



## **DHYG 1050 Preclinical Dental Hygiene Lab COURSE SYLLABUS FALL Semester 2017**

### **COURSE INFORMATION**

Credit Hours/Minutes: 2 Semester Credit Hours and 4500 minutes  
Class Location: Dental Hygiene Clinic, Health Science Annex  
Class Meets: Monday 11:00am-5:00pm, Group A & B; Wednesday 11:00am-5:00pm, Group C  
CRN: 20202

### **INSTRUCTOR CONTACT INFORMATION**

Course Director: Melanie Bryson, RDH, BS  
Additional Clinical Instructor: Lori DeFore, RDH, BS, BTh  
Office Location: Room 910, Health Science Annex  
Office Hours: Monday 7:30-10:00am; Tuesday 3:30-5:30pm; Wednesday 7:30am-12:00pm, 12:30-2:00pm  
Email Address: [mbryson@southeasterntech.edu](mailto:mbryson@southeasterntech.edu)  
Phone: 912-538-3250  
Fax Number: 912-538-3278

### **REQUIRED TEXTS**

Clinical Practice of the Dental Hygienist. 12<sup>th</sup> ed. Wilkins, 2017. Lippincott, Williams, & Wilkins.  
Dental Hygiene Theory and Practice. 4th ed. Darby & Walsh. 2015. Saunders  
Fundamentals of Periodontal Instrumentation. 8<sup>th</sup> ed. Gehrig. 2017. Wolters Kluwer.  
STC Dental Hygiene Clinic Manual  
CDC Guidelines: From Policy to Practice. OSAP. 2004-2007.

### **REFERENCE DVD**

Precision in Periodontal Instrumentation 2<sup>nd</sup> ed. (DVD). Leiseca. 2010.

### **REQUIRED SUPPLIES**

<b>Smart Practice</b>	<b>Bookstore</b>	<b>Additional Supplies</b>	<b>Meridy's</b>
IMS Lilac Utility Gloves Exam Gloves Overgloves Fluid Resistant Earloop Mask Hurriview Plaque Indicator Cotton Tip Applicator	Hu-Friedy first year instrument kit Typodont	Scrubs and clinic shoes Padlock for locker Clipboard Color pencils: blue, green, red Pens (black) Highlighter Composition Journal Calculator	Littman/Prestige Stethoscope & BP Cuff

Smart Practice	Bookstore	Additional Supplies	Meridy's
Faceshield Elast Band Crosstex 5 Bouffant Cap Bib-eze Bib Holder Slip-n-Grip Full Chair Cover Gown Valumax Knit Cuff Saliva Ejector CLV lat Tray B Ritter Teal 2 Floss dispenser plastic empty Floss J&J Mint Wax AW Syr Tip Safe-tips Bibs Aqua Sponge 2x2		Folding sandwich bags Post-it notes & flags Magnification loupes Plastic carrying case for instruments, loupes, and typodont Small paper/plastic cups Timer Alcohol prep pads Patient safety glasses- (Lowes/Wal-Mart) Digital oral thermometer Masking tape-beige/white Glycerin Patient hand mirror- approx. 11 inches White / Black rolling cart- 3 or 5 drawers only	

**COURSE DESCRIPTION**

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

**MAJOR COURSE COMPETENCIES**

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

**PREREQUISITE**

Program Admission

**COREQUISITE**

DHYG 1040 Preclinical Dental Hygiene Lecture

**GENERAL EDUCATION CORE COMPETENCIES**

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 policies and procedures in the STC E-Catalog, Dental Hygiene Handbook, and Dental Hygiene Clinic Manual. During the clinic session, the students are required to place all textbooks (unless otherwise stated by the instructor) and personal property in their designated lockers. Students should have the designated items used for the clinic procedures. No talking is allowed in the clinical area.

Students should be in clinical attire for all clinical lab sessions. Students are required to obtain any student study materials from the course Materials Drive: M/Dental Hygiene/DHYG 1040/1050. Print any materials available to be used in this class. Students are advised to check their e-mails regularly for any additional information that is related to the class or the Dental Hygiene Program.

Additional Clinic/Lab time, outside of class, may be necessary in this course to be successful with fundamental skills utilized in the delivery of patient care and remediation. The clinic is available to students for the additional practice of skills but is not available for additional time for completion of patient care competencies/requirements. Students must seek permission from an instructor prior to utilizing additional clinical time for instrumentation skills practice. Students must also sign in on the clipboard in the reception area.

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 clinic time (7:00- 5:30), a critical incident will issued. 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 clinic! Personal phone calls must be handled after class.

Prior to the discussion of each chapter, demonstration, and practice in each class/clinic session, the student is expected to complete the following assignments in order to adequately prepare and utilize clinic laboratory time.

1. Go to M Drive/ Dental Hygiene/ DHYG 1050 to print any course materials and skill evaluations
2. Read the assigned chapters and applicable skill evaluations prior to each clinic session
3. View applicable videos assigned in the lesson plan
4. Prepare to actively participate in the clinic session activities, discussions, and skills
5. Study and know the applicable DHYG 1040 lecture material
6. Check emails regularly for any additional information that is related to the class or 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 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.

### **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.

### **DENTAL HYGIENE CLINICAL ATTENDANCE GUIDELINES**

Clinic begins promptly at the scheduled time. Any clinical time missed must be made up. Make up time is limited this semester. A student with an excused absence may receive an incomplete in the course. The student will not be able to progress to the next semester until the clinical time is made up. If a student is more than 30 minutes late or leaves more than 30 minutes early, that clinical time must be made up.

The Commission on Dental Accreditation (CODA) mandates a designated number of clinical hours per semester for each student. Failure to achieve the mandated clinical hours will result in dismissal from the course. Only excused absences will be made up due to the limited time available for makeup sessions. Each clinic session builds upon previous sessions. Therefore, missing one session could interfere with clinical learning. 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 clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated clinical times. Unexcused absences will not be made up and will lead to the student's failure of the course. A doctor's excuse will be required for any clinical absences related to illness experienced by the student.

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. Time and/or work 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 day a week for 15 weeks, the maximum number of days a student may miss is 2 days (2 clinic sessions) during the semester.**

### **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 assessed 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**

Any clinical session missed must be made up at the end of semester in order to achieve the required number of clinical hours for CODA. Failure to do so may result in program dismissal. It is the responsibility of the student to get with the course director to make arrangements to makeup a missed clinical session. All assigned clinical requirements must be finished at the completion of the required clinical hours. Failure to achieve these requirements will result in program dismissal. **Only excused absences will be made up.** Excused absences are at the discretion of the program director. See “specific absences” heading above for more details.

### **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](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

### **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](mailto: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:

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

**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.*

## **INSTRUCTIONAL DELIVERY METHODS**

The preclinical instructors will rotate at 10-minute intervals after a technique has been introduced to ensure each student has adequate hands on instruction in instrumentation techniques acquired in this lab. There will be exercises given to the student to strengthen grip and coordination in the fingers and hands. The students must practice these exercises. Students will practice skills on typodonts and student partners. Instructional videos and hands on demonstrations will also be utilized.

## **EVALUATION PROCEDURES**

### **PRECLINIC SESSIONS**

The student must utilize all time in the lab. Idle time is prohibited. If a student does not utilize preclinical time for skills development and practice of techniques in dental hygiene, a minimum of 1 point will be deducted each day from the final grade for *professional development infractions*. A list of *professional development infractions* can be obtained from the "M" Drive. The professional infractions sheet should be filled out and on the student's clinic clipboard at all times. The computers in the clinical area are to be used for no other purpose than dental hygiene instruction. There is a standing "NO TALKING/NO VISITING" rule while on the clinic floor. The clinic is a learning lab and the student is to be focused on the skill presently being acquired. If you have a question you should notify your instructor by extending the appropriate flag at your operatory. *Professional development infractions* will be given for failing to maintain a learning environment. The dental hygiene preclinical lab will start at the designated time on the syllabus. This means each student should be in the clinic area *before* clinic time to be prepared and ready when the clinic begins. Students will set up the work area and be seated in the operator's position at the beginning of each preclinical day. The instructor will not wait on a student to get ready for preclinic. All personal items and things not needed for the lab should be stored away in the lockers. Infractions will result if student is not "set-up" and ready to begin preclinic at the appropriate time. Time management and preparation are two key elements in any dental hygiene preclinical lab. The student must have all materials that are required for that preclinical lab. Additional Clinic/Lab time, outside of class, will be necessary in this course to be successful. The clinic is available to the student for practice of skills. Students are provided with a schedule of times allowed for practice. Students must also sign in and out on the clipboard in the reception area.

Any clinical session missed must be made up at the end of semester in order to achieve the required number of clinical hours for CODA. It is the responsibility of the student to meet with the course director to makeup a missed clinical session. All assigned clinical requirements must be finished at the completion of the required clinical hours. Failure to achieve these requirements will result in a grade of "F" regardless of the numeric course average. Only approved absences will be made up. Approved absences are at the discretion of the course director. See "specific absences" heading above for more details.

### **SKILL PREPARATION ASSESSMENT**

At the designated preclinic sessions listed on the lesson plan, a skill participation assessment will take place. This time will be utilized to assess the preparation of each student prior to the preclinic session. It is

important that each student comes to the preclinic session prepared with the foundational knowledge of the assigned topic(s) for the lesson. Being prepared for the preclinic session means that the student has read the assigned chapter(s) in the required texts for preclinic as well as the assigned skill evaluation(s) and completed any homework assignment(s) if applicable. Each student will be asked one question from the assigned topic(s). The student will be assigned a grade of "100" if the student answers the question correctly. The student will be assigned a grade of "0" if the student answers the question incorrectly. The student who answers the question incorrectly will need to exit the preclinic session and proceed to the classroom to complete the previously assigned material necessary for active participation in the remainder of the preclinic session. Upon completion of the required preparation and study, the student will return to the preclinic session. The student will also need to report on the following Thursday from 7:00am-12:00pm to complete assignments listed on the lesson plan and actively participate in his/her learning process. This will allow the student an opportunity to engage and prepare for the next preclinic session.

### **SKILL EVALUATIONS**

Clinical skill evaluation will be performed on the following topics: communication, medical history, blood pressure, respirations and pulse, temperature, ergonomics/positioning, extra and intra oral exam, explorer, probe, disclosing biofilm charting, calculus charting, restorations and decay charting, and periodontal probe/gingival/occlusal exam charting. Students will perform the clinical skill evaluations on the typodont or clinical partner during the assigned clinical session. Students must achieve 100% competency on the clinical skill level of each skill to progress in the course or remediation will be required. There is a mandatory 2 hour practice that must be performed prior to any skill evaluation. This is the minimum requirement and must be performed outside of preclinic lab time. The practice log book is provided at the front desk. Students must sign in before entering the clinic and sign out upon exiting the clinic. Practice time can be completed in the clinic during the scheduled practice time or may be completed away from the clinic (if applicable). Instructors are not assigned to the clinic during these practice sessions but the clinic is always monitored. Students are encouraged to practice on their own. Reminder: students have signed the Dental Hygiene Practice policy and violation of this may result in dismissal from the dental hygiene program. Upon completion of the 2 hour mandatory practice, students may discuss any questions or issues they may have with an instructor on an individual basis. Failing to maintain the learning environment during the practice session will result in an infraction or critical incident. Students must achieve 100% on each clinical skill evaluation on the first attempt or remediation will be required prior to the second/final attempt of the skill. The student will begin with a 30 point deduction if a second/final attempt is necessary. Remediation will consist of a minimum of 2 hours of additional practice during the scheduled practice time. Students will be allowed two attempts to reach 100% competency. The following list of attempts illustrates the grade that will be issued for the first and second/final attempts.

**First Attempt = 100 is the grade for 100% competency**

**Second/Final Attempt = 70 is the grade for 100% competency**

If a student fails to achieve 100% on the skill evaluation at the end of the second/final attempt, the student will be given a zero for the skill evaluation. The student will also be assigned an "F" for the final course grade, and the student will not be allowed to proceed in the dental hygiene program. If a student misses a clinical skill evaluation due to an approved absence from the program director, they will receive a grade of zero on the clinical skill evaluation. Students are not allowed to make up clinical skill evaluations. However, the student must demonstrate 100% competency on the skill evaluation that was missed due to an excused

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absence to progress in the program. It is mandatory to master one skill before progressing to the next skill in the clinic sessions. It is the student's responsibility to see the instructor and set up a time to be evaluated in that competency before moving on to the next skill evaluation. Self and peer assessments must be completed on each skill evaluation prior to the scheduled skill evaluation session. The skill evaluations are posted on the M: drive under Pre-clinic skill evaluations of the DHYG 1050 folder. Students must be on time for all skill evaluations. Failure to be in assigned seat/operator at the start time of the class will result in inability to take the skill evaluation and a zero will be assigned. Failure to have a skill evaluation sheet completely filled out as specified to include self and peer evaluations with feedback will result in a failed attempt and the student will have to re-schedule to take the skill evaluation as the second/final attempt and begin with a 30 point deduction. Students may make up one skill evaluation with the exception of the Final Instrumentation Practicum. Zero will be assigned for the missed final instrumentation. The student will be assigned a final course grade of "F", and the student will not be allowed to proceed in the dental hygiene program.

**\*\*Bottom Line= If you do not pass any skill evaluation on the first attempt with a grade of 100 or the second/final attempt with a grade of 70, you will receive an "F" in this course regardless of your final numerical course grade. You will not be allowed to progress in the course. If you receive an "F" in any DHYG course, you will not be able to progress in the dental hygiene program.**

## **JOURNAL REQUIREMENTS**

The dental hygiene student will be required to maintain a *detailed preclinical journal* throughout the semester. The journal will be a dated entry of each preclinical session. It is hoped that the entries made into this journal will provide insight into your strengths and weaknesses as a dental hygienist and future employee. This self-assessment should help you in determining which skills you may need to focus on improving, while allowing you to gain a sense of accomplishment at tasks well done. Re-reading of your journal at intervals during your education should reveal the depth of knowledge you have gained and allow you to see the development of the clinical skills and critical thinking skills required to be an outstanding dental hygienist. Every day that you participate in a clinical activity, you should write an entry in your journal. Each journal entry should focus on your clinic experience. You may include your feelings about the clinical experience. If you felt a sense of accomplishment at learning a new skill, that feeling may be recorded. If you felt a sense of frustration in trying to learn a new skill, that may be recorded as well. The purpose of the journal is to give you a written record of your clinical experiences and professional and personal growth as a dental hygienist. At the bottom of each page, draw a line, and then write a one sentence summary stating what you learned, or what skill you improved on that day. It may be a clinical skill, an interpersonal skill, a new piece of knowledge or understanding--any skill that would make you a better dental hygienist. The journal will assist the preclinical instructor in knowing the areas to further assist the student with. The student will bring the journal to each preclinical session and have it available (place on top of cabinet) for the instructor to view before or during preclinic. Entries for each preclinical session should be made at the end of the each clinical session. Then, the student will turn in the journal prior to dismissal of the session to the appropriate instructor for feedback to be given. The journals will be given back to the students on the following day. There will be a 1 point deduction from the student's final course grade for each failure to document the preclinical day. The student will have a total of 1 detailed entry in the journal weekly, totaling 15 detailed entries at the end of the semester.

## **HOMEWORK/ASSIGNMENTS**

Homework/assignments will be assigned throughout the semester. Failure to complete homework

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assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified. No exceptions. Late or incomplete assignments still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your homework/assignment to your instructor prior to the deadline to ensure credit.

### **INSTRUMENTATION PRACTICUM PART I – EXPLORERS & PROBE**

This is a Pass or Fail Evaluation that will be evaluated by a minimum of two dental hygiene faculty. The student must pass at 100% competency OR receive a “0” as the final grade. If the dental hygiene student fails the Lab Final, the student will fail the course, regardless of the final numerical course grade. No additional attempts are allowed on the Instrumentation Practicum Part I – Explorers & Probe. If the student does not score 100% competency on the lab final, the student will receive a “0” for the final, and a final course grade of “F” will be and will not be allowed to progress in the dental hygiene program.

### **EACH STUDENT’S FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:**

#### **Skill Evaluations**

Communication	_____	
Medical History	_____	
Blood Pressure	_____	
Respiration & Pulse	_____	
Temperature	_____	
Medical Emergencies	_____	
Ergonomics/Positioning	_____	
Extra & Intra Oral Exam	_____	
Explorer	_____	
Disclosing	_____	
Biofilm Charting	_____	
Calculus Charting	_____	
Restorations & Decay	_____	
Periodontal Probe	_____	
<b>Total ÷ 14 =</b>	_____	<b>X 0.30 =</b> _____

#### **Skill Preparation Assessment**

Skill Preparation #1	_____	
Skill Preparation #2	_____	
Skill Preparation #3	_____	
Skill Preparation #4	_____	
Skill Preparation #5	_____	
Skill Preparation #6	_____	
Skill Preparation #7	_____	
Skill Preparation #8	_____	
Skill Preparation #9	_____	
Skill Preparation #10	_____	
<b>Total ÷ 10 =</b>	_____	<b>X 0.20=</b> _____

<b>Instrumentation Practicum I</b>	_____	<b>X 0.50 =</b> _____
<b>Minus points for incomplete assignments/infractions</b>	-	_____

**GRADING POLICY**

Assessment/Assignment	Percentage
Skill Evaluations	30%
Skill Preparation Assessment	20%
Instrumentation Practicum I – Explorers and Probe	50%

**GRADING SCALE**

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

**LEARNING OBJECTIVES****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)

**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)

**WILKINS CHAPTER 4, CDC GUIDELINES: FROM POLICY TO PRACTICE, CLINIC MANUAL**

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)

## **WILKINS CHAPTER 5, CDC GUIDELINES: FROM POLICY TO PRACTICE, CLINIC MANUAL**

### 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)

## **WILKINS CHAPTER 6, CDC GUIDELINES: FROM POLICY TO PRACTICE, CLINIC MANUAL**

### 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 the 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)

## **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)

## **WILKINS CHAPTER 8, CLINIC MANUAL**

### 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)

## **WILKINS CHAPTER 9, CLINIC MANUAL**

### Documentation for Dental Hygiene Care

1. Identify and define key terms and concepts related to written and computerized dental records and charting.(A,B,C,D)
2. Describe concepts related to ensuring confidentiality and privacy of patient information.(A,B,C,D)
3. Discuss the various components of the patient's permanent, comprehensive dental record.(A,B,C,D)
4. Recognize and explain a systematic method for documenting patient visits.(A,B,C,D)

## **WILKINS CHAPTER 10, CLINIC MANUAL**

### 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)

## **WILKINS CHAPTER 11, CLINIC MANUAL**

### 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 of 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)

## **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)

## **WILKINS CHAPTER 41/FUNDAMENTALS MODULE 26**

### Ultrasonic and Sonic Scaling/Powered Instrument Design and Function

1. Differentiate between each of the ultrasonic and sonic scaling modes of action.(A,B,C)
2. List differences and/or similarities between the two types of ultrasonic scaling devices. (A,B,C)
3. Compare and contrast the tips used in ultrasonic scaling devices and their proper care and sterilization methods.(A,B,C)
4. List the indications, contraindications, and precautions for using power-driven scalers.(A,B,C)
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.(A,B,C)

## **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,C,D)
2. Name four ergonomic hazards for dental hygienists.(A,B,C,D)
3. Develop an understanding and appreciation for ergonomic guidelines to minimize the exposure of dental hygienists to musculoskeletal stress.(A,B,C,D)

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4. Identify musculoskeletal disorders commonly experienced by dental health professionals, their causes and prevention.(A,B,C,D)
5. Discuss and demonstrate the elements of neutral seated posture for the clinician.(A,B,C,D)
6. Demonstrate correct patient position relative to the clinician and positioning of dental equipment so that it enhances neutral clinician posture.(A,B,C,D)
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,C,D)
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,C,D)

## **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 traditional 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)

## **FUNDAMENTALS MODULE 3**

Instrument Grasp

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)

## **FUNDAMENTALS MODULE 4**

Use of the Dental Mouth Mirror

1. Name and describe three common types of dental mirrors.(A,B)

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2. Demonstrate use of the mirror for indirect vision, retraction, indirect illumination, and transillumination.(A,B)
3. Maintain neutral seated position while using the recommended clock position for each of the mandibular and maxillary treatment areas.(A,B)
4. While seated in the correct clock position for the treatment area with the patient's head correctly positioned, demonstrate optimum indirect vision in each sextant of the mouth while maintaining neutral positioning.(A,B)

## **FUNDAMENTALS MODULE 5**

### Finger Rests in the Anterior Sextants

1. Position equipment so that it enhances neutral positioning.(A,B)
2. Maintain neutral seated position while using the recommended clock position for each of the mandibular and maxillary treatment areas.(A,B)
3. While seated in the correct clock position for the treatment area, access the anterior teeth with optimum vision while maintaining neutral positioning.(A,B)
4. 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)
5. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument.
6. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s) .(A,B)
7. 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)
8. 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)

## **FUNDAMENTALS MODULE 6**

### Finger Rests in Mandibular Posterior Sextants

1. Position equipment so that it enhances neutral positioning.(A,B)
2. 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)
3. Demonstrate correct mirror use, grasp, and finger rest in each of the mandibular posterior sextants while maintaining neutral positioning of your wrist.(A,B)
4. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument.(A,B)
5. Recognize incorrect mirror use, grasp, or finger rest, and describe how to correct the problem(s) .(A,B)
6. 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)
7. 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)

## **FUNDAMENTALS MODULE 7**

### Finger Rests in Maxillary Posterior Sextants

1. Position equipment so that it enhances neutral positioning.(A,B)
2. 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)

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3. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument.(A,B)
4. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s).(A,B)
5. 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)
6. 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)
7. Demonstrate exercises that lessen muscle imbalances through chairside stretching throughout the workday.(A,B)

## **FUNDAMENTALS MODULES 8**

### Instrument Design and Classification

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)

## **FUNDAMENTALS MODULE 9**

### Technique Essentials: Movement and Orientation to Tooth Surfaces

1. Define motion activation as it relates to periodontal instrumentation.(A,B)
2. Name two types of motion activation commonly used in periodontal instrumentation.(A,B)
3. Define and explain the uses of wrist-rocking motion during periodontal instrumentation.(A,B)
4. Using a pencil or periodontal probe, demonstrate the correct technique for wrist-rocking motion activation.(A,B)
5. When demonstrating wrist-rocking motion use correct instrumentation technique such as: using the fulcrum finger as a support beam, maintaining correct grasp, and maintaining neutral wrist position.(A,B)
6. Define and explain the uses of digital motion activation during periodontal instrumentation.(A,B)
7. Using a pencil or periodontal probe, demonstrate the correct technique for digital motion activation.(A,B)
8. 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)
9. Define and explain the use of the handle roll during periodontal instrumentation.(A,B)
10. 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)
11. Explain how the teeth are positioned in the dental arches.(A,B)

12. 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)

## **FUNDAMENTALS MODULE 10**

### Technique Essentials: Adaptation

1. Define the term adaptation as it relates to periodontal instrumentation.(A,B)
2. Identify the leading-, middle-, and heel-third of the working-end of a sickle scaler and a curet.(A,B)
3. 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)
4. Explain problems associated with incorrect adaptation during periodontal instrumentation.(A,B)
5. Using Figure 10-16 and a pencil demonstrate how to maintain adaptation to curved tooth surfaces while using a correct modified pen grasp and wrist motion activation.(A,B)
6. 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)

## **FUNDAMENTALS MODULE 11**

### Technique Essentials: Instrumentation Strokes

1. Compare and contrast the functions and characteristics of three types of instrumentation strokes: assessment, calculus removal, and root debridement.(A,B)
2. 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)
3. Demonstrate the elements of an assessment stroke in a step-by-step manner.(A,B)
4. Use precise finger placement on the handle of a periodontal instrument while demonstrating assessment strokes.(A,B)

## **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 an 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 correct probing technique in all sextants of the dentition. (A, B)
6. Determine the probing depth accurately to within 1 mm of the 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)

## **FUNDAMENTALS MODULE 13**

### Explorers

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1. Given a variety of explorer designs, identify the design characteristics of each explorer.(A,B)
2. Given a variety of explorer designs, identify the explorer tip.(A,B)
3. Identify and describe the advantages and limitations of various explorer designs.(A,B)
4. Describe how the clinician can use visual clues to select the correct working-end of a double-ended explorer.(A,B)
5. Demonstrate correct adaptation of the explorer tip.(A,B)
6. Describe and demonstrate an assessment stroke with an explorer.(A,B)
7. Demonstrate detection of *supragingival* calculus deposits using compressed air.(A,B)
8. Demonstrate correct use of an 11/12-type explorer in the anterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp.(A,B)
9. Demonstrate correct use of an 11/12-type explorer in the posterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp.(A,B)
10. Name and describe several common types of calculus deposit formations.(A,B)
11. Explain why the forceful application of an explorer tip into a carious pit or fissure could be potentially harmful.(A,B)

## **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,C)
2. Conduct the extraoral clinical assessment, including proper methods and sequence. (A,B,C)
3. Conduct the intraoral clinical assessment, including proper methods and sequence. (A,B,C)
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,C)
5. Discuss cancers affecting the head and neck, including: (A,B,C)
  - Explain oral self-examination techniques to the client.
  - Explain the use of biopsy as well as other methods for early detection of oral cancer

## **DARBY CHAPTER 16**

### Dentition Assessment

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

## **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 hard oral deposits. (A,B,C)

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

#### **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 hygienist's 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 on the latest products and developments in dentistry and medicine.

## DHYG 1050 Preclinical Dental Hygiene Lab

### FALL Semester 2017 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
Aug 14 Session 1 Group A/B/C	Clinic Manual Wilkins 3, 9, 10, 11	<p>First day of class /Introduction to Course— Syllabus, Lesson plan, Rules, Regulations Coverage; Completion of Forms</p> <p>Clinic rules Operatory assignment Lockers Clipboards &amp; Journals Cart with supplies Use of the dental unit Oral Hygiene Instruction with flipchart Clinic Manual: SOP and Clinic Policies</p> <p><b>Skill Preparation Assessment #1</b></p> <p><b>Activity:</b> PPE timed placement</p> <p><b>Topics:</b> Infection Control- Clinical procedures Communication- appointment confirmation protocol, reception Informed consent HIPAA Medical History Medication Log Vitals- Blood pressure, temperature, respirations, pulse</p> <p><b>Activity:</b> Partners for practice- communication, reception, informed consent, HIPAA, medical history, medication log, and vitals</p>	<p><b>Homework due next week:</b> Practice communication, reception, informed consent, HIPAA, medical history, medication log, and vitals</p> <p>Blood Pressure Assessment Sheet</p>	CC 1-4 GC a,b,c	C 1-5 HP 1-6

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
Aug 21 Session 2	Clinic Manual Wilkins 3, 9, 10, 11	<p><b>Skill Preparation Assessment #2</b></p> <p><b>Topics:</b> Communication, reception, informed consent, HIPAA, medical history, medication log, and vitals continued</p> <p><b>Activity:</b> Role play and practice continued on communication, reception, informed consent, HIPAA, medical history, medication log, and vitals</p>	<p><b>Homework due next week:</b> Assemble medical emergency flash cards and bring next session; refer to Wilkins and clinic manual for medical emergencies</p>	CC 1-4 GC a,b,c	C 1-14 HP 1-6 PC 1-4
Aug 24* Session 3/4 8am-5pm *Group A & B Only *  Aug 23 C Session 3  Aug 30 C Session 4	Wilkins 8 Clinic Manual	<p>AM Session</p> <p><b>Topics:</b> Communication, reception, informed consent, HIPAA, medical history, medication log, and vitals continued</p> <p><b>Activity:</b> Role play and practice continued on communication, reception, informed consent, HIPAA, medical history, medication log, and vitals</p> <p>PM Session</p> <p><b>Topics:</b> Medical emergencies protocol Location of medical equipment</p>	<p><b>Skill Evaluations due next week:</b> Communication Medical History Blood Pressure Pulse &amp; Respiration Temperature</p> <p><b>Homework due next week:</b> Review sequence of care with medical emergency protocol</p>	CC 1-4 GC a,b,c	C 1-14 HP 1-6 PC 1-4

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
Aug 28 A/B Aug 30 C Session 5	Clinic Manual Wilkins 8	<p style="text-align: center;">AM Session</p> <p><b>Skill Evaluations:</b>                      Communication                      Medical History                      Blood Pressure                      Pulse &amp; Respiration                      Temperature</p> <p><b>Video in classroom:</b>  <i>Medical Emergencies</i>                      during skill evaluation</p> <p style="text-align: center;">PM Session</p> <p><b>Skill Preparation                      Assessment #3</b></p> <p><b>Topics:</b>                      Continue with medical                      emergencies protocol and                      location of medical                      equipment</p> <p><b>Activity:</b>                      Role Play for Medical                      Emergency</p>	<p><b>Homework due next                      week:</b>                      Fundamentals Modules                      1-7; bring completed                      textbook next session</p> <p><b>Skill Evaluation due                      next week:</b>                      Medical Emergencies</p>	CC 1-5 GC a,b,c	C 1-3,5-7,9 HP 2,4,6 PC 1-4

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
Sept 25 A/B Sept 27 C Session 6	Clinic Manual Fundamentals Modules 1-7 Wilkins 7 Position Chart	<p style="text-align: center;">AM Session</p> <p><b>Skill Evaluation:</b>                      Medical Emergencies</p> <p>Video in Classroom:  <i>Precision in Periodontal Instrumentation:</i>  <i>Positioning, Grasp, Fulcrum</i>                      during skill evaluation</p> <p style="text-align: center;">PM Session</p> <p><b>Topics:</b>                      Typodont set-up with                      dentoform bar                      Portasim set-up and check-                      out                      Ergonomics- clinician and                      patient positioning,                      positioning chart                      Fulcrum-instrument grasp,                      mirror, explorer                      Air/water syringe                      Saliva ejector</p> <p><b>Activity:</b>                      Individual practice with                      instrument grasp and                      placement of mirror and                      explorer, fulcrum, clinician                      and patient positioning,                      and use of air/water                      syringe and saliva ejector</p>	<p><b>Homework due next week:</b>                      Practice with instrument                      grasp and placement of                      mirror and explorer,                      fulcrum, clinician and                      patient positioning, and                      use of air/water syringe                      and saliva ejector</p>	CC 1-5 GC a,b,c	C 1-3,5-7,9 HP 2,4,6 PC 1-4

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
<p>Oct 2 A/B Oct 4 C Session 7</p>	<p>Clinic Manual Fundamentals Modules 1-7 Wilkins 7 Position Chart Darby 15</p>	<p><b>Skill Preparation Assessment #4</b></p> <p><b>Topics:</b> Continued practice with ergonomics- clinician and patient positioning, positioning chart Fulcrum-instrument grasp, mirror, explorer Air/water syringe Saliva ejector</p> <p><b>Activity:</b> Partners for practice with instrument grasp and placement of mirror and explorer, fulcrum, clinician and patient positioning, and use of air/water syringe and saliva ejector</p> <p><b>Topics:</b> Extraoral and Intraoral Exam- Observation Palpation Normal vs. abnormal tissue Lesion appearance Charting/forms Over-glove use</p> <p><b>Activity:</b> Partners for practice with EIO exam; operatory set-up/break-down</p>	<p><b>Homework due next week:</b> Practice with instrument grasp and placement of mirror and explorer, fulcrum, clinician and patient positioning, and use of air/water syringe and saliva ejector</p> <p>Fundamentals Modules 8, 9, 10, 11, 13;</p> <p>Practice EIO exam utilizing the EIO exam charting form, Clinic Manual, and skill evaluation</p>	<p>CC 1-5 GC a,b,c</p>	<p>C 1-14 HP 1-6 PC 1-4</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
<p>Oct 9 A/B Oct 11 C Session 8</p>	<p>Clinic Manual Darby 15 Fundamentals Modules 8-11, 13</p>	<p><b>Skill Preparation Assessment #5</b></p> <p><b>Topic:</b> EIO exam continued</p> <p><b>Activity:</b> Continue with partners for practice with EIO exam; operatory set-up/break- down</p> <p><b>Topics:</b> Explorers-ODU 11/12 &amp; XP 23 Supra/Sub Exploration Adaptation Technique Sequence Clock positions Knuckle numbers</p> <p><b>Activity:</b> Practice exploring on typodont in sequence Practice exploring on partner in sequence</p>	<p><b>Skill Evaluations due next week:</b> EIO Exam Ergonomics/Positioning</p> <p><b>Homework due next week:</b> Review charting symbols and forms for charting plaque, calculus, decay, and restorations</p>	<p>CC 1-6 GC a,b,c</p>	<p>C 1-14 HP 1-6 PC 1-4</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
Oct 16 A/B Oct 18 C Session 9	Clinic Manual Darby 16, 17 Fundamentals Modules 8-11, 13	<p><b>Skill Preparation Assessment #6</b></p> <p><b>Skill Evaluations:</b> EIO Exam Ergonomics/Positioning</p> <p><b>Video in Classroom:</b> <i>Precision in Periodontal Instrumentation: Exploring Techniques, Elements of Instrumentation Stroke</i> during skill evaluation</p> <p><b>Topics:</b> Exploring and charting plaque, calculus, decay, and restorations</p> <p><b>Activities:</b> Partners for practice with exploring for plaque, calculus, decay, and restorations; disclosing; charting</p>	<p><b>Homework due next week:</b> Review charting symbols and forms for charting plaque, calculus, decay, and restorations</p>	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4
Oct 23 A/B Oct 25 C Session 10	Clinic Manual Darby 16, 17 Fundamentals Modules 8-11, 13	<p><b>Skill Preparation Assessment #7</b></p> <p><b>Topics:</b> Exploring for plaque, calculus, decay, and restorations, disclosing, charting continued</p> <p><b>Activities:</b> Continue with partners for practice with exploring for plaque, calculus, decay, and restorations; disclosing; charting</p> <p>Role play with dental charting</p>	<p><b>Homework due next week:</b> Continue practice with exploring for plaque, calculus, decay, and restorations, disclosing, charting</p>	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
Oct 30 A/B Nov 1 C Session 11	Clinic Manual Darby 16, 17 Fundamentals Modules 8-11, 13	<p><b>Skill Preparation Assessment #8</b></p> <p><b>Topics:</b> Exploring for plaque, calculus, decay, and restorations, disclosing, charting continued</p> <p><b>Activities:</b> Continue with partners for practice with exploring for plaque, calculus, decay, and restorations; disclosing; charting</p> <p>Role play with dental charting</p>	<p><b>Homework due next week:</b> Dental charting typodont models Review charting forms for periodontal probing and gingival and occlusal exam</p>	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4
Nov 6 A/B Nov 8 C Session 12	Clinic Manual Fundamentals Module 12 Clinic Manual	<p><b>Skill Evaluations:</b> Explorers Disclosing Biofilm</p> <p><b>Topics:</b> Periodontal probing technique and documentation Gingival and occlusal exam- gingival descriptors, determining occlusion, documentation</p> <p><b>Activities:</b> Balloon and scale probe activity</p> <p>Practice probing on typodont in sequence and documenting probe readings</p>	<p><b>Homework due next week:</b> Calculus charting on typodonts</p>	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area	ADEA
Nov 13 A/B Nov 15 C Session 13	Clinic Manual Fundamentals Module 12	<p><b>Skill Preparation Assessment #9</b></p> <p><b>Skill Evaluations:</b> Calculus Restorations and Decay</p> <p><b>Topics:</b> Periodontal probe, gingival and occlusal exam continued</p> <p><b>Activity:</b> Partner for practice with periodontal probe, assessing gingival and occlusal exam, and documenting findings</p>	<p><b>Homework due next week:</b> Complete mock gingival and occlusal exam using assigned PPT presentation on M: drive</p>	CC 1-9 GC a,b,c	C 1,2,3,5,6- 9,11 HP 1-6 PC 1-4
Nov 20 A/B Nov 16 C Session 14	Clinic Manual Fundamentals Module 26 Wilkins 41 pages 715-724	<p><b>Skill Preparation Assessment #10</b></p> <p><b>Skill Evaluation:</b> Periodontal Probing and Gingival and Occlusal Exam</p> <p><b>Topics:</b> Ultrasonic Instrumentation- types, protocol, contraindications, limitations, set-up, break- down, inserts/tips, strokes, 3 "A's", maintenance, postoperative instructions</p> <p><b>Activities:</b> Magneto and Piezo equipment-set-up, break- down and maintenance, birthday candle exercise</p>	<p><b>Homework due next week:</b> Practice ultrasonic instrumentation on typodonts</p>	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4

<b>Date/Week</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due Dates</b>	<b>Competency Area</b>	<b>ADEA</b>
Nov 27 A/B Nov 29 C Session 15	Clinic Manual Fundamentals Module 26 Wilkins 41 pages 715-724	<b>Topics:</b> Ultrasonic instrumentation continued  <b>Activities:</b> Practice ultrasonic instrumentation on typodonts Role play with ultrasonic instrumentation  Mock Practicum	<b>Homework due next week:</b> Prepare for Instrumentation Practice Part I – Explorers and Probe	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4
Dec 5/6 Practicum	Students will draw date and time	Instrumentation Practicum Part I – Explorers and Probe		CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4

### Competency Areas

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

### General Core Educational Competencies

- 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.

