



**DHYG 2010 Clinical Dental Hygiene II Lecture  
COURSE SYLLABUS  
Summer Semester 2022**

**Course information**

Credit Hours/Minutes: 2 Semester Credit Hours and 1500 minutes  
Campus/Class Location: Vidalia/Health Sciences Annex C, Room 906  
Class Meets: Thursday 8:00-11:00  
Course Reference Number (CRN): 60122

**Instructor contact information**

Course Director: Melanie Bryson, RDH, BS  
Email Address: [Melanie Bryson \(mbryson@southeasterntech.edu\)](mailto:mbryson@southeasterntech.edu)  
Campus/Office Location: Vidalia Campus, Health Sciences Annex C, Office 910  
Office Hours: Monday 8:00-12:00; Tuesday 4:30-5:30; Thursday 11:00-4:00  
Phone: 912-538-3250  
Fax Number: 912-538-3278

**SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(https://catalog.southeasterntech.edu/\)](https://catalog.southeasterntech.edu/).

**REQUIRED TEXTS/DVD**

Wilkins' Clinical Practice of the Dental Hygienist. Thirteenth edition. Boyd, Mallonee, and Wyche. 2021. Jones & Bartlett Learning.  
Active Learning Workbook for Wilkins' Clinical Practice of the Dental Hygienist. Thirteenth edition. Halaris and Wyche. 2021. Jones & Bartlett Learning.  
Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, Enhanced. Eighth edition. Gehrig, Sroda, and Saccuzzo. 2017. Wolters Kluwer.  
Case Studies in Dental Hygiene. Third edition. Thomson. 2013. Pearson.  
A Focus on Fulcrums (Periodontal Instrumentation DVD). Leiseca.  
Southeastern Technical College Dental Hygiene Clinic Manual

**REQUIRED SUPPLIES**

Black pen, pencil, paper, 3-ring binder, highlighter, USB jump drive

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

## **COURSE DESCRIPTION**

Continues the development of student knowledge in treating patients and preventing oral disease. Topics include: instrument sharpening, patient assessment, antimicrobial use, treatment of hypersensitivity, whitening, implant care, tobacco cessation, pit and fissure sealants, scaling, debridement and root planing, ultrasonics and air polishing, and dietary analysis.

## **MAJOR COURSE COMPETENCIES (CC)**

1. Instrument Sharpening
2. Patient Assessment
3. Use of Antimicrobials
4. Treatment of Hypersensitivity
5. Whitening
6. Implant Care
7. Tobacco Cessation
8. Pit and Fissure Sealants
9. Scaling, Debridement and Root Planing
10. Ultrasonics and Air Polishing
11. Dietary Analysis

## **PREREQUISITE(S)**

DHYG 1070, DHYG 1110

## **COREQUISITE**

DHYG 2020

## **GENERAL EDUCATION CORE COMPETENCIES (GC)**

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## **STUDENT REQUIREMENTS**

Students are responsible for the policies and procedures in the STC Catalog and Handbook, 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

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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.

By completing the assignments below prior to class, students will become familiar with course material prior to classroom facilitation. As a result, higher-level learning will be fostered in the classroom.

1. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
2. Learn the key terms within the assigned chapter(s).
3. Complete and know the learning objectives at the front of the chapter(s). Maintain the handwritten learning objectives in course notebook.
4. Complete the Everyday Ethics at the end of the chapters assigned. Maintain the hand-written Everyday Ethics in your notebook.
5. Highlight National Board Exam material in relevant chapter(s) prior to class.
6. Complete any assignments or homework given by the course director.
7. Check lesson plan daily for scheduled assignments/due dates.
8. Obtain materials from the Course Materials Drive: M/Dental Hygiene/DHYG 2010. Prior to class, print any materials available to be used in this class for study.
9. Obtain the relevant skill evaluations from the Course Materials Drive: M/Dental Hygiene/DHYG2020. Maintain in course notebook.
10. Students are advised to check their e-mails regularly for any additional information that is related to the class or Dental Hygiene Program.

### **COVID-19 MASK REQUIREMENT**

Regardless of vaccination status, students are highly encouraged to wear masks or face coverings while in a classroom or lab at Southeastern Technical College. Masking may be implemented in some program areas (i.e. Health Sciences and Cosmetology) where students, faculty, and clients are in close proximity and social distancing cannot be maintained. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC).

Please note: Because social distancing is not feasible in the clinical area, radiology, or laboratory, a KN-95 or N-95 mask must be worn at all times to protect students, patients, and instructors.

### **COVID-19 Signs and symptoms**

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

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If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

<b>COVID-19 Key Symptoms</b>
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
<b>In the past 14 days, if you:</b>
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

### **Covid-19 Self-Reporting Requirement**

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](#), Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

### **COVID-19 DAILY SCREENING REQUIREMENT**

Prior to arriving on the premises of STC and entering the Health Sciences Annex- Building C, all dental hygiene students must complete a daily COVID-19 screening of symptoms and a temperature check. If symptoms are present, stay at home and notify program director. Upon entry into the building, students will sign the daily screening log. Social distancing must be practiced while on the premises of STC except during instruction of clinical skills and direct patient care.

### **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

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grade of “F” (Failing 0-59) 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 9 weeks, the maximum number of sessions a student may miss for attendance purposes is 1 session 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 makeup 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**

A student wishing to officially withdraw from a DHYG (Dental Hygiene) course(s) or all courses after the drop/add period and prior to the 65% point of the term in which the student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. When the student completes the withdrawal form, a grade of “W” (Withdrawn) is assigned for the course(s). The student will receive a grade of “W” for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

Important – Student-initiated withdrawals from a course(s) are not allowed after the 65% point of the term. After the 65% point of the term, only instructors can withdraw students from a course(s).

**Withdrawal Due to Attendance or Academic Deficiency After Drop/Add Period and Prior to 65% Point of Term-** Any student who is withdrawn from a DHYG course(s) due to attendance violation or academic

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deficiency after drop/add period and prior to the 65% point of the term will receive a grade of “W” for the course(s). If a student is withdrawn from a DHYG course(s) due to an attendance violation or academic deficiency after drop/add period and prior to the 65% point of the term, the student will receive a grade of “W” for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

**Withdrawal Due to Attendance After 65% Point of Term**-A student withdrawn from a DHYG course(s) due to attendance violation after the 65% point of the term will receive a grade of “WP” (Withdrawal Passing-average of 60 or higher) or a grade of “WF” (Withdrawal Failing-average of 59 or lower). The student will receive a grade of zero for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure. If a student is withdrawn from a DHYG course(s) due to an attendance violation after the 65% point of the term, the student will receive a grade of “WP” (Withdrawal Passing-average of 60 or higher) or a grade of “WF” (Withdrawal Failing-average of 59 or lower) for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

**Withdrawal Due to Academic Deficiency After 65% Point of Term** - A student withdrawn from a DHYG course(s) due to academic deficiency after the 65% point of term will receive a grade of “WP” (Withdrawal Passing-average of 60 or higher) or a grade of “WF” (Withdrawal Failing-average of 59 or lower). If a student is withdrawn from a DHYG course (s) due to academic deficiency after the 65% point of term, the student will receive a grade of “WP” (Withdrawal Passing-average of 60 or higher) or a grade of “WF” (Withdrawal Failing-average of 59 or lower) for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

There is no refund for partial reduction of hours. Withdrawals may affect the students’ eligibility for financial aid for the current semester and in the future. Students must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal(s). A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu) 912-538-3126, Building A, Room 165

## **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 make arrangements with the appropriate campus coordinator.

**Swainsboro Campus:** [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu) 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the

pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

**ACADEMIC DISHONESTY POLICY**

The Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College Catalog and 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" (Withdrawn Failing) 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**

As set forth in the student catalog, Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

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

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Email: <a href="mailto:Jonasmailto:bwilcox@southeasterntech.edu">Lanie</a> <a href="mailto:Jonasmailto:bwilcox@southeasterntech.edu">Jonasmailto:bwilcox@southeasterntech.edu</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

**ACCESSIBILITY STATEMENT**

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

**GRIEVANCE PROCEDURES**

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College'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 [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

**TECHNICAL COLLEGE SYSTEM OF GEORGIA (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 following methods may be utilized to facilitate learning: lecture, clinical application, PowerPoint presentations with handouts, multimedia presentations, group discussions, independent reading assignments, interactive websites, role play, and case studies.

**EVALUATION PROCEDURES****EXAMS**

Students will be given a total of 2 examinations. Examination 1 includes Ultrasonics, Pit & Fissure Sealants, Whitening, Treatment of Hypersensitivity, Instrument Sharpening, Air Polishing, Patient Assessment, Principles of Evaluation, Continuing Care, and Dietary Analysis, and Whitening. A total of 100 points may be earned on the examination. Examination 1 will count for 30% of the final grade. Examination 2 includes all chapters covered in the lesson plan. A total of 100 points may be earned on the examination 2. Examination 2 will count for 30% of the final course grade. There are no makeup exams.



**All exam dates are noted in the course syllabus. No make-up exam will be allowed for the final exam. Failure to take the final exam on the specified date will result in a grade of zero. The final exam will cover all course instructional material.**

### **TOBACCO CESSATION PROJECT**

The tobacco cessation is designed to educate and support your patients (who have a dependency to tobacco products) through the challenges of cessation and to improve their overall health. Tobacco intervention is a valuable service to offer any patient. There are numerous types of cessation programs. Each student shall randomly draw an individual topic of cessation. The student will research the topic and create a PPT (PowerPoint) presentation. An oral presentation of 5(min)-10(max) minutes will be given using the cessation topic assigned. The PPT presentation must define the use of the assigned topic and how it may benefit the patient. Students must understand the adverse health effects (both systemic and oral) and the addiction in order to provide a means of tobacco cessation to the patient. Get all the facts. Textbooks from class may be used for resources but will need to support findings with other sources such as the internet, American Cancer Society, physicians, and health professionals. The template and instructions for the PPT presentation as well as the self-assessment and grading rubric must be accessed from the M: drive. The self-assessment and grading rubric will assess the information covered in the PPT presentation. Students must print out the self-assessment and grading rubric from the M: drive and self-assess their project. The self-assessment and grading rubric must be turned in along with the paper copy (in notes format) of the PPT presentation. This will eliminate the likelihood of any omissions from the project. Practice the presentation prior to class to maintain time parameters as well as develop patient communication skills for tobacco cessation. Submit the project on the due date on the lesson plan. Late submissions will not be accepted and will result in a grade of ZERO. A topic will be assigned to each student. Each student will complete a tobacco cessation project. Deadline is listed on the lesson plan. A total of 100 points may be earned on the tobacco cessation project. The tobacco cessation project will count for 20% of the course grade.

#### **Tobacco Cessation Project Topics**

1. ADHA Program
2. Quit Smoking Programs and Support Groups
3. Hypnosis
4. Cold Turkey
5. Acupuncture
6. Vaping and Electronic Cigarette
7. Smoking Cessation Classes
8. Pharmacotherapy – Zyban and Chantix
9. Nicotine Replacement therapy – Patch, Gum, Lozenge, Inhaler, Spray
10. Quitnet.com
11. Quit for Life Program

#### **HOMEWORK/ASSIGNMENTS**

Homework/assignments will be assigned throughout the semester. 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. No exceptions. Late or incomplete assignments still need to be completed and turned in for instructor review and feedback

**CLASS PREPARATION ASSESSMENT**

A class preparation assessment will be conducted during designated class sessions as outlined on the lesson plan. Each student shall randomly draw one question. The question will cover some topic or portion of the course material that the student should have read and studied as outlined on the lesson plan. If a student demonstrates prior class preparation/participation by answering the question correctly, a session grade of 100 will be recorded. If a student fails to demonstrate prior class preparation/participation by answering the question incorrectly, a session grade of "0" will be recorded.

**MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)**

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 makeup 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/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!

Homework/assignments will be assigned throughout the semester. 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. 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.

**REMEDIATION POLICY**

If a student fails to score a grade of 70 or higher on an exam, the student shall be required to complete remediation of the course material covered on the exam to ensure understanding of the material has been attained. The remediation assignment will address areas of unsatisfactory performance. Remediation will be handled on a case by case basis. The remediation must be completed and turned in to the course instructor prior to the next exam date on new course material as noted in the course syllabus lesson plan.

**GRADING POLICY**

Evaluation Item	Percentage
Exam 1	30
Exam 2	30
Tobacco Cessation Project	20
Class Preparation Assessments (averaged together)	20
Point Deductions for late/incomplete assignments-	
Subtotal	
Final Course Grade	

**CALCULATION OF FINAL COURSE GRADE**

Evaluation Item	Grade	(X) %	Points
Exam 1		.30	
Exam 2		.30	

Tobacco Cessation Project		.20	
Class Preparation Assessment 1			
Class Preparation Assessment 2			
Class Preparation Assessment 3			
Class Preparation Assessment 4			
Class Preparation Assessment 5			
Class Preparation Assessment 6			
Class Preparation Assessment (1-6 averaged together)		.20	
<b>Point Deductions for late/incomplete assignments-</b>			
<b>Subtotal</b>			
<b>Final Course Grade</b>			

### GRADING SCALE

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

### DENTAL HYGIENE PROGRAM GOALS

- To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.
- 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.
- 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.
- 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.
- To teach students to conduct critical reviews of current literature as a means of research and life-long learning.
- To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.

### LEARNING OBJECTIVES

#### Instrument Sharpening - Fundamentals Modules 23, 24

- List the benefits of using instruments with sharp cutting edges for periodontal instrumentation. (A, B, C, D)
- Define and differentiate the terms *sharp cutting edge* and *dull cutting edge*. (A, B, C, D)
- Given a variety of periodontal instruments, distinguish between those with sharp cutting edges and those with dull cutting edges. (A, B, C, D)
- Demonstrate two methods for determining if a cutting edge is sharp. (A, B, C, D)
- Describe important design characteristics to be maintained when sickle scalers and universal and area specific curets are sharpened. (A, B, C, D)
- Differentiate the following sharpening stones according to grain, recommended use, and preferred lubricant: synthetic stone, India stone, Arkansas stone, and ceramic stone. (A, B, C, D)

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7. Demonstrate the correct care of a sharpening stone. (A, B, C, D)
8. Describe common sharpening errors. (A, B, C, D)
9. Value the practice of sharpening at the first sign of dullness. (A, B, C, D)
10. Compare and contrast the moving stone and moving instrument techniques for instrument sharpening. (A, B, C, D)
11. Describe and demonstrate the proper relationship of the instrument's working end to the sharpening stone. (A, B, C, D)
12. Demonstrate the correct grasp for both the instrument and the sharpening stone when using the moving stone technique. (A, B, C, D)
13. Demonstrate the correct finger rest and grasp when using the moving instrument technique. (A, B, C, D)
14. Describe and demonstrate the sharpening procedure for sickle scalers, universal curets, and area specific curets using the moving stone technique. (A, B, C, D)
15. Describe and demonstrate the sharpening procedure for sickle scalers, universal curets, and area specific curets using the moving instrument technique. (A, B, C, D)
16. Sharpen a dull sickle scaler, universal curet, and area specific curet to produce a sharp, fine cutting edge while preserving all of the original design characteristics of the working ends. (A, B, C, D)
17. Demonstrate the procedure for using a plastic sharpening stick to determine whether the entire length of a cutting edge is sharp. (A, B, C, D)

### **Ultrasonics – Fundamentals Module 26 and Wilkins' Chapter 37**

1. Discuss the history and technologic advances of powered instrumentation. (A, B, C, D)
2. Name the major types of powered instrumentation technology. (A, B, C, D)
3. Name the two subtypes of ultrasonic powered instrumentation technology. (A, B, C, D)
4. Describe the various modes of action of powered instrumentation devices. (A, B, C, D)
5. Compare and contrast the advantages and limitations of powered instrumentation. (A, B, C, D)
6. Discuss the benefits to the patient when powered instrumentation is integrated into the treatment plan. (A, B, C, D)
7. Discuss medical and dental contraindications for powered instrumentation. (A, B, C, D)
8. Discuss the terms "frequency" and "amplitude" and describe how these factors determine the cleaning efficiency of powered instrumentation. (A, B, C, D)
9. Compare and contrast the design features of standard and slim perio powered working-ends. (A, B, C, D)
10. Discuss criteria for the selection of powered working-ends in relation to the instrumentation task to be performed. (A, B, C, D)
11. Demonstrate how to determine powered working-end wear and at what point a working-end should be discarded. (A, B, C, D)
12. Define the term "active working-end area" as it pertains to a powered working-end. In a preclinical or clinical setting, demonstrate correct adaptation of the active portion of a powered instrument working-end. (A, B, C, D)
13. In a preclinical or clinical setting, demonstrate correct stroke pressure for use with a powered working-end. (A, B, C, D)
14. In a preclinical or clinical setting, demonstrate correct working-end adaptation in a (1) transverse orientation and (2) vertical orientation in all sextants of the dentition. (A, B, C, D)
15. Given a set of paired, curved working-ends, correctly identify the "right" and "left" working-end. (A, B, C, D)
16. On a typodont, demonstrate an efficient sequence for use of curved working-ends in a (1) transverse orientation and (2) vertical orientation on the posterior sextants of the dentition. (A, B, C, D)

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17. Describe an effective strategy for removing tenacious calculus deposits during powered instrumentation. (A, B, C, D)
18. On an extracted tooth, demonstrate the use of a diamond-coated working-end for smoothing a defective margin on a restoration. (A, B, C, D)
19. On a typodont, demonstrate how to access and enter a furcation area of a multirrooted tooth with a ball-tipped powered working-end. (A, B, C, D)
20. Identify pretreatment considerations before the initiation of powered instrumentation. (A, B, C, D)
21. Prepare (set-up) a powered instrumentation device for use. (A, B, C, D)
22. In a clinical setting, demonstrate correct technique for use of a powered instrumentation device, including: treatment room, clinician and patient preparation; armamentarium selection/set-up and infection control; grasp, finger rest, adjustment of water flow, working-end adaptation and stroke; and fluid control. (A, B, C, D)
23. In a clinical setting, select appropriate powered working-ends for a patient case. (A, B, C, D)
24. In a clinical setting, use correct technique to effectively remove calculus deposits and plaque biofilm using a powered instrumentation device. (A, B, C, D)

### **Patient Assessment – Wilkins’ Chapter 22 and Clinic Manual**

1. Explain the significance of developing a dental hygiene diagnosis as a component of the dental hygiene process of care. (A, B, C, D)
2. Formulate a dental hygiene diagnosis based on the assessment findings. (A, B, C, D)
3. Identify key terms and concepts related to planning dental hygiene care. (A, B, C, D)
4. Identify and explain assessment findings and individual patient factors that affect patient care. (A, B, C, D)
5. Identify additional factors that can influence planning for dental hygiene care. (A, B, C, D)

### **Principles of Evaluation – Wilkins’ Chapter 44**

1. Identify and define key terms and concepts related to evaluation of dental hygiene interventions. (A, B, C, D)
2. Discuss standards for dental hygiene practice. (A, B, C, D)
3. Identify skills related to self-assessment and reflective dental hygiene practice. (A, B, C, D)

### **Continuing Care – Wilkins’ Chapter 45**

1. Describe the goals of a continuing care program in dental hygiene practice. (A, B, C, D)
2. Determine appointment intervals based on an individual patient’s risk factors, compliance, and oral health history. (A, B, C, D)
3. Name and discuss the contributing factors in recurrence of periodontal disease. (A, B, C, D)
4. List steps in a continuing care appointment including assessment, care plan, and therapy. (A, B, C, D)
5. Outline methods for continuing care systems in the dental office or clinic. (A, B, C, D)

### **Anxiety and Pain Control – Wilkins’ Chapter 36**

1. Describe the components of pain. (A, B, C, D)
2. Summarize the advantages and disadvantages of nitrous oxide-oxygen administration. (A, B, C, D)
3. Define titration and explain application during nitrous oxide-oxygen sedation. (A, B, C, D)
4. List the local anesthetics of short, intermediate, and long duration and indications for use. (A, B, C, D)
5. Give examples of absolute and relative contraindications for local anesthetic administration. (A, B, C, D)
6. Identify items in local anesthesia armamentarium and describe the purpose of each. (A, B, C, D)

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7. Summarize the different local and systemic complications from the administration of local anesthesia and how to manage them. (A, B, C, D)
8. List the components of a complete patient record entry following the administration of local anesthesia or nitrous oxide/oxygen sedation. (A, B, C, D)

### **Pit and Fissure Sealants – Wilkins’ Chapter 35**

1. Describe the development and purposes of dental sealant materials. (A, B, C, D)
2. Explain types of sealant material and list criteria of an ideal dental sealant material. (A, B, C, D)
3. List indications and contraindications for placement of dental sealants. (A, B, C, D)
4. Describe clinical procedures for placement and maintenance of a dental sealant. (A, B, C, D)
5. Explain factors that affect sealant penetration. (A, B, C, D)
6. Identify factors to document a dental sealant placement in the patient record. (A, B, C, D)

### **Dietary Analysis – Wilkins’ Chapter 33**

1. Recognize oral manifestations of vitamin and mineral deficiencies. (A, B, C, D)
2. Explain the function of each nutrient in maintaining oral and overall health. (A, B, C, D)
3. Identify good food sources for each macro- and micronutrient. (A, B, C, D)
4. Determine the caries risk potential of a patient’s food record. (A, B, C, D)
5. Access and utilize the MyPlate website for diet analysis and as a tool for patient education. (A, B, C, D)

### **Tooth Bleaching – Wilkins’ Chapter 43**

1. Discuss the mechanism, safety, and efficacy of tooth bleaching agents. (A, B, C, D)
2. Identify specific tooth conditions and staining responses to tooth bleaching. (A, B, C, D)
3. Discuss reversible and irreversible side effects associated with the tooth bleaching process. (A, B, C, D)
4. List appropriate interventions for tooth bleaching side effects. (A, B, C, D)

### **Air Polishing – Fundamentals Module 27 and Wilkins’ Chapter 42 (pages 739-741)**

1. Explain the importance of professional subgingival biofilm removal from root surfaces as a routine part of nonsurgical periodontal therapy. (A, B, C, D)
2. Compare and contrast “subgingival air polishing with glycine powder for biofilm management” with “supragingival air polishing with sodium bicarbonate for stain removal”. (A, B, C, D)
3. Compare the types of air polishing powders available and their appropriate use. (A, B, C, D)
4. List medical and dental contraindications of subgingival air polishing for biofilm management and supragingival air polishing for stain removal. (A, B, C, D)
5. On a typodont, demonstrate the correct angulation and instrumentation stroke with a standard nozzle for stain removal. (A, B, C, D)
6. On a typodont, demonstrate correct insertion and use of the specialized plastic perio tip and glycine-based powder for subgingival biofilm removal. (A, B, C, D)
7. In a preclinical or clinical setting, demonstrate correct technique for use of an air polishing device, including treatment room, clinician and patient preparation; armamentarium selection/set-up and infection control; grasp and finger rest; correct technique; and fluid control. (A, B, C, D)
8. Discuss the benefits to the patient when supra- and subgingival air polishing is integrated into the treatment plan. (A, B, C, D)

**Nonsurgical Periodontal Therapy (Advanced Instrumentation, Scaling, Debridement, Root Planing) and Adjunctive Therapy (Use of Antimicrobials)– Fundamentals Modules 20, 21 and Wilkins’ Chapter 39**

1. Describe characteristics of root morphology that make root instrumentation challenging. (A, B, C, D)
2. Identify instruments that are appropriate for root instrumentation of root surfaces within deep periodontal pockets. (A, B, C, D)
3. Compare and contrast standard curets, extended shank curets, miniature curets, and micro-miniature curets. (A, B, C, D)
4. Given any instrument, identify where and how it may be used on the dentition. (A, B, C, D)
5. Demonstrate the use of an explorer on extracted or acrylic teeth including exploration of root concavities and the furcations of multi-rooted teeth. (A, B, C, D)
6. Select instruments that are appropriate for root instrumentation in the presence of attachment loss. (A, B, C, D)
7. Discuss anatomical features that complicate the instrumentation of root surfaces in the presence of attachment loss (A, B, C, D)
8. Demonstrate each of the following advanced intraoral fulcrums on a periodontal typodont in an appropriate sextant of the dentition for the fulcrum: finger-on-finger intraoral, cross arch, and opposite arch, and instrumentation strokes with a finger assist technique. (A, B, C, D)
9. Demonstrate each of the following extraoral fulcrums on a periodontal typodont in an appropriate sextant of the dentition for the fulcrum: extraoral “palm out” technique, extraoral “chin-up” technique, and instrumentation strokes with a finger assist technique. (A, B, C, D)
10. Select the correct working-end of an area-specific curet for use with horizontal strokes in mesial and distal root concavities (toe-down or toe-up position). (A, B, C, D)
11. Demonstrate horizontal strokes in a proximal root concavity located on acrylic tooth or periodontal typodont and explain the rationale for using horizontal strokes in concavities. (A, B, C, D)
12. Demonstrate horizontal strokes in the facial concavity located between the CEJ and furcation area of multi-rooted teeth and explain the rationale for using horizontal strokes in this area. (A, B, C, D)
13. Demonstrate horizontal strokes at the distofacial and distolingual line angles on acrylic teeth or periodontal typodont and explain the rationale for using horizontal strokes at line angles. (A, B, C, D)
14. Demonstrate instrumentation of the furcation area on a mandibular first molar on an acrylic tooth or periodontal typodont. (A, B, C, D)
15. Demonstrate instrumentation of the furcations on a maxillary first molar from the facial aspect. Instrument only those furcations that are best accessed from the facial aspect. (A, B, C, D)
16. Demonstrate instrumentation of the furcations on a maxillary first molar from the lingual aspect. Instrument only those furcations that are best accessed from the lingual aspect. (A, B, C, D)
17. Explain the goals and desirable clinical endpoints or outcomes for nonsurgical periodontal therapy. (A, B, C, D)
18. Write a care plan for a patient with slight-to-moderate chronic periodontitis. (A, B, C, D)
19. List the steps in manual and ultrasonic instrumentation and the advantages and disadvantages of each. (A, B, C, D)
20. Describe the changes in the subgingival bacteria after periodontal debridement. (A, B, C, D)
21. Describe current evidence related to laser therapy for initial therapy. (A, B, C, D)
22. Develop postoperative instructions for a patient following a nonsurgical periodontal therapy appointment. (A, B, C, D)
23. List the steps in re-evaluation of nonsurgical periodontal therapy and the decisions that must be made based on the clinical outcomes. (A, B, C, D)

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24. Compare and contrast the risk and benefits of systemic antibiotics and local delivery antimicrobials. (A, B, C, D)
25. Critically evaluate the benefit of local delivery antimicrobials on changes in pocket depth and clinical attachment level (CAL). (A, B, C, D)

### **Dentinal Hypersensitivity – Wilkins' Chapter 41**

1. Describe stimuli and pain characteristics specific to hypersensitivity and explain how this relates to differential diagnosis. (A, B, C, D)
2. Describe factors that contribute to dentin exposure and behavioral changes that could decrease hypersensitivity. (A, B, C, D)
3. Explain the steps in the hydrodynamic theory. (A, B, C, D)
4. Describe two mechanisms of desensitization and their associated treatment interventions for managing dentin hypersensitivity. (A, B, C, D)

### **The Patient with Nicotine Use Disorders – Wilkins' Chapter 32**

1. Recognize the health hazards associated with tobacco use. (A, B, C, D)
2. Identify components of tobacco products. (A, B, C, D)
3. Identify various alternative tobacco products. (A, B, C, D)
4. Explain various mechanisms for nicotine delivery. (A, B, C, D)
5. Recognize the oral manifestations of tobacco use. (A, B, C, D)
6. Recognize the effects of environmental tobacco smoke (ETS). (A, B, C, D)
7. Assess and develop a dental hygiene care plan for the patient who uses tobacco. (A, B, C, D)
8. Recognize protocols for developing a tobacco cessation program. (A, B, C, D)
9. Identify the pharmacotherapies and behavior therapies used for treatment of nicotine addiction. (A, B, C, D)

### **Implant Care – Wilkins' Chapter 31**

1. Describe concepts, technology, and terminology relevant to implant dentistry. (A, B, C, D)
2. Develop a knowledge base related to osseointegration and ancillary procedures in oral implantology. (A, B, C, D)
3. Comprehend patient selection factors and education essentials. (A, B, C, D)
4. Understand maintenance of a dental implant in the clinical setting. (A, B, C, D)
5. Recognize and manage dental implant problems, complications, and failures. (A, B, C, D)



## DHYG 2010 Clinical Dental Hygiene II Lecture Summer Semester 2022 Lesson Plan

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
May 19 Week 1	Fundamentals Modules 26  Wilkins' Chapters 35, 37, 43  Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory	First day of class/Introduction to Course – Syllabus, Outline, Rules, Regulations Coverage  <u>Ultrasonics</u> <u>Pit and Fissure Sealants</u> <u>Whitening</u>  <ul style="list-style-type: none"> <li>• Discussion with PPTS</li> <li>• Group/Class/Clinic Activity Worksheets and Discussion of Chapter Objectives</li> <li>• Case Study Discussion</li> <li>• Skill Evaluation Demonstration and Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Read Fundamentals Modules 26; Wilkins' Chapters 35, 37, 43; Clinic Manual – Sequence of care, patient assessment, charting, and laboratory</li> <li>• Complete Learning Objectives at the beginning of the assigned chapters in Wilkins' and modules in Fundamentals</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins'</li> <li>• Complete the assigned chapters in the Wilkins' Active Learning Workbook</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> </ul>	CC 5, 8, 10 GC a, c
May 26 Week 2	Wilkins' Chapters 41, 42 (pages 739-741)  Fundamentals Module 23, 24, 27  Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory	<u>Treatment of Hypersensitivity</u> <u>Instrument Sharpening</u> <u>Air Polishing</u>  <ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #1</b></li> <li>• Discussion with PPTS</li> <li>• Group/Class/Clinic Activity Worksheets and Discussion of Chapter Objectives</li> <li>• Skill Evaluation Demonstration and Role Play</li> <li>• Competency Exercise</li> <li>• Everyday Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins' Chapters 41, 42 (pages 739-741); Fundamentals Module 23, 24, 27; Clinic Manual – Sequence of care, patient assessment, charting, and laboratory</li> <li>• Complete Learning Objectives at the beginning of the assigned chapters in Wilkins' (omit 42) and modules in Fundamentals</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins' (omit 42)</li> <li>• Complete the assigned chapter(s) in the Wilkins' Active Learning Workbook</li> </ul>	CC 1, 4, 10 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
			(omit 42) <ul style="list-style-type: none"> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• <b>Class Preparation Assessment #1</b></li> </ul>	
June 2 Week 3	Wilkins' Chapters 22, 36 (Oraqix only), 44, 45  Clinic Manual – Sequence of Care, Informed Consent, Clinical Guidelines, Medical History, Progress Record Guidelines, Patient Assessment/ Charting, and Laboratory  Oraqix DVD  Case Studies in Dental Hygiene Workbook Case L	<u>Patient Assessment</u> <u>Principles of Evaluation</u> <u>Continuing Care</u> <u>Oraqix</u>  <ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #2</b></li> <li>• Discussion with PPTS</li> <li>• Group/Class/Clinic Activity Worksheets and Discussion of Chapter Objectives</li> <li>• Skill Evaluation Role Play</li> <li>• Case Study L Discussion and patient risk assessment</li> <li>• Competency Exercise</li> <li>• Ethical Dilemma</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins' Chapters 22, 36 (Oraqix only), 44, 45; Clinic Manual – Sequence of care, patient assessment, charting, and laboratory</li> <li>• Complete Learning Objectives at the beginning of the chapters in Wilkins' (omit 36)</li> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins' (omit 36)</li> <li>• Complete the assigned chapter(s) in the Wilkins' Active Learning Workbook (omit 36)</li> <li>• Watch Oraqix DVD and complete a summary on Oraqix; turn in for instructor review</li> <li>• Complete Case Studies in Dental Hygiene Case Study L, Caries Risk Assessment, Oral Hygiene Instruction Skill Evaluation, and Dental Hygiene Care Plan front and back</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• <b>Class Preparation Assessment #2</b></li> </ul>	CC 2, 9 GC a, c
June 9* Week 4	Wilkins' Chapters 33	<u>Nutritional Counseling</u>	<ul style="list-style-type: none"> <li>• Read Wilkins' Chapters 33</li> <li>• Complete Learning</li> </ul>	CC 11 GC a, b, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Clinic Manual – Sequence of Care, Informed Consent, Clinical Guidelines, Medical History, Progress Record Guidelines, and Patient Assessment/ Charting	<ul style="list-style-type: none"> <li>• *Class will not meet; out-of-class assignment will take the place of the class session for today</li> <li>• Out-of-class assignment directions posted on M: drive</li> </ul>	<p>Objectives at the beginning of the chapter in Wilkins’</p> <ul style="list-style-type: none"> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins’</li> <li>• Complete the assigned chapter(s) in the Wilkins’ Active Learning Workbook</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• <b>Complete the out-of-class nutritional counseling assignment – follow instructions posted on M: drive for directions and submission</b></li> </ul>	
June 16 Week 5	<p>Wilkins’ Chapter 36</p> <p>Clinic Manual – Sequence of Care, Vitals, Informed Consent, Clinical Guidelines, Medical History, Progress Record Guidelines, Patient Assessment/ Charting, and Laboratory</p>	<ul style="list-style-type: none"> <li>• Exam 1 (Includes ultrasonics, pit &amp; fissure sealants, whitening, treatment of hypersensitivity, instrument sharpening, air polishing, patient assessment, principles of evaluation, continuing care, and dietary analysis)</li> </ul> <p style="text-align: center;"><u>Anxiety and Pain Control – Oraqix, Local Anesthesia, and Nitrous Oxide</u></p> <ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #3</b></li> <li>• Discussion with PPTS</li> <li>• Group/Class/Clinic Activity Worksheets and Discussion of Chapter Objectives</li> <li>• Skill Evaluation Demonstration and Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exam 1</b></li> <li>• Read Wilkins’ Chapter 36</li> <li>• Complete Learning Objectives at the beginning of the chapters in Wilkins’</li> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins’</li> <li>• Complete the assigned chapter(s) in the Wilkins’ Active Learning Workbook</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• <b>Class Preparation Assessment #3</b></li> </ul>	CC 9 GC a, c
June 23 Week 6	Fundamentals Modules 20, 21	<u>Advanced Instrumentation Techniques</u>	<ul style="list-style-type: none"> <li>• Read Fundamentals Modules 20, 21; Advanced</li> </ul>	CC 9 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	<p>A Focus on Fulcrums DVD</p> <p>Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory</p>	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #4</b></li> <li>• Discussion with PPTS</li> <li>• Group/Class/Clinic Activity Worksheets and Discussion of Chapter Objectives</li> <li>• Skill Evaluation Demonstration and Role Play</li> </ul>	<p>Instrumentation Handout; Clinic Manual –Sequence of Care, Patient Assessment/ Charting, and Laboratory</p> <ul style="list-style-type: none"> <li>• Watch all chapters of A Focus on Fulcrums DVD and complete a summary of each chapter on DVD; turn in for instructor review</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• <b>Class Preparation Assessment #4</b></li> </ul>	
June 30 Week 7	<p>Wilkins' Chapter 39</p> <p>Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory</p>	<p><u>Nonsurgical Periodontal Therapy (NSPT) and Adjunctive Therapy – Antimicrobials, Oral Irrigation, and Nonsurgical Periodontal Reevaluation (NSPR)</u></p> <ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #5</b></li> <li>• Discussion with PPTS</li> <li>• Group/Class/Clinic Activity Worksheets and Discussion of Chapter Objectives</li> <li>• Skill Evaluation Demonstration and Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins' Chapter 39; Clinic Manual –Sequence of Care, Patient Assessment/ Charting, and Laboratory</li> <li>• Complete Learning Objectives at the beginning of the chapter in Wilkins'</li> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins'</li> <li>• Complete the assigned chapter in the Wilkins' Active Learning Workbook</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• <b>Class Preparation Assessment #5</b></li> </ul>	CC 3, 9 GC a, c
July 4-7	Summer Break	Summer Break	Summer Break	
July 14 Week 8	<p>Wilkins' Chapter 32</p> <p>Guest Speaker</p>	<p><u>Tobacco Cessation</u></p> <ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins' Chapter 32</li> <li>• Complete Learning Objectives at the beginning of the chapters in Wilkins'</li> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins'</li> </ul>	CC 7 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<ul style="list-style-type: none"> <li>• Complete the assigned chapter(s) in the Wilkins' Active Learning Workbook</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• <b>Class Preparation Assessment #6</b></li> </ul>	
July 21 Week 9	Wilkins' Chapter 31  Case Studies in Dental Hygiene Workbook Case K	<p style="text-align: center;"><u>Implant Care</u> <u>Tobacco Cessation Presentations</u></p> <ul style="list-style-type: none"> <li>• Discussion with PPTS</li> <li>• Group/Class/Clinic Activity Worksheets and Discussion of Chapter Objectives</li> <li>• Case Study Discussion and patient risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins' Chapter 31</li> <li>• Complete Learning Objectives at the beginning of the chapter in Wilkins' and Fundamentals</li> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins'</li> <li>• Complete the assigned chapter in the Wilkins' Active Learning Workbook</li> <li>• Highlight NBDHE material in relevant chapters of textbooks</li> <li>• Complete Tobacco Cessation Project and Prepare Presentation</li> <li>• Complete Case Studies in Dental Hygiene Case Study K, Caries Risk Assessment, Oral Hygiene Instruction Skill Evaluation, and Dental Hygiene Care Plan front and back</li> </ul>	CC 6, 7 GC a, b, c
July 27 10:00	All material covered in lesson plan	<ul style="list-style-type: none"> <li>• Exam 2 – Comprehensive Final (Includes all material in the lesson plan)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exam 2 (Includes all material in the lesson plan)</b></li> </ul>	CC 1-11 GC a, b, c

**\*Please note – Lesson plan and syllabus are subject to change at the discretion of the course director.**

### Major course Competencies (CC)

1. Instrument Sharpening

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2. Patient Assessment
3. Use of Antimicrobials
4. Treatment of Hypersensitivity
5. Whitening
6. Implant Care
7. Tobacco Cessation
8. Pit and Fissure Sealants
9. Scaling, Debridement and Root Planing
10. Ultrasonics and Air Polishing
11. Dietary Analysis

**General Education core 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.