



**DHYG 2080 Clinical Dental Hygiene III Lecture  
COURSE SYLLABUS  
Fall Semester 2020**

**COURSE INFORMATION**

Credit Hours/Minutes: 2 Semester Credit Hours and 1500 Minutes  
Campus/Class Location: Vidalia/Health Sciences Annex C, Room 906  
Class Meets: Tuesday 1:00-2:50  
Course Reference Number (CRN): 20225

**INSTRUCTOR CONTACT INFORMATION**

Course Director: Melanie Bryson, RDH, BS  
Email Address: [Melanie Bryson \(mbryson@southeasterntech.edu\)](mailto:mbryson@southeasterntech.edu)  
Campus/Office Location: Vidalia Campus, Health Sciences Annex C, Office 910  
Office Hours: Monday 3:00-5:00; Tuesday 3:00-5:00; Wednesday 8:00-12:00; Thursday 1:00-3:00  
Phone: 912-538-3250  
Fax Number: 912-538-3278

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

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

**REQUIRED TEXTS**

Clinical Practice of the Dental Hygienist. Twelfth edition. Wilkins. 2017. Wolters Kluwer.  
Active Learning Workbook Clinical Practice of the Dental Hygienist. Twelfth edition. Wilkins. 2017. Wolters Kluwer.  
Case Studies in Dental Hygiene. Third edition. Thomson. 2013. Pearson.  
Southeastern Technical College Dental Hygiene Clinic Manual

**REQUIRED SUPPLIES**

Black pen, pencil, paper, highlighter, 1 inch 3-ring binder, index cards, USB jump drive

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

**COURSE DESCRIPTION**

Continues the development of student knowledge necessary for the treatment and prevention of oral diseases. Topics include: treatment of patients with special needs.

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

1. Treatment of patients with special needs.

## **PREREQUISITE**

DHYG 2010 Clinical Dental Hygiene II Lecture

## **COREQUISITE**

DHYG 2090 Clinical Dental Hygiene III Lab

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

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

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

## **STUDENT REQUIREMENTS**

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

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

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

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1. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
2. Complete and know the learning objectives at the beginning of the chapter assigned. Maintain the hand-written learning objectives in your course notebook.
3. Complete the Everyday Ethics at the end of the chapters assigned. Maintain the hand-written Everyday Ethics in your course notebook.
4. Answer/complete the Active Learning Workbook exercises of the relevant chapter(s) prior to class.
5. Highlight National Board Exam material in relevant chapter(s) prior to class.
6. Complete any assignments or homework given by the course director.
7. Check lesson plan daily for scheduled assignments/due dates.
8. Obtain materials from the Course Materials Drive: M/Dental Hygiene/DHYG 2080. Prior to class, print any materials available to be used in this class for study.
9. Students are advised to check their e-mails regularly for any additional information that is related to the class or the Dental Hygiene Program.

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

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

### **COVID-19 SIGNS AND SYMPTOMS**

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

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

<b>COVID-19 Key Symptoms</b>
Fever or felt feverish
Cough: new or worsening, not attributed to another health condition
Shortness of breath, not attributed to another health condition
New loss of taste or smell
Chills; Repeated shaking with chills
Sore throat, not attributed to another health condition
Muscle pain, not attributed to another health condition or exercise
Headache, not attributed to another health condition
Diarrhea (unless due to known cause)
<b>In the past 14 days, if you:</b>
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting),

**COVID-19 Key Symptoms**

please do not come on campus and contact your instructor (s).

**COVID-19 SELF-REPORTING REQUIREMENT**

Students, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form](#). Report all positive cases of COVID-19 to your instructor, program director, and [Stephannie Waters](#), Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

**COVID-19 DAILY SCREENING REQUIREMENT**

Prior to entering the Health Sciences Annex- Building C, all dental hygiene students, faculty, and staff will complete a daily COVID-19 Screening and Temperature Check. Social distancing must be practiced throughout the building except during instruction of clinical skills and direct patient care. A KN-95 or N-95 mask and a face shield must be worn when social distancing is not feasible.

**ATTENDANCE GUIDELINES**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters. Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor. Excused absences will be evaluated on a case-by-case basis by the program director. Examples of excused absences would be a car accident on the way to class/clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class/clinical times. Unexcused absences will not be made up and may lead to the student's failure of the course. Program director must be notified of any absences prior to scheduled clinic/class session.

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

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

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

**ADDITIONAL ATTENDANCE GUIDELINES FOR HEALTH SCIENCES**

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each

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program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required makeup work in the classroom or clinical experiences are at the discretion of the instructor.

### **SPECIFIC ABSENCES**

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

### **WITHDRAWAL PROCEDURE**

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

**Withdrawal Due to Attendance Violation-** Students who are withdrawn from a course(s) due to attendance violation after drop/add and until the 65% point of the semester will receive a grade of "W" for the course(s).

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

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

Students who are withdrawn from a course(s) due to attendance violation after the 65% point will receive a grade of "WP" (Withdrawal Passing-average of 60 or higher) or a grade of "WF" (Withdrawal Failing-average of 59 or lower). Students will receive a grade of **zero** for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure.

**Withdrawal Due to Academic Deficiency-** Students who are withdrawn from a course(s) due to academic deficiency will receive a grade of "W" for the course(s). If a student cannot progress in the dental hygiene program due to academic deficiency, the student will receive a grade of "W" for all DHYG (dental hygiene) courses for the semester and will be unable to progress in the dental hygiene program.

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

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

### **STUDENTS WITH DISABILITIES**

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

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:Macy_Gay_mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

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

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

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

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

## **ACADEMIC DISHONESTY POLICY**

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

## **PROCEDURE FOR ACADEMIC MISCONDUCT**

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

### **1. First Offense**

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

### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

### **3. Third Offense**

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

## **STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or

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belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

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

### **ACCESSIBILITY STATEMENT**

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

### **GRIEVANCE PROCEDURES**

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

### **ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

## **TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT**

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

### **INSTRUCTIONAL DELIVERY METHODS**

The following methods may be utilized to facilitate learning: lecture, PowerPoint presentations with handouts, multimedia presentations, group discussions, independent reading assignments, interactive websites, role play, and case studies.

### **EVALUATION PROCEDURES**

#### **EXAMS**

Students will be given a total of 4 examinations. Examination 1 includes Wilkins chapters 49 to 56. A total of 100 points may be earned on the examination 1. Examination 1 will count for 10% of the final course grade. Examination 2 includes Wilkins chapters 57 to 63. A total of 100 points may be earned on the examination 2. Examination 2 will count for 10% of the final course grade. Examination 3 includes Wilkins chapters 64 to 69. A total of 100 points may be earned on the examination 3. Examination 3 will count for 10% of the final course grade. Examination 4 will require critical application of all assigned chapters in the lesson plan from the Wilkins textbook. A total of 100 points may be earned on examination 4. Examination 4 will count for 25% of the final course grade.

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

#### **CASE STUDY PROJECTS (2)**

Case studies present patients with medical and oral health situations that a clinician would typically encounter in a clinical setting. Case studies are designed to guide the clinician in the development of critical thinking skills and application of theory to care at all levels of dental hygiene education. Practice of case-based decision making will increase confidence regarding preparation for board examinations. Students will be responsible for completing 2 case studies. Case study 1 profile will be the adult periodontal patient. A total of 100 points may be earned on case study 1. Case study 2 profile will be the special needs patient. A total of 100 points may be earned on case study 2. Case study 1 and case study 2 grades will be averaged together and count for 10% of the final course grade. Students will be provided with various samples of case studies on the M drive. The two case studies (adult periodontal patient and special needs patient) will be created completely by the student and then turned in. Case studies are to be printed out as well as submitted electronically no later than deadline reflected on lesson plan of syllabus. The document should be saved as first initiallastname\_casestudy#1 or 2 (no spaces)2020. Subject: case study #1 or #2. Late submissions will not be accepted and will result in the grade of a zero. If you are going to be absent on the date of the deadline, please deliver the project to the instructor prior to the deadline. **NO EXCEPTIONS!!!** A template, self-assessment form, and rubric are provided on the M drive and must be used for all requirements to be met for the case studies as well as the details provided below. No alternatives will be accepted. Students will need to access the M drive and print out the self-assessment and rubric. Students will self-assess their case study using the self-assessment form and will turn in on the due date of the project. See Appendix A and B.



**SPECIAL NEEDS NOTEBOOK**

In-class or homework assignments will be assigned for the special needs topic for the week. Students will use the specified texts and chapters listed in the lesson plans from the syllabus to complete the assignments. Students are expected to read the assigned chapters prior to each class session to enhance the educational experience and develop the students' decision-making skills in formulating an individualized dental hygiene care plan for individuals with special needs. Maintain all hand-written special needs notebook assignments in the back of the course materials notebook in a tabbed section. At the end of the semester, the special needs notebook assignments will be turned in prior to taking the final exam. Students will need to access the Course Materials drive and print out the assignments as well as the rubric and turn in with the completed special needs notebook. See Appendix C. A total of 100 points may be earned on the special needs notebook. The special needs notebook will count for 15% of the final course grade.

**CLASS PREPARATION ASSESSMENT**

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

**HOMEWORK/ASSIGNMENTS**

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

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

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

**REMEDIATION POLICY**

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

**GRADING POLICY**

Evaluation Item	Percentage
Exam 1	10

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<b>Evaluation Item</b>	<b>Percentage</b>
Exam 2	10
Exam 3	10
Exam 4/Final	25
Case Study 1 & 2 (averaged together)	10
Special Needs Notebook	15
Class Preparation Assessments (averaged together)	20
Point Deductions for late/incomplete assignments-	
Subtotal	
Final Course Grade	

**CALCULATION OF FINAL COURSE GRADE**

<b>Evaluation Item</b>	<b>Grade</b>	<b>(X) %</b>	<b>Points</b>
Exam 1		.10	
Exam 2		.10	
Exam 3		.10	
Exam 4/Final		.25	
Case Study 1			
Case Study 2			
Case Study 1 & 2 (averaged together)		.10	
Special Needs Notebook		.15	
Class Preparation Assessment 1			
Class Preparation Assessment 2			
Class Preparation Assessment 3			
Class Preparation Assessment 4			
Class Preparation Assessment 5			
Class Preparation Assessment 6			
Class Preparation Assessment 7			
Class Preparation Assessment 8			
Class Preparation Assessment 9			
Class Preparation Assessments (1-9 averaged together)		.20	
<b>Point Deductions for late/incomplete assignments-</b>			
<b>Subtotal</b>			
<b>Final Course Grade</b>			

**GRADING SCALE**

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

## **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**

### **Chapter 49: The Pregnant Patient and Infant**

1. Describe the oral implications of fetal development in all stages of pregnancy. (A, B, C, D)
2. Identify common oral findings during pregnancy. (A, B, C, D)
3. Recognize the association between periodontal disease and pregnancy. (A, B, C, D)
4. Assess and develop an appropriate preventive plan for dental hygiene treatment during pregnancy. (A, B, C, D)
5. Recognize special problems that may occur during pregnancy and need for referral. (A, B, C, D)
6. Recognize the importance of infant oral health. (A, B, C, D)
7. Describe anticipatory guidance for the infant to include dietary education for the caretakers. (A, B, C, D)
8. Describe components of and techniques for conducting an infant oral examination. (A, B, C, D)

### **Chapter 50: The Pediatric Patient**

1. Describe the specialty of pediatric dentistry. (A, B, C, D)
2. Discuss the use of a caries risk assessment tool to identify an individual patient's risk and prevention factors. (A, B, C, D)
3. Identify age-appropriate anticipatory guidance/counseling factors to educate parents/caregivers of toddlers, school-aged children, and adolescents. (A, B, C, D)
4. Identify preventive and therapeutic oral healthcare interventions based on age and caries risk assessment. (A, B, C, D)
5. Discuss oral health home care needs, adjunct aids, and continuing care recommendations for children. (A, B, C, D)

### **Chapter 51: The Patient with a Cleft Lip and/or Palate**

1. Describe the types of cleft lip and palate that result from developmental disturbances. (A, B, C, D)
2. Identify and describe the role of the professionals on the interdisciplinary team for the treatment of a patient with cleft lip and/or palate. (A, B, C, D)
3. Identify the oral characteristics of a patient with cleft lip and/or palate may experience. (A, B, C, D)
4. Explain how to adapt the dental hygiene appointment sequence for a patient with cleft lip and/or palate. (A, B, C, D)

### **Chapter 52: The Patient with an Endocrine Disorder or Hormonal Change**

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1. Identify the major endocrine glands and describe the function of each. (A, B, C, D)
2. Explain signs, symptoms, and potential oral manifestations of each endocrine gland disorder. (A, B, C, D)
3. Describe hormonal effects and oral health risk factors commonly associated with puberty, menses, contraceptives, and menopause. (A, B, C, D)

### **Chapter 53: The Older Adult Patient**

1. Describe physiological and cognitive changes associated with aging. (A, B, C, D)
2. Explain common chronic conditions associated with aging. (A, B, C, D)
3. Identify common oral changes associated with aging. (A, B, C, D)
4. Demonstrate best practices for communicating with the older adult patient. (A, B, C, D)
5. Explain and document the dental hygiene process of care for the older adult patient. (A, B, C, D)

### **Chapter 54: The Edentulous Patient**

1. Identify causes and prevention of tooth loss. (A, B, C, D)
2. Describe the anatomical features of an edentulous oral cavity. (A, B, C, D)
3. Explain causes and prevention of denture-induced oral lesions. (A, B, C, D)
4. Describe methods for marking a denture for permanent identification. (A, B, C, D)
5. Outline a plan for continuing care for the patient with a complete denture. (A, B, C, D)

### **Chapter 55: The Oral and Maxillofacial Surgery Patient**

1. Discuss the role of the dental hygienist in the pre- and postsurgical care of the oral and maxillofacial surgery patient. (A, B, C, D)
2. Discuss pre- and postsurgical care planning for the maxillofacial surgery patient. (A, B, C, D)
3. Identify types of maxillary and mandibular fractures and discuss treatment options. (A, B, C, D)
4. Describe modifications for dental hygiene treatment, diet, and personal oral care procedures needed after maxillofacial surgery. (A, B, C, D)
5. Explain dental hygiene care needed before and after general surgery. (A, B, C, D)

### **Chapter 56: The Patient with Cancer**

1. Identify healthcare professionals involved in the multidisciplinary oncology team. (A, B, C, D)
2. Explain several systemic medical treatment options utilized in cancer management. (A, B, C, D)
3. Describe common oral complications secondary to cancer treatment. (A, B, C, D)
4. Provide examples of evidenced-based dental hygiene care strategies for mucositis management. (A, B, C, D)

### **Chapter 57: Patients with Disabilities**

1. Identify and define key terms and concepts relating to individuals with disabilities. (A, B, C, D)
2. Identify risk factors for oral disease associated with disabling conditions. (A, B, C, D)
3. Describe factors that enhance the prevention of oral disease for individuals with disabilities and their caregivers. (A, B, C, D)
4. Explain procedures and factors that contribute to safe and successful management of individuals with disabilities during dental hygiene care. (A, B, C, D)

### **Chapter 58: Dental Hygiene Care in Alternative Settings**

1. Identify and define key terms and concepts related to oral health care in alternative settings. (A, B, C, D)
2. Identify materials necessary for providing dental hygiene care in alternative settings. (A, B, C, D)

3. Plan and document adaptations to dental hygiene care plans and oral hygiene instructions for the patient who is homebound, bedridden, unconscious, or terminally ill. (A, B, C, D)

### **Chapter 59: The Patient with a Physical Impairment**

1. Identify and define key terms and concepts related to physical impairment. (A, B, C, D)
2. Describe the characteristics, complications, occurrence, and medical treatment of a variety of physical impairments. (A, B, C, D)
3. Identify oral factors and findings related to physical impairments. (A, B, C, D)
4. Describe modifications for dental hygiene care based on assessment of needs specific to a patient's physical impairment. (A, B, C, D)

### **Chapter 60: The Patient with a Sensory Impairment**

1. Describe the purpose of the Americans with Disabilities Act. (A, B, C, D)
2. Explain the causes and types of visual and hearing impairment. (A, B, C, D)
3. Identify different auxiliary aids that help the visually and hearing impairment. (A, B, C, D)
4. Outline a plan for continuing care for the patient with visual or hearing impairment. (A, B, C, D)

### **Chapter 61: The Patient with a Neurodevelopmental Disorder**

1. Define and describe neurodevelopmental disorders. (A, B, C, D)
2. Give examples of the characteristics, oral findings, and health problems significant for providing dental hygiene care for patients with: Intellectual Disability, Down syndrome, and Autism spectrum disorder. (A, B, C, D)
3. Recognize adaptations necessary for providing dental hygiene care for a patient with neurodevelopmental disorders. (A, B, C, D)

### **Chapter 62: Family Abuse and Neglect**

1. Describe the general, extraoral, and intraoral signs of child abuse and neglect. (A, B, C, D)
2. Describe the general, physical, extraoral, and intraoral signs of elder abuse and neglect. (A, B, C, D)
3. Discuss the signs and attitudes of the abused in an intimate partner abuse and violence situations. (A, B, C, D)
4. Discuss the role of the dental hygienist in reporting suspected maltreatment of children, elders, and intimate partners. (A, B, C, D)

### **Chapter 63: The Patient with a Seizure Disorder**

1. Define each of the terms associated with types of seizure disorders. (A, B, C, D)
2. Describe the etiology of seizure disorders. (A, B, CV, D)
3. Discuss the clinical manifestations of seizure disorders. (A, B, C, D)
4. Develop a dental hygiene care plan, including patient education prevention strategies, for working with patients who have seizure disorders. (A, B, C, D)
5. Prepare a protocol for emergency care of a patient having a seizure. (A, B, C, D)

### **Chapter 64: The Patient with a Mental Health Disorder**

1. Describe the various types of mental health disorders and major symptoms. (A, B, C, D)
2. Summarize the side effects of treatment for mental health disorders that may have oral health implications. (A, B, C, D)
3. Explain dental hygiene treatment considerations for each major category of mental health disorder. (A, B,

### **Chapter 65: The Patient with a Substance-Related Disorder**

1. Explain key terms and concepts related to the metabolism, intoxication effects and use patterns of alcohol. (A, B, C, D)
2. Identify physical health hazards, medical effects, and oral manifestations associated with alcohol and other drug abuse. (A, B, C, D)
3. List the names of the most commonly abused drugs and describe their intoxication effects and methods of use. (A, B, C, D)
4. Describe methods for clinical assessment of potential substance abuse. (A, B, C, D)
5. Recognize risk management principles to prevent prescription pad theft and abuse. (A, B, C, D)

### **Chapter 66: The Patient with a Respiratory Disease**

1. Identify and define key terms and concepts related to respiratory diseases. (A, B, C, D)
2. Differentiate between upper and lower respiratory tract diseases. (A, B, C, D)
3. Describe the etiology, symptoms, and management of respiratory diseases. (A, B, C, D)
4. Plan and document dental hygiene care and oral hygiene instructions for patients with compromised respiratory function. (A, B, C, D)

### **Chapter 67: The Patient with a Cardiovascular Disease**

1. Identify the cardiovascular conditions that may be encountered in patients seeking oral health care. (A, B, C, D)
2. Discuss the etiology, symptoms, and risk factors associated with cardiovascular conditions. (A, B, C, D)
3. Discuss the impact of cardiovascular diseases on the oral cavity and their relationship to oral health. (A, B, C, D)
4. Plan dental hygiene treatment modifications for the patient with cardiovascular disease. (A, B, C, D)

### **Chapter 68: Blood Disorders**

1. Describe the major types of blood disorders. (A, B, C, D)
2. Explain the general and oral signs and symptoms of the major types of blood disorders. (A, B, C, D)
3. Identify clinical implications of selected blood values including the INR (international normalized ratio), platelet count, and neutrophil count. (A, B, C, D)
4. Provide examples of dental hygiene treatment modifications necessary for the patient with a blood disorder. (A, B, C, D)

### **Chapter 69: The Patient with Diabetes Mellitus**

1. Describe the types of diabetes mellitus and major characteristics of each. (A, B, C, D)
2. Explain current knowledge about the oral health-diabetes connection. (A, B, C, D)
3. Describe risk factors and criteria used for diagnosis of diabetes. (A, B, C, D)
4. Summarize lifestyle modifications and medications used to prevent and manage diabetes. (A, B, C, D)
5. Identify key messages dental hygienists need to convey to patients with diabetes. (A, B, C, D)

## DHYG 2080 Clinical Dental Hygiene III Lecture Fall Semester 2020 Lesson Plan

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
Aug 18 Week 1	Wilkins 49,50  Wilkins Active Learning Workbook 49, 50  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li>• First day of class/ Introduction to course- Syllabus, Lesson Plan, Rules, Regulations Coverage, Completion of forms</li> <li>• Discussion of Special Needs Protocol for Patient Care – forms and protocol</li> <li>• The Pregnant Patient and Infant: Role Play Scenarios</li> <li>• The Pediatric Patient: Factors to Teach the Parent Role Play; Pacifiers and teething products – ideal or problematic</li> <li>• Special Needs Notebook: assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 49, 50</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	CC 1 GC a, c
Aug 25 Week 2	Wilkins 51, 52  Wilkins Active Learning Workbook 51, 52  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #1</b></li> <li>• The Patient with a Cleft Lip and/or Palate - What's the Term activity; Diagrams activity; Case Scenario discussion</li> <li>• The Patient with an Endocrine Disorder or Hormonal Change - Flashcard activity; Factors to Teach the Patient with Motivational Interviewing</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 51, 52</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	CC 1 GC a, c
Sept 1 Week 3	Wilkins 53, 54  Wilkins Active Learning Workbook Chapters 53, 54  Clinic Manual	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #2</b></li> <li>• The Older Adult Patient - Physiologic Aging activity; Stages of Alzheimer's disease exercise; Alzheimer's Case Study I discussion</li> <li>• The Edentulous Patient - Drugstore remedies for denture wearers; What's the Term activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 53, 54</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics</li> </ul>	CC 1 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	<p>– Special Needs</p> <p>Case Studies in Dental Hygiene Workbook – Case I</p> <p>Central Regional Dental Testing Services, Inc. (CRDTS) Manual</p>	<ul style="list-style-type: none"> <li>• Special Needs Notebook: assignment discussion</li> <li>• CRDTS and Mock CRDTS - Discussion of guidelines and patient selection; Practice activity with forms</li> </ul>	<p>at the end of the assigned chapters in Wilkins</p> <ul style="list-style-type: none"> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> <li>• Complete Alzheimer’s Case Study I in Case Studies in Dental Hygiene Workbook</li> </ul>	
Sept 8 Week 4	<p>Wilkins 55, 56</p> <p>Wilkins Active Learning Workbook Chapters 55, 56</p> <p>Clinic Manual – Special Needs</p>	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #3</b></li> <li>• The Oral and Maxillofacial Surgery Patient - Class discussion</li> <li>• The Patient with Cancer: Discuss dental hygiene care strategies; Factors to Teach the Patient exercise; Questions Patients Ask class discussion</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 55, 56</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	CC 1 GC a, c
Sept 15 Week 5	<p>Wilkins 57</p> <p>Wilkins Active Learning Workbook Chapter 57</p> <p>Clinic Manual – Special Needs</p> <p>Case Studies in Dental Hygiene</p>	<ul style="list-style-type: none"> <li>• <b>Exam 1 – Wilkins Chapters 49-56</b></li> <li>• The Patient with a Disability: Class discussion about disabilities and dental hygiene care; Case Scenario discussion; Simulate clinical setting of arrival and dismissal of patient with physical impairments and use of wheelchair; Disability Case Study G discussion</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 57</li> <li>• Complete the learning objectives at the beginning of the assigned chapter in Wilkins</li> <li>• Complete the assigned chapter in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> </ul>	CC 1 GC a, c



Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Workbook - Case G		<ul style="list-style-type: none"> <li>• Complete Special Needs Notebook Assignment</li> <li>• Complete Disability Case Study G in Case Studies in Dental Hygiene Workbook</li> </ul>	
Sept 22 Week 6	Wilkins 58, 59  Wilkins Active Learning Workbook Chapters 58, 59  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #4</b></li> <li>• Dental Hygiene Care in Alternate Settings: Questions Patients Ask class discussion; Factors to Teach the Patient exercise</li> <li>• The Patient with a Physical Impairment: Condition, Cause, Treatment, and Dental Hygiene Care group exercise; Level of spinal cord injury chart provided</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 58, 59</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	CC 1 GC a, c
Sept 29 Week 7	Wilkins 60, 61  Wilkins Active Learning Workbook Chapters 60, 61  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #5</b></li> <li>• The Patient with a Sensory Impairment: Practice dental hygiene interventions and role play dental hygiene care for people with sensory impairments</li> <li>• The Patient with a Neurodevelopmental Disorder – Case Scenario discussion; D-Terminated Program (Dental Program of Repetitive Tasking and Familiarization in Dentistry DVD)</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 60, 61</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	CC 1 GC a, c
Oct 6 Week 8	Wilkins 62  Wilkins Active Learning Workbook chapters 62	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #6</b></li> <li>• Family Abuse and Neglect: Health Professional Intervention assignment discussion and Reporting Laws for Georgia explained</li> <li>• Special Needs Notebook -</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapter 62</li> <li>• Complete the learning objectives at the beginning of the assigned chapter in Wilkins</li> <li>• Complete the assigned chapter in the Active Learning</li> </ul>	CC 1 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Georgia Board of Dentistry website	assignment discussion	Workbook <ul style="list-style-type: none"> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> <li>• <b>Complete Case Study Project #1</b></li> </ul>	
Oct 13 Week 9	Wilkins 63  Wilkins Active Learning Workbook Chapters 63  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li>• The Patient with a Seizure Disorder: Emergency procedure role play</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapter 63</li> <li>• Complete the learning objectives at the beginning of the assigned chapter in Wilkins</li> <li>• Complete the assigned chapter in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapter in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	CC 1 GC a, c
Oct 20 Week 10	Wilkins 57-63  Board Review Packet for Special Needs  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li>• <b>Exam 2- Wilkins Chapters 57-63</b></li> <li>• Board Style Review Questions and Answers: Class exercise</li> <li>• CRDTS charting practice</li> </ul>	<ul style="list-style-type: none"> <li>• Complete board style review questions and answers</li> <li>• Complete CRDTS charting practice</li> </ul>	CC 1 GC a, c
Oct 27 Week 11	Wilkins 64, 65  Wilkins Active Learning Workbook Chapters 64, 65	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #7</b></li> <li>• The Patient with a Mental Health Disorder: PowerPoint presentation; Competency Exercise</li> <li>• The Patient with a Substance – Related Disorder: Dental hygiene process of care and what to</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 64, 65</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> </ul>	CC 1 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Clinic Manual – Special Needs	expect discussion <ul style="list-style-type: none"> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	
Nov 3 Week 12	Wilkins 66, 67  Wilkins' Active Learning Workbook Chapters 66, 67  Case Studies in Dental Hygiene Workbook – Case H and O  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #8</b></li> <li>• The Patient with a Respiratory Disease: Classification of Respiratory Diseases activity; Summary Guidelines for Oral Hygiene Care discussion; Respiratory Case Study H discussion</li> <li>• The Patient with a Cardiovascular Disease: Cardiovascular Disease Basics for Dental Hygiene presentation; Renal disease Case Study O discussion</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 66, 67</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> <li>• Complete Respiratory Case Study H and Renal Disease Case Study O from Case Studies in Dental Hygiene Workbook</li> </ul>	CC 1 GC a, c
Nov 10 Week 13	Wilkins 68, 69  Wilkins Active Learning Workbook Chapters 68, 69  Case Studies in Dental Hygiene Workbook – Case M  Clinic Manual – Special	<ul style="list-style-type: none"> <li>• <b>Class Preparation Assessment #9</b></li> <li>• The Patient with a Blood Disorder: Think – Pair – Share activity; What's the Term activity</li> <li>• The Patient with Diabetes Mellitus: Diabetes Simplified presentation; Diabetes matching game; Diabetes Case Study M discussion</li> <li>• Special Needs Notebook - assignment discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wilkins Chapters 68, 69</li> <li>• Complete the learning objectives at the beginning of the assigned chapters in Wilkins</li> <li>• Complete the assigned chapters in the Active Learning Workbook</li> <li>• Complete the Everyday Ethics at the end of the assigned chapters in Wilkins</li> <li>• Highlight NBDHE material in the relevant chapters of Wilkins</li> <li>• Complete Special Needs Notebook Assignment</li> </ul>	CC 1 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Needs		<ul style="list-style-type: none"> <li>Complete Diabetes Case Study M from Case Studies in Dental Hygiene Workbook</li> </ul>	
Nov 17 Week 14	Wilkins 64-69  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li><b>Exam 3 – Wilkins Chapters 64-69</b></li> <li>Case Study Project #2: Class activity</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Case Study Project #2</b></li> </ul>	CC 1 GC a, c
Nov 24 Week 15	Wilkins 49-69  Clinic Manual – Special Needs	<ul style="list-style-type: none"> <li><b>Exam 4 – Wilkins Chapters 49-69</b> Comprehensive Final will cover all chapters included in the lesson plan</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Special Needs Notebook – turn in before taking final</b></li> </ul>	CC 1 GC a, c
Date and time TBA		<ul style="list-style-type: none"> <li>Practice Mock National Board Dental Hygiene Exam Component A and B – no grade will be earned for the practice mock exam; feedback will be provided</li> </ul>		

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

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

1. Treatment of patients with special needs.

### **GENERAL CORE EDUCATIONAL COMPETENCIES (GC):**

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

## Appendix A

## DHYG 2080 Clinical Dental Hygiene III Lecture

## Case Study Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

Performance Indicators	Exemplary 3 (no errors)	Acceptable 2 (1-2 errors)	Improving 1 (3-4 errors)	Not Acceptable 0 (5 or more errors)	Scoring
<b>Patient Profile</b>	<ul style="list-style-type: none"> <li>Accurately includes patient profile, chief concern, medical history, dental history, and factors contributing to health</li> </ul>	<ul style="list-style-type: none"> <li>Accurately includes patient profile, chief concern, medical history, dental history, and factors contributing to health</li> </ul>	<ul style="list-style-type: none"> <li>Does not accurately include patient profile, chief concern, medical history, dental history, or factors contributing to health</li> </ul>	<ul style="list-style-type: none"> <li>Does not accurately include patient profile, chief concern, medical history, dental history, or factors contributing to health</li> </ul>	
<b>Clinical Evidence</b>	<ul style="list-style-type: none"> <li>Accurately interprets the assessment data. Includes radiographs, periodontal chart, intraoral images and oral findings</li> </ul>	<ul style="list-style-type: none"> <li>Accurately interprets the assessment data. Includes radiographs, periodontal chart, intraoral images and oral findings</li> </ul>	<ul style="list-style-type: none"> <li>Misinterprets the assessment data. Fails to include radiographs, periodontal chart, intraoral images or oral findings</li> </ul>	<ul style="list-style-type: none"> <li>Misinterprets the assessment data. Fails to include radiographs, periodontal chart, intraoral images or oral findings</li> </ul>	
<b>Dental Hygiene Care Plan</b>	<ul style="list-style-type: none"> <li>Identifies the pros and cons of all possible treatment methods</li> <li>Thoughtfully analyzes and evaluates alternative treatment methods</li> <li>Plans treatment based on the patient's needs</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the pros and cons of all possible treatment methods</li> <li>Analyzes and evaluates the obvious alternative treatment methods</li> <li>Plans treatment based on the patient's needs</li> </ul>	<ul style="list-style-type: none"> <li>Fails to identify the pros and cons of all possible treatment methods</li> <li>Ignores or superficially evaluates obvious alternative treatment methods</li> <li>Plans treatment based on the patient's needs</li> </ul>	<ul style="list-style-type: none"> <li>Fails to identify the pros and cons of all possible treatment methods</li> <li>Ignores or superficially evaluates obvious alternative treatment methods</li> <li>Plans treatment based on the patient's needs</li> </ul>	
<b>Goals of Treatment</b>	<ul style="list-style-type: none"> <li>Determines all priorities and establishes oral health goals with the patient as an active participant acknowledging cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>Determines some priorities and establishes oral health goals with the patient as an active participant acknowledging cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>Determines priorities and establishes oral health goals with minimal consultation with the patient and minimal consideration of cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>Determines priorities and establishes oral health goals without consideration of the patient's culture</li> </ul>	

<b>Documentation</b>	<ul style="list-style-type: none"> <li>Accurately documents phases of clinical treatment (assessment, treatment plan, treatment, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Accurately documents phases of clinical treatment (assessment, treatment plan, treatment, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Inaccurately documents phase of clinical treatment (assessment, treatment plan, treatment, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Inaccurately documents phase of clinical treatment (assessment, treatment plan, treatment, evaluation)</li> </ul>	
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>Thoughtfully analyzes treatment results and recommends appropriate referral/recare interval</li> </ul>	<ul style="list-style-type: none"> <li>Thoughtfully analyzes treatment results and recommends appropriate referral/recare interval</li> </ul>	<ul style="list-style-type: none"> <li>Fails to analyze treatment results and fails to recommend appropriate referral/recare interval</li> </ul>	<ul style="list-style-type: none"> <li>Fails to analyze treatment results and fails to recommend appropriate referral/recare interval</li> </ul>	
<b>Questions/Answer</b>	<ul style="list-style-type: none"> <li>Provides 7 multiple choice questions and with each 4 possible answer choices. Correct answers provided.</li> </ul>	<ul style="list-style-type: none"> <li>Provides 7 multiple choice questions and with each 4 possible answer choices. Correct answers provided</li> </ul>	<ul style="list-style-type: none"> <li>Provides 7 multiple choice questions and with each 4 possible answer choices. Correct answers provided</li> </ul>	<ul style="list-style-type: none"> <li>Provides 7 multiple choice questions and with each 4 possible answer choices. Correct answers provided</li> </ul>	
<b>Professionalism: Grammar, Sentence Structure, Spelling, Punctuation, Slide Format; Submitted Properly &amp; Format</b>	<ul style="list-style-type: none"> <li>Contains no errors in grammar, sentence structure, spelling, punctuation, or slide format. Followed format, saved document properly, submitted on paper &amp; electronically.</li> </ul>	<ul style="list-style-type: none"> <li>Contains 1-2 errors in grammar, spelling, sentence structure, slide format, punctuation, and typographical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Contains 3-4 errors in grammar, spelling, sentence structure, slide format, punctuation, and typographical errors</li> </ul>	<ul style="list-style-type: none"> <li>Contains 5 or more errors in grammar, spelling, sentence structure, slide format, punctuation, and typographical errors. Document not saved properly.</li> </ul>	
<b>A grade of "0" will be assigned and no credit will be given if document is not submitted electronically and in paper prior to the beginning of class.</b>	<b>Total Possible Points= 24</b>  <b>Total Points Earned divided by Total Possible Points = Grade</b>				<b>GRADE</b>

**Appendix B**  
**DHYG 2080 Clinical Dental Hygiene III Lecture**  
 Case Study Self-Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

**Case Studies 1 & 2**

Case studies present patients with medical and oral health situations that a clinician would typically encounter in a clinical setting. Case studies are designed to guide the clinician in the development of critical thinking skills and application of theory to care at all levels of dental hygiene education. Practice of case-based decision making will increase confidence regarding preparation for board examinations. Students will be responsible for completing **2 case studies**. Students will be provided with various samples of case studies on the M drive. The two case studies (adult periodontal patient and medically compromised patient) will be created completely by the student and then turned in. Case studies are to be **printed out as well as submitted electronically** no later than deadline reflected on lesson plan of syllabus. The document should be saved as firstinitiallastname\_casestudy#1 or #2 (no spaces)2020. **Late submissions will not be accepted and will result in the grade of a zero.** If you are going to be absent on the date of the deadline, please deliver the project to the instructor prior to the deadline. **NO EXCEPTIONS!!!** A template, self-assessment form, and rubric are provided on the M drive and must be used for all requirements to be met for the case studies as well as the details provided below. No alternatives will be accepted. Students will need to access the M drive and print out the self-assessment and rubric. Students will self-assess their case study using the self-assessment form and will turn in on the due date of the project. The two case studies will require the following:

- Patient Information
  - Patient profile including age, gender, height, & weight.
  - Chief concern. Must include how this will be addressed or how it was addressed.
  - Medical history including blood pressure, pulse, respiration, medical conditions, allergies (drugs and others), all medications being taken (including OTC), what is being treated, any interactions, and dental considerations. If patient has diabetes, include HBA1C and blood glucose reading. If patient takes blood thinner such as Coumadin, provide INR. If patient was hospitalized, provide brief details. Remove pregnant if male. Include BMI.
  - ASA classification.
  - Dental history including last examination, last radiographic series, last dental prophylaxis, last restorative work, past and present fluoride use, any problems associated with prior dental treatment.
  - Factors contributing to health issues including tobacco use, alcohol use, eating disorders, recreational drug use.
  - Caries Risk Assessment – what is the cause of risk
- Clinical Evidence
  - Radiographs: Panoramic X-Ray & BWX **OR** FMX
  - Periodontal chart
  - Intraoral images
  - Oral findings from extra/intraoral charting and dental charting, periodontal classification, gingival description and calculus classification. Include the following details: current homecare routine, plaque, calculus, perio status, extra/intraoral findings, caries risk, nutrition status, tobacco status.
- Dental Hygiene Care Plan
  - Treatment recommended for patient
    - Oral hygiene instructions
    - Initial periodontal therapy or debridement (medically compromised patient does not have to have periodontal disease: this patient can be a class II or III calculus with minimal perio issues if you choose)
    - Pain control procedures (if indicated)

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- Subgingival irrigation (if indicated)
- Use of antimicrobials (if indicated)
- Nutritional counseling for caries control (if indicated) or for general health considerations
- Tobacco cessation counseling (if indicated)
- Goals
  - Clinical goals
  - Therapeutic interventions
  - Patient goals
  - Evaluation measure
  - Refer to clinic manual for goals
  - How will the goals be evaluated and when
  - How will the goals be implemented
- Actual treatment rendered at each appointment
- Outcomes / Results/success of treatment
  - Evaluation documented
  - Was there improvement in OH?
  - Periodontal charting and comparison to baseline
  - Evaluate BOP
  - Decision making on further treatment recommendations
- Case Study Questions
  - Create 7 case study questions using the seven knowledge and skill categories as used on the National Board Dental Hygiene Exam (NBDHE)
    - Assessing patient characteristics
    - Obtaining and interpreting radiographs
    - Planning and managing dental hygiene care
    - Performing periodontal procedures
    - Using preventive agents
    - Providing supportive treatment services
    - Demonstrating professional responsibilities
  - Refer to your text- Case Studies in Dental Hygiene to assist in question formation
  - 7 questions with 4 multiple choice answers and correct answer provided; rationales provided for incorrect choices

Information needed to create these case studies may be used from sources listed below:

- Patient records (must use fictitious name); Can add to the information to make record more interesting.
  - Medical history
  - Extra/intra oral examination
  - Charting
  - DHCP
  - Film radiographs
  - Eaglesoft digital radiographs (Request from Mrs. Bryson)
  - Progress notes
- All grammar, spelling, sentence structure, punctuation, slide format, etc. has been checked for errors
- Document was saved per instructions in syllabus
- Submitted to instructor prior to deadline- deadline reflected on syllabus
  - Self-assessment
  - Rubric
  - Printed PPT presentation in "Slide" format (3 slides to a page)
  - Electronic PPT presentation
  - Jump drive



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- Reminder: submissions must be emailed using the students' school email address. Emails from personal address will not be opened. This is a school-wide policy.

**DHYG 2080 Clinical Dental Hygiene III Lecture****SPECIAL NEEDS NOTEBOOK RUBRIC**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

<b>Assignments</b>	<b>No errors 2 points</b>	<b>1-3 errors 1 point</b>	<b>4+ errors 0 points</b>
Chapter 49 The Pregnant Patient and Infant			
Chapter 50 The Pediatric Patient			
Chapter 51 The Patient with a Cleft Lip and/or Palate			
Chapter 52 The Patient with an Endocrine Disorder/Hormonal Change			
Chapter 53 The Older Adult Patient			
Chapter 54 The Edentulous Patient			
Chapter 55 The Oral and Maxillofacial Surgery Patient			
Chapter 56 The Patient with Cancer			
Chapter 57 The Patient with a Disability			
Chapter 58 Dental Hygiene Care in Alternative Settings			
Chapter 59 The Patient with a Physical Impairment			
Chapter 60 The Patient with a Sensory Impairment			
Chapter 61 The Patient with a Neurodevelopmental Disorder			
Chapter 62 Family Abuse and Neglect			
Chapter 63 The Patient with a Seizure Disorder			
Chapter 64 The Patient with a Mental Health Disorder			
Chapter 65 The Patient with a Substance-Related Disorder			
Chapter 66 The Patient with a Respiratory Disease			
Chapter 67 The Patient with a Cardiovascular Disease			
Chapter 68 The Patient with a Blood Disorder			
Chapter 69 The Patient with Diabetes Mellitus			
<b>Subtotal of Points Earned</b>			

**Maximum Number of Points to be Earned = 42****Total Score Calculation:****Total number of points earned divided by maximum number of points (42) = Score**

\_\_\_\_\_ = \_\_\_\_\_

42