

Course Prefix/Number/Title: DENT 116 – Dental Anatomy

Number of Credits: 2 Credits

Course Description: This course provides the fundamental study of the primary, mixed and permanent dentition, including the morphology, function, and nomenclature. Eruption and exfoliation patterns and Angle’s classification of malocclusion will also be topics of study.

Online Course Information:

- **Expectations for Work Online:**
Although we will not meet in-person, this course requires the SAME amount of work. Taking an online course demands a lot of discipline, self-direction, and time management skills. You will be expected to do work would otherwise have been previously been conducted in-class.
- **Technical Requirements:**
You will need regular access to a computer with reliable Internet access to complete Graded Assignments and tasks. If you have your own computer or are considering purchasing hardware, please refer to DCB’s [Recommended Computer Specifications](#).

Pre-/Co-requisites: None

Course Objectives:

Upon successful completion of this course students will:

1. Define and pronounce key dental anatomy terms.
2. Describe the primary, mixed and permanent dentition periods and the relationship to each other.
3. Identify the primary and permanent teeth, their properties, and clinical considerations.
4. Assign the correct name and universal tooth number for each primary and permanent tooth on a diagram and skull or tooth model.
5. State the eruption and exfoliation dates for each tooth.
6. Identify each division of Angle’s classification of malocclusion on a diagram and skull or tooth model.

Instructor: Emily Ternes

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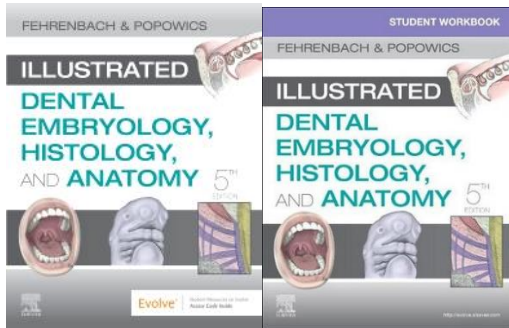
Lecture Schedule: This course meets online and has specific due dates for Graded Assignments and tests.

Typodont Required: Kilgore Anatomical Model B10-TR.53 32 Anatomically shaped teeth for dental anatomy studies.

Textbooks Required:

Fehrenbach, M., Popowics, T. 2020. *Illustrated Dental Embryology, Histology and Anatomy*. 5th Ed. St. Louis, MO. Elsevier. ISBN: 978-0-323-61107-7

Fehrenbach, M., Popowics, T. 2020. Student Workbook for *Illustrated Dental Embryology, Histology and Anatomy*. 5th Ed. St. Louis, MO. Elsevier. ISBN: 978-0-323-63990-3



Course Requirements: The student must pass this course with a letter grade of “C” or above. The student must earn at least a 75% to pass this course with a “C” or above.

This course will be assessed by:

- Chapter Tests
- Graded Assignments, Discussions, Scenarios, Role Play
- Final Exam (cumulative)

This course will be graded on **total points earned out of total possible points** according to the grade scale below:

A	92 - 100
B	84 – 91
C	75 – 83
D	67 – 74
F	Below 67

Grading:

Course grades are based on a variety of activities and Graded Assignments designated by the faculty. The criteria by which grades for each lecture and clinical course are included in the course syllabus distributed to students. Students have access to and should review the learning management system grading calculation method.

Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If a Graded Assignment or exam in the student's gradebook says the Graded Assignment or exam has not been submitted or has not been entered, it is then treated as a fact the student didn't do the Graded Assignment or exam as outlined in the directions. Make sure your Graded Assignments are submitted before the due date to assure timely submission. Please see your Dakota Dental Program handbook for grading policies, in addition to the policies listed below.

Grades

Students must earn a minimum grade of "C" with a maintained 2.0 GPA or better in all required dental program courses. Students who fail a theory or lab/clinical course will be dismissed from the dental assisting program. A final grade of "D" or "F" is considered to be a failed grade. If a student has unsatisfactory grades, he/she should contact the instructor as soon as possible for a remediation plan.

Graded Assignments/Tests: All Graded Assignments must be completed and submitted on time in the manner specified by the faculty. Students may fail the course if all Graded Assignments are not completed.

Late/makeup work: Late work will not be accepted (student will receive a zero) unless previously arranged with the instructor or impacted by extenuating circumstances. Upon approval, if a Graded Assignment is turned in within one week of the due date, there will be a 5% deduction from the Graded Assignment grade. Extenuating circumstances will be evaluated by the faculty for the course.

Late tests: If the student fails to take a test on time, he/she will need to contact the instructor to arrange a time to take the exam. There will be a 10% deduction from the test grade, for tests taken late. If a test isn't taken within a week of the test date, you will receive a zero for that test. Extenuating circumstances will be evaluated by the faculty for the course.

Tentative Course Outline:

Dental Anatomy Lecture

Week	Topic
Week 1	Overview of Dentitions
Week 2	Overview of Dentitions
Week 3	Overview of Dentitions
Week 4	Permanent Anterior Teeth
Week 5	Permanent Anterior Teeth
Week 6	Permanent Canines
Week 7	Permanent First Premolar
Week 8	Permanent Second Premolar
Week 9	Permanent Molars
Week 10	Permanent Molars

Week 11	Permanent Molars
Week 12	Primary Dentition
Week 13	Primary Dentition
Week 14	Occlusion
Week 15	Occlusion
Week 16	Final Exam

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Employs industry-specific skills for workplace readiness.

Relationship to Campus Focus:

Dakota College Bottineau dental programs are designed to prepare students to meet the needs of communities by applying evidence-based decision making, using cutting-edge technology, and integrating quality and safety competencies into their dental programs. Each course within the program serves as a foundation for clinical practice in the dental assisting and dental hygiene professions. To meet the demands of the ever-changing field of dentistry, students are taught to value life-long learning.

Classroom Policies

Attendance is mandatory in all lectures, labs and clinical sessions for dental courses.

Classroom Etiquette:

- Be punctual to lectures, labs and clinics
- Avoid any activity that may cause distraction during class Side conversations are not allowed.
- Incivility will not be tolerated
- Use of mobile devices and related applications, cameras are not allowed to be used, unless it is for a class activity.
- Children are not allowed in the classroom.

Active Learning:

In addition to educational strategies such as reading, listening and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

Course Study Expectations:

Commitment to learning is important to success. For every semester credit you are taking in a class, (e.g., 3 credit course = 9 hours per week) the student should schedule three hours to read, study, and devote to your course, outside of class.

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Attendance Policy:

The Dakota College Dental Programs support the college policy on attendance as stated in your college catalog. The dental programs implement strict attendance policies for classroom, lab and clinical experience. Students are expected to attend all lecture, lab and clinical hours. (See the Attendance Policy in the Dental Program Handbook)

Regular, punctual attendance demonstrates professional behavior and responsibility. Absences may make it impossible for a student to meet course objectives and may result in failure of the course. A student may be excused from class, lab or clinic with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed Graded Assignments with the appropriate faculty member. All makeup work may have a deduction in lecture, lab or clinic. All missed hours in lab or clinic must be made up with one hour for each hour missed. If a student has more than 25% absence in any classroom, lab or clinic session, it may result in course failure. **If you must be absent, (e.g., illness) please inform the instructor as soon as possible.** The instructor's contact information is on the first page of this syllabus.

Questions:

If you have questions or need clarification on anything to do with this course, please reach out to the instructor. The instructor can be reached by the contact information on the syllabus.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such

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discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

Schedule Dental Anatomy Topic Schedule

(Including course objectives and competency statements)

This course will be evaluated by online exams and graded assignments, scenarios, role play.

Week and Course Objectives (From syllabus page 1)	Chapter & Competency Statements	Student Activities and Graded Assignments to meet course objectives
Weeks 1, 2 & 3 Course Objectives: 1, 2, 3, 4, 5	Ch. 15: Overview of Dentitions 1. Define and pronounce the key terms in this chapter.	View PPT for Ch. 15 READ – Textbook (pp. 197-210) ANSWER – Workbook Glossary Exercises Part 1: Chapter Word Jumbles Chapter 15: Overview of Dentitions Part 2: Unit Crossword Puzzles Unit IV: Dental Anatomy Crossword Puzzles 1 and 2 Part 3: Unit Word Search Puzzles Unit IV: Dental Anatomy Word Search Puzzles 1-3 Using Evolve Student Resources begin working on the Review and Assessment Questions. Complete the portion for which you have covered the material so far. You may work with a partner or small group. Week One Graded Assignment: Use the following questions to write a discussion post. Once you've posted your response, respond to two classmates' posts. 1. How does form follow function with the various

		<p>types of teeth in each dentition?</p> <p>2. How does each dentition period relate to the two dentitions?</p>
	<p>2. Describe the two dentitions and the relationship to each other.</p>	<p>READ – Textbook (p. 197) Begin Evolve Student Resources Review and Assessment Questions 1 – 24. You should work on these questions throughout the next three weeks.</p>
	<p>3. Recognize tooth types and outline the tooth numbering systems.</p>	<p>READ – Textbook (pp. 197-198)</p>
	<p>4. Assign the correct universal or international number for a tooth and its correct dentition period on a diagram or a skull and for a tooth model or a patient.</p>	<p>READ – Textbook (pp. 197-198) ANSWER – Workbook Structure Identification Exercises Unit IV: Dental Anatomy Chapter 15: Overview of Dentitions Figure 15.1; Figure 15.2; Figure 15.5</p> <p>Week 2 Graded Assignment: Draw a simple picture of the primary dentition. Then add the permanent dentition near the primary tooth it replaces. Think about how the permanent teeth erode the roots of the primary teeth so they become loose and exfoliate (fall out) so there is room for the permanent tooth. This is a great exercise you may use when you are explaining to a child or parent on how primary teeth get loose and make room for the permanent tooth. It can be a very simple drawing of the teeth. Don't spend hours on this! Create a scenario as if you are explaining the tooth numbering</p>

		<p>system (1 - 32) and directional terms (mesial, distal, etc.) to a new dental program student. Include what visuals might help.</p> <p>Once you have posted your scenario, read and respond to two classmates' scenarios. Give critical feedback. Don't just respond with this is good.</p>
	<p>5. Define each dentition period and discuss the clinical considerations concerning each dentition period, integrating it into patient care.</p>	<p>READ – Textbook (pp. 198-200) Clinical Considerations for Dentition Periods</p>
	<p>6. Use the correct dental anatomy terminology and discuss the clinical considerations concerning tooth anatomy, integrating it into patient care.</p>	<p>READ – Textbook (pp. 201-204) Clinical Considerations with Tooth Anatomy</p> <p>ANSWER – Workbook Structure Identification Exercises Unit IV: Dental Anatomy Chapter 15: Overview of Dentitions Figure 15.6; Figure 15.7; Figure 15.8; Figure 15.9</p>
	<p>7. Use the correct orientational tooth terms and discuss the clinical considerations concerning tooth surfaces, integrating it into patient care.</p>	<p>READ – Textbook (pp. 204-207) Clinical Considerations for Tooth Surfaces</p> <p>ANSWER – Workbook Structure Identification Exercises Unit IV: Dental Anatomy Chapter 15: Overview of Dentitions Figure 15.11; Figure 15.12; Figure 15.14</p> <p>Week 3 Graded Assignment: Online Discussion post Create a scenario as if you are explaining the tooth numbering system (1 - 32) and directional terms (mesial, distal, etc.) to a new dental</p>

		<p>program student. Include what visuals might help.</p> <p>Once you have posted your scenario, read and respond to two classmates' scenarios. Give critical feedback. Don't just respond with this is good.</p>
	<p>8. Identify tooth forms and discuss the clinical considerations concerning them, integrating it into patient care.</p>	<p>READ – Textbook (pp. 207-210) Clinical Considerations for Tooth Form</p> <p>ANSWER – Workbook Clinical Identification Exercises Part 3: Clinical Identification Exercise Tooth Type in Dentition</p>
	<p>Study for online exam</p>	<p>READ – Evolve Student Resources</p> <ul style="list-style-type: none"> Supplemental Considerations <p>ANSWER – Evolve Student Resources</p> <ul style="list-style-type: none"> Review & Assessment Questions 1- 24 should be completed
	<p>Assessment for Ch. 15 Overview of the Dentitions Online Exam 25 points</p>	<p>Online Exam: Study for and take online exam Ch. 15 Overview of the Dentitions</p>
<p>Weeks 4 & 5</p> <p>Course Objectives: 1, 3, 4, 5</p>	<p>Ch. 16 Permanent Anterior Teeth Objectives</p> <p>1. Define and pronounce the key terms in this chapter.</p>	<p>View PPT for Ch. 16</p> <p>READ – Textbook (pp. 211-230)</p> <p>ANSWER – Workbook Glossary Exercises Part 1: Chapter Word Jumbles Chapter 16: Permanent Anterior Teeth</p> <p>Part 2: Unit Crossword Puzzles Unit IV: Dental Anatomy Crossword Puzzles 1 and 2</p> <p>Part 3: Unit Word Search Puzzles Unit IV: Dental Anatomy Word Search Puzzles 1-3</p>

	<p>2. Identify the permanent anterior teeth and discuss their properties and the clinical considerations concerning them, integrating it into patient care.</p>	<p>READ – Textbook (pp. 211-212) Clinical Considerations with Permanent Anterior Teeth</p>
	<p>3. Assign the correct names and universal or international tooth number for each permanent anterior tooth on a diagram or a skull and for a tooth model or patient.</p>	<p>READ – Textbook (pp. 211-212) Demonstrate the correct location of each permanent anterior tooth on a diagram, a skull, and a patient.</p> <p>Week 4 Graded Assignment: Create a video, demonstrating the correct location of each central and lateral permanent incisors on a typodont. Give the correct name and universal tooth number as you point it out on the typodont. Upload the video below.</p>
	<p>4. Demonstrate the correct location of each permanent anterior tooth on a diagram, a skull, and a patient.</p>	<p>READ – Textbook (pp. 211-212)</p>
	<p>5. Identify the permanent incisors and their general features and discuss their clinical considerations, integrating it into patient care.</p>	<p>READ – Textbook (pp. 212-216) Clinical Considerations with Permanent Incisors</p> <p>Week 5 Graded Assignment: Using your textbook or PPT, create a chart to help you learn how to clinically identify permanent incisors. Include:</p>

		<ol style="list-style-type: none"> 1. Crown outline from various angles- buccal, lingual, mesial, distal, incisal 2. Lingual surface description 3. General features of the permanent maxillary incisors 4. Specific features of the permanent maxillary incisors 5. How you can distinguish the permanent maxillary right central incisor from the left? 6. How you can distinguish the permanent maxillary right lateral incisor from the left? 7. General features of the permanent mandibular incisors 8. Specific features of the mandibular incisors 9. How can you distinguish the permanent mandibular right central incisor from the left? 10. How can you distinguish the permanent mandibular right lateral incisor from the left?
	<p>6. Describe the general and specific features of the permanent maxillary incisors and discuss the clinical considerations concerning them, integrating it into patient care.</p>	<p>READ – Textbook (pp. 216-224)</p> <ul style="list-style-type: none"> • Clinical Considerations with Permanent Maxillary Incisors • Clinical Considerations with Permanent Maxillary Central Incisors • Clinical Considerations with Permanent Maxillary Lateral Incisors • Clinical Considerations with Permanent Mandibular Incisors • Clinical Considerations with Permanent Mandibular Central Incisors

		<ul style="list-style-type: none"> • Clinical Considerations with Permanent Mandibular Lateral Incisors
	Study for online exam	<p>READ – Evolve Student Resources Supplemental Considerations</p> <p>ANSWER – Evolve Student Resources</p> <ul style="list-style-type: none"> ○ Review & Assessment Questions 1-30 ○ Tooth Identification Exercises
	Assessment for Ch. 16 Permanent Anterior Teeth-Central and Lateral Incisors Online Exam 15 points	Online Exam: Study for and take online exam Ch. 16 Permanent Anterior Teeth
Week 6 Course Objectives: 1, 3, 4, 5	Ch. 16 Permanent Canines Objective 7. Describe the general and specific features of the permanent maxillary canines and discuss the clinical considerations concerning them, integrating it into patient care.	View PPT on Ch. 16 Permanent Canines READ – Textbook (pp. 224-229) Clinical Considerations With Permanent Canines <ul style="list-style-type: none"> ○ Clinical Considerations with Permanent <i>Maxillary</i> Canines
	8. Describe the general and specific features of the permanent mandibular canines and discuss the clinical considerations concerning them, integrating it into patient care.	READ – Textbook (pp. 229-230) <ul style="list-style-type: none"> ○ Clinical Considerations with Permanent <i>Mandibular</i> Canines
	9. Assign the correct names and universal or international tooth number for each permanent anterior tooth on a diagram or a skull	READ – Textbook (pp. 224-230)

	and for a tooth model or a patient.	
	10. Demonstrate the correct location of each permanent anterior tooth on a diagram, a skull, and a patient.	<p>READ – Textbook (pp. 224-230)</p> <p>ANSWER – Workbook</p> <p>Structure Identification Unit IV: Dental Anatomy Chapter 16: Permanent Anterior Teeth Figure 16.7; Figure 16.16; Figure 16.22; Figure 16.23; Figure 16.27</p> <p>Week 6 Graded Assignment Ch. 16 Using Evolve Student Resources: Complete the Tooth Identification Exercises on Anterior Teeth.</p>
	Study for online exam	<p>READ – Evolve Student Resources Supplemental Considerations</p> <p>ANSWER – Evolve Student Resources Review & Assessment Questions 31-39</p>
	Assessment for Ch. 16 Permanent Canines Online Exam 15 points	Online Exam: Study for and take online exam Ch. 16 Permanent Canines
Weeks 7 & 8 Course Objectives: 1, 3, 4, 5	Ch. 17 Permanent Premolars Objectives: 1. Define and pronounce the key terms in this chapter.	<p>View PPT for Ch. 17 on Permanent Premolars</p> <p>READ – Textbook (pp. 231-264)</p> <p>ANSWER – Workbook Glossary Exercises: Part 1: Chapter Word Jumbles Chapter 17: Permanent Posterior Teeth</p> <p>Part 2: Unit Crossword Puzzles Unit IV: Dental Anatomy Crossword Puzzles 1 and 2</p> <p>Part 3: Unit Word Search Puzzles Unit IV: Dental Anatomy</p>

		<p>Word Search Puzzles 1-3</p> <p>Complete Evolve Student Resources Review & Assessment questions 1 - 32. You may work on this for the two weeks you are studying permanent premolars. Feel free to work with a partners or a small group.</p> <p>Week 7 Graded Assignment:</p> <p>In pairs, complete the following exercise. First complete it with just the permanent premolars. Then add all the anterior teeth and the premolars. (You could use technology such as Teams, Zoom, etc.)</p> <p>Using the typodont anterior and premolar teeth, practice properly describing and identifying each tooth as it is randomly selected from the pool of teeth. Answer the following questions:</p> <ol style="list-style-type: none">1. Primary or permanent?2. Succedaneous or nonsuccedaneous?3. Maxillary or mandibular?4. Right or left?5. Anterior or posterior?6. Type of tooth (incisor, canine, premolar)?7. Subtype (lateral or central, first, second)?8. Geometric form of crown from various views? Trapezoid, rhomboid, or triangular9. Cervical line curvature from various views? <p>Take notes on each tooth. Summarize how you did. What tips helped you determine the correct tooth. Did you</p>
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		find any new tips or hints that will help you determine the correct tooth in the future? Post your summary.
	<p>2. Assign the correct names and universal or international tooth number for each permanent posterior tooth on a diagram or a skull and for a tooth model or a patient.</p>	<p>READ – Textbook (pp. 231-233)</p> <p>Week 8 Graded Assignment:</p> <p>A table of information can be helpful for differentiating the types of teeth with two or more subtypes, such as incisors, premolars, and molars (for example, lateral or central, first or second or even third). Students should work in pairs to design such a table for permanent premolar teeth, highlighting characteristics that allow the observer to distinguish between the permanent premolar teeth, e.g., maxillary and mandibular, and first and second premolars. Include how to distinguish from right or left side.</p>
	<p>3. Demonstrate the correct location of each permanent posterior tooth on a diagram, a skull, and a patient.</p>	<p>READ – Textbook (pp. 231-233)</p> <p>ANSWER – Workbook Structure Identification</p>
	<p>4. Identify the permanent posterior teeth and discuss their properties and the clinical considerations concerning them, integrating it into patient care.</p>	<p>READ – Textbook (pp. 231-233)</p> <ul style="list-style-type: none"> • Clinical Considerations for Permanent Posterior Teeth
	<p>5. Identify the permanent premolars and their general features and discuss their clinical</p>	<p>READ – Textbook (pp. 233-235)</p> <ul style="list-style-type: none"> • Clinical Considerations for Permanent Premolars

	considerations, integrating it into patient care.	
	6. Describe the general and specific features of the permanent maxillary premolars and discuss the clinical considerations concerning them, integrating it into patient care.	READ – Textbook (pp. 236-241) <ul style="list-style-type: none"> • Clinical Considerations for Permanent Maxillary Premolars • Clinical Considerations for Permanent Maxillary Second Premolars
	7. Describe the general and specific features of the permanent mandibular premolars and discuss the clinical considerations concerning them, integrating it into patient care.	READ – Textbook (pp. 241-247) <ul style="list-style-type: none"> • Clinical Considerations for Permanent Mandibular Premolars • Clinical Considerations for Permanent Mandibular First Premolars • Clinical Considerations for Permanent Mandibular Second Premolars
	Study for Online Exam Ch. 17	READ – Evolve Student Resources Supplemental Considerations ANSWER – Evolve Student Resources <ul style="list-style-type: none"> ○ Review & Assessment Questions 1-32 ○ Tooth Identification Exercises
	Assessment for Ch. 17 Permanent Premolars Online Exam 32 points	Online Exam: Study for and take online exam Ch. 17 Permanent Premolars
Weeks 9, 10, & 11 Course Objectives: 1, 3, 4, 5	Objectives Ch. 17 Permanent Molars 8. Identify the permanent molars and their general features and discuss their clinical considerations, integrating it into patient care.	View PPT Ch. 17 Permanent Molars READ – Textbook (pp. 247-249) <ul style="list-style-type: none"> • Clinical Considerations for Permanent Molars Week 9 Graded Assignment

		<p>Remove teeth # 3, 14, 19 & 30 (permanent first molars) from the typodont. Study the crown and root features of each. Using these teeth, create a chart comparing the maxillary and mandibular first molars. As you study each one, highlight facts that will help you determine one permanent molar from the others. Also keep track of how to determine if it a maxillary or mandibular molar and how to determine if it belongs on the left or right side of the mouth. This will be a great study aid for you. You will be adding to this chart for the next two weeks.</p> <p>Week 10 Graded Assignment Complete online discussion Pit and Groove Patterns in Posterior Teeth. 8 Points</p> <p>Week 11 Graded Assignment: Scenario 10 points</p>
	<p>9. Describe the general and specific features of the permanent maxillary molars and discuss the clinical considerations concerning them, integrating it into patient <i>care</i>.</p>	<p>READ – Textbook (pp. 249-258)</p> <ul style="list-style-type: none"> • Clinical Considerations for Permanent Maxillary Molars • Clinical Considerations for Permanent Maxillary First Molars • Clinical Considerations for Permanent Maxillary Third Molars
	<p>10. Describe the general and specific features of the permanent mandibular molars and discuss the clinical considerations concerning them, integrating it into patient <i>care</i>.</p>	<p>READ – Textbook (pp. 258-264)</p> <ul style="list-style-type: none"> • Clinical Considerations for Permanent Mandibular Molars • Clinical Considerations for Permanent Mandibular First Molars • Clinical Considerations for Permanent Mandibular Third Molars

	Study for online exam Ch. 17 Permanent Molars	READ – Evolve Student Resources • Supplemental Considerations
	Assessment: Ch. 17 Permanent Molars Online Exam 20 Points	Online Exam: Study for and take online exam Ch. 17 Permanent Molars
Weeks 12 & 13 Course Objectives: 1, 3, 4, 5	Ch. 18 Primary Dentition Objectives: 1. Define and pronounce the key terms in this chapter.	View PPT Ch. 18 Primary Dentition READ – Textbook (pp. 265-274) ANSWER – Workbook Glossary Exercises Part 1: Chapter Word Jumbles Chapter 18: Primary Dentition Part 2: Unit Crossword Puzzles Unit IV: Dental Anatomy Crossword Puzzles 1 and 2 Part 3: Unit Word Search Puzzles Unit IV: Dental Anatomy Word Search Puzzles 1-3
	2. Assign the correct name and universal number for each primary tooth on a diagram and a patient.	READ – Textbook (p. 268-274) Week 12 Graded Assignment In pairs, take turns playing the role of a child’s supervising adult and then a clinician trying to convince the caregiver that caries in the primary dentition should be restored. Be sure to include the advantages and disadvantages. You can either create a video or write a summary of your discussion. Submit the Graded Assignment. 15 points
	3. Demonstrate the correct location of each primary tooth on a diagram and a patient.	READ – Textbook (p. 268-274) ANSWER – Workbook Structure Identification Exercises Unit IV: Dental Anatomy Chapter 18: Primary Dentition Figure 18.2; Figure 18.3

		<p>ANSWER – Evolve Student Resources Tooth Identification Exercises</p>
	<p>4. Discuss primary teeth properties and the clinical considerations for primary dentition, integrating it into patient care.</p>	<p>READ – Textbook (pp. 265-268) Clinical Considerations for Primary Dentition</p> <p>Week 13 Graded Assignment Ch. 18 Read the following scenario. Then using your textbook, answer the following questions. Submit your answers.</p> <p>A patient of record comes in for maintenance care after giving birth 8 months earlier. She is excited about making sure her baby gets the best healthcare. Her child was born at term and had no birth-related complications. She nursed the child until the baby was 6 months old. Her mother-in-law feels that dental care does not start until the “adult” teeth come in and that the “baby” teeth are nothing to be concerned about. Her husband’s family uses a pacifier dipped in sugar to calm the baby and puts apple juice in the baby’s bottle at night so that the child will sleep through the night. The baby’s mother worries that this will harm the baby’s teeth, which are starting to come in and which she feels are important to the child’s health. She asks many questions about the primary dentition.</p> <ol style="list-style-type: none"> 1. When does the first tooth come in and approximately when is the primary dentition fully erupted? 2. When should the child first be brought to the dental office and what will happen during that appointment?

		3. The habits of the husband's family could have what effect on the child's teeth?
	5. Describe the general features of primary teeth and each primary tooth type as well as the specific features of each primary tooth.	READ – Textbook (pp. 268-270)
	6. Discuss the clinical considerations concerning primary molars, integrating it into patient care.	READ – Textbook (pp. 270-274) Clinical Considerations with Primary Molars
	Study for online exam Ch. 18	READ – Evolve Student Resources Supplemental Considerations ANSWER – Evolve Student Resources Review & Assessment Questions 1-17
	Assessment: Exam Ch. 18 Primary Dentition 25 points	Online Exam: Study for and take online exam Ch. 18 Primary Dentition
Weeks 14 & 15 Course Objectives: 1, 2, 6	Ch. 20 Occlusion Objectives: 1. Define and pronounce the key terms in this chapter.	View PPT Ch. 20 Occlusion READ – Textbook (pp. 285-302) ANSWER – Workbook Glossary Exercises Part 1: Chapter Word Jumbles Chapter 20: Occlusion Part 2: Unit Crossword Puzzles Unit IV: Dental Anatomy Crossword Puzzles 1 and 2 Part 3: Unit Word Search Puzzles Unit IV: Dental Anatomy Word Search Puzzles 1-3

	<p>2. Discuss occlusion and centric occlusion and its relationship to functional movements and patterns of the mandible.</p>	<p>READ – Textbook (pp. 285-287)</p> <p>Week 14 Graded Assignment: Draw the first molar relationships for the following three scenarios:</p> <ul style="list-style-type: none"> ○ Class I mesognathic ○ Class II retrognathic ○ Class III prognathic <p>Submit the Graded Assignment.</p>
	<p>3. Discuss arch form and the phases of arch development.</p>	<p>READ – Textbook (pp. 287-288)</p>
	<p>4. Describe dental curvatures and angulations.</p>	<p>READ – Textbook (pp. 288-290)</p>
	<p>5. Discuss centric relation, lateral and protrusive occlusions, and the mandibular rest position and how to achieve each of them on a skull, a dentition model, and a patient.</p>	<p>READ – Textbook (pp. 290-293)</p>
	<p>6. Demonstrate the movements of the mandible related to occlusion.</p>	<p>READ – Textbook (pp. 290-293)</p>
	<p>7. Discuss primary occlusion and the clinical considerations concerning it, integrating it into patient care.</p>	<p>READ – Textbook (pp. 293-294)</p> <ul style="list-style-type: none"> ● Clinical Considerations with Occlusion ● <p>Week 15 Graded Assignment Complete discussion on Occlusion</p>
	<p>8. Identify the key concepts of occlusion on a diagram, a dentition model, and a patient.</p>	<p>READ – Textbook (pp. 285-294)</p>

	<p>9. Discuss malocclusion and outline Angle classification and how it relates to patient care, including clinical considerations concerning parafunctional habits.</p>	
	<p>10. Identify on dentition models each division of Angle classification of malocclusion.</p>	
	<p>11. Demonstrate an initial occlusal evaluation on a patient and record findings.</p>	<p>READ – Evolve Student Resources</p> <ul style="list-style-type: none"> • Supplemental Considerations <p>ANSWER – Evolve Student Resources</p> <ul style="list-style-type: none"> • Finish Review & Assessment Questions 1-21
	<p>Assessment for Ch. 20: Occlusion</p>	<p>Online Exam: Study for online exam Ch. 20 Occlusion which will be included in the final exam.</p>
<p>Week 16</p>	<p>Final Exam Comprehensive 100 points</p>	<p>Online Final Exam (comprehensive)</p>