Rev 8/14/17 ld

DHYG 1040 Preclinical Dental Hygiene Lecture
COURSE SYLLABUS
Fall Semester 2017

COURSE INFORMATION

Credit Hours/Minutes: 2 Semester Credit Hours/1500 minutes
Class Location: Room #906, Health Sciences Annex
Class Meets: Mondays 8:30-10:20am
CRN: 20199

INSTRUCTOR CONTACT INFORMATION

Course Director: Lori V. DeFore, RDH, BS, BTh
Office Location: Room #909, Health Sciences Annex (HSA)
Office Hours: M: 7:30-8:30am & 5-5:30pm; T: 7:30-8:00am & 12:00-5:30pm; W: 7:30-8:00am; 10-10:30am & 5-5:30pm; Th: 7:30-9:00am
Email Address: ldefore@southeasterntech.edu
Phone: 912-538-3251
Fax Number: 912-538-3278

REQUIRED TEXTS

Clinical Practice of the Dental Hygienist. 12th ed. Wilkins. 2017. Wolters Kluwer.

Dental Hygiene Theory and Practice. 4th ed. Darby & Walsh. 2015. Saunders/Elsevier.

Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation. 8th ed. Gehrig. 2017. Wolters Kluwer.

CDC Guidelines: From Policy to Practice. OSAP. 2004-2007.

REFERENCE TEXTS/DVDs

STC Dental Hygiene Program Clinic Manual

Precision in Periodontal Instrumentation DVD. 2nd ed. Leiseca. 2010.

REQUIRED SUPPLIES

Black fine point pen, pencil, paper, highlighter, large 3 inch ring binder notebook and tab dividers

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COURSE DESCRIPTION

This course provides fundamental skills to be utilized in the delivery of optimum patient care by the dental hygienist. Topics include: patient assessment, instrumentation, charting, occlusion, caries, emergencies, ethics and professionalism, asepsis, and patient and clinician positioning.

MAJOR COURSE COMPETENCIES (CC)

1. Patient Assessment
2. Instrumentation
3. Charting
4. Occlusion
5. Caries
6. Emergencies
7. Ethics and Professionalism
8. Asepsis
9. Patient and Clinician Positioning

PREREQUISITE

Program Admission

COREQUISITE

DHYG 1050 Preclinical Dental Hygiene Lab

GENERAL EDUCATION CORE COMPETENCIES (GC)

STC has identified the following general education core competencies that graduates will attain:
a. The ability to utilize standard written English.
b. The ability to solve practical mathematical problems.
c. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

Students are responsible for the policies and procedures in the STC E-Catalog, Dental Hygiene Program Handbook, and Dental Hygiene Clinic Manual. During an examination, the following procedures must be followed: All books and personal belongings must be placed at the back of the classroom. Students will be asked to rotate seats prior to the beginning of the test. Test proctor will personally examine each desk to ensure that no writing is present on desk. Computer monitors should be facing the front of the classroom during test. When a student completes the test, he/she may raise hand and turn paper in to proctor. Student must remain in seat until test time is complete to avoid distracting other students. Students who have completed testing should be as quiet as possible and avoid any activity that might make those students who are still testing feel pressured or rushed. Students may not go to the bathroom during the test session. Test proctor must observe students at all times and notify students when there are ten remaining minutes left of the total exam time. Test proctor should routinely walk around classroom and observe testing. Test proctor should refrain from grading papers, reading materials, or using computer during the test. Students caught with cheat sheets or cell phones will be considered cheating and a zero will be issued for the examination. The STC academic dishonesty policy will be enforced. Once the test begins, no talking is allowed. Once the test begins, tardy students may not enter the classroom.

Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course instructors/supervising dentists. Insubordination will not be tolerated, and disciplinary measures will be enacted. No cell phones or smart electronic devices are allowed to be turned on in the classroom, clinic, or locker area. If a student is observed in possession of his/her cell phone or smart electronic device during class, a critical incident will be issued. A student cannot use his/her cell phone or smart electronic device during class. There are no exceptions to this rule and do not ask. If you have a personal situation going on, please advise your instructor and give your family the clinic receptionist's phone number for emergency contact. You should not have your cell phone or smart electronic device in the class! Personal phone calls must be handled after class.

Prior to the discussion of each chapter in class, the student is expected to complete the following:

1. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
2. Complete any assignments or homework given by the course director.
3. Complete and know the learning objectives for each topic.
4. View any videos applicable to dated lesson plan material.
5. Obtain materials from the course Materials Drive: M/Dental Hygiene/DHYG 1040. Prior to class, print any materials available to be used in this class for study and during lecture.
6. Students are advised to check their e-mails regularly for any additional information that is related to the class or the Dental Hygiene Program.

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters. Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the

discretion of the instructor. Excused absences will be evaluated on a case-by-case basis by the program director. Examples of excused absences would be a car accident on the way to class/clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class/clinical times. Unexcused absences will not be made up and may lead to the student's failure of the course. Program director must be notified of any absences prior to scheduled clinic/class session.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course, a student must attend at least 90% of the scheduled instructional time. Assignments missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

For this class, which meets 1 session per week for 15 weeks, the maximum number of sessions a student may miss for attendance purposes is 2 sessions during the semester.

ADDITIONAL ATTENDANCE GUIDELINES FOR HEALTH SCIENCES

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.
After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved

withdrawal procedure outlined above.

MAKEUP GUIDELINES

Students are allowed to make up only one missed exam excluding the final examination. This is only if they have an excused absence approved by the instructor. The make up exam may be given in a different format than the original exam. A doctor's excuse and/or additional documentation will be requested. Ten points will be deducted from the test for taking the test late. All other missed exams/quizzes/class preparation assessments will result in a grade of zero. If you enter the classroom late, you will not be allowed to take the exam, and you will be issued a zero for the exam. PLEASE be on time! Projects are due on the date specified on the lesson plan at the start time of the class. Projects will not be accepted late for any reason!

Failure to complete homework assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified. Late or incomplete assignments will still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your assignment to your instructor prior to the deadline to ensure credit.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. **First Offense**
   Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.
2. **Second Offense**
   Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the

student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. **Third Offense**
   Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	**Title VI - Title IX (Employees) - EEOC Officer**
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website.

TCSG GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

EVALUATION PROCEDURES and EXAMS

Students will be given a total of five examinations. The five examinations include four examinations throughout the semester and one comprehensive final examination at the end of the semester. A total of 100

points may be earned on each lecture exam.

Students will be given a total of 5 written examinations covering the following material from course textbook:
Exam 1: Wilkins Chapters 1,4,5,6, CDC Guidelines from Policy to Practice, Clinic Manual related material
Exam 2: Wilkins Chapters 3, 9, 10; Clinic Manual related material
Exam 3: Wilkins Chapters 7, 8, 11; Fundamentals Modules 1 and 2; Clinic Manual related material
Exam 4: Wilkins Chapter 18; Fundamentals Modules 3-7; 8-11; and 13; Darby Chapters 15-17 and 26.
Exam 5: Comprehensive Exam Final over all course material EXCEPT Wilkins Chapter 41 and Fundamentals Module 26.

CLASS PREPARATION ASSESSMENT

A class preparation assessment and grade will be given at the beginning of class sessions as noted in the lesson plan. Each student shall randomly draw one question. The question will cover some topic or portion of the course material the student should have read and studied as noted in the syllabus lesson plan. If a student demonstrates prior class preparation by answering the question correctly, a session grade of one hundred (100) shall be recorded. If a student fails to demonstrate prior class preparation by answering the question incorrectly, a session grade of zero (0) will be recorded. The student will be allowed to remain in class, but shall be required to report to campus on Thursday of the same week at 7:00 am and study the course material until 12:00 noon to ensure time has been spent studying so that application and understanding of course material may be achieved.

GRADING POLICY

Assessment/Assignment	Percentage
Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Exam 5 (Final)	20%
Class Preparation Assessments (9 averaged)	20%
Point deductions for late/incomplete assignments	

GRADE CALCULATION

Exam 1____X.15=____
Exam 2____X.15=____
Exam 3____X.15=____
Exam 4____X.15=____
Exam 5____X.20=____
(Final)
Class Preparation Assessment
#1____
#2____
#3____
#4____
#5____
#6____
#7____

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#8____
#9____
=_____(all 9 averaged together)=____X.20=____
Point Deductions for late/incomplete assignments(-)____
Final Course Grade=____

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

INSTRUCTIONAL DELIVERY METHODS

The following methods will be utilized to facilitate learning: lecture, PowerPoint presentations with handouts, multimedia presentations to include CD-ROM with full-color photos and case studies, group discussions, independent reading assignments, independent scientific periodical review, interactive websites, independent research, group collaboration, interactive games and examinations.

Dental Hygiene Program Goals

A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.

B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.

C. To provide an environment that will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.

D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienists role in community oral health services.

E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.

F. To teach students to seek life-long learning through continuing education courses onthe latest products and developments in dentistry and medicine.

LEARNING OBJECTIVES

Exam 1

WILKINS CHAPTER 1: THE PROFESSIONAL DENTAL HYGIENIST

1. Identify and define key terms and concepts related to the professional dental hygienist. (A,B,C,D)
2. Describe the scope of dental hygiene practice. (A,B,C,D)
3. Identify and describe the components of the dental hygiene process of care. (A,B,C,D)
4. Identify and apply components of the dental hygiene code of ethics. (A,B,C,D)
5. Explain legal, ethical, and personal factors affecting dental hygiene practice. (A,B,C,D)
6. Apply concepts in ethical decision making. (A,B,C,D)

CDC Guidelines: OSAP From Policy to Practice, Clinic Manual

WILKINS CHAPTER 4: INFECTION CONTROL: TRANSMISSIBLE DISEASES

1. Apply the concept of standard precautions to the process of dental hygiene care. (A,B,C,D)
2. Describe the infectious disease process and prevention of disease transmission. (A,B,C,D)
3. Describe and identify transmissible diseases that may pose a risk to patients and dental healthcare personnel (DHCP). (A,B,C,D)
4. Evaluate the oral healthcare needs of each patient with a transmissible disease. (A,B,C,D)

CDC Guidelines: OSAP From Policy to Practice, Clinic Manual

WILKINS CHAPTER 5: EXPOSURE CONTROL: BARRIERS FOR PATIENT AND CLINICIAN

1. Identify and define key terms and concepts related to exposure control, clinical barriers, and latex sensitivity. (A,B,C,D)
2. Explain the rationale and techniques for exposure control. (A,B,C,D)
3. Identify the criteria for selecting effective barriers. (A,B,C,D)
4. Explain the rationale, mechanics, and guidelines for hand hygiene. (A,B,C,D)
5. Identify and describe the clinical manifestations and management of latex sensitivity. (A,B,C,D)

CDC Guidelines: OSAP From Policy to Practice, Clinic Manual

WILKINS CHAPTER 6: INFECTION CONTROL: CLINICAL PROCEDURES

1. Describe the basic considerations for safe infection control practices. (A,B,C,D)
2. Explain methods for cleaning and sterilizing instruments. (A,B,C,D)
3. Describe procedures to prepare, clean, and disinfect the treatment area. (A,B,C,D)
4. Explain process for managing hypodermic needles and occupational postexposure management. (A,B,C,D)
5. List types of waste disposal and explain how each type is handled. (A,B,C,D)

Exam 2

WILKINS CHAPTER 3: EFFECTIVE HEALTH COMMUNICATION

1. Discuss the skills and attributes of effective health communication. (A,B,C,D)
2. Explain how the patient's age, culture, and health literacy level affect health communication strategies. (A,B,C,D)
3. Identify barriers to effective communication. (A,B,C,D)

4. Identify communication theories relevant to effective health communication and motivational interviewing. (A,B,C,D)

Clinic Manual

WILKINS CHAPTER 9: DOCUMENTATION FOR DENTAL HYGIENE CARE

1. Describe concepts related to ensuring confidentiality and privacy of patient information. (A,B,C,D)
2. Define HIPAA. (A,B,C,D)
3. Identify and define key terms and concepts related to written and computerized dental records and
4. charting. (A,B,C,D)
5. Explain the importance of a systematic method for documenting patient visits. (A,B,C,D)

Clinic Manual

WILKINS CHAPTER 10: PERSONAL, DENTAL, AND MEDICAL HISTORIES

1. Relate and define key terms and concepts utilized in the creation of patient histories. (A,B,C,D)
2. Explain the significance and purpose of accurate and complete patient personal, medical, and dental histories. (A,B,C,D)
3. Discuss how the components of patient histories relate directly to the application of patient care. (A,B,C,D)

Exam 3

Clinic Manual

WILKINS CHAPTER 11: VITAL SIGNS

1. List and explain the vital signs and why proper assessment is key to identifying the patient's health status. (A,B,C,D)
2. Demonstrate and explain the correct procedures for assessing the vital signs: temperature, respiration, radial pulse, and blood pressure. (A,B,C,D)
3. Recognize and explain factors that may affect temperature, respiration, pulse, and blood pressure. (A,B,C,D)
4. Describe and evaluate equipment used for assessing temperature and blood pressure. (A,B,C,D)
5. Recognize normal vital signs across varied age groups. (A,B,C,D)

Clinic Manual

WILKINS CHAPTER 8: EMERGENCY CARE

1. Develop a plan to prevent and prepare for medical emergencies. (A,B,C,D)
2. Identify signs and symptoms related to a possible emergency. (A,B,C,D)
3. Define key words related to emergencies. (A,B,C,D)
4. Describe stress minimization techniques. (A,B,C,D)
5. Identify procedures for specific emergencies. (A,B,C,D)
6. Incorporate documentation into the emergency plan. (A,B,C,D)

Fundamentals Module 1

ERGONOMICS AND PERIODONTAL INSTRUMENTATION

1. Define the term ergonomics and discuss how ergonomic principles are helpful in the practice of dental hygiene. (A,B)
2. Name four ergonomic hazards for dental hygienists. (A,B)

3. Develop an understanding and appreciation for ergonomic guidelines to minimize the exposure of dental hygienists to musculoskeletal stress. (A,B)
4. Identify musculoskeletal disorders commonly experienced by dental health professionals, their causes and prevention. (A,B)
5. Discuss and demonstrate the elements of neutral seated position for the clinician. (A,B)
6. Demonstrate correct patient position relative to the clinician and positioning of dental equipment so that it enhances neutral clinician posture. (A,B)
7. State the reason why it is important that the top of the patient's head is even with top edge of the chair headrest. Demonstrate how to correctly position a short individual and a child in the dental chair so that (1) the patient is comfortable and (2) the clinician has good vision and access to the oral cavity. (A,B)
8. In the preclinical or clinical setting, self-evaluate to identify the use of incorrect ergonomic principles and demonstrate how to correct the problem(s). (A,B)

Fundamentals Module 2

CLINICIAN POSITION IN RELATION TO THE TREATMENT AREA

1. Demonstrate and maintain neutral seated position for each of the mandibular and maxillary treatment areas. (A,B)
2. Demonstrate correct patient position relative to the clinician. (A,B)
3. Demonstrate, from memory, the clock position(s) for each of the mandibular and maxillary treatment areas. (A,B)
4. Demonstrate standing clinician position for the mandibular treatment areas. (A,B)
5. Recognize incorrect position and describe or demonstrate how to correct the problem. (A,B)

WILKINS CHAPTER 7: PATIENT RECEPTION AND ERGONOMIC PRACTICE

1. Describe the rules of etiquette in relationship to patient reception and care. (A,B,C,D)
2. Describe the components of ergonomic practice and relationship to career longevity. (A,B,C,D)
3. Identify the range of working positions for a right-handed and left-handed clinician. (A,B,C,D)
4. Describe the elements of a neutral working position (NWP). (A,B,C,D)
5. Explain the musculoskeletal disorders and their causes and symptoms most often associated with the clinical practice of dental hygiene. (A,B,C,D)
6. Explain the ergonomic risk factors of clinical dental hygiene practice. (A,B,C,D)

Exam 4

FUNDAMENTALS MODULES 3-7

Instrument Grasp; Use of Dental Mouth Mirror; Finger Rests in Anterior and Posterior Sextants

MODULE 3

1. Given a variety of periodontal instruments, identify the parts of each instrument. (A,B)
2. Identify the fingers of the hand as thumb, index, middle, ring, and little fingers. (A,B)
3. Understand the relationship among correct finger position in the modified pen grasp, the prevention of musculoskeletal problems, and the control of a periodontal instrument during instrumentation. (A,B)
4. Demonstrate the modified pen grasp using precise finger placement on the handle of a periodontal instrument. (A,B)
5. Describe the function each finger serves in the modified pen grasp. (A,B)

6. Define joint hypermobility and describe how hyper-extended joints in the modified pen grasp can affect periodontal instrumentation. (A,B)
7. Recognize incorrect finger position in the modified pen grasp and describe how to correct the problem(s). (A,B)
8. Select the correct glove size for your own hands and explain how the glove size selected meets the criteria for proper glove fit. (A,B)
9. Understand the relationship between proper glove fit and the prevention of musculoskeletal problems in the hands. (A,B)
10. Perform exercises for improved hand strength. (A,B)

MODULE 4

11. Name and describe three common types of dental mirrors. (A,B)
12. Demonstrate use of the mirror for indirect vision, retraction, indirect illumination, and transillumination. (A,B)
13. Maintain neutral seated position while using the recommended clock position for each of the mandibular and maxillary treatment areas. (A,B)
14. While seated in the correct clock position with the patient's head correctly positioned, demonstrate optimum INDIRECT vision in each sextant of the mouth while maintaining neutral positioning. (A,B)

MODULE 5

15. Position equipment so that it enhances neutral positioning. (A,B)
16. Maintain neutral seated position while using the recommended clock position for each of the mandibular and maxillary anterior treatment areas. (A,B)
17. While seated in the correct clock position for the treatment area, access the anterior teeth with optimum vision while maintaining neutral positioning. (A,B)
18. Demonstrate correct mirror use, grasp, and finger rest in each of the anterior sextants while maintaining neutral positioning of your wrist and finger joints. (A,B)
19. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument. (A,B)
20. Identify the correct wrist position when using an intraoral finger rest in the maxillary and mandibular anterior treatment areas. (A,B)
21. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s). (A,B)
22. Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient. (A,B)
23. Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner. (A,B)

MODULE 6

24. Position equipment so that it enhances neutral positioning. (A,B)
25. While seated in the correct clock position for the treatment area, access the mandibular posterior teeth with optimum vision while maintaining neutral positioning. (A,B)
26. Demonstrate correct mirror use, grasp, and finger rest in each of the mandibular posterior sextants while maintaining neutral positioning of your wrist. (A,B)

27. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument. (A,B)
28. Recognize incorrect mirror use, grasp, or finger rest, and describe how to correct the problem(s). (A,B)
29. Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient. (A,B)
30. Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner. (A,B)

MODULE 7

31. Position equipment so that it enhances neutral positioning. (A,B)
32. While seated in the correct clock position for the treatment area, access the maxillary posterior teeth with optimum vision while maintaining neutral positioning. (A,B)
33. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument. (A,B)
34. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s). (A,B)
35. Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient. (A,B)
36. Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner. (A,B)
37. Demonstrate exercises that lessen muscle imbalances through chairside stretching throughout the workday. (A,B)

WILKINS CHAPTER 18: THE PERIODONTIUM

1. Recognize normal periodontal tissues. (A,B,C,D)
2. Know the clinical features of the periodontal tissues examined during a complete periodontal examination. (A,B,C,D)
3. Describe the characteristics of healthy gingiva. (A,B,C,D)
4. Compare and contrast the characteristics of gingiva in health and disease. (A,B,C,D)

DARBY CHAPTER 15: EXTRAORAL AND INTRAORAL CLINICAL ASSESSMENT

1. Discuss the clinical assessment, including recognition of normal head and neck anatomic structures, common signs of oral disease, and deviations from normal. (A,B)
2. Conduct the extraoral clinical assessment, including proper methods and sequence. (A,B)
3. Conduct the intraoral clinical assessment, including proper methods and sequence. (A,B)
4. Describe and document significant findings in the client's record using precise descriptive terms, including appropriate follow-up and referral when atypical or abnormal tissue changes warrant further medical or dental evaluation. (A,B)
5. Discuss cancers affecting the head and neck, including:
    - Explain oral self-examination techniques to the client. (A,B)

- Explain the use of biopsy as well as other methods for early detection of early cancer. (A,B)

DARBY CHAPTER 16: DENTITION ASSESSMENT

1. Discuss the purpose and methods of documentation including charting and the responsibilities of the dental hygienist. (A,B)
2. Differentiate between the tooth numbering systems. (A,B)
3. Discuss the classification of dental caries and restorations. (A,B)
4. Discuss tooth assessment and detection of signs of dental caries. (A,B)
5. Explain the dentition and periodontal charting, including application of charting symbols to a case study. (A,B)
6. Discuss occlusion and common problems of occlusion. (A,B)
7. Distinguish between the classification of malocclusion and the sub-types. (A,B)
8. Discuss the primary occlusion. (A,B)

DARBY CHAPTER 17: ORAL HYGIENE ASSESSMENT: SOFT AND HARD DEPOSITS

1. Discuss the tools and concepts for oral hygiene assessment, including the significance of soft and
1. hard oral deposits. (A,B)
2. Discuss types of oral deposits and explain the oral biofilm formation process. (A,B)
3. Describe the clinical assessment of oral biofilm. (A,B)
4. Explain the skills, motivation, and compliance needed to successfully manage oral self-care. (A,B)
5. Compare the available oral hygiene indices, and list the criteria for an affective oral hygiene index. (A,B)
6. Discuss record keeping and documentation. (A,B)

FUNDAMENTALS MODULE 8-11, 13

Instrument Design; Classification; Technique Essentials: movement, orientation, adaptation, stroke; explorers

1. Identify each working-end of a periodontal instrument by its design name and number. (A,B)
2. Recognize the design features of instrument handles and shanks, and discuss how these design features relate to the instrument's use. (A,B)
3. Describe the advantages and limitations of the various design features available for instrument handles and shanks. (A,B)
4. Given a variety of periodontal instruments, demonstrate the ability to select instruments with handle design characteristics that will reduce the pinch force required to grasp the instrument. (A,B)
5. Given a variety of periodontal instruments, sort the instruments into those with simple shank design and those with complex shank design. (A,B)
6. Given a variety of sickle scalers and curets, identify the face, back, lateral surfaces, cutting edges, and toe or tip on each working-end. (A,B)
7. Given a variety of periodontal instruments, determine the intended use of each instrument by evaluating its design features and classification. (A,B)
8. Given any instrument, identify where and how it may be used on the dentition (i.e., assessment or calculus removal, anterior/posterior teeth, supragingival or subgingival use). (A,B)
9. Define motion activation as it relates to periodontal instrumentation. (A,B)
10. Name two types of motion activation commonly used in periodontal instrumentation. (A,B)

11. Define and explain the uses of wrist motion activation during periodontal instrumentation. (A,B)
12. Using a pencil or periodontal probe, demonstrate the correct technique for wrist motion activation. (A,B)
13. When demonstrating wrist motion activation use correct instrumentation technique such as: using the fulcrum finger as a support beam, maintaining correct grasp, and maintaining neutral wrist position. (A,B)
14. Define and explain the uses of digital motion activation during periodontal instrumentation. (A,B)
15. Using a pencil or periodontal probe, demonstrate the correct technique for digital motion activation. (A,B)
16. When demonstrating digital motion activation use correct instrumentation technique such as: using the fulcrum as a support beam, maintaining correct grasp, and maintaining neutral wrist position. (A,B)
17. Define and explain the use of the handle roll during periodontal instrumentation. (A,B)
18. Using a pen or pencil, demonstrate the handle roll using correct technique including: correct modified pen grasp, knuckles-up position, fulcrum finger as a support beam and neutral wrist position. (A,B)
19. Using a pen or pencil, demonstrate how to pivot on the fulcrum finger. (A,B)
20. Explain how the teeth are positioned in the dental arches. (A,B)
21. Using a periodontal probe and typodont or tooth model, correctly orient the working-end of a probe to the various tooth surfaces of the dentition. (A,B)
22. Define the term adaptation as it relates to periodontal instrumentation. (A,B)
23. Identify the leading-, middle-, and heel-third of the working-end of a sickle scaler and a curet. (A,B)
24. Using a typodont and an anterior sickle scaler describe and demonstrate correct adaptation of the working-end to the midline and line angle of a mandibular anterior tooth. (A,B)
25. Explain problems associated with incorrect adaptation during periodontal instrumentation. (A,B)
26. Using a pencil demonstrate how to maintain adaptation to curved surfaces while using correct modified pen grasp and wrist motion activation. (A,B)
27. Use precise finger placement on the handle of a periodontal instrument while demonstrating adaptation and selection of the correct working-end for a treatment area. (A,B)
28. Compare and contrast the functions and characteristics of three types of instrumentation strokes: assessment, calculus removal, and root debridement. (A,B)
29. Demonstrate how to stabilize the hand and instrument to perform an instrumentation stroke by using an appropriate intraoral fulcrum and the ring finger as a “support beam” for the hand. (A,B)
30. Demonstrate the elements of an assessment stroke in a step-by-step manner. (A,B)
31. Use precise finger placement on the handle of a periodontal instrument while demonstrating assessment strokes. (A,B)
32. Given a variety of explorer designs, identify the design characteristics of each explorer and describe the advantages and limitations of the various explorer designs. (A,B)
33. Describe how the clinician can use visual clues to select the correct working-end of a double-ended explorer. (A,B)
34. Demonstrate correct adaptation of the explorer tip. (A,B)
35. Demonstrate an assessment stroke with an explorer while maintaining correct position, correct finger rests, and precise finger placement in the grasp. (A,B)
36. Demonstrate detection of supragingival calculus deposits using compressed air. (A,B)
37. Name and describe several common types of calculus deposit formations. (A,B)
38. Explain why the forceful application of an explorer tip into a carious pit or fissure could be potentially harmful. (A,B)

DARBY CHAPTER 26, FUNDAMENTALS MODULE 12

Periodontal Probes and Basic Probing Technique

1. Identify the millimeter markings on several calibrated periodontal probes including some probe designs that are not in your instrument kit. (A,B)
2. Identify factors that can affect the accuracy of periodontal probing. (A,B)
3. Discuss the characteristics of effective probing technique in terms of adaptation and angulation of the tip, amount of pressure needed, instrumentation stroke, and number and location of probe readings for each tooth. (A,B)
4. Using a calibrated periodontal probe, demonstrate correct adaptation on facial, lingual, and proximal surfaces and beneath the contact area of two adjacent teeth. (A,B)
5. While using correct positioning, mirror, grasp, and finger rests, demonstrate a walking stroke in all sextants of the dentition. (A, B)
6. Determine a probing depth accurately to within 1 mm of an instructor's reading. (A,B)
7. Differentiate between a normal sulcus and a periodontal pocket, and describe the position of the probe in each. (A,B)
8. Define and discuss the terms informed consent, capacity for consent, written consent, and informed refusal as these terms apply to periodontal instrumentation. (A,B)

WILKINS CHAPTER 41: ULTRASONIC AND SONIC SCALING

Fundamentals Module 26 Powered Instrument Design and Function

1. Differentiate between each of the ultrasonic and sonic scaling modes of action.
2. List differences and/or similarities between the two types of ultrasonic scaling devices.
3. Compare and contrast the tips used in ultrasonic scaling devices and their proper care and sterilization methods.
4. List the indications, contraindications, and precautions for using power-driven scalers.
5. List the steps in setting up a magneto and piezo power scaler for clinical operatory use. Discuss the differences between preparing each unit for clinical operatory use.

EXAM 5-COMPREHENSIVE FINAL

Includes all material previously covered in lesson plan. **Wilkins Chapter 41 and Fundamentals Module 26 will NOT be included in the Final Exam.** Students will be tested over Ultrasonic and Sonic Scaling in Clinic Lecture I.

DHYG 1040 Preclinical Dental Hygiene Lecture
Fall Semester 2017 lesson plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
8-14 Week 1	**Wilkins Chapters 1,4,5,6** OSAP Chapters 1-10 are a review from Microbiology Class Clinic Manual Reference	First day of class/Introduction to Course—Review Course Syllabus, Lesson Plan, Rules, Regulations Coverage; Completion of Forms **The Professional Dental Hygienist** **Infection Control: Transmissible Diseases** **Exposure Control Barriers for Patient and Clinician** **Infection Control: Clinical Procedures** Practice Class Preparation Assessment Review and Discussion with PPTS Clinic Manual: Standard Operating Procedures and Clinic Policies for infection control procedures	Homework: OSAP workbook questions for Chapters 1-10 Read Wilkins Chapters 1,4,5,6 and Clinic Manual References	CC 7,8 GC a,c	C 1-11 HP 2,6

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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
8-21 Week 2	**Wilkins Chapters 3,9,10** Clinic Manual Medical History Section and P. 78, 103	**Effective Health Communication;** **Documentation for Dental Hygiene Care;** **Personal, Dental and Medical Histories** Class Preparation Assessment #1 Discussion with PPTS Distribute, Review, Discuss Clinic Medical History Forms The importance of accuracy: spelling, grammar, abbreviations, standard template use **Role Play Activities:** Reviewing Medical Histories with a patient/guardian/caregiver Asking open-ended questions How to be inquisitive while maintaining professionalism	Read Hand Hygiene Saves Lives Article on M Drive prior to this session Read Wilkins Ch. 3,9,10 and Clinic Manual References prior to this session	CC 1 GC a,c	C 1-13 HP 1-6

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
8-28 Week 3	Clinic Manual Reference P. 107-109 **Wilkins Chapter 11**	**Health History Continued** **Vital Signs** Class Preparation Assessment #2 Discussion with PPTS **Activities:** Blood pressure sights and sounds on M:Drive How to read a Sphygmomanometer Calculation of respirations and pulse. Properly recording vitals in a patient's permanent record. Video: "*HIPAA*"	Read Wilkins Ch. 11 and Clinic Manual References prior to this session Bring blood pressure kit to class. OSAP workbook questions for Chapters 1-10 due today	CC 1 GC a,c	C 1-13 HP 1-6 PC 1-4
9-4	NO CLASS	**LABOR DAY HOLIDAY**	COLLEGE CLOSED		
9-11 Week 4	**Wilkins Chapter 11**	**Vital Signs Continued with Activity:** Lecture accompanied with Individual and Peer Practice with Blood Pressure Arm Simulator Exercises **Classroom Group Ethics Discussion & Activity:** "Medical History Review with an ESL Patient"	**Exam 1** Homework: BP Assignment Sheet **Retrieve Ethics Exercise on M: Drive. Bring to class this session.**	CC 1 GC a,c	C 1-13 HP 1-6 PC 1-4

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
9-18 Week 5	**Wilkins Chapters 7, 8** Fundamentals Modules 1, 2 Clinic Manual Reference P. 114-133 Medical Emergency Section	**Patient Reception and Ergonomic Practice** **Emergency Care** Class Preparation Assessment #3 Discussion with PPTS Discuss/Review Clinic Manual Medical Emergency Protocols and Dismissal Protocols Video: *"Medical Emergencies"*	**Communication and Health History** Read Wilkins Ch. 7 & 8, Fundamentals Modules 1 and 2, and Clinic Manual References prior to this session Due Today: BP Assignment Sheet	CC 1,6,9 GC a,c	C 1-14 HP 1,5, 6 PC 2-4
9-25 Week 6	Fundamentals Modules 3-4	**Instrument Grasp & Uses of Dental Mouth Mirror** Class Preparation Assessment #4 Discussion with PPTS **Activity:** Student practice following instructor demonstration of proper grasp with mirror and explorer on typodont.	Read Wilkins Ch. 18 and Fundamentals Modules 3-4 prior to this session Bring instrument cassette and typodont to class today.	CC 2,9 GC a,c	HP 6

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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
10-02 Week 7	Fundamentals Modules 5-7 **Wilkins Chapter 18**	**Finger Rests in all Sextants** **The Periodontium** Discussion with PPTS **Activity:** Student practice following instructor demonstration of finger rests on typodont using mirror and explorer. Components of the periodontium worksheet Hand strengthening exercises.	**Exam 2** Read Fundamentals Modules 5-7 prior to this session Bring instrument cassette and typodont to class today.	CC 1,2,3,4,9 GC a,c	HP 6

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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
10-09 Week 8	**Darby Chapter 15** Clinic Manual Reference P. 23, 178-180	Class Preparation Assessment #5 **Patient Assessment: Extra-Intra Oral Exam** Video: Comprehensive Head & Neck Exam Discussion with PPTS **Activity:** Extra/Intra Oral Exam Worksheet Normal and abnormal findings How to measure findings with periodontal probe Demonstrate and discuss proper documentation of EIO findings with clear penmanship and no spelling or grammatical errors Discuss/Review EIO Clinic Form and how to assess each component listed on the form on a patient in live clinic	Read **Darby Ch. 15** prior to this session Homework: Study the dental charting symbols in Clinic Manual	CC 1,2,3,4,9 GC a,c	PC 1-4

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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
10-16 Week 9	**Darby Chapters 16, 17** Clinic Manual Reference P. 163-171, 173, 177	**Explorers, Calculus, & Dental Charting** **Oral Hygiene Assessment: Soft and Hard Deposits** Class Preparation Assessment #6 Discussion with PPTS **Activities:** Demonstrate and practice completing Charting worksheets: Plaque Index Recording and Calculation, Calculus Recording, Dental Charting Symbols & Guidelines	Vital Signs, Medical Emergencies, Patient & Clinician Positioning, and Fundamentals Modules 1 & 2 Read Darby Ch. 16, 17, and Clinic Manual References prior to this session Homework: Study the dental charting symbols in the Clinic Manual Dental Charting Assignment due next session	CC 1-5,9 GC a,b,c	PC 1-4

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
10-23 Week 10	**Darby Chapters 16, 17** Fundamentals Modules 8-11, 13	**Explorers, Calculus, & Dental Charting Continued** Class Preparation Assessment #7 Charting Worksheets; Plaque, Calculus, Dental **Activities:** use of x-rays, transparencies, Elmo, Eaglesoft, paper charts, and typodonts for dental charting; practicing calling out dental charting to instructors using paper dental chart.	Read Darby Ch. 16, 17, Fundamentals modules 8-11, 13 and Clinic Manual References prior to this session Know your charting symbols before class today. Dental charting assignment due today Bring instrument cassette and typodont to class today.	CC 1-5,9 GC a,b,c	PC 1-5
10-30 Week 11	**Darby Chapters 16, 17** Fundamentals Modules 8-11, 13 Clinic Manual Reference P. 181	**Explorers, Calculus, & Dental Charting Continued** Practice using Charting Worksheets; Plaque, Calculus, Dental **Activity:** Exploring various surfaces to develop tactile sensitivity.	**Exam 3** Read **Darby Chapter 26 Pages 445-450** Bring instrument cassette and typodont to class today.	CC 1-5,9 GC a,b,c	PC 1-5

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
11-06 Week 12	Fundamentals Module 12 **Wilkins Chapter 20** **Darby Chapter 26 Pages 445-450** Clinic Manual Reference P. 171-172; 174-176; 179	**Periodontal Probing** Class Preparation Assessment #8 Discussion with PPTS Discuss/Review Clinic Periodontal Charting Form Demonstrate procedure for probing on typodont, calculating and documenting CAL, BOP, Furcations	Fundamentals Modules 3-11; 13; The Gingiva, Oral Hygiene Assessment, Extra/Intra Oral Exam, Assessment of the Dentition Read Fundamentals Module 12, Wilkins Ch. 20, Darby Ch. 26 Pgs. 445-450 prior to this session	CC 1-4,9 GC a,b,c	PC 1-5, 12
11-13 Week 13	Fundamentals Module 12 **Wilkins Chapter 20** **Darby Chapter 26 Pages 445-450.**	**Periodontal Probing Continued** Class Preparation Assessment #9 Periodontal Charting Worksheet **Precision in Periodontal Instrumentation DVD** **Activity:** Typodont & Periodontal Probe	Read Fundamentals Module 12, Wilkins Ch. 20, Darby Ch. 26 Pgs. 445-450. Bring instrument cassette and typodont to class today.	CC 1-4,9 GC a,b,c	PC 1-5, 12

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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
11-20 Week 14	**Wilkins Chapter 41** Read Pages 715-724 only. Fundamentals Module 26 Clinic Manual Reference P. 214; 265-267; 269-273	**Ultrasonic and Sonic Scaling** **Powered Instrument Design and Function** Class discussion of types, protocol, contraindications, limitations of use, set up, tip types (use, care, sterilization), post-op instructions.	**Exam 4** Read Wilkins Ch. 41 and Fundamentals Module 26 prior to this session. Begin reading at Ultrasonic and Sonic Scaling and stop reading at Laser Therapy.	CC 2,9 GC a,c	PC 1-5, 12
11-27 Week 15	**Wilkins Chapter 41** Read Pages 715-724 only. Fundamentals Module 26	**Ultrasonic and Sonic Scaling** Continue discussion, demonstrate various tips: placement and stroke on typodont.	Bring typodont to class today.	CC 2,9 GC a,c	PC 1-5, 12
FINAL EXAM **TUESDAY 12-5 at 8:00 am**	**Final Exam** Covering all materials noted in syllabus and associated with preclinical lab application of materials and skills.	**Comprehensive Final**	**Exam 5**	CC 1-9 GC a,c	C 1-11, 13-14 HP 1,2,5,6 PC 1-5, 12

***This lesson plan is subject to change at the discretion of the course director.**

Competency Areas (CC)

1. Patient Assessment
2. Instrumentation
3. Charting
4. Occlusion
5. Caries
6. Emergencies
7. Ethics and Professionalism
8. Asepsis
9. Patient and Clinician Positioning

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General Core Educational Competencies (GC)

a. The ability to utilize standard written English.

b. The ability to solve practical mathematical problems.

c. The ability to read, analyze, and interpret information.