New Course Request

Check Appropriate Boxes: Undergraduate credit ☑ Graduate credit ☐ Professional credit ☐

1. School/Division: College of Health and Human Services
2. Academic Subject Code: DAST
3. Course Number: A3 01 (must be cleared with University Enrollment Services)
4. Instructor: C. Kracher
5. Course Title: Advanced Orthodontic Procedures
   Recommended Abbreviation (Optional): Adv Ortho Proc (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Spring, 2011
7. Credit Hours: Fixed at ________ or Variable from ________ to ________
8. Is this course to be graded S-F (only)? Yes ☐ No ☑
9. Is variable title approval being requested? Yes ☐ No ☑
10. Course description (not to exceed 50 words) for Bulletin publication: An advanced course in orthodontics for allied dental professionals. Tooth morphology, occlusion, instrumentation, intraoral procedures, appliances, cephalometric tracing, and panoramic and cephalometric radiographic techniques will be discussed. Laboratory experiences will be included.

11. Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________
13. Estimated enrollment: 15 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: 2 days / 5 weeks
   Will this course be required for majors? ☑ No ☐
15. Justification for new course: DAST A300 special topics course number was used for this course in the past.
16. Are the necessary reading materials currently available in the appropriate library? Yes ☑ No ☐
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: January 10, 2010
Approved by: May 25, 2010

Dean of Graduate School (when required)
Date

Chancellor/Vice-President
Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance--White

Reset
IPFW
College of Health and Human Services
Department of Dental Education
Dental Assisting Program

DASTA 3
Advanced Orthodontic Procedures

Dr. Connie Kracher
DAST A3__Advanced Orthodontics
Spring, 2011

Days: Wednesdays and Fridays 5:30 -9:00 pm
Room: Neff 161

Dr. Connie Kracher
Office: Neff 150B
Ph: 260.481.6567
Email: kracher@ipfw.edu

Dr. Eric Dellinger
Office: Neff 150A
Ph: 210.481.6837
Email: dellinge@ipfw.edu

*Lectures, labs, and clinical syllabi are subject to change at the instructor's discretion.

COURSE DESCRIPTION
A thorough understanding of orthodontics relating to allied dental practice will be discussed.
Particular emphasis is placed on tooth morphology, occlusion, intraoral procedures,
instrumentation, appliances, cephalometric tracing, as well as cephalometric and panoramic
radiographs. Oral health education and patient education/motivation will be discussed relating to
fluoridation, toothbrushing techniques, auxiliary aids, and mouthrinses.

COURSE OBJECTIVES:
The student will:
1. Describe various aspects of patient motivation relating to orthodontic patients.
2. Explain how orthodontics will affect the periodontium.
3. Explain how orthodontics will affect occlusion.
4. Demonstrate orthodontic instrumentation.
5. Compare and contrast various plaque control measures (chemical and mechanical).
6. Compare various aspects of patient education and describe the importance of
   individualizing patient education.
7. Compare the effects and use of pre-eruptive fluoride measures with post eruptive
   fluoride.
8. Identify orthodontic appliances and their uses.

TEACHING METHODS:
PowerPoint presentations and ELMO visual presenter
Evidence-based Dentistry Research Studies

REQUIRED TEXTBOOKS/READING
Department Manual author – Kracher, PowerPoint lectures posted on Blackboard

CRITERIA FOR EVALUATION:
4 Exams
5 Competency-based Practicals
The Key to Doing Well on Course Examinations

The examination questions are written based on my PowerPoint notes and additional information I give during my lectures. The key to doing well on examinations is to read the PowerPoint notes along with me as I lecture and then add more notes as I lecture. Students who missed examination questions studied the PowerPoint notes and/or didn’t listen well in class. We are teaching you to be not only knowledgeable clinicians, but to also be detailed clinicians. If you apply this philosophy to all of your courses, be it didactic, lab, or clinic—you will do well.

Being Prepared for Examinations (studying and reviewing material)

I don’t answer questions regarding exams on exam days. This makes me think students are not prepared for the exam. Please email me at least 24 hours prior to exam days if you have questions. I will be glad to clarify information for you. Studying for exams should be completed days in advance. Plan out all of your exams in advance—so you will do well. The day before the exam and the day of the exam should be for reviewing material only.

Challenging Examination Questions

I encourage students to challenge exam questions. If you would like to challenge exam questions by finding data in textbooks or other empirical sources (peer-reviewed dental journals or other textbooks), please email me your data. Be specific in your rationale and where you found your data. If I agree with the data presented, everyone in the class receives credit for that question.

Point Deductions:  Late to class -2 points
                   Leaving class early -2 points
                   Absent from class -5 points

GRADING SCALE:

94 - 100% of total points possible A
88 - 93% B
80 - 87% C
75 - 79% D
Below 75 and dismissal from the program F
Absence from Class:
If a student **must** miss a course session (clinic, laboratory, lecture, extramural experience, etc.) he/she **must** give the professor of the course **notice prior to** the course session/extramural experience to be missed. All examinations, practicals, and quizzes **must** be taken **before** the course meets again. Failure to do so will result in the student receiving a grade of zero for any/all examination/s, practical/s and/or quizzes scheduled for the missed course session. Students **will not** receive credit for unscheduled/bonus quizzes. It is the student's responsibility to contact the course instructor to schedule a time to make up missed course work. Any student who does not complete all course work by the end of the semester will receive an incomplete for that course. Only students who are passing this course are eligible for a grade of Incomplete. Students who miss a lecture must obtain missed lecture notes from a classmate.

Academic Dishonesty:
Professional, mature conduct is expected of all students. Any form of academic dishonesty is in direct conflict with professionalism and will result in a grade of F for the course and dismissal from the program. Please see the IPFW student handbook for the university policy regarding academic dishonesty. The Dental Education Programs choose the most stringent course of action regarding dishonesty, i.e. dismissal from the program. There are no exceptions to this rule. Dental healthcare professions follow strict codes of ethical and moral conduct.

Professionalism:
The practice of dental assisting carries with it a high degree of responsibility. Mature, professional, and ethical conduct is expected of all students at all times.

**Dental Assisting Program Professionalism Deductions**
Professional, mature conduct is expected of all students at all times. A student who demonstrates unprofessional behavior will have percentage points deducted from didactic, labs, and/or clinics. **One percent (1%) per incident** will be deducted at the discretion of Dr. Kracher -- when unprofessional behavior occurs. Examples of deduction could include, but not limited to, excessive talking in class, cell phone disturbances, coming to class without necessary items, taking extended breaks, arguing with classmates, faculty, or patients, being disrespectful of others in the classroom, labs, or clinics, etc.

Cell Phone Usage:
With more and more technology available to college students, the health professions such as dental and medical schools are forced to change their policies regarding cell phone usage in the classroom. The allied dental education programs are adopting similar policies. In this course, cell phones will be collected at the beginning of class on exam days in a bin and returned after class. This is to prevent potential cheating. If a student is caught using their cell phone (i.e. texting) during class on non-exam days, they
will have 1% deducted from their final grade for each occurrence. I recommend you leave it in your locker and check it between classes so you do not drop a letter grade. In dental offices it is common practice for dental professionals to keep their cell phone in their locker and check it at lunch. We know of employees (graduates) that have been fired because they were on their cell phone or used the internet. Good habits start now.

**DISABILITIES STATEMENT:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at [http://www.ipfw.edu/ssd/](http://www.ipfw.edu/ssd/)

**Speaker Protocol:**

When we have guest speakers, please be sure to be professional giving positive verbal and nonverbal cues. This includes: looking at the speaker, head nodding, smiling, and asking questions. Heads cannot be down on the desk and students cannot be talking. Students will receive a 1% grade reduction for unprofessional misconduct -- per incident.
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>March 17</td>
<td>Course Introduction</td>
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<td>Discussion of exams, practicals, wire bending and competencies.</td>
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<td>Palmer Notation</td>
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<td>Phases of Ortho</td>
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<td>Classifications and malpositions of teeth</td>
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<td>March 19</td>
<td>Exam 1</td>
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<td>Instruments</td>
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<td>Procedural setups</td>
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<td>Wire placement demo, practice and competency</td>
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<td>Wire bending</td>
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<td>March 24</td>
<td>Finish wire placement competency</td>
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<td>Panoramic and cephalometric radiography</td>
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<td>March 26</td>
<td>Exam 2</td>
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<td>Instrument Practical</td>
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<td>Separators -- demo, practice and competency</td>
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<td>Alignators -- demo, practice, and competency</td>
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<td>Wire bending</td>
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<td>March 31</td>
<td>Cephalometirc Tracing Practical</td>
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<td>Invisalign lecture with Dr. Erica Dellinger</td>
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| April 7 | Appliances  
Bonding – demo, practice, and competency  
Wire bending |
|--------|---------------------------------------------------------------|
| April 9 | Exam 3  
Finish bonding competency  
Arch wires, auxiliaries, and elastics  
Wire bending |
| April 14 | Appliance Practical  
Oral Hygiene lecture with Dr. Eric Dellinger |
| April 16 | Exam 4  
Review archwires  
Bonded lingual Retainer – demo, practice, and competency  
Wire bending |
| April 21 | Arch wire Practical  
Wire bending Competency  
Questions???