



COURSE TITLE AND NUMBER: DHYG 1040- PreClinical Dental Hygiene Lecture

COURSE SCHEDULE: Monday 8:30-10:20am Room 906

COURSE LENGTH AND CREDIT: 1500 minutes and 2 credit hours

REQUIRED TEXTS:

Clinical Practice of the Dental Hygienist. 11th ed. Wilkins. Lippincott, Williams, & Wilkins.

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

Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation. 7th ed. Nield-Gehrig, Lippincott, Williams, & Wilkins.

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

REFERENCE TEXTS:

Concise Rules of APA Style. 6th ed. American Psychological Association. 2011

Mastering APA Style: Student Workbook-Training Guide. 6th Ed American Psychological Association 2011

EQUIPMENT/SUPPLIES: Pen, pencil, paper, highlighter, One USB Flash/Jump Drive, 3 inch ring binder and tab dividers

PREREQUISITES: Program Admission

COREQUISITE: DHYG 1050 Preclinical Dental Hygiene Lab

COURSE DIRECTOR: Lori V. DeFore, RDH, BS, BTh

EMAIL: ldefore@southeasterntech.edu

PHONE: 912-538-3251

OFFICE: 909

OFFICE HOURS: Mondays 7:30-8:30am; 10:20-11am; and 5:00-5:30pm

Tuesdays 7:30-8:00am; 2:00-5:30pm

Wednesdays 7:30-9:00am; 9:50-10:10am and 1:00-5:30pm

Thursdays 7:30-9:00am; 10:50am-11:30am and 12:00pm-12:45pm

COURSE DESCRIPTION

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

MAJOR COURSE COMPETENCIES (CC)

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

GENERAL CORE COMPETENCIES (GC)

STC 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.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

STUDENT REQUIREMENTS

Students are responsible for policies and procedures in the STC Catalog and Student Handbook. Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course director. Insubordination will not be tolerated, and disciplinary measures will be enacted.

Students are required to obtain materials from the course Materials Drive: M/Dental Hygiene/DHYG 1040. Prior to class, print any materials available to be used in this class for study and during lecture. You may print from the library or your personal home computer from the M Drive.

- ✚ Students are advised to check their e-mails regularly for any additional information that is related to the class or the Dental Hygiene Program.

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

1. Read the assigned chapter.
2. Complete any assignments given by the course director.
3. Complete and know the learning objectives for each topic.
4. View the applicable chapter of the Precision in Periodontal Instrumentation DVD prior to class.

DHYG 1040 ARTICLE REVIEW PAPER ASSIGNMENT AND LIBRARY SKILLS ASSIGNMENT

This course will require each student to participate in preparing an article review. Prior to the article review, the student will access the library home page of the Southeastern Technical College Website and complete the Library Skills Assignment. This library skills assignment will help students to become more aware of the resources offered in the library which in turn will promote improved research. From the library home page (<http://library.southeasterntech.edu>) click on Library Tutorials and look for Library Skills Assignment. This assignment is to be completed and turned in to the instructor on **August 24, 2015 by 8:30 am**. Submit the

electronic copy, by using the MS Word to ldefore@southeasterntech.edu Document should be saved as students first initial and last name_libraryskillsassignment2015 (no spaces) and subject of email should state library skills assignment. In addition to the library skills assignment, there are 3 PPT presentations provided on the M drive under DHYG 1040 to aid in proper documentation and style for successful article reviews.

For the article review paper, the student will research a topic related to the class course of study. **The topic will be assigned by the instructor.** The student will e-mail the reference source of the article via email and source must be approved by the instructor before the research begins. The student must allow time for the instructor to respond to the request. The student will research the topic through **dental journal peer review articles** and prepare an **APA style** formatted research review paper on the article. The student must complete one article review and corresponding typed paper during the semester. The article review will be valued at 100 points. The article review will be averaged for 10% of the final grade. Refer to online resources regarding the Concise Rules of Writing APA Style/Format Papers for assistance in your preparation of the review as well as the PPT presentations provided on the M drive. Grading is based on accuracy of information, analysis of reviewed subject material, formatting, grammar, spelling, and overall syntax of the collegiate level paper.

There are many online sources for dental journal peer review articles. Several suggestions are listed below:

www.dentalcare.com

www.dentistry2000.com

www.amjdent.com

www.adha.org

www.jdr.sagepub.com

Due Date of the Article Review: Week 8, Oct. 12, 2015

No article review will be accepted late. The student will receive a "0" if the article review is not submitted at 8:00 am on the due date. Late submissions will not be accepted and will result in a zero. Mrs. DeFore will accept early submitted articles. **Submit the electronic copy, by using MS Word to ldefore@southeasterntech.edu Document should be saved as: student's first initial and last name_articlereview_2014, (no spaces) and subject of email should state article review. Example: ldefore_articlereview_2014.** *Papers submitted and saved in any other format will not be accepted by the Instructor. Please follow the submission criteria.* If you will not be in class the day the review is due, it is the student's responsibility to get it to the instructor **prior to** the due date. Otherwise, please submit on the designated dates listed in the lesson plan. **See Article Scoring Rubric Appendix A of the syllabus.** Students will print **two copies** of the rubric from the M drive and **self assess** their article review using one rubric form and turn assessed rubric in with a printed copy of the article review and blank rubric for Instructor to use when grading. This will ensure that there are no omissions from the article review. Please save all documents on your USB Flash Drive to ensure no work is lost and you have a back-up submission.

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.

ADDITIONAL ATTENDANCE PROVISIONS:

Health Sciences

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.

Requirements for instructional hours within Health Science programs reflect the rules of respective Licensure Boards. Therefore, class and clinical attendance is mandatory. No unexcused absences are allowed and all time must be made up. Make-up time will be under the supervision of and date assigned by the instructor. Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks.

For this class which meets one session per week for 15 weeks, the maximum number of sessions a student may miss is two sessions.

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 Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.*

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

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

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 (Tests, quizzes, homework, projects, etc...):

No unexcused absences are allowed and all time must be made up. Make-up time will be under the supervision

of and date assigned by the instructor. Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks and this Syllabus.

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:

--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.

--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.

--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 second 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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

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

ACCESS TO TECHNOLOGY: Students can now access Angel, 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 at www.southeasterntech.edu.

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

EVALUATION PROCEDURES:

During an examination, students are required to place all textbooks and personal property on the counter located in the back of the classroom. Students are to rotate seats prior to testing and to be seated with an empty seat between each student. Computer monitors should be facing the front of the classroom during the exam. No talking is allowed once the exam begins. Students found with their cell phone or any other personal communication device during the exam will be considered cheating and given a zero for the exam. Once a student completes his/her exam, he/she will turn the exam paper over and remain at his/her desk quietly until everyone has finished with the exam. This will prevent other students from being distracted as students exit. Then, the proctor will take up all exam papers and class will begin. Once the exam begins, tardy students may not enter the classroom. The time limit for an exam is one hour. At the 50 minute mark, the proctor will announce to the students that they have 10 minutes left to complete the exam. Failure to complete assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified.

Students must be on time for all test/evaluations. Failure to be in assigned seat/operator at the start time of the class will result in inability to take the test and a zero will be assigned. **All students must remain seated quietly until all classmates have completed their exam or the time limit has expired.** Exams will then be gathered and lecture will begin.

Students may make up one test with the **exception of the final exam**. A grade of Zero will be assigned for any missed final exam. A make up exam in a different format will be given if a makeup exam is warranted.

No quizzes can be made up. A zero will result if quizzes are missed. All projects and assignment deadlines will be strictly enforced. **Failure to submit the assignment by the specified time will result in a zero. No exceptions!! If you are going to be out, you should deliver your assignment to your instructor prior to the deadline to ensure credit.**

GRADING POLICY:

Students will be given a total of 5 examinations. The five examinations include 4 examinations throughout the semester and 1 comprehensive final examination at the end of the semester. Students will be allowed to make-up **one** examination, **excluding the final examination**, due to an excused absence approved by the course director. The student will be penalized for missing the exam, and 10 points will be deducted from the make-up examination grade. If the student misses more than one examination, a grade of zero will be assigned for the examination. The article review will count for 10% of the student's final grade. Homework is assigned throughout the semester. Homework or assignments that are not turned in or are incomplete will result in a 1 point deduction per incident from final grade.

Grading Components:

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Exam 5 (Comprehensive Final)	30%
Article Review	10%
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Total	100%

Each student's final course grade will be determined as follows:

Exam 1 Grade _____	X 0.15 = _____
Exam 2 Grade _____	X 0.15 = _____
Exam 3 Grade _____	X 0.15 = _____
Exam 4 Grade _____	X 0.15 = _____
Exam 5 Grade _____	X 0.30 = _____
Article Review _____	X 0.10 = _____
	- _____ points for any incomplete assignments
	= _____ Numerical Course Grade

Grades will be assigned by the following grading scale:

A= 90-100	Excellent
B= 80-89	Good
C= 70-79	Satisfactory
D= 60-69	Poor
F= below 60	Failing

Library Resources

The address of the Southeastern Technical College Library website is listed below:

<http://www.southeasterntech.edu/library/Resources.asp>. This link will provide additional information on citations using APA format. The link will also provide access to Galileo, Online Catalog, Net Library on campus, Net Library off campus, periodicals, and newspapers. In addition, you may seek additional assistance in person by visiting the librarian in the Medical Technology Building or the librarian in the main building.

INSTRUCTIONAL DELIVERY METHODS

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



Dental Hygiene Program Goals

- A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.**
- B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.**
- C. To provide an environment that will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.**
- D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienists role in community oral health services.**
- E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.**
- F. To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.**

Learning Objectives

Exam 1

Wilkins Chapter 1

The Professional Dental Hygienist

1. Identify and define key terms and concepts related to the professional dental hygienist. (A,B,C,D)
2. Define the scope of dental hygiene practice. (A,B,C,D)
3. Identify and define the components of the Dental Hygiene Process of Care. (A,B,C,D)
4. Identify cultural considerations that can affect delivery of dental hygiene care. (A,B,C,D)
5. Identify and apply components of the Dental Hygiene Code of Ethics. (A,B,C,D)
6. Explain legal, ethical, and personal factors affecting dental hygiene practice. (A,B,C,D)
7. Apply concepts in ethical decision making. (A,B,C,D)
8. Define the discipline of dental hygiene, the dental hygienist, and the dental hygiene process. (A,B,C,D)
9. Explain the paradigm for the discipline of dental hygiene. (A,B,C,D)
10. Describe at least two dental hygiene conceptual models. (A,B,C,D)
11. Describe the five roles of the dental hygienist. (A,B,C,D)
12. Explain the purpose of standards of practice, accreditation, practice arts, and licensure. (A,B,C,D)
13. Explain evidence-based decision making. (A,B,C,D,E)

Wilkins Chapter 4, CDC Guidelines: From Policy to Practice, Clinic Manual

Infection Control: Transmissible Diseases

1. Identify and define key terms and concepts related to control of infectious diseases. (A,B,C)
2. Explain the infectious process and discuss methods of preventing transmission of infection. (A,B,C)

3. Identify and distinguish pathogens transmissible by the oral cavity. (A,B,C)
4. Identify oral lesions related to various infectious agents. (A,B,C)
5. Assess risk of disease transmission in oral healthcare, and plan appropriate control measures. (A,B,C)
6. Interpret emerging guidelines for infection control. (A,B,C)
7. Identify infectious diseases that pose a potential risk of transmission in oral healthcare. (A,B,C)
8. Apply active and passive mechanisms of infectious disease transmission prevention. (A,B,C)
9. Select appropriate protective attire for dental hygiene client care. (A,B,C)
10. Prepare the dental environment before and after client care. (A,B,C)

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 allergies. (A,B,C)
2. Apply and remove clinical barrier materials without cross-contaminations. (A,B,C)
3. Identify and explain the rationale for hand washing and other exposure-control techniques used during patient care. (A,B,C)
4. Identify criteria for selecting appropriate protective barrier materials. (A,B,C)

Wilkins Chapter 6, CDC Guidelines: From Policy to Practice, Clinic Manual

Infection Control: Clinical Procedures

1. Identify and define key terms and concepts related to clinical procedures for infection control. (A,B,C)
2. Identify basic considerations, guidelines, procedures, and methods for prevention of disease transmission. (A,B,C)
3. Describe characteristics of an optimal treatment room and instrument-processing center. (A,B,C)
4. Select appropriate disinfection, sterilization, and storage methods for clinical instruments and materials. (A,B,C)
5. Identify procedures for management of an exposure incident. (A,B,C)

Exam 2

Chapter 3 Wilkins

Effective Health Communication

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

Wilkins Chapter 9, Clinic Manual

Personal, Dental, and Medical Histories

1. Identify and define key terms and concepts related to preparing patient histories. (A,B,C)
2. Discuss the purposes of the personal, medical, and dental histories. (A,B,C)
3. List and discuss the types, systems, forms used, question types, and styles used to collect patient history data. (A,B,C)
4. Recognize considerations for patient care that are identified by various items recorded on the patient history. (A,B,C)
5. Systematically collect, analyze, investigate, and record information from a client's personal, dental, and health histories. (A,B,C)
6. Assess health status and determine risks, disease control level, and likelihood of a medical emergency via the health history interview. (A,B,C)
7. Manage client and practitioner risks, minimizing potential litigation via documentation in the client record. (A,B,C)
8. Identify need for medical consultation, and collaborate with other healthcare professionals to develop an individualized dental hygiene care plan. (A,B,C)
9. Recognize implications of client health status for dental hygiene care. (A,B,C)

Exam 3

Wilkins Chapter 10, Clinic Manual

Vital Signs

1. Identify and define key terms and concepts related to recording vital signs. (A,B,C)
2. Identify four vital signs and describe the range of expected values. (A,B,C)
3. Describe procedures for determining and recording a patient's temperature, pulse, respiration, and blood pressure. (A,B,C)
4. Discuss the importance of regular determination of vital signs for a patient receiving dental hygiene care. (A,B,C)
5. Assess temperature, pulse, respiration, and blood pressure, and record these vital signs measurements. (A,B,C)
6. Recognize findings that have implications for care planning, and initiate medical referrals for the health and safety of the client. (A,B,C)

7. Minimize risk of a medical emergency via vital signs assessment. (A,B,C)
8. Compare baseline measurements with current findings, and communicate significant changes to the client and dentist. (A,B,C)

Wilkins Chapter 69, Clinic Manual

Emergency Care

1. Identify and define key terms, abbreviations, and concepts related to emergency care. (A,B,C)
2. List factors and procedures essential for preventing and preparing for a medical emergency in the dental setting. (A,B,C)
3. Describe basic life support, rescue breathing, and external chest compressions. (A,B,C)
4. Describe oxygen administration and AED defibrillation, and identify contraindications for use. (A,B,C)
5. Recognize signs and symptoms of a medical emergency, and identify an appropriate response. (A,B,C)
6. Recognize persons at high risk for a medical emergency. (A,B,C)
7. Demonstrate protocols for performing Basic Life Support in adults, children, and infants. (A,B,C)
8. Demonstrate protocols for managing victims with partial airway obstruction and complete airway obstruction. (A,B,C)
9. Identify signs and symptoms of specific medical emergencies and appropriate treatment for each. (A,B,C)
10. List basic equipment and drugs for managing medical emergencies in the oral care environment. (A,B,C)

Fundamentals Module 1

Principles of Positioning

1. Define the term musculoskeletal disorder. (A,B)
2. Develop an appreciation of evidence-based knowledge of positioning in the dental environment. (A,B)
3. Understand the relationship between neutral position and the prevention of musculoskeletal. (A,B) problems.(A,B)
4. Identify musculoskeletal disorders (MSDs) commonly experienced by dental health professionals, their causes and prevention. (A,B)
5. Demonstrate operation of the clinician stool and the patient chair. (A,B)
6. Discuss the elements of neutral seated position for the clinician. (A,B)
7. Demonstrate correct patient position relative to the clinician. (A,B)
8. 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)
9. Position equipment so that it enhances neutral positioning. (A,B)
10. Recognize incorrect position and describe or demonstrate how to correct the problem. (A,B)

Fundamentals Module 2

Clinician Clock Positions

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 for each of the mandibular and maxillary treatment areas. (A,B)
4. Demonstrate standing clinician position for the mandibular treatment areas. (A,B)
5. Recognize incorrect position and describe or demonstrate how to correct the problem. (A,B)

Wilkins Chapter 7

Patient Reception and Ergonomic Practice

1. Identify and define key terms and concepts related to patient reception and ergonomic practice. (A,B)
2. Prepare the treatment room for patient reception. (A,B)
3. Identify and discuss components of safe and efficient patient positioning. (A,B)
4. Identify and practice factors that contribute to ergonomic dental hygiene practice. (A,B)
5. Apply ergonomic principles in dental hygiene practice. (A,B)
6. Discuss environmental factors leading to repetitive strain injury (RSI). (A,B)
7. Describe modifications in the work environment that minimize RSI and stress. (A,B)
8. Modify client positioning based on ergonomic principles and client needs. (A,B)
9. Relate proper grasp and instrument factors to ergonomic principles. (A,B)
10. Relate proper hand stabilization to ergonomic principles. (A,B)
11. Demonstrate neutral wrist, arm, elbow, and shoulder positions. (A,B)
12. Demonstrate strengthening and stretching exercises and how each reduces RSI. (A,B)
13. Describe common RSIs in terms of symptoms, risks, prevention, and treatment. (A,B)

Exam 4

Fundamentals Modules 3-6

Fulcrum, Mirror positioning, & 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 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)
11. Name and describe three common types of dental mirrors. (A,B)
12. Demonstrate use of the mirror for indirect vision, retraction, indirect illumination, and transillumination. (A,B)
13. Demonstrate an extraoral and intraoral finger rest. (A,B)
14. Position equipment so that it enhances neutral positioning. (A,B)
15. Maintain neutral seated position while using the recommended clock position for each of the mandibular and maxillary treatment areas. (A,B)
16. While seated in the correct clock position for the treatment area, access the anterior teeth with optimum vision while maintaining neutral positioning. (A,B)
17. Demonstrate correct mirror use, grasp, and finger rest in each of the anterior sextants while maintaining neutral positioning of your wrist. (A,B)
18. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument. (A,B)
19. Identify the correct wrist position when using an intraoral finger rest in the maxillary and mandibular anterior treatment areas. (A,B)
20. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s). (A,B)
21. 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)
22. 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)
23. Position equipment so that it enhances neutral positioning. (A,B)
24. Maintain neutral positioning when practicing finger rests in the mandibular posterior sextants. (A,B)
25. While seated in the correct clock position for the treatment area, access the mandibular posterior teeth with optimum vision while maintaining neutral positioning. (A,B)
26. Demonstrate correct mirror use, grasp, and finger rest in each of the mandibular posterior sextants while maintaining neutral positioning of your wrist. (A,B)
27. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument. (A,B)
28. Recognize incorrect mirror use, grasp, or finger rest, and describe how to correct the problem(s). (A,B)
29. Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient. (A,B)
30. Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner. (A,B)
31. Position equipment so that it enhances neutral positioning. (A,B)
32. Maintain neutral positioning when practicing finger rests in the maxillary posterior sextants. (A,B)
33. 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)
34. Demonstrate correct mirror use, grasp, and finger rest in each of the maxillary posterior sextants while maintaining neutral positioning of your wrist. (A,B)
35. Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument. (A,B)
36. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s). (A,B)
37. 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)
38. 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)
39. Demonstrate exercises that lessen muscle imbalances through chairside stretching throughout the workday. (A,B)

1. Identify and define key terms and concepts related to the gingiva. (A,B)
2. Identify the clinical features of the periodontal tissues that must be examined for a complete assessment. (A,B)
3. List the markers for periodontal infection and classify them by type, degree of severity, and causative factors. (A,B)
4. Identify gingival landmarks and discuss their significance. (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)
2. Conduct the extraoral clinical assessment, including proper methods and sequence. (A,B)
3. Conduct the intraoral clinical assessment, including proper methods and sequence. (A,B)
4. Describe and document significant findings in the client's record using precise descriptive terms, including appropriate follow-up and referral when atypical or abnormal tissue changes warrant further medical or dental evaluation. (A,B)
5. Discuss cancers affecting the head and neck, including:
 - Explain oral self-examination techniques to the client. (A,B)
 - Explain the use of biopsy as well as other methods for early detection of early cancer. (A,B)

Darby Chapter 16

Dentition Assessment

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

Darby Chapter 17

Oral Hygiene Assessment: Soft and Hard Deposits

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

Fundamentals Module 7-10, 12

Instrument Activation and Explorers

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

11. Define and explain the uses of wrist motion activation during periodontal instrumentation. (A,B)
12. Using a pencil or periodontal probe, demonstrate the correct technique for wrist motion activation. (A,B)
13. When demonstrating wrist motion activation use correct instrumentation technique such as: using the fulcrum finger as a support beam, maintaining correct grasp, and maintaining neutral wrist position. (A,B)
14. Define and explain the uses of digital motion activation during periodontal instrumentation. (A,B)
15. Using a pencil or periodontal probe, demonstrate the correct technique for digital motion activation. (A,B)
16. When demonstrating digital motion activation use correct instrumentation technique such as: using the fulcrum as a support beam, maintaining correct grasp, and maintaining neutral wrist position. (A,B)
17. Define and explain the use of the handle roll during periodontal instrumentation. (A,B)
18. Using a pen or pencil, demonstrate the handle roll using correct technique including: correct modified pen grasp, knuckles-up position, fulcrum finger as a support beam and neutral wrist position. (A,B)
19. Using a pen or pencil and Figure 8-8A or B, demonstrate how to pivot on the fulcrum finger
20. Explain how the teeth are positioned in the dental arches. (A,B)
21. Using a periodontal probe and typodont or tooth model, correctly orient the working-end of a probe to the various tooth surfaces of the dentition. (A,B)
22. Define the term adaptation as it relates to periodontal instrumentation. (A,B)
23. Identify the leading-, middle-, and heel-third of the working-end of a sickle scaler and a curet. (A,B)
24. Using a typodont and an anterior sickle scaler describe and demonstrate correct adaptation of the working-end to the midline and line angle of a mandibular anterior tooth. (A,B)
25. Explain problems associated with incorrect adaptation during periodontal instrumentation. (A,B)
26. Using a pencil demonstrate how to maintain adaptation to curved surfaces while using correct modified pen grasp and wrist motion activation. (A,B)
27. Given a universal curet and a typodont, explain how to use visual clues to select the correct working-end for use on the distal surface of a mandibular premolar tooth. (A,B)
28. 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)
29. Using a sickle scaler and a periodontal typodont, demonstrate the three basic stroke directions: vertical, oblique, and horizontal. (A,B)
30. Compare and contrast the functions and characteristics of three types of instrumentation strokes: assessment, calculus removal, and root debridement. (A,B)
31. 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)
32. Demonstrate the elements of an assessment stroke in a step-by-step manner. (A,B)
33. Use precise finger placement on the handle of a periodontal instrument while demonstrating assessment strokes. (A,B)
34. Given a variety of explorer designs, identify the design characteristics of each explorer. (A,B)
35. Given a variety of explorer designs, identify the explorer tip. (A,B)
36. Identify and describe the advantages and limitations of various explorer designs. (A,B)
37. Describe how the clinician can use visual clues to select the correct working-end of a double-ended explorer. (A,B)
38. Demonstrate correct adaptation of the explorer tip. (A,B)
39. Describe and demonstrate an assessment stroke with an explorer. (A,B)
40. Demonstrate detection of supragingival calculus deposits using compressed air. (A,B)
41. Demonstrate correct use of an Orban-type explorer in the anterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp. (A,B)
42. 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)
43. 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)
44. Name and describe several common types of calculus deposit formations. (A,B)
45. Explain why the forceful application of an explorer tip into a carious pit or fissure could be potentially harmful. (A,B)

Darby Chapter 26, Fundamentals Module 11

Periodontal Probing

1. Identify the design characteristics of a calibrated periodontal probe. (A,B)
2. Identify the millimeter markings on several calibrated periodontal probes including some probe designs that are not in your instrument kit. (A,B)
3. Describe the rationale and technique for periodontal probing. (A,B)
4. Identify factors that can affect the accuracy of periodontal probing. (A,B)
5. Discuss the characteristics of effective probing technique in terms of adaptation and angulation of the tip, amount of pressure needed, instrumentation stroke, and number and location of probe readings for each tooth. (A,B)

6. Using calibrated periodontal probe, demonstrate correct adaptation on facial, lingual, and proximal surfaces and beneath the contact area of two adjacent teeth. (A,B)
7. Activate a calibrated periodontal probe using a walking stroke and correct probing technique. (A,B)
8. While using correct positioning, mirror, grasp, and finger rests, demonstrate correct probing technique in all sextants of the dentition. (A, B)
9. Determine the probing depth accurately to within 1 mm of the instructor's reading. (A,B)
10. Define the term junctional epithelium. (A,B)
11. Differentiate between a normal sulcus and a periodontal pocket, and describe the position of the probe in each. (A,B)

Exam 5-Comprehensive Final

Includes all material previously covered in addition to Darby Chapter 26 and Fundamentals Module 11

DHYG 1040- PreClinical Dental Lecture
Lesson Plan
Fall Semester 2015

Date	Chapter / Lesson	Content	Homework Assignments & Tests	*Comp Area	ADEA
Week 1 Mon. 8/17	<u>Wilkins</u> <u>Chapters 1,4</u> OSAP Chapters 1-6 Clinic Manual Reference Sample APA Paper for Article Review on M: Drive	First day of class/Introduction to Course—Syllabus, Lesson plan, Rules, Regulations Coverage; Completion of Forms <u>Lecture with PPTS: Professionalism and Ethics; Asepsis; Infection Control: Transmissible Diseases</u> Clinic Manual: Standard Operating Procedures	Homework: <ul style="list-style-type: none"> • OSAP workbook questions for Chapters 1-6 • Library Skills Assignment • Read Wilkins Chapters 1,4,5,6 • Read Clinic Manual Reference 	CC 7,8 GC 1,3	C 1-11 HP 2,6
Week 2 Mon. 8/24	<u>Wilkins</u> <u>Chapters 5,6</u> Clinic Manual Reference OSAP Chapters 6-10	<u>Lecture with PPTS: Exposure Control Clinical Procedures for Infection Control</u>	Due Today: <ul style="list-style-type: none"> • Library Skills Assignment • OSAP 1-6 • Read Wilkins Chapters 3 and 9 OSAP workbook questions for Chapters 7-10 <ul style="list-style-type: none"> • Hand Hygiene Saves Lives 	CC 8 GC 1,3	C 1-11 HP 2,6
Week 3 Mon. 8/31	<u>Wilkins</u> <u>Chapter 3</u> <u>Chapter 9</u>	<u>Lecture with PPTS: Communication & Personal, Dental and Medical Histories</u> Role Play Activity	Exam 1 <u>Professionalism, Ethics and Asepsis</u> Due Today: <ul style="list-style-type: none"> • OSAP 7-10 • Hand Hygiene • Read Wilkins Ch. 10 and Clinic 	CC 1 GC 1,3	C 1-13 HP 1-6

DHYG 1040- PreClinical Dental Lecture
Lesson Plan
Fall Semester 2015

Date	Chapter / Lesson	Content	Homework Assignments & Tests	*Comp Area	ADEA
			Manual Reference		
<i>9/7 NO CLASS</i>	<i>HOLIDAY</i>	<i>LABOR DAY</i>	<i>HOLIDAY</i>		
Week 4 Mon. 9/14	Clinic Manual Reference <u>Wilkins Chapter 10</u>	<u>Lecture with PPTS: Health History Continued</u> <u>Vital Signs</u> Video and Activity: Blood pressure sights and sounds on M:Drive Video: "HIPAA"	Due Today: Complete Ethics Exercise on M: Drive "Ellen and treatment planning an ESL client" *Retrieve Ethics Framework Guideline and Rubric from M Drive Ethics Folder to use for this assignment Read Wilkins Ch. 10	CC 1 GC 1,3	C 1-13 HP 1-6 PC 1-4
Week 5 Mon. 9/21	<u>Wilkins Chapter 10</u>	<u>Vital Signs Continued: Lecture accompanied with Individual and Peer Practice with Blood Pressure Arm Simulator Exercises</u>	Exam 2 <u>Communication and Health History</u> Homework: <ul style="list-style-type: none"> • BP Assignment Sheet • Read Wilkins Ch. 69 and 7 • Read Clinic Manual Reference 	CC 1 GC 1,3	C 1-13 HP 1-6 PC 1-4
Week 6 Mon. 9/28	<u>Wilkins Chapter 69, Chapter 7</u> Fundamentals Modules 1, 2 Clinic Manual	<u>Lecture with PPTS: Emergency Care</u> <u>Reception and Ergonomic Practice</u> Video: "Medical	Due Today: <ul style="list-style-type: none"> • BP Assignment Sheet Homework: Article Review	CC 1,6,9 GC 1,3	C 1-14 HP 1, 5, 6 PC 2-4

DHYG 1040- PreClinical Dental Lecture
Lesson Plan
Fall Semester 2015

Date	Chapter / Lesson	Content	Homework Assignments & Tests	*Comp Area	ADEA
	Reference	<i>Emergencies”</i>			
Week 7 Mon. 10/05	<u>Fundamentals</u> <u>Module 3</u> Wilkins 38 Pgs 587-589 additional reference	<u>Lecture with PPTS:</u> <u>Instrument Grasp & Fulcrum</u> <i>Exercise with Typodonts & Instruments</i>	Exam 3 <u>Vital Signs, Medical Emergencies, Patient & Clinician Positioning, and Fundamentals Modules 1 & 2</u> Read Wilkins Ch. 14	CC 2,9 GC 1,3	HP 6
Week 8 Mon. 10/12	<u>Fundamentals</u> <u>Modules 4-7</u> <u>Wilkins</u> <u>Chapter 14</u>	<u>Lecture with PPTS:</u> <u>Instrument Grasp & Fulcrum Continued</u> <u>The Periodontium</u> <i>Hand Strengthening Exercises</i>	Due Today: Article Review Read Darby Ch. 15	CC 1,2,3,9 GC 1,3	HP 6
Week 9 Mon. 10/19	<u>Darby</u> <u>Ch. 15</u>	<u>Patient Assessment:</u> <u>Extra-Intra Oral Exam</u> Video: Comprehensive Head & Neck Exam Extra/Intra Oral exam worksheet	Homework: <ul style="list-style-type: none"> • <i>Study the dental charting symbols</i> Complete Xylitol Assignment. Bring to Next Session. Be prepared to discuss with class. Read Darby Ch. 16, 17 and Clinic Manual Reference	CC 1,2,3 GC 1,3	PC 1-4

DHYG 1040- PreClinical Dental Lecture
Lesson Plan
Fall Semester 2015

Date	Chapter / Lesson	Content	Homework Assignments & Tests	*Comp Area	ADEA
Week 10 Mon. 10/26	<u>Darby</u> <u>Ch. 16, 17</u> Clinic Manual Reference	<u>Explorers, Calculus, & Dental Charting</u> <u>Oral Hygiene</u> <u>Assessment: Soft and Hard Deposits</u> Charting Worksheets: Plaque, Calculus, Dental Charting Symbols & Guidelines	Homework: <ul style="list-style-type: none"> <i>Study the dental charting symbols</i> Dental Charting Assignment 	CC 1-5,9 GC1,2,3	PC 1-4
Week 11 Mon. 11/02	<u>Darby</u> <u>Ch. 16, 17</u> <u>Fundamentals</u> <u>Modules</u> <u>8-10, 12</u>	Explorers, Calculus, & Dental Charting Continued Charting Worksheets; Plaque, Calculus, Dental <u>Activity:</u> use of x-rays, transparencies Eaglesoft, paper charts, and typodonts for dental charting	Due Today: <ul style="list-style-type: none"> <i>Know your charting symbols before class today.</i> Dental charting assignment 	CC 1-5,9 GC 1,2,3	PC 1-5
Week 12 Mon. 11/09	<u>Darby</u> <u>Ch. 16, 17</u> <u>Fundamentals</u> <u>Modules</u> <u>8-10, 12</u>	<u>Explorers, Calculus, & Dental Charting Continued</u> Charting Worksheets; Plaque, Calculus, Dental	<i>Study for Exam 4</i> Read <u>Darby Chapter 26 Pages 445-450</u>	CC 1-5,9 GC 1,2,3	PC 1-5
Week 13 Mon. 11/16	<u>Fundamentals</u> <u>Module 11</u> <u>Darby</u> <u>Chapter 26</u> <u>Pages 445-450</u>	<u>Periodontal Probing</u>	Exam 4 <u>Fundamentals</u> <u>Module 3-10,12,</u> <u>The Gingiva, Oral Hygiene</u> <u>Assessment,</u> <u>Extra/Intra Oral Exam, Assessment</u>	CC 1-4,9 GC 1,2,3	PC 1-5, 12

DHYG 1040- PreClinical Dental Lecture					
Lesson Plan					
Fall Semester 2015					
Date	Chapter / Lesson	Content	Homework Assignments & Tests	*Comp Area	ADEA
	Clinic Manual		<u>of the Dentition</u>		
Week 14 Mon. 11/23	Fundamentals <u>Module 11</u> <u>Wilkins Chapter 15</u> <u>Darby Chapter 26 Pages 445- 450.</u> Clinic Manual	<u>Periodontal Probing Continued</u> Periodontal Probe Charting Worksheet Precision in Periodontal Instrumentation DVD Exercise with Typodonts & Periodontal Probe	Begin studying for comprehensive final exam over all assigned text material. You are responsible for all materials covered in this class which are directly related to your clinic sessions.	CC 1-4,9 GC 1,2,3	PC 1-5, 12
11/27-11/29	HOLIDAY	THANKSGIVING	HOLIDAY		
Week 15 Mon. 11/30		<u>Patient Assessment Protocol Review</u> Activities Role Plays Clinic Forms		CC 1-9 GC1,3	C 1-11, 13-14 HP 1,2,5,6 PC 1-5, 12
FINAL EXAM Tuesday 12/08 10:00am	Final Exam Covering all materials noted in syllabus	Comprehensive Final	Exam 5	CC 1-9 GC1,3	C 1-11, 13-14 HP 1,2,5,6 PC 1-5, 12
		<u>CONGRATULATIONS!</u>			

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

MAJOR COURSE COMPETENCIES CC

1. Patient Assessment
2. Instrumentation
3. Charting
4. Occlusion
5. Caries

6. Emergencies
7. Ethics and Professionalism
8. Asepsis
9. Patient and Clinician Positioning

GENERAL CORE COMPETENCIES (GC)

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.

Appendix A



Rubric for APA Article Review DHYG 1040

Refer to: Online Resources: <http://www.apastyle.org/> and <http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf>
or The Publication Manual of the American Psychological Association, Sixth Edition

Criteria Assessed	2 point value	Points earned	Comments
<ul style="list-style-type: none"> ○ Running Header ○ Page number ○ Title ○ Student name ○ College name ○ Spacing appropriate ○ Spelling 	<hr style="width: 50px; margin: auto;"/> 14		
<ul style="list-style-type: none"> ○ Title present on Body of paper ○ Body/Review content accurate and thorough ○ Writing is clear and concise ○ Paper well organized from information obtained in Article ○ Scientific approach to material maintained ○ Conclusion given ○ Double-spaced ○ 1 inch margins ○ Typeface -Times New Roman ○ Font -12-point size ○ Pages numbered ○ Paraphrasing Misinterpretation ○ Spelling 	<hr style="width: 50px; margin: auto;"/> 26		
Citations in body of text: <ul style="list-style-type: none"> ○ Authors listed correctly ○ Year of article correct ○ Parenthetical citations ○ Citations insufficient in text ○ Citations/Quotations used correctly 	<hr style="width: 50px; margin: auto;"/> 10		
Mistakes in Body of Paper: <ul style="list-style-type: none"> ○ Spelling ○ Spacing ○ Wording/Grammar ○ Capitalization ○ Subject-Verb ○ Punctuation ○ Abbreviations ○ Article Review length correct 	<hr style="width: 50px; margin: auto;"/> 16		

<p>Reference:</p> <ul style="list-style-type: none"> ○ Hanging Indent ○ Authors listed correctly ○ Title of article listed correctly ○ Electronic reference cited ○ Peer Reviewed source utilized ○ If more than one, listed alphabetically ○ Spelling 	<hr style="width: 50px; margin: 0 auto;"/> <p>14</p>		
<p>Total Points Possible: 80</p> <p>Points Earned: _____ (Divide points earned by possible points)</p> <p>Grade:</p> <p>Instructor:</p>	<hr style="width: 50px; margin: 0 auto;"/> <p>80</p>	<p>Additional Comments:</p>	

Instructor: _____

Date: _____