

# Savannah Technical College

## School of Dental Hygiene

### *Nutrition DNTH-204*

**Curriculum Level:** Undergraduate, Freshman Dental Hygiene Students

**Course Credit Hours:** Three (3) credit hours

**Class Location:** Werner Hall, Room 425

**Class Meeting Day and Time:** Wednesdays 10:00-11:00 am

**Course Description:** Emphasis is placed on importance of macronutrients and micronutrients, the requirements of calcified structures and how that impacts the structure of the teeth and health of the oral cavity. Principles in assessing a patients' oral health and overall health to provide nutritional counseling are reviewed. The purpose of this course is to prepare dental hygienists in providing nutritional counseling to patients in the clinical setting.

**Prerequisites:** Intro to Nutrition NTR-103

**Instructor:** Assistant Professor, Sarah Adkins, RDH, BSDH

**Office Location:** Rm 103, Russell Hall, Savannah Tech Main Campus

**Office Hours:** M, T, F 8-10:00 am

**Office Phone Number** 912-843-9907

**Email address:** [sadki003@odu.edu](mailto:sadki003@odu.edu)

**Instructor Email Policy and Preferences:** Please allow 24 hours for response Monday-Friday and 48 hours on the weekends and holidays. Students can email the professor directly or communicate by sending a message through Black Board.

**Methods of Delivery:** DNTH-204 is a didactic, in-person course utilizing the pedagogical teaching method. Lectures will be given in person and the content, Power Point lectures, notes, additional literature and information will be posted on Black Board platform for you to download and review. This class will include discussion boards, small group activities, quizzes, and exams.

**Required Textbook:** The Dental Hygienist's Guide to Nutritional Care 5<sup>th</sup> edition, Stegman, Cynthia A., Ratliff-Davis, Judi (2019). ISBN: 978-0-323-497275

**Supplemental Readings:** Extra readings and literature will be located within each module under “Supplemental Readings” tab in Black Board.

**Recommended Texts:** The student will be required to participate in discussion board posts via Black Board. For some of these discussions, the student is required to reference sources using APA format. The instructor recommends: *Publication Manual of the American Psychological Association: 7<sup>th</sup> Edition, (2020). ISBN-13: 978-1433832154*

**Methods of Evaluation:** Students will be assessed on comprehension of objectives and course goals throughout the semester by several different methods including:

- Quizzes
- Exams
- Discussion Boards
- Group Activities

**Graded Assessments:** Listed below is a list of graded requirements for this semester

- **Quizzes/ Group Activities**— (which require participation and attendance) will comprise of 10% of the overall grade for this course. For group activities students will brainstorm and utilize critical thinking skills to come up with solutions. For the group activities, your grade will be determined if you participate. If you are absent, a zero will be given for that activity.
- **Exams**— There will be three (3) major exams that weigh a combined total of 50% of the total grade. The exams will be administered in class. All exams are closed book and no notes are allowed. You will have 50 minutes to complete the exam.
- **Final Exam**—The final exam is a comprehensive exam covering material from exams 1-3 and will also include material from Chapters: 13,14,15, and 16, which will be covered after Exam 3. The final exam is mandatory and will constitute 25% of the final grade for this course.
- **Discussion Boards**—Discussion boards are utilized through Black Board. You are required to post your discussion by Wednesdays 10 pm EST, and then reply to two other students by Saturday at 10 om EST. Discussion boards require participation and all combined discussion boards will comprise 10% of the student’s overall grade.
- **Homework**—Students will be expected to review chapters prior to attending class. Homework assignments are given throughout the semester, students will submit under the assignments and

submissions tab in BlackBoard. Homework assignments will comprise of 5% of the student's overall grade. It is for the benefit of the student to finish homework assignments to attain a better understanding of the material.

- **Testing Protocol:** All exams will be administered in class. You will be required to bring a pencil to complete the exam. All exams for this course will be 50 multiple choice questions. You will have 50 minutes to complete each exam.

**Grading Criteria:**

<b>Quizzes/ Group Activities</b>	<b>10%</b>
<b>Unit Exams (1-3)</b>	<b>50%</b>
<b>Discussion Boards</b>	<b>10%</b>
<b>Homework (Student Readiness Eval at the end of each chapter)</b>	<b>5%</b>
<b>Final EXAM</b>	<b>25%</b>

**Grading Scale:**

<b>93-100</b>	<b>A</b>
<b>85-92</b>	<b>B</b>
<b>84-77</b>	<b>C</b>
<b>76-70</b>	<b>D</b>
<b>69- bleow*</b>	<b>F</b>

**\*Grades resulting in a D or F will fail this course. A passing grade is considered 77-100.**

**Attendance policy:** Savannah Technical College requires faculty to document student attendance for various reasons. Due to the rigorous nature of curriculum of this two-year dental hygiene program, student attendance and engagement are important for the student's success.

- **MISSED ASSESSMENTS-** are considered *EXCUSED* or *UNEXCUSED*. In the event that a student will miss class and/or an assessment, they need to notify the instructor immediately. Only students with an *EXCUSED* absence will be allowed to make-up missed assessments. The

student will need schedule a time with the instructor within two (2) days of the excused absence.

- **EXCUSED ABSENCE**—Student is required to provide evidence, such as a physician's note on official stationery. This must be presented to the instructor the day the student returns to campus after the absence. Savannah Technical College identifies an excused absence for the following:
  - Student or immediate family has illness, sickness, surgery—be prepared to provide documentation
  - Death in the family—be prepared to provide documentation
  - Jury Duty—the student must notify the instructor ASAP with the date the student is expected to be in court. Also, be prepared to provide documentation
  - Unexpected Emergencies— situations that are not included above, such as vehicle accidents etc. Please be prepared to provide proper documentation.
- **UNEXCUSED ABSENCE**—
  - If the student misses class and cannot provide proper documentation for the absence, it will be considered unexcused.
  - Make-up exams, quizzes, other assignments will not be allowed for an unexcused absence.
  - Late arrivals to class are considered an unexcused absence—PLEASE BE ON TIME.

**Missed Exams Policy:** In the case that a student has an EXCUSED absence, they will be able to make-up the exam. The student will need to notify the instructor and schedule the exam no later than two (2) days after the absence. All UNEXCUSED absences will not be able to make-up the exam.

**Submitting Assignments/ Late Assignments Policy:** Students are expected to submit assignments on-time. Discussion board posts, projects, and homework will be submitted via Black Board. If the work is submitted the day after it is due, ten (10) points will be deducted from the assignment. Remember the student's initial discussion board posts are due Wednesdays by 10 pm EST and responses to other students' discussion board posts are due Saturday by 10 pm EST. \*Any post/response that is after 10:00 pm EST, will have a 5 point deduction and all posts after midnight the post is due will result in a 10 point deduction.

**Student Expectations:** Students who want to be successful in this course will be expected to:

- Be prepared and on-time

- *Participate and engage with instructor and other students—engagement enhances learning experience and professional development. The instructor of this course encourages participation from ALL students.*
- *Be professional—As dental hygiene students you are held to high expectations. As you grow academically and professionally, being professional is crucial not only as a student, but as a dental care professional.*
- *Demonstrate Integrity—faculty expect students to be honest, ethical, and respectful. This includes academic integrity which means that students are expected to avoid involvement in any form of academic cheating/dishonesty while enrolled at Savannah Technical College.*
- *Build community through interactions that demonstrate a passion for learning and respect for diversity*

**Computer and Cell Phone Use:**

*Cell phones must be turned off or set on silent and must be stowed away in your backpack or bag during class time unless the instructor otherwise allows. In some cases, the instructor might include learning activities that requires cell phone usage. Computers are allowed on the desktop during class sessions. Please refrain from scrolling and web searching during lecture. The student is allowed to use the computer for sole purpose of watching the slide show, making notes, during class time.*

**General Computer and Technical Requirements:**

*Desktop or Laptop computer; reliable Internet, activated school email and MIDAS ID accounts, and Smartphone—download the Blackboard app.*

**IMPORTANT ADDITIONAL UNIVERSITY & SCHOOL OF DENTAL HYGIENE STATEMENTS:**

**Statement of Student Responsibilities and Accountabilities:**

**Attendance.** *Due to the unique responsibilities and accountabilities associated with becoming a competent professional provider of health care, the progressive nature of the curriculum, the legal issues associated with providing patient/client care, the provision of quality health services and future employability, attendance and class participation are required. Should an absence be necessary, the student must contact the course instructor immediately via email and call the School of Dental Hygiene at 912-854-2223*

- *A note on official stationery from a physician or other appropriate healthcare provider must be submitted to your instructor(s) the day you return verifying the need to be excused from class, lab and/or clinic, and date(s) for the required absence.*
- *Each unexcused absence will result in a grade penalty of one percentage point reduction from the final grade in the course(s) missed.*
- *Make up quizzes and exams will not be given for unexcused absences.*
- *Late arrivals to class are considered unexcused absences.*
- *Students who miss a regularly scheduled exam are to follow the steps below:*
  1. *For an unexcused absence, a grade of zero (0) will be recorded for the quizzes, exams, practicals, and for attendance.*
  2. *For an excused absence, make-up quizzes, exams and practicals must be taken within two days of returning from a documented excused absence. Failure to do so will result in a zero (0) for that quiz, exam or practical. Make-up exam format will be decided by instructor. Possible formats will include but not be limited to:*
    - a. *Oral exam*
    - b. *Essay*
    - c. *Short answer*
    - d. *Listing*
    - e. *Demonstration/performance*
    - f. *Combination of these*

**Meeting Established Deadlines.** *All course related assignments are to be submitted to the course instructor on the established due dates. Work submitted after the established deadlines will be penalized by the grade. Students are encouraged to keep a duplicate copy of all assignments submitted.*

**Honor Code.** *By attending Savannah Technical College you have signed a pledge accepting the responsibility to abide by the following Honor Code: "We the students of Savannah Technical College, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Alligator creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that*

*commands the dignity and respect that we also give to others." This is an institutional policy approved by the Board of Visitors. The College Honor Code applies to all assignments.*

**Plagiarism.** *All academic work submitted to fulfill a course requirement is expected to be result of each student's own thought, research and self-expression. A student will have committed plagiarism if he or she reproduces someone else's work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group.*

**Code of Student Conduct.** *All students are expected to abide by the Student Code of Conduct as found in the Old Dominion University Student Handbook and University Catalog. The School of Dental Hygiene undertakes to provide persons treated in the Dental Hygiene Care Facility with safe, ethical, and evidence-based oral healthcare. Endangering health and welfare by use of unsafe and unethical practices and /or not following standard dental hygiene treatment protocols is grounds for the removal of students from the dental hygiene program.*

*Students' papers and projects may be used anonymously for necessary review without notification.*

**Accommodations.** *Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester.*

#### **School of Dental Hygiene Policy on Professionalism in the Use of Social Media:**

*The Internet has created the ability for dental hygiene students and oral health professionals (dental hygienists and dentists) to communicate and share information quickly to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support students' and dental hygienists' personal expression, enable individuals to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to disseminate public health and other health messages. Social networks, blogs, and other forms of communication online also create new challenges to the patient-oral health provider relationship. Oral health professionals and students must weigh a number of considerations when maintaining a presence online.*

*(a) Standards of patient and colleague privacy and confidentiality must be maintained in all environments, including online, and oral health professionals and students must refrain from posting identifiable person information online.*

(b) *When using the Internet for social networking, oral health professionals and students must use privacy settings to safeguard personal information and content to the extent possible, but realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, oral health professionals and students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.*

(c) *If interacting with patients on the Internet, oral health professionals and students must maintain appropriate boundaries of the patient-oral health provider relationship in accordance with professional ethical guidelines just as they would in any other context.*

(d) *To maintain appropriate professional boundaries oral health professionals and students should consider separating personal and professional content online.*

(e) *When oral health professionals or students see content posted by colleagues that appear unprofessional or a violation of the Code of Ethics of the American Dental Hygienists' Association, they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the dental hygienist and or students should report the matter to appropriate authorities, e.g., the State Board of Dentistry, the University Honor Council.*

(f) *Oral health professionals and students must recognize that actions online and content posted may negatively affect their reputations among patients, colleagues, employers and potential employers and may have consequences for their careers now and in the future, and can undermine public trust in the dental hygiene profession.*

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*Adapted heavily from the AMA Policy: Professionalism in the Use of Social Media Approved - May 17, 2012.*

**Course Disclaimer:** *Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs, and experiences of the students.*

## **GENERAL COURSE OBJECTIVES**

*At the completion of this course, the student should be able to:*

- 1. Discuss why dental hygienists need to be competent in assessing and providing basic nutritional education to patients.*
- 2. Explain the role of biochemistry in dental hygiene and nutrition.*
- 3. Discuss the physiology of the oral cavity and the gastrointestinal tract and how it aids in digestion.*
- 4. Explain the classifications and physiologic role of carbohydrates.*
- 5. Describe characteristics and physiologic effects of protein.*
- 6. Describe the characteristics and physiologic roles of lipids.*
- 7. Compare and contrast the roles of liver, kidneys, and carbohydrates in metabolism.*
- 8. Compare and contrast the functions, deficiencies, surpluses, toxicities, and oral symptoms for vitamins A, D, E, K and C.*
- 9. Describe minerals essential for bone mineralization and growth, formation of teeth, and the mineral elements of the body.*
- 10. Describe the physiologic roles of copper, selenium, chromium, manganese, molybdenum and how they apply to oral health.*
- 11. Discuss Physiologic roles of vitamins :thiamin (B1), riboflavin(B2), niacin(B3), pantothenic acid (B5), Pyrioxidine (B6) and how they affect the oral cavity.*
- 12. Identify physiologic role of electrolytes and minerals in the function of salivary glands and the oral mucosa.*
- 13. Discuss various systemic diseases and their effects on oral health.*
- 14. Describe how nutrition plays a role in the causes, prevention, and treatment of dental caries.*
- 15. Describe the role nutrition plays in periodontal health and disease.*
- 16. Discuss the importance of a thorough health, social, and dental history in relation to assessment of nutritional status.*

## **SPECIFIC OBJECTIVES BY CHAPTER & TOPIC**

Upon the completion of each instructional unit, the student should be able to:

### **Chapter 1: Overview of Healthy Eating Habits**

- a. Discuss why dental hygienists need to be competent in assessing and providing basic nutritional education to patients.
- b. Describe general physiologic functions of the six nutrient classifications of food.
- c. Explain healthy eating patterns.
- d. Assess dietary intake of a patient using the MyPlate system.
- e. Demonstrate a commitment to healthy eating habits and physical fitness.

### **Chapter 2: Concepts in Biochemistry**

- a. Explain the role of biochemistry in nutrition.
- b. Discuss fundamentals of biochemistry.
- c. Compare and contrast the structure, function, and properties of the four major classes of biomolecules.
- d. Describe connections between metabolic pathways in carbohydrate, protein, and lipid metabolism.
- e. Display an interest in biological functions of polysaccharides.

### **Chapter 3: The Alimentary Canal: Digestion and Absorption**

- a. Discuss the physiology of the gastrointestinal tract.
- b. Explain how the teeth, saliva, esophagus, and stomach aid in digestion.
- c. Describe the function of the small intestine and the nutrients requiring digestion and the absorbable products.
- d. Analyze the function of the large intestine, peristalsis, and the role of gastrointestinal motility in digestion and absorption.
- e. Demonstrate a willingness to display enthusiasm when counseling patients on how digestion and absorption may affect nutritional status and oral health.

### **Chapter 4: Carbohydrate: The Efficient Fuel**

- a. Identify major carbohydrates in foods and in the body.
- b. Compare and contrast monosaccharides, disaccharides, and polysaccharides.
- c. Discuss the physiologic role of carbohydrates.
- d. Compare and contrast the physiological effects of too much or too little carbohydrate.
- e. Propose a resolution for patients concerning high carbohydrate consumption to reduce risk for dental caries.

### **Chapter 5: Protein: The Cellular Foundation**

- a. Categorize amino acids as indispensable or dispensable.
- b. Explain the seven categories of the physiologic functions of proteins.

- c. Compare and contrast physiological effects related to overconsumption or underconsumption of protein.
- d. Discuss how protein energy malnutrition affects oral health.
- e. Propose a resolution for a patient who is consuming too much or too little protein in their diet.

**Chapter 6: Lipids: The Condensed Energy**

- a. Describe how fatty acids affect the properties of fat.
- b. Explain the characteristics of lipids and how they function in the body.
- c. Discuss the effects of dietary fats on oral health.
- d. Compare and contrast nutritional directions for various patient issues related to the overconsumption and underconsumption of fat.
- e. Suggest a dietary resolution for a patient who is consuming too much or too little fat.

**Chapter 7: Use of the Energy Nutrients: Metabolism and Balance**

- a. Discuss the roles of the liver and kidneys in metabolism.
- b. Compare and contrast the characteristics of the various types of metabolism.
- c. Identify factors affecting the metabolic rate.
- d. Assess factors affecting energy balance.
- e. Demonstrate a willingness to counsel patients about energy intake and output.

**Chapter 8: Vitamins Required for Calcified Structures**

- a. Discuss the requirements of vitamins A,D,E,K, and C.
- b. Compare and contrast characteristics of water-soluble and fat-soluble vitamins.
- c. Identify functions, deficiencies, surpluses, toxicities and oral symptoms of vitamins A,D,E,K, and C.
- d. Explain food sources for vitamins A,D,E,K, and C.
- e. Indicate a commitment to make dietary recommendations for patients deficient in various vitamins.

**Chapter 9: Minerals Essential for Calcified Structures**

- a. List minerals found in collagen, bones, and teeth.
- b. Describe the physiologic roles of calcium, phosphorus, magnesium, and fluoride.
- c. Identify common sources of calcium, phosphorus, magnesium, and fluoride.
- d. Discuss clinical conditions associated with excesses and deficiencies of calcium, phosphorus, magnesium, and fluoride.
- e. Demonstrate a willingness to make recommendations for patients who are deficient in minerals.

**Chapter 10: Nutrients Present in Calcified Structures**

- a. Describe the physiologic roles of copper, selenium, chromium, manganese, and molybdenum.
- b. List the sources of copper, selenium, chromium, manganese, and molybdenum.

- c. Explain how copper, selenium, chromium, manganese, molybdenum apply to oral health.
- d. Discuss hyperstates and hypostates of copper, selenium, chromium, manganese, molybdenum and how they affect oral health.
- e. Recommend dental considerations for a patient who is deficient in various elements.

#### **Chapter 11: Vitamins Required for Oral Soft Tissues and Salivary Glands**

- a. Describe the physiology of oral soft tissues.
- b. Explain the physiologic roles of B1, B2, B3, and B12.
- c. List Recommended Dietary Allowance (RDA) and sources of B1, B2, B3, and B12.
- d. Compare and contrast vitamin deficiencies and how they affect oral health.
- e. Indicate a commitment to making oral health recommendations to patients who are deficient in various vitamins.

#### **Chapter 12: Water and Minerals Required for Oral Soft Tissues and Salivary Glands**

- a. Describe the physiologic roles of electrolytes
- b. Compare and contrast electrolyte requirements for males and females.
- c. Identify oral signs and symptoms due to electrolyte imbalances.
- d. List sources of sodium, chloride, potassium, iron, zinc, and iodide.
- e. Demonstrate a commitment to making dietary recommendations for patients with various electrolyte imbalances.

#### **Chapter 13: Effects of Systemic Disease on Nutritional Status and Oral Health**

- a. Describe effects of anorexia, anemias, gastrointestinal, cardiovascular, neuromuscular, metabolic issues on the oral cavity.
- b. Assess nutritional and dental implications of various systemic diseases.
- c. Develop appropriate dental interventions for patients with systemic diseases.
- d. Compare and contrast cardiovascular, skeletal, and metabolic diseases and their impact on the oral cavity.
- e. Indicate a commitment to make oral health recommendations to patients who suffer with various systemic diseases.

#### **Chapter 14: Nutritional Aspects of Dental Caries: Causes, Prevention, and Treatment**

- a. Explain how teeth, saliva, food, and plaque biofilm play a role in the caries process.
- b. Compare and contrast cariogenic and non cariogenic properties of food.
- c. Identify foods that stimulate salivary flow.
- d. Create a caries risk assessment of a patient.
- e. Demonstrate a willingness to counsel patients on sugary foods and caries risk.

#### **Chapter 15: Nutritional Aspects of Gingivitis and Periodontal Disease**

- a. Describe the role that nutrition plays in periodontal health and disease.

- b. *List the effects of food consistency and composition in periodontal disease.*
- c. *Explain nutritonal factors associated with gingivitis and periodontitis.*
- d. *Discuss necrotizing periodontal disease.*
- e. *Demonstrate a willingness to provide nutrional recommendations to the periodontal patient.*

**Chapter 16: Nutritional Assessment and Education for Dental Patients**

- a. *Discuss the importance of a thorough health, social, and dental history in relation to assessment of nutrional status.*
- b. *Describe components needed to assess the nutrional status of a patient.*
- c. *Compare and contrast the characteristics of different types of diet histories.*
- d. *Develop an individualized dietary plan and course of action.*
- e. *Indicate a commitment to utilize motivational interviewing during the dietary assessment.*

This schedule is based on a 16-week long course for the Spring of 2022. **The schedule is subject to change do to unforeseen events**

<b>SEMESTER WEEK NUMBER:</b>	<b>DAY/DATES/TIMES OF THE WEEK:</b>	<b>CHAPTERS, TOPICS:</b>	<b>Have items in this column completed BEFORE class. For assignment details, look in "Assignments &amp; Submissions" tab. Complete any additional reading assignments and activities listed within each module.</b>
<b>WEEK 1</b>	Weds., 1-12-22 10am-11am	First day of class Class Introduction Review Syllabus Teacher Lecture: <b>Chapter 1: Overview of Healthy Habits</b>	READ: pages 1-32 VIDEO: "Nutrition for the Healthcare Professional"
<b>WEEK 2</b>	Weds., 1-19-22 10am-11am	Teacher Lecture: <b>Chapter 2: Concepts in Biochemistry</b>	READ : pages 33-42 DUE : DB Post #1 : Healthy Eating Patterns In-class Activity: Gallery Walk: Metabolism
<b>WEEK 3</b>	Weds., 1-26-22 10am-11am	Teacher Lecture: Chapter 3: <b>The Alimentary Canal: Digestion and Absorption</b>	READ: pages 48-62 VIDEO: "Process of Digestion" QUIZ!
<b>WEEK 4</b>	Weds., 2-2-22 10am-11am	<b>EXAM #1</b>	DUE: Homework #1: Student Readiness Questions for Chapters 1,2,3
<b>WEEK 5</b>	Weds., 2-9-22 10am-11am	Teacher Lecture: Chapter 4: <b>Carbohydrates: The Efficient Fuel</b>	READ: pages 64-83 VIDEO: "How Do Carbohydrates Impact Your Health?"
<b>WEEK 6</b>	Weds., 2-16-22 10am-11am	Teacher Lecture: <b>Chapter 5: Protein: The Cellular Foundation</b>	READ: pages 84-99 DB Post #2: Carbs: The good and the bad QUIZ!
<b>WEEK 7</b>	Weds., 2-23-22 10am-11am	Teacher Lecture: <b>Chapter 6: Lipid: The Condensed Energy</b>	READ: pages 100-120 In-class Activity: Jigsaw: Dental Considerations for a high fat diet
<b>WEEK 8</b>	Weds., 3-2-22 10am-11am	<b>EXAM #2</b>	DUE: Homework #2: Student Readiness Question for Chapters 4,5,6
<b>WEEK 9</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b> No assignments; No class	<b>SPRING BREAK</b> No assignments; No class
<b>WEEK 10</b>	Weds., 3-16-22 10am-11am	Teacher Lecture: <b>Chapter 7: Use of the Energy Nutrients: Metabolism and Balance</b>	READ: pages 121-137 VIDEO: "Balancing Energy Input with Output"
<b>WEEK 11</b>	Weds., 3-23-22 10am-11am	Teacher Lecture: <b>Chapter 8: Vitamins Required for Calcified Structures</b>	READ: pages 138-175 QUIZ! DB Post #3: Factors Affecting Basal Metabolic Rate (BMR)

		<b>Chapter 9: Minerals Essential for Calcified Structures</b>	
<b>WEEK 12</b>	Weds., 3-30-22 10am-11am	Teacher Lecture: <b>Chapter 11: Vitamins Required for Oral Soft Tissues and Salivary Glands</b> <b>Chapter 12: Water and Minerals Required for Oral Soft Tissues and Salivary Glands</b>	READ: pages 186-234 In-class Activity: Carousel Brainstorming: Nutritional Recommendations DUE: DB Post #4: Vitamin Deficiencies
<b>WEEK 13</b>	Weds., 4-6-22 10am-11am	<b>EXAM #3</b>	Homework #3: Student Readiness Questions For chapters: 7,8,9,11,12
<b>WEEK 14</b>	Weds., 4-13-22 10am-11am	Teacher Lecture: <b>Chapter 13: Effects of Systemic Disease on Nutritional Status and Oral Health</b> <b>Chapter 14: Nutritional Aspects of Dental Caries: Causes, Prevention, and Treatment</b>	READ: pages: 328-350 and 351-366 DUE: DB Post #5: Sodium Imbalances
<b>WEEK 15</b>	Weds., 4-20-22 10am-11am	Teacher Lecture: <b>Chapter 15: Nutritional Aspects of Gingivitis and Periodontal Disease</b> <b>Chapter 16: Nutritional Assessment and Education for Dental Patients</b>	READ: pages 367-379 and 392-407 VIDEO: "ADA: Type II Diabetes Management" In-class Activity: Think-Pair-Share: Nutritional Assessment DUE: Homework: Student Readiness Chapters 13,14
<b>WEEK 16</b>	Weds., 4-27-22 10am-11am	<b>FINAL EXAM</b>	Comprehensive Final will include Chapters 13,14,15, and 16!

**SYLLABUS COURSE ACTIVITY SHEET:**

WEEKS	Teacher Lecture	Video Media	Group Work	Partner Work	Individual Work	Guest Speaker	Student Oral Presentation	Quiz /Exam
1	X	X						
2	X		Gallery Walk		DB Post #1			
3	X	X						QUIZ
4					Homework #1			EXAM #1
5	X	X						
6	X				DB Post #2			QUIZ
7	X		Jigsaw					
8					Homework #2			EXAM #2
9	Spring Break							
10	X	X						
11	X				DB Post #3			QUIZ
12	X		Carousel Brainstorm		DB Post #4			
13					Homework #3			EXAM #3
14	X				DB Post #5			
15	X	X		Think-Pair-Share	Homework #4			
16								Final Exam
<b>TOTAL:</b>	11	5	3	1	9	0	0	7