Fall Semester 2015

Course Title & Number: DHYG 1050 Preclinical Dental Hygiene Lab
Credit Hours/Minutes: 2 Semester Credit Hours and 4500 minutes
Course Schedule: Monday 11:00-5:00; Dental Hygiene Clinic, Health Science Annex
CRN: 20222

Course Director: Melanie Bryson, RDH, BS
Additional Clinical Instructor: Lori DeFore, RDH, BS, Bth
Office Hours: Monday 7:30-11:00am; Tuesday 12:30-5:30pm; Wednesday 7:30-12; 12:30-2:00pm
Office Location: Room #910, Health Science Annex
Email Address: mbryson@southeasterntech.edu
Phone: 912-538-3250
Fax Number: 912-538-3278

REQUIRED TEXTS:
Clinical Practice of the Dental Hygienist. 11th ed. Wilkins, 2013. Lippincott, Williams, & Wilkins.
Dental Hygiene Theory and Practice. 4th ed. Darby & Walsh. 2015. Saunders.
Fundamentals of Periodontal Instrumentation. 7th ed. Nield-Gehrig, 2013. Lippincott, Williams, & Wilkins.
STC Dental Hygiene Clinic Manual
CDC Guidelines: From Policy to Practice. OSAP. 2004-2007

REFERNCE TEXT:
Precision in Periodontal Instrumentation 2nd (DVD) ed. Cindy Biron Leiseca, RDH, EMT, MA

EQUIPMENT/SUPPLIES: The following clinic supplies are required to be purchased prior to the first day of class. Items should be inventoried against list below to ensure preparation for class.

<table>
<tr><th>Smart Practice Supplies</th><th colspan="2">Bookstore Supplies</th></tr>
<tr><td rowspan="3">IMS Lilac Utility Gloves
Exam Glove
Fall Smart Practice Kit:
Fluid Resistant Earloop Mask
Hurriview Plaque Indicator
Cotton Tip Applicator
Faceshield Elast Band Crosstex 5
Bouffant Cap
Bib-eze Bib Holder
Slip-n-Grip Full Chair Cover
Gown Valumax Knit Cuff
Saliva Ejector
CLV lat Tray B Ritter Teal 2
Floss dispenser plastic empty
Floss J&J Mint Wax
AW Syr Tip Safe-tips
Bibs Aqua
Sponge 2x2
Smartfilm 4x6</td><td colspan="2">Hu-Friedy first year instrument kit
Littman Select Stethoscope & BP Cuff
Typodont</td></tr>
<tr><td colspan="2">Additional Supplies</td></tr>
<tr><td>Scrubs and clinic shoes
Padlock for locker
Clipboard
Color Pencils: blue, green, red, black
Pens (black)
Highlighter
Composition Journal
Calculator
Folding sandwich bags
Overgloves
Post-it notes & flags
Magnification loupes
Plastic carrying case for instruments, loupes, and typodont</td><td>Small paper/plastic cups
Timer
Alcohol wipes
Patient safety glasses-Lowes/Wal-Mart
Digital thermometer
Power Putty (website provided)
Masking tape
Glycerin
Patient hand mirror
White rolling cart (4 drawer)</td></tr>
</table>

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

MAJOR COURSE COMPETENCIES:

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

PREREQUISITES: Program Admission
COREQUISITES: DHYG 1040 Preclinical Dental Hygiene Lecture

GENERAL EDUCATION 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 E-Catalog, Dental Hygiene Handbook, and Dental Hygiene Clinic Manual. 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.

During the clinic session, the students are required to place all textbooks (unless otherwise stated by the instructor) and personal property in their designated lockers. Students should have the designated items used for the clinic procedures. No talking is allowed in the clinical area. Students should be in clinical attire for all clinical sessions.

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

- ❖ Read the assigned chapters and know the answers to the objectives and definitions of the vocabulary terms listed at the beginning of the assigned chapter.
- ❖ Study and know the applicable DHYG 1040 lecture material.
- ❖ Go to **M Drive/ Dental Hygiene/ DHYG 1050** to print course materials.
- ❖ Check emails regularly for any additional information that is related to the class or Dental Hygiene Program

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and 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: 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 1 day a week for 15 weeks, the maximum number of days a student may miss is 2 days (2 clinic sessions) during the semester.

ANY CLINICAL SESSION MISSED MUST BE MADE UP. MAKE UP TIME IS LIMITED THIS SEMESTER THEREFORE THE STUDENT MAY HAVE TO TAKE AN INCOMPLETE IN THE COURSE AND WILL BE UNABLE TO PROGRESS TO THE NEXT SEMESTER. If a student is more than 30 minutes late or leaves more than thirty minutes early, that clinical time must be made up.

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 accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

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

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:

Preclinic Sessions:

The preclinical instructors will rotate at 10 minute intervals after a technique has been introduced to ensure each student has adequate hands on instruction in instrumentation techniques acquired in this lab. There will be exercises given to the student to strengthen grip and coordination in the fingers and hands. The students must practice these exercises. The student must utilize all time in the lab. Idle time is prohibited. If a student does not utilize preclinical time for skills development and practice of techniques in dental hygiene, a minimum of 1 point will be deducted each day from the final grade for *professional development infractions*. A list of *professional development infractions* can be obtained from the "M" Drive. **The professional infractions sheet should be filled out and on the student's clinic clipboard at all times**. The computers in the clinical area are to be used for no other purpose than dental hygiene instruction. There is a standing **"NO TALKING/NO VISITING"** rule while on the clinic floor. The clinic is a learning lab and the student is to be focused on the skill presently being acquired. If you have a question you should notify your instructor by extending the appropriate flag at your operatory. *Professional development infractions* will be given for failing to maintain a learning environment. The dental hygiene preclinical lab will start at the designated time on the syllabus. This means each student should be in the clinic area *before* clinic time to be prepared and ready when the clinic begins. Students will set up the work area and be seated in the operator's position at the beginning of each preclinical day. The instructor will not wait on a student to get ready for preclinic. All personal items and things not needed for the lab should be stored away in the lockers. Infractions will result if student is not "set-up" and ready to begin preclinic at the appropriate time. Time management and preparation are two key elements in any dental hygiene preclinical lab. The student must have all materials that are required for that preclinical lab. **Additional Clinic/Lab time, outside of class, will be necessary in this course to be successful. The clinic is available to the student for practice of skills. Students are provided with a schedule of times allowed for practice. Students must also sign in and out on the clipboard in the reception area.**

Journal Requirements:

The dental hygiene student will be required to maintain a ***detailed preclinical journal*** throughout the semester. The journal will be a dated entry of each preclinical session. It is hoped that the entries made into this journal will give you **insight into your strengths and weaknesses** as a dental hygienist and future employee. This self-assessment should help you in determining which **skills you may need to focus on improving**, while allowing you to gain a sense of accomplishment at tasks well done. Re-reading of your journal at intervals during your education should **reveal the depth of knowledge you have gained** and allow you to **see the development of the clinical skills and critical thinking skills** required to be an outstanding dental hygienist. Every day that you participate in a clinical activity, you should write an entry in your journal. **Each journal entry should focus on your clinic experience.** You may include your feelings about the clinical experience. If you felt a sense of accomplishment at learning a new skill, that feeling may be recorded. If you felt a sense of frustration in trying to learn a new skill, that may be recorded as well. The purpose of the journal is to give you a written record of your clinical experiences and professional and personal growth as a dental hygienist. At the bottom of each page, draw a line, and then write a **one sentence summary stating what you learned, or what**

skill you improved on that day. It may be a clinical skill, an interpersonal skill, a new piece of knowledge or understanding--any skill that would make you a better dental hygienist. The journals will assist the preclinical instructor in knowing the areas to further assist the student with. The student will bring the journal to each preclinical session and have it available (place on top of cabinet) for the instructor to view before or during preclinic. Entries for each preclinical session should be made at the end of the each clinical session. Then, the student will turn in the journal prior to dismissal of the session to the appropriate instructor for feedback to be given. The journals will be given back to the students on the following day. There will be a ***1 point deduction*** from the student's final course grade for each failure to document the preclinical day. The student will have a total of 1 detailed entry in the journal weekly, totaling 15 detailed entries at the end of the semester.

Preclinical Dental Hygiene Lab Skill Evaluations:

Clinical skill evaluation check offs will be performed on the following topics. These skills must be mastered before your check-off date. There is a mandatory 2 hour practice that must be performed prior to any check-off. This is the minimum requirement and must be performed outside of class time. Practice time can be completed in the clinic at the assigned time or may be completed away from the clinic (if applicable). Reminder: students have signed the Dental Hygiene Practice policy and violation of this may result in dismissal from the dental hygiene program. A sign-up sheet is provided at the front desk for students who practice in the clinic. Students must sign in before entering the clinic and sign out upon exiting the clinic. Instructors are not assigned to the clinic during these practice sessions but the clinic is always monitored. Upon completion of the 2 hour mandatory practice, students may discuss any questions or issues they may have with an instructor on an individual basis. Failing to maintain the learning environment during the practice session will result in an infraction or critical incident. Students must achieve 100% on each clinical skill evaluation check off or remediation will be required. Students will be allowed two attempts to reach 100%. The following list of attempts illustrates the grade that will be issued for the first and second attempts.

First Attempt = 100 is the grade for 100% competency
Second Attempt = 70 is the grade for 100% competency

- Respirations & Pulse
- Temperature
- Blood Pressure
- Medical Emergencies
- Ergonomics/Positioning
- Medical History
- Communication
- Air & Water Syringe
- Extra & Intra Oral Exam
- Explorers: Position, Grasp, Fulcrum, Mirror, & Exploration
- Disclosing
- Biofilm Charting
- Calculus Charting
- Restorations & Decay
- Periodontal Probe/Gingival/Occlusal Exam

If a student fails to achieve 100% on the skill evaluation check-off at the end of the second attempt, the student will be given a zero and will not be allowed to progress in the course. The student will not be allowed to proceed in the program**. If a student misses a clinical skill evaluation check off, they will receive a grade of zero on the clinical skill evaluation.** Students are not allowed to make up clinical skill evaluations. However, the student must demonstrate 100% competency in that area to progress in the program. It is mandatory to master one skill before progressing to the next skill in these clinic sessions. It is the student's responsibility to see the instructor and set up a time to be evaluated in that competency before moving on to the next skill evaluation.

The skill evaluations are posted on the M drive under Pre-clinic competencies of the DHYG 1050 folder. Students must be on time for all skill evaluations. Failure to be in assigned seat/operatory at the start time of the class will result in inability to take the skill evaluation and a zero will be assigned. Failure to have a skill evaluation sheet completely filled out as specified will result in a failed attempt and will have to re-schedule to take the skill evaluation again and begin with a 30 point deduction. Students may make up one skill evaluation with the **exception of the final instrumentation practicum**. Zero will be assigned for the missed final instrumentation and the student will not be allowed to proceed in the program.

Quizzes:

Quizzes will be given during DHYG 1050 Preclinical Dental Hygiene Lab to allow the student and instructor to evaluate their preparation and comprehension of the materials assigned. **Quizzes will not be made-up and the student will receive a grade of "O".** All quizzes will be averaged together to account for 5% of the final course grade.

Homework:

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.

Instrumentation Practicum Part I – Explorers & Probes Comprehensive Final:

This is a **Pass or Fail Evaluation** that will be evaluated by a minimum of two dental hygiene faculty. ***The student must pass at 100% competency OR receive a "0" as the final grade.*** If the dental hygiene student FAILS the Lab Final, the student will fail the course, no matter what the Skills Evaluation grades. No additional attempts are allowed on the Instrumentation Practicum Part I – Explorers & Probes. If the student does not score 100% competency on the Lab final, the student will receive a "0" for the final, and fail the course and will be dropped from the program.

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

Skill Evaluations

Respiration & Pulse	_____		
Temp	_____		
Blood Pressure	_____		
Medical Emergencies	_____		
Ergonomics/Positioning	_____		
Medical History	_____		
Communication	_____		
Air & Water Syringe	_____		
Extra & Intra Oral Exam	_____		
Explorers	_____		
Disclosing	_____		
Biofilm Charting	_____		
Calculus Charting	_____		
Restorations & Decay	_____		
Periodontal Probe	_____		
Total ÷ 15 =	_____	**X 0.35 =**	_____
Quizzes (averaged)		**X 0.05=**	_____
Instrumentation Practicum I at 100%	_____	**X 0.60** =	_____
Minus points for incomplete assignments/infractions			-_____
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.

Dental Hygiene Program Goals

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

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

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

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

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

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

Learning Objectives

Wilkins Chapter 1

The Professional Dental Hygienist

1. Identify and define key terms and concepts related to the professional dental hygienist. (A,B,C,D)
2. 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 and apply components of the Dental Hygiene Code of Ethics. (A,B,C,D)
5. Explain legal, ethical, and personal factors affecting dental hygiene practice. (A,B,C,D)
6. Apply concepts in ethical decision making. (A,B,C,D)

Wilkins Chapter 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)

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)

Wilkins Chapter 3

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)

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)

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 a dental setting. (A,B,C)
3. Describe basic life support: external chest compressions and rescue breathing. (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)

Fundamentals Module 1

Principles of Positioning

1. Define the term musculoskeletal disorder. (A,B,C)
2. Develop an appreciation of evidence-based knowledge of positioning in the dental environment. (A,B,C)
3. Understand the relationship between neutral position and the prevention of musculoskeletal. (A,B,C) problems.(A,B,C)
4. Identify musculoskeletal disorders (MSDs) commonly experienced by dental health professionals, their causes and prevention. (A,B,C)
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)

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 size for your own hands and explain how the glove size selected meets the criteria for proper glove fit. (A,B)
9. Understand the relationship between proper glove fit and the prevention of musculoskeletal problems in the hands. (A,B)
10. Perform exercises for improved hand strength. (A,B)
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 is 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)

Wilkins Chapter 14

The Periodontium

1. Identify and define key terms and concepts related to the gingiva. (A,B,C)
2. Identify the clinical features of the periodontal tissues that must be examined for a complete assessment. (A,B,C)
3. List the markers for periodontal infection and classify them by type, degree of severity, and causative factors. (A,B,C)
4. Identify gingival landmarks and discuss their significance. (A,B,C)

Darby Chapter 15

Extraoral and Intraoral Clinical Assessment

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

Darby Chapter 16

Dentition Assessment

1. Discuss the purpose and methods of documentation including charting and the responsibilities of the dental hygienist. (A,B,C)
2. Differentiate between the tooth numbering systems. (A,B,C)
3. Discuss the classification of dental caries and restorations. (A,B,C)
4. Discuss tooth assessment and detection of signs of dental caries. (A,B,C)
5. Explain the dentition and periodontal charting, including application of charting symbols to a case study. (A,B,C)

6. Discuss occlusion and common problems of occlusion. (A,B,C)
7. Distinguish between the classification of malocclusion and the sub-types. (A,B,C)
8. Discuss the primary occlusion. (A,B,C)

Darby Chapter 17

Oral Hygiene Assessment: Soft and Hard Deposits

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

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)

Fundamentals Module 11

Periodontal Probes and Basic Probing Technique

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)

DHYG 1050 PreClinical Dental Hygiene Lab Lesson Plan Fall Semester 2015					
Date	**Text/Chapter /Lesson**	**Content**	**Assignments Tests Activities**	**Competency Area CC,GC**	**ADEA**
Week 1					
Aug 17	Clinic Manual	First day of class /Introduction to Course— Syllabus, Lesson plan, Rules, Regulations Coverage; Completion of Forms Clinic rules Operatory assignment Lockers Clipboards & Journals Cart with supplies Use of the dental unit Oral Hygiene Instruction SOP: instrument processing	Tour of Clinic	CC 2 GC a,b,c	C1-5 HP 1-6
Week 2					
Aug 24	Wilkins 3,9,10 Clinic Manual	Communication- appointment confirmation protocol, reception Informed consent HIPAA Medical History Medication Log Vitals: Blood pressure, temperature, respirations, pulse	Bring Blood Pressure Kit Partners for practice	CC 1-4 GC a,b,c,d	C1-14 HP 1-6 PC 1-4
Week 3					
Aug 31	Wilkins 3,9,10 Clinic Manual	Continue practice on communication, medical history, & vitals Skill Evals: Communication Medical History Vitals	**Skill Evaluations:** **Communication** **Medical History** **Blood Pressure** **Pulse & Respiration** **Temperature** Partners for Skill Evals	CC 1-4 GC a,c	C 1-14 HP 1-6 PC 1-4
Sept 7 	*Have a safe Labor Day Holiday 9/7*				

DHYG 1050 PreClinical Dental Hygiene Lab Lesson Plan Fall Semester 2015					
Date	**Text/Chapter /Lesson**	**Content**	**Assignments Tests Activities**	**Competency Area CC,GC**	**ADEA**
Week 4					
Sept 14	Wilkins 69 Clinic Manual	Emergency Care: Medical emergencies Location of medical equipment Role Play for Medical Emergency	Homework: • Module 1 pg 37 • Module 2 pg 65-68 • Module 3 pg 84-86 • Module 4 pg 129-30 • Module 5 pg 155-56 • Module 6 pg 183-84 • Module 7 pg 205-06	CC 3 GC a,b,c	C 1-14 HP 1-6 PC 1-8, 10,11
Week 5					
Sept 21	Fundamentals 1-6 Wilkins 7 Position Chart	Skill Eval: Medical Emergencies Video in Classroom: *Precision in Periodontal Instrumentation: Positioning, Grasp, Fulcrum* Typodont set-up Portasim check-out Ergonomics: clinician & patient positioning, positioning chart, Fulcrum: instrument grasp, mirror, explorer Air/water syringe Saliva ejector	**Skill Evaluation: Medical Emergencies** Partners for practice Due Today: • Modules 1-6	CC 1-6 GC a,c	C 1-3,5-7,9 HP 2,4,6 PC 1-4
Week 6					
Sept 28	Fundamentals Modules 1-6 Wilkins 7 Position Chart	Continue with Instrument Grasp, Mirror Positioning, Instrumentation, Establishing a fulcrum, Operator locations, Use of Air/Water Syringe	Partners for practice	CC 1-6 GC a,c	C 1-3,5-7,9 HP 2,4,6 PC 1-4
Week 7					
Oct 5	Wilkins 14 Darby 15,16 Clinic Manual	Skill Evals: Ergonomics/Positioning Air/Water Syringe	**Skill Evaluations: Ergonomics/Positioning Air/Water Syringe** Partners for A/W skill	CC 1-8 GC a,c	C 1-14 HP 1-6 PC 1-4

DHYG 1050 PreClinical Dental Hygiene Lab Lesson Plan Fall Semester 2015					
Date	**Text/Chapter /Lesson**	**Content**	**Assignments Tests Activities**	**Competency Area CC,GC**	**ADEA**
		Extraoral and Intraoral Exam: Observation Palpation Normal vs abnormal tissue Lesion appearance Gingival exam Profile & occlusion Charting/forms	eval and EIO exam		
Week 8					
Oct 12	Wilkins 14 Darby 15,16 Clinic Manual	Continue practice of Extraoral and Intraoral Exam: Observation Palpation Normal vs abnormal tissue Lesion appearance Gingival exam Profile & occlusion Charting/forms Skill Eval: EIO exam Video in Classroom: *Precision in Periodontal Instrumentation: Exploring Techniques, Elements of Instrumentation Stroke*	**Skill Evaluation** **Extra-Intra Oral Exam** Partners for 1 hour practice and skill eval Homework: • Module 8 pg 221 • Module 9 pg 232-34 • Module 10 pg 246 • Module 12 pg 308 • Ethics Exercise M: drive	CC 1,4-7 GC a,c	C 1-14 HP 1-6 PC 1-4
Week 9					
Oct 19	Fundamentals 8-10,12 Darby 16, 17 Clinic Manual	Explorers: ODU 11/12 Orban 17/ XP 23 Supra/Sub Explorers: Adaptation Technique Sequence Clock positions Knuckle numbers	Due Today: • Modules 8-10,12 • Ethics Exercise Typodonts for practice	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4

DHYG 1050 PreClinical Dental Hygiene Lab Lesson Plan Fall Semester 2015					
Date	**Text/Chapter /Lesson**	**Content**	**Assignments Tests Activities**	**Competency Area CC,GC**	**ADEA**
Week 10					
Oct 26	Fundamentals 8-10,12 Darby 16, 17 Clinic Manual	Continue with: Explorers Adaptation: ODU 11/12 Orban 17/ XP 23 Supra/Sub Explorers: Adaptation of Explorers Technique & Sequence Exploring and charting plaque, calculus, decay, restorations Disclosing procedure Forms for dental charting, plaque, & calculus	Partners for practice- 2 hours each, supra-gingival exploration only Know your charting symbols!	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4
Week 11					
Nov 2	Fundamentals 8-10,12 Darby 16, 17 Clinic Manual	Continue with: Explorers Adaptation: ODU 11/12 Orban 17/ XP 23 Supra/Sub Explorers: Adaptation of Explorers Technique & Sequence Exploring and charting plaque, calculus, decay, restorations Forms for dental charting, plaque, & calculus	Typodonts for practice Extracted teeth for exploring decay Digital and film xrays for dental charting Typodont models for restorations and existing teeth Dental charts for verbal practice	CC1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4
Week 12					
Nov 9	Fundamentals Module 11 Clinic Manual	Skill Evals: Explorers Disclosing Biofilm Dental Charting-verbal practice-partners in classroom Periodontal Probing: Probing Technique and Recording	**Skill Evaluations** **Explorers** **Disclosing** **Biofilm** Typodont for explorers Partners for disclosing, & biofilm Homework: • 13 typodont dental charting models	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4

DHYG 1050 PreClinical Dental Hygiene Lab Lesson Plan Fall Semester 2015					
Date	**Text/Chapter /Lesson**	**Content**	**Assignments Tests Activities**	**Competency Area CC,GC**	**ADEA**
Week 13					
Nov 16	Fundamentals Module 11 Clinic Manual	Continued: Probing Technique and Recording	Balloons and scales for periodontal probing calibration Typodont for practice Students will complete a 30 minute timed probe chart on typodont Partners for full mouth 30 minute timed probe	CC 4-8 GC a,b,c	C 1,2,3,5,6 -9,11 HP 1-6 PC 1-4
Week 14					
Nov 23		Skill Evals: Calculus Restorations & Decay Periodontal Probe	**Skill Evaluations** **Calculus** **Restorations & Decay** **Periodontal Probe** Typodont for calculus, restorations & decay, and periodontal probe Due today: • 13 typodont dental charting models	CC 4-9 GC a,b,c	C 1,2,3,5,6 -9,11 HP 1-6 PC 1-4
 *Have a safe and happy Thanksgiving!*					
Week 15					
Nov 30	All chapters assigned from: Clinic Manual Darby Fundamentals Wilkins	Work on all skills in the time you have remaining Practice for Instrumentation Practicum Part I by performing a mock practicum	**Mock Practicum** Typodont for mock practicum	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4
Date/Time TBA	All chapters assigned from: Clinic Manual Darby Fundamentals Wilkins	**Instrumentation Practicum Part I** Times will be assigned ***Student must pass this Final to pass this course.***	**Instrumentation Practicum Part I** **Explorers & Probe** Typodont for instrumentation practicum	CC 1-9 GC a,b,c	C 1-14 HP 1-6 PC 1-4

DHYG 1050 PreClinical Dental Hygiene Lab Lesson Plan Fall Semester 2015					
Date	**Text/Chapter /Lesson**	**Content**	**Assignments Tests Activities**	**Competency Area** **CC,GC**	**ADEA**

Merry Christmas & Happy New Year!

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

MAJOR COURSE COMPETENCIES

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

GENERAL CORE COMPETENCIES (GC)

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

a. The ability to utilize standard written English.
b. The ability to solve practical mathematical problems.
c. The ability to read, analyze, and interpret information.