (3<sup>rd</sup> ed.)*. Missouri: Mosby.

X. STUDENT LEARNING OUTCOMES:

Institutional Learning Outcomes:

This course will help students achieve the following institutional Student Learning Outcomes:

- A. **Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.  
**Assessment:** The students will work through case studies that integrate the general pathology concepts to patient care.
- B. **Communication:** Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family, and community settings. **Assessment:** The students will communicate their thoughts to their peers in a small group setting regarding a patient case scenario.

Program Learning Outcomes:

#2 Health Promotion - Perform self-assessment for life long learning to provide evidence based-practice of dental hygiene.

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

#7 Provide the values of oral health, general health and wellness in individuals and populations with identified risk factors and develop strategies that promote health related quality of life.

#9 Integrate the principles of behavioral, dental, dental hygiene sciences to formulate, implement and evaluate a comprehensive dental hygiene treatment plan for the patient to attain and maintain optimal oral health based on accurate, consistent and complete assessment data and modify treatment as necessary.

#12 Apply problem solving strategies and critical thinking to insure comprehensive oral health care for individuals.

### Course Objectives:

At the end of the course, the student will be able to discuss information about pathologic mechanisms of systemic disease and be able to assess, refer and alter the dental treatment in the clinical setting under the supervision of an instructor as each condition indicates.

### Specific Objectives:

Through knowledge gained in lectures, activities and reading assignments, the student will:

1. Describe the inflammatory process in detail including the vascular, chemical and cellular phase.
2. Correlate the histologic appearance of inflammation with the clinical signs and symptoms.
3. Describe the process of repair and wound healing.
4. Describe the immune system, the B-cell and the T-cell systems.
5. Discuss the anaphylactic reaction, cytotoxic and cell mediated hypersensitivity.
6. Discuss diseases caused by immunodeficiency including AIDS and transplant patients.
7. Discuss the cells involved in immunity and their function.
8. Describe infectious diseases including etiology, clinical features, the disease process and treatment relating to dental care and prevention measures.
9. Describe endocrine and metabolic disorders including etiology, clinical features, the disease process and treatment relating to dental care.
10. Describe hematologic diseases including etiology, clinical features, the disease process and treatment relating to dental care.
11. Describe cardiovascular diseases including etiology, clinical features, the disease process and treatment relating to dental care.
12. Discuss hypertensive heart disease, the etiology, disease process and treatment.
13. Recognize the signs and symptoms for hypertensive heart disease, need for referrals and alteration in dental treatment.
14. Discuss congenital heart defects, the etiology, disease process, treatment and its relationship to dental treatment.

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15. Describe respiratory diseases including etiology, clinical features, the disease process and treatment relating to dental care.
16. Describe urinary and renal diseases including etiology, clinical features, the disease process and treatment relating to dental care.
17. Describe the treatment and complications of the kidney dialysis patients and the alterations needed for dental care.
18. Discuss and describe the process of autoimmunity and related diseases.
19. Describe diseases of the derma including etiology, clinical features, the disease process and treatment relating to dental care.
20. Describe hepatic and pancreatic disorders including etiology, clinical features, the disease process and treatment relating to dental care.
21. Discuss the types of viral hepatitis; include etiology, disease process, disease transmission, testing and prevention.

<u>Course SLO</u>	<u>Assessment Method</u>	<u>Criterion Level</u>
1. Analyze case studies that integrate the general pathology concepts to necessary for patient care.	Students will develop and submit a case study that will be evaluated according to guidelines of a grading rubric.	At least 80% of students achieve at least an average score of 7 out of 10 points on each grading criteria on this SLO.
2. Communicate their understanding of general pathology concepts.	Students will answer quiz questions that represent their level of understanding of learning material.	At least 80% of students will correctly answer at least 75% of the quiz questions correctly on this course SLO.
3. Research related topics and write a paper that demonstrates honest work with proper citations and references for material and information used.	Students will perform research and write an annotated bibliography that will be evaluated by the instructor using a grading rubric.	At least 80% of the students will achieve an average score of 7 out of 10 points on each grading criteria on this course SLO.

**XII. METHODS OF INSTRUCTION:**

Lectures, discussions, small group activities, and cooperative learning activities.

**XIII. METHODS OF EVALUATION:**

Quizzes	20%
Case Studies	10%
Annotated Bibliography	10%
Midterm Examination	25%
Final Exam	35%

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The examinations may be a combination of multiple choice, true and false, short answers and 1 or 2 essay questions. **No makeup exams will be given.** If an exam is not taken, the student will receive a failing grade for that exam. Each exam will reflect questions on the material presented in lecture, videos, and reading assignments of that section. The final exam will include information from all sections.

Each quiz and exam will be graded on a percentage scale as follows:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

The Dental Hygiene curriculum is scheduled in a sequence of courses, given only once per year; therefore, all courses must be completed with a minimum of a "C" grade in order to continue in the Dental Hygiene Program.

Students who receive less than a "C" grade at midterm in any course will be notified by the program director in writing of this status. It is the responsibility of the student to seek help and/or clarification of the deficiency with the course instructor. Please refer to the college catalog for further information on grading policies and procedures.

Academic dishonesty will not be tolerated and students should refer to the STUDENT BEHAVIOR AND COLLEGE DISCIPLINE INSTRUCTOR GUIDELINE provided on the class website and campus website.

### **Annotated Bibliography Assignment:**

1. An *annotated bibliography* is a citation followed by an annotation containing a brief descriptive and/or evaluative summary, synopsis, or abstract. The reference citation is listed first, and is then followed by a brief description. The annotation informs the reader of the relevance and quality of the sources cited.
2. The writing format expected is APA. You can find additional APA information at <http://apastyle.apa.org/> and <http://owl.english.purdue.edu/owl/resource/560/01/>.
3. The annotated bibliography document is to be titled Annotated Bibliography, centered at the top of the page. Next is the reference citation following APA format. After the citation is the brief description, a paragraph indented 15 spaces and aligned. See sample format below.

#### Annotated Bibliography

Author, A. A., Author, B. B., & Author, C. C. (2013). Title of article. *Title of Periodical*,

xx(x), xxx-xxx.

Exceptional resource for statistics on adult learners and their motivation  
for returning to school...

4. Students will summarize literature articles of relevance to pathology and provide feedback specific to each student's unique perceptions and potential for use of the article.
5. Students will submit subsequent annotated bibliography entries with the first so that the document will have three entries at the completion of the assignment.

**NOTE:** To supplement your studies, the following websites are recommended.

<http://library.med.utah.edu/WebPath/GENERAL.html>

<http://www.med.uiuc.edu/PathAtlasf/titlePage.html>

<http://evolve.elsevier.com>

<http://oac.med.jhmi.edu/pathconcepts/>

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**IV. COURSE CONTENT OUTLINE:**

<u>SESSION</u>	<u>LECTURE TOPIC</u>	<u>PATHOLOGY TEXT</u>	<u>DENTAL MANAGEMENT</u>
1. 8/27	Course Introduction Introduction to Annotated Bibliographies	Chapter 1	
2. 9/3	Basic Pathology Introduction to Case Study	Chapter 2	
3. 9/10	<b>DUE – Annotated Bib #1</b> Inflammation and Repair	Chapter 3	
4. 9/17	The Immune System and Immunity	Chapter 4	Chapter 20
5. 9/24	<b>Quiz #1</b> Neoplasia	Chapter 5	Chapter 26
6. 10/1	Developmental, Genetic and Congenital Disorders	Chapter 6	
7. 10/8	<b>DUE – Annotated Bib #2</b> Endocrine Disorders	Chapter 7	Chapters 15, 16, 17
8. 10/15	<b>Midterm Examination</b>		
9. 10/22	Cardiovascular Disorders	Chapter 8	Chapters 2, 3, 4, 5, 6
10. 10/29	Blood Disorders	Chapter 9	Chapters 23, 24, 25
11. 11/5	<b>DUE – Annotated Bib #3</b> Respiratory and Gastrointestinal Disorders	Chapter 10	Chapters 7, 12
12. 11/12	<b>Quiz #2</b> Neurologic and Skeletal Disorders	Chapter 10	Chapters 27
13. 11/19	Renal and Liver Disorders		Chapters 11, 13
14. 11/26	Sexually Transmitted Diseases, HIV		Chapter 14, 19
15. 12/3	Final Exam Review		
16. TBA	<b>Final Exam</b>		

**V. GRADING RUBRICS:**

**Case Study:**

CATEGORY	Excellent	Good	Fair	Poor	Points
Case Presentation	Excellent case quality. Description of pathology is concise, yet detailed. All characteristics are used to develop a clear picture of the pathology.	Good case quality. Description may contain unnecessary descriptors, or missing 1 or 2 characteristics.	Fair case quality. Description of pathology is unclear, too lengthy or missing 3-4 key components.	Poor case quality. Description of pathology was not provided or unclear or inaccurate.	
Quality of Resources and Referencing	At least 3 quality sources used are current and accurately documented. Information clearly relates to the main topic. It includes several supporting details and/or sources.	At least 2 quality sources are used. References and citations are documented accurately. Information relates to the main topic. It provides some supporting details	Most sources are missing or are not current. Information is not documented properly. Information vaguely relates to the main topic. No details and/or sources are given.	Sources are missing, not current, are unrelated or are not accurately documented. Information has little to do with the main topic.	

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		and/or sources.			
Correlation of research.	All research is addressed and well tied in with case. It is clear that the students understand and are able to apply research to their case.	Most research is addressed and tied in with the case. May have 1 major area not supported by the research.	Major components of research findings are not addressed in the case or 2-3 major components of the case are not supported by research.	Research is not provided or correlated with the case.	
Organization	Information is very organized with well-constructed paragraphs and subheadings. Key components of the case provided.	Information is organized with well-constructed paragraphs. Key components are covered adequately.	Information is organized, but paragraphs are not well-constructed. Some key components are missing or fairly covered.	The information appears to be disorganized. Many key components are missing or poorly covered.	
Mechanics	No grammatical, spelling or punctuation errors. Proper formatting used: 12 point font, standard margins. Reference and citations are accurately and appropriately documented.	Almost no grammatical, spelling or punctuation errors. Proper font and margins used. Good documentation of references and citations.	A few grammatical spelling, or punctuation errors. Improper font or margins used. Fair documentation of references and citations.	Many grammatical, spelling, or punctuation errors. Improper formatting. Reference/citation not provided or are not documented.	
Group work	Group worked well together with even contribution from each group member.	1 person did not contribute to project. Group mostly worked well together.	2 or more members of the group did not contribute or group did not work well together.	Group did not work together.	

**Annotated Bibliography Grading Rubric:**

CATEGORY	4	3	2	1
Quality of Research article	Proper research methods and sources are utilized. Student demonstrates a strong understanding of a credible source.	Proper research methods and sources are utilized. Student demonstrates adequate understanding of a credible source.	Questionable research methods or sources used. Student demonstrates a weak understanding of a credible source.	Improper means of obtaining research. Source from a unacceptable/non-credible source.
Paper Format	Bibliography follows excellent formatting. Hanging indent used for reference. Paragraph properly indented. Paper demonstrates consistent double-spacing. Appropriate style 12 point font used .	1-2 of the following formatting errors present: no hanging indent, incorrect paragraph indentation, inconsistent double-spacing, inappropriate font size or style.	3-4 of the following formatting errors present: no hanging indent, incorrect paragraph indentation, inconsistent double-spacing, inappropriate font size or style.	5 or more of the following formatting errors present: no hanging indent, incorrect paragraph indentation, inconsistent double-spacing, inappropriate font size or style.

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APA Referencing	Reference is properly referenced using APA formatting. All necessary components are provided. Punctuation is appropriately placed and used.	2-4 errors in APA formatting, missing components, or punctuation.	5-7 errors in APA formatting, missing components, or punctuation.	8 or more errors in APA formatting, missing components, or punctuation. APA format not followed.
Summary	Well-written, complete, yet concise. Student demonstrates their personal relevance or interpretations within the summary.	May contain unnecessary details or lack major components. Student demonstrates a moderate personal relevance or interpretation within the summary.	Too long/short or follows too closely to the abstract or summary. Little interpretation or personal relevance provided within summary.	Major topics missing. Very similar to the abstract or summary. Student fails to provide personal interpretation or relevance.
Organization	Information is very organized with well-constructed sentences. Easy to read and comprehend.	Information is organized with fairly structured sentences.	Information is somewhat organized, or sentences are not well-constructed.	The information appears to be disorganized. Summary is difficult to read or understand.
Mechanics	No grammatical, spelling or punctuation errors.	2-4 grammatical, spelling or punctuation errors	5-7 grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors. Any plagiarism will result in a "0" for this section and referral to the director and academic affairs.