



Fall Semester 2015

Course Title & Number: DHYG 2080 Clinical Dental Hygiene III Lecture
Credit Hours/Minutes: 2 Semester Credit Hours and 1500 minutes
Course Schedule: Wednesday 2:00-3:50 pm Room 906, Health Science Annex
CRN: 20228

Course Director: Melanie Bryson, RDH, BS
Office Hours: Monday 7:30-11:00 am; Tuesday 12:30-5:30 pm; Wednesday 7:30-12; 12:30-2 pm
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, 4rd ed. Darby & Walsh. 2015. Saunders.
Case Studies in Dental Hygiene, 3rd ed. Thomson. 2013. Pearson

REFERENCE TEXTS:

STC DENTAL HYGIENE CLINIC MANUAL

EQUIPMENT/SUPPLIES: Pen, pencil, paper, highlighter, 3-prong plastic folder with or without pockets, minimum 20 sleeve protectors, index cards

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

MAJOR COURSE COMPETENCIES:

1. Treatment of patients with special needs

PREREQUISITES: DHYG 2010 Clinical Dental Hygiene II Lecture

COREQUISITE: DHYG 2090 Clinical Dental Hygiene III Lab

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

Students are required to obtain nutritional forms from the Course Material Drive: **M\Dental Hygiene\DHYG 2080**. These should be retrieved prior to class time! Print them to be used in this class.

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

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

1. Read the assigned chapter.
2. Learn the key terms at the beginning of the chapters.
3. Complete any assignments given by the course director.
4. Know the objectives related to the chapter.

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 class sessions) during the semester.

SPECIAL NEEDS: *Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.*

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

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

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a “W” for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of ‘W’, will count in attempted hour calculations for the purpose of Financial Aid.

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

MAKEUP GUIDELINES: Students will be allowed to make-up **one** examination, **excluding the final examination**, due to an excused absence approved by the course director. The student will be penalized for missing the exam, and 10 points will be deducted from the make-up examination grade. All other missed exams will result in a grade of zero. If you enter the classroom late, you will not be allowed to take any exam, and you will be issued a zero for the exam. PLEASE be on time! The comprehensive final examination will be given at the end of the semester, and no make-up exam will be allowed for the final examination. **Failure to take the final examination on the specified date will result in a grade of zero.**

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:

Exam 1: Patients with Disabilities & Physical Impairments, Cardiovascular Disease, Diabetes, Neurologic & Sensory Deficits

Exam 2: Cognitively & Developmentally Challenged Persons, Autoimmune Diseases, Renal Disease, Respiratory Diseases, HIV

Exam 3: Women's Health & Health of Their Children, Older Adults, Fixed & Removable Dentures, Care of Oral Cancer, Blood Disorders

Exam 4: Comprehensive final exam will cover all chapters on the lesson plan

Case Study 1: Adult periodontal Patient (student creates case study)

Case Study 2: Medically Compromised Patient (student creates case study)

Special Needs Notebook: Compilation of all in-class & homework assignments for dental hygiene care for patients with special needs

Case Studies in Dental Hygiene Workbook Homework: Assigned chapter/case studies throughout the course to complete and will include the following: case study questions, setting patient goals, and making ethical decisions.

Quizzes: Quizzes will be given during DHYG 2110 Biochemistry and Nutrition Fundamentals for the Dental Hygienist course 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 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

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. 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 to mbryson@southeasterntech.edu on the specified due date per lesson plan by the start of class. An initial electronic draft of the project is highly suggested. Constructive feedback will be provided to those who submit the initial draft and an email response will be given within 48 hours. The document should be saved as first initial and last name_casestudy#1 or 2 (no spaces)2014. 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 day. 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. At the end of the semester, the special needs notebook will be turned in prior to taking the final exam. Students will need to access the M drive and print out the rubric and turn in with the completed special needs notebook. See Appendix C.

Students must be on time for all test/evaluations. Failure to be in assigned seat/operator at the start time of the

class will result in inability to take the test and a zero will be assigned. Students will be allowed to make-up **one** examination, **excluding the final examination**, due to an excused absence approved by the course director. The student will be penalized for missing the exam, and 10 points will be deducted from the make-up examination grade. If the student misses more than one examination, a grade of zero will be assigned for the examination. Zero will be assigned for any missed final exam. A makeup exam in a different format will be given if a makeup exam is warranted.

The comprehensive final examination (Exam 4) will be given at the end of the semester, and no make-up exam will be allowed for the final examination. **Failure to take the final examination on the specified date will result in a grade of zero.** A total of 100 points may be earned on the final examination.

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

Exam 1 Grade	x 0.10	=	+_____
Exam 2 Grade	x 0.10	=	+_____
Exam 3 Grade	x 0.10	=	+_____
Exam 4 Grade	x 0.40	=	+_____
Case Study 1 & 2	x 0.15	=	+_____
Special Needs Notebook	x 0.10	=	+_____
Quizzes	x 0.05	=	+_____
		=	-_____ points for incomplete assignments
		=	_____ Numerical Course Grade

Grades will be assigned by the following grading scale:

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

Library Resources

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



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

Patients with Disabilities

Darby 42, Wilkins 56

1. Name key legislative policies that benefit disabled persons. (A,B,C,D)
2. Identify barriers for clients with special healthcare needs. (A,B,C,D)
3. Discuss the value of personal self-worth, including how stereotypes and attitudes affect the acceptance of persons with disabilities. (A,B,C,D)
4. Explain classifications of disabilities, including:
 - Distinguish among developmental, acquired, and age-associated disabilities. (A,B,C,D)
 - Identify portrayal issues associated with persons with special healthcare needs. (A,B,C,D)
5. Describe assistive devices for activities of daily living. (A,B,C,D)
6. Describe oral self-care devices. (A,B,C,D)
7. Discuss client positioning and stabilization. (A,B,C,D)
8. Explain how to stabilize a client during wheelchair transfers and professional care. (A,B,C,D)
9. Discuss the opportunities for the dental hygienist in health promotion and advocacy for clients with disabilities. (A,B,C,D)
10. Identify barriers to healthcare for clients with special healthcare needs. (A,B,C,D)
11. Explain how stereotypes and attitudes affect the acceptance of persons with disabilities. (A,B,C,D)
12. Identify portrayal issues associated with persons with special healthcare needs.
13. Distinguish among developmental, acquired, and age-associated disabilities. (A,B,C,D)
14. Describe assistive devices for activities of daily living and oral self-care. (A,B,C,D)
15. Stabilize a client during wheelchair transfers and professional care. (A,B,C,D)

Patients with Physical Impairments

Wilkins 58

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. Plan and document modifications for dental hygiene care based on assessment of needs that are specific to a patient's physical impairment (A,B,C,D)

Cardiovascular Disease

Darby 43

1. Discuss cardiovascular disease, including:
 - Discuss cardiovascular disease risk factors. (A,B,C,D)
 - Critically evaluate the relationship between cardiovascular disease and periodontal disease. (A,B,C,D)
 - Identify signs and symptoms of rheumatic heart disease, infective endocarditis, valvular heart defects, cardiac arrhythmias, hypertension, coronary heart disease, congestive heart failure, and congenital heart disease. (A,B,C,D)
2. Identify the types of cardiovascular surgery. (A,B,C,D)
3. Discuss oral manifestations of cardiovascular medications. (A,B,C,D)
4. Discuss the prevention and management of cardiac emergencies, including:
 - Determine need for emergency medical care in clients with coronary heart disease. (A,B,C,D)
 - Develop a dental hygiene diagnosis and care plan for a client with cardiovascular disease. (A,B,C,D)

Diabetes

Darby 44

1. Define diabetes and prediabetes, and explain the role of the dental hygienist in the care of a person with diabetes. (A,B,C,D)
2. Discuss the classification of diabetes, including:
 - Differentiate between type 1 and type 2 diabetes mellitus in terms of prevalence, characteristics, and potential complications. (A,B,C,D)
 - Explain gestational diabetes and its potential complications. (A,B,C,D)
 - Identify other specific types of diabetes mellitus. (A,B,C,D)
3. Recognize the pathophysiology of diabetes, including the signs, symptoms, and oral and systemic complications. (A,B,C,D)
4. Recognize a diabetic emergency, and take appropriate action for management. (A,B,C,D)
5. Appreciate lifestyle adjustments required by the individual with diabetes. (A,B,C,D)
6. Explain the dental hygiene process of care for clients with diabetes mellitus, including:
 - Plan appropriate dental hygiene care for an individual with diabetes mellitus. (A,B,C,D)
 - Assist the client in preventing diabetes when risk factors are present and recommend referral for screening. (A,B,C,D)

Neurologic & Sensory Deficits

Darby 47

2. Provide general descriptions of dental hygiene care for persons with neurologic and sensory deficits. (A,B,C,D)

3. Discuss dysfunctions of the motor system, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A,B,C,D)
4. Discuss peripheral neuropathies, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A,B,C,D)
5. Discuss spinal cord dysfunction, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A,B,C,D)
6. Discuss seizures, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A,B,C,D)
7. Discuss disorders of higher cortical function, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A,B,C,D)
8. Discuss cerebrovascular disease, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A,B,C,D)
9. Discuss sensory disorders, including characteristics, treatment and prognosis, oral clinical findings, special considerations, communication techniques, and oral self-care instructions. (A,B,C,D)

Developmentally & Cognitively Challenged Persons

Darby 51

1. Discuss intellectual and developmental disabilities (IDDs), including:
 - Identify causes of IDDs. (A,B,C,D)
 - Describe general characteristics of IDDs. (A,B,C,D)
2. Discuss Down syndrome, including:
 - Explain the cause of Down syndrome. (A,B,C,D)
 - Describe general characteristics of Down syndrome. (A,B,C,D)
 - Describe medical conditions that may accompany Down syndrome and their effect on dental hygiene care. (A,B,C,D)
3. Discuss autism spectrum disorders (ASDs), including:
 - Identify the different types of ASDs. (A,B,C,D)
 - Describe general characteristics of ASDs. (A,B,C,D)
 - Outline instructional strategies to overcome communication barriers with a client who has an autism spectrum disorder. (A,B,C,D)
4. Plan educational interventions for a client with intellectual disabilities, Down syndrome, or autism spectrum disorders. (A,B,C,D)

Autoimmune

Darby 48

1. Explain immune dysfunction. (A,B,C,D)
2. Discuss pathophysiology of autoimmune diseases. (A,B,C,D)
3. Describe pharmacologic considerations for autoimmune diseases. (A,B,C,D)
4. Discuss how autoimmune diseases affect the dental hygiene process of care, including:
 - Recognize the systemic and oral manifestations of common autoimmune diseases covered in this chapter. (A,B,C,D)
 - Identify human needs related to each of the autoimmune diseases listed in this chapter and describe their implications for dental hygiene care. (A,B,C,D)
 - Develop a dental hygiene care plan appropriate for persons with autoimmune disease. (A,B,C,D)

Renal Disease & Organ Transplant

Darby 49

1. Define solid organ transplant and the United Network for Organ Sharing. (A,B,C,D)
2. Discuss solid organ transplant candidates, including:
 - Determine oral health needs of solid organ transplant candidates, including realistic expectations for persons living with end-stage organ disease. (A,B,C,D)
 - Manage xerostomia as a special consideration in persons living on dialysis. (A,B,C,D)
 - Develop a dental hygiene care plan for the solid organ transplant candidate. (A,B,C,D)
 - Interact with members of the pretransplant and post-transplant healthcare teams. (A,B,C,D)
3. Discuss dental care after solid organ transplantation, including:
 - Determine oral health needs of solid organ transplant recipients. (A,B,C,D)
 - Identify the actions indicated immediately after transplant. (A,B,C,D)
 - Develop a dental hygiene care plan for the solid organ transplant recipient.

Respiratory Diseases

Darby 50

4. Discuss respiratory diseases, including:

- Identify the risk factors, signs and symptoms, related medications, and dental hygiene care implications for the following respiratory diseases: asthma, chronic obstructive pulmonary disease (chronic bronchitis and emphysema), and tuberculosis. (A,B,C,D)
- Develop a dental hygiene care plan for a person with a respiratory disease. (A,B,C,D)

HIV

Darby 46

1. Explain the beginnings of the epidemic of human immunodeficiency virus (HIV). (A,B,C,D)
2. Describe the pathogenesis of HIV. (A,B,C,D)
3. Discuss HIV exposure and infection, including transmission routes for HIV. (A,B,C,D)
4. Explain drug therapy used to control HIV. (A,B,C,D)
5. Explain the epidemiology of HIV and acquired immunodeficiency syndrome (AIDS). (A,B,C,D)
6. Describe the risk of HIV infection among healthcare workers. (A,B,C,D)
7. Explain the relationship between HIV and periodontal status. (A,B,C,D)
8. Recognize specific oral conditions related to HIV/AIDS. (A,B,C,D)
9. Describe how to treat patients with HIV infection or AIDS using a healthcare team approach. (A,B,C,D)

Women's Health & Health of Their Children

Darby 54

1. Discuss the links between oral and systemic health, including health screening guidelines specific for women. (A,B,C,D)
 2. Discuss significant life events of women, including:
 - Explain the relationship between hormonal changes and periodontal diseases. (A,B,C,D)
 - Explain the relationship between periodontal disease status in pregnant women and preterm, low-birthweight infants. (A,B,C,D)
 - Recognize oral manifestations of conditions and diseases prevalent in women. (A,B,C,D)
 - Plan dental hygiene care for the life span of women. (A,B,C,D)
 3. Describe the dental care of infants and children, including the planning of their dental hygiene care. (A,B,C,D)
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1. Recognize oral manifestations of conditions and diseases prevalent in women. (A,B,C,D)
 2. Explain the relationship between hormonal changes and periodontal diseases and between periodontal disease status in women and preterm, low-birth weight infants. (A,B,C,D)
 3. Plan dental hygiene care for women over the life span and their children. (A,B,C,D)

The Older Adult & Fixed and Removable Dentures

Darby 55, 56

1. Explain demographic characteristics and their implications for older adult care.
2. Define the following: geriatrics, gerontology, chronologic age, and functional age.
3. Describe the different theories on why and how people age.
4. Explain general and oral health assessment procedures and findings for the older adult.
5. Explain the importance of health promotion for the aging client.
6. Discuss oral conditions in the aged, including:
 - Differentiate age-related changes from those that occur as a result of diseases or medications.
 - Explain chronic diseases associated with aging and their implications for dental hygiene care.
7. Explain how the five phases of dental hygiene care—assessment, diagnosis, planning, implementation, and evaluation—are customized for care of the older adult.
8. Discuss community health services.
9. Discuss tooth loss, including:
 - Describe demographics, risk factors, psychologic factors, and disease patterns associated with tooth loss.
 - Describe oral physiologic changes of the edentulous and partially edentulous client.
10. Explain appliances used in fixed and removable prosthodontic therapy.
11. Describe the challenges associated with the replacement of missing teeth.
12. Discuss factors that may affect the oral mucosa of prosthesis-wearing individuals.
13. Discuss the implications for dental hygiene care with removable prostheses, including occlusion and fit, irritations, and lesions that can occur.
14. Explain the importance of regular professional care.
15. Discuss dental hygiene care for individuals with fixed or removable prosthesis, including:
 - Educate prosthesis-wearing clients about expectations, personal responsibility for oral health, importance of oral hygiene measures, regular professional care, and nutrition to maintain oral health.
 - Plan and evaluate dental hygiene care for clients with fixed and removable prostheses.
 - List the types of common prosthesis cleansers available.

Oral Care of Cancer

Darby 45

1. Explain terms related to cancer, cancer therapies, and oral healthcare for the cancer patient. (A,B,C,D)
2. Discuss the incidence and risk factors associated with cancer and oral cancer. (A,B,C,D)
3. Describe the modes of cancer and oral cancer therapy. (A,B,C,D)
4. Describe oral considerations of general cancer therapy and oral complication management. (A,B,C,D)
5. Discuss oral cancer-specific therapies, including the rationale for bisphosphonate use and the potential for osteonecrosis. (A,B,C,D)
6. Explain the dental hygiene process of care for clients with cancer, including development of a dental hygiene care plan for clients before, during, and after cancer therapy. (A,B,C,D)

Blood Disorders

Wilkins 67

1. Identify and define key terms and concepts related to hematologic conditions. (A,B,C,D)
2. Recognize blood components and normal reference values. (A,B,C,D)
3. Describe the causes, symptoms, and oral effects of red and white blood cell disorders, bleeding disorders, and clotting deficiencies. (A,B,C,D)
4. Plan and document dental hygiene education and treatment for patients with a blood disorder. (A,B,C,D)

Alcohol & Substance Abuse

Darby 52

1. Describe alcohol and substance abuse. (A,B,C,D)
2. Describe physiologic, genetic, and environmental causes of substance abuse, including:
 - Identify the action of psychoactive drugs on neurotransmitters. (A,B,C,D)
 - Define the addiction curve and fetal alcohol syndrome. (A,B,C,D)
 - List the risk factors for substance abuse. (A,B,C,D)
3. Compare medical treatment options for substance abuse.
4. Discuss implications for the dental hygiene process of care caused by substance abuse, including:
 - Describe the short-term, long-term, and systemic substance abuse effects. (A,B,C,D)
 - Identify oral signs and symptoms associated with substance abuse. (A,B,C,D)
 - Discuss the dental hygiene process of care related to clients with substance abuse problems and those in recovery. (A,B,C,D)
5. Explain why professionals are at risk for chemical dependence. (A,B,C,D)

Abuse and Neglect

Darby 60

1. Define the following terms: maltreatment, abuse, neglect, and P.A.N.D.A. (A,B,C,D)
2. Discuss child maltreatment, including how to distinguish the physical findings that may be mistaken for abuse including injuries occurring from accidents, genetic and acquired conditions, infections, and cultural practices. (A,B,C,D)
3. Discuss family violence, including bullying and domestic violence. (A,B,C,D)
4. Discuss the abuse and neglect of the elderly and other vulnerable adults. (A,B,C,D)
5. Explain human trafficking and list indicators of possible victims. (A,B,C,D)
6. Discuss the disclosure and reporting of abuse, including:
 - Explain the oral health professionals' ethical and legal responsibilities regarding reporting abuse and neglect, implement appropriate screening questions, and eliminate reporting barriers. (A,B,C,D)
 - Identify appropriate local and national agencies to report abuse and neglect. (A,B,C,D)

Eating Disorders

Darby 53

1. Define eating disorders and the dental hygienist's role in recognizing them. (A,B,C,D)
2. Describe eating disorders, specifically anorexia nervosa, bulimia nervosa, and binge-eating disorder, based on diagnostic criteria and epidemiology. (A,B,C,D)
3. Discuss the psychosocial, physiologic, and oral health effects of anorexia nervosa and bulimia. (A,B,C,D)
4. Use the dental hygiene process of care to assess a client with an eating disorder, including:
 - Engage the client in dialogue of disclosure of an eating disorder. (A,B,C,D)
 - Assess oral health needs. (A,B,C,D)
 - Plan for harm reduction and oral health promotion. (A,B,C,D)
 - Implement dental hygiene interventions. (A,B,C,D)
 - Evaluate outcomes of care. (A,B,C,D)
5. Explain the value of the dental hygienist's role in interprofessional collaboration for client-centered care. (A,B,C,D)
6. List resources available to help clients with an eating disorder. (A,B,C,D)

Orofacial Cleft & Fractured Jaw

Darby 57

1. Discuss orofacial clefts, including:
 - Discuss their incidence, prevalence, and etiology. (A,B,C,D)
 - Differentiate between the types of lip and palatal clefts. (A,B,C,D)
 - Educate caregivers about complications and hygiene care associated with orofacial clefts. (A,B,C,D)
2. Discuss jaw fractures, including:
 - Discuss the incidence, prevalence, etiology, and types of fractures. (A,B,C,D)
 - Recognize signs and symptoms of a fractured jaw. (A,B,C,D)
 - Plan dental hygiene care for a client undergoing maxillomandibular fixation. (A,B,C,D)
 - Educate clients about the prevention of jaw fractures. (A,B,C,D)

Implants

Darby 58

3. Discuss osseointegrated dental implants, including:
 - Define basic components of a dental implant. (A,B,C,D)
 - Define the steps of dental implant treatment planning, implementation, and maintenance. (A,B,C,D)
 - Discuss dental implant indications, contraindications, benefits, and risks. (A,B,C,D)
4. Discuss the diagnosis and planning of dental hygiene care, including peri-implantitis and its management. (A,B,C,D)
5. Identify recommended devices and strategies for cleaning dental implants. (A,B,C,D)
6. List the professional armamentarium used in conjunction with oral self-care aids for patients with dental implants. (A,B,C,D)
7. Define a failed implant. (A,B,C,D)

Orthodontic Treatment


Darby 59

8. Discuss classification of occlusion in the permanent dentition, including:
 - Classify malocclusions in the horizontal, vertical, and transverse planes of space. (A,B,C,D)
 - Describe the clinical characteristics indicating abnormal development of the permanent dentition. (A,B,C,D)
9. Discuss the primary dentition, including:
 - Explain the classification of the primary dentition. (A,B,C,D)
 - List the sequence of tooth eruption. (A,B,C,D)
10. Discuss transitional dentition. (A,B,C,D)
11. Define skeletal, dental, and chronologic age. (A,B,C,D)
12. Explain the equilibrium theory. (A,B,C,D)
13. List the baseline factors to be assessed for orthodontic care, as well as the components of diagnostic records. (A,B,C,D)
14. Discuss treatment planning. (A,B,C,D)
15. Explain the biologic mechanism for orthodontic tooth movement. (A,B,C,D)
16. Describe the effects of orthodontic force on the teeth and periodontium. (A,B,C,D)
17. Compare the types of orthodontic appliances, including advantages and disadvantages. (A,B,C,D)
18. Discuss orthodontics in the preadolescent child, including the three stages of comprehensive orthodontic treatment. (A,B,C,D)
19. Discuss periodontal aspects of adult orthodontic treatment. (A,B,C,D)
20. Discuss dental hygiene maintenance, including:
 - Describe mechanical plaque control aids as well as the use of fluorides and antimicrobial agents for the orthodontic client. (A,B,C,D)
 - Identify special oral hygiene considerations in managing the client who has undergone orthognathic surgery. (A,B,C,D)




**DHYG 2080 Clinical Dental Hygiene III Lecture
Lesson Plan Fall Semester 2015**

Date	Text/Chapter/ Lesson	Content	Assignments/ Tests/Activities	*Competency Area	ADEA
Week 1					
Aug 19	Darby 42 Wilkins 56, 58	First day of class/ Introduction to course- Syllabus, Lesson Plan, Rules, Regulations Coverage, Completion of forms Case Studies Special Needs Notebook Patients with Disabilities & Physical Impairments	DUE today: • Special Needs Assignment Special Needs Notebook	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 2					
Aug 26	Darby 43	Cardiovascular Disease	DUE today: • Case Study G • Special Needs Assignment <i>Simulate clinical setting of arrival & dismissal of patient with physical impairments & use of wheelchair</i>	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 3					
Sept 2	Darby 44	Diabetes	DUE today: • Case Study M	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 4					
Sept 9	Darby 47	Neurologic & Sensory Deficits	DUE today: • Case Study I • Special Needs Assignment	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 5					
Sept 16	Darby 51	Cognitively & Developmentally Challenged Persons	EXAM 1 DUE today: • Special Needs Assignment	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13

DHYG 2080 Clinical Dental Hygiene III Lecture
Lesson Plan Fall Semester 2015

Date	Text/Chapter/ Lesson	Content	Assignments/ Tests/Activities	*Competency Area	ADEA
Week 6					
Sept 23	Darby 48,49	Cognitively & Developmentally Challenged Persons (continued) Autoimmune Diseases Renal Disease & Organ Transplant	DUE today: <ul style="list-style-type: none"> • Case Study O • Ethics Exercise 	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 7					
Sept 30	Darby 50	Respiratory Disease	DUE today: <ul style="list-style-type: none"> • Case Study H • Special Needs Assignment 	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 8					
Oct 7	Darby 46	Human Immunodeficiency Virus	DUE today: <ul style="list-style-type: none"> • CASE STUDY 1 • Special Needs Assignment 	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 9					
Oct 14	Darby 54	Women's Health & Health of Their Children	EXAM 2 DUE today: <ul style="list-style-type: none"> • Special Needs Assignment 	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 10					
Oct 21	Darby 55,56	The Older Adult Fixed & Removable Dentures		CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 11					
Oct 28	Darby 45 Wilkins 67 	Oral Care of Cancer Blood Disorders	DUE today: <ul style="list-style-type: none"> • Special Needs Assignment 	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13

**DHYG 2080 Clinical Dental Hygiene III Lecture
Lesson Plan Fall Semester 2015**

Date	Text/Chapter/ Lesson	Content	Assignments/ Tests/Activities	*Competency Area	ADEA
Week 12					
Nov 4	Darby 52,60	Alcohol & Substance Abuse Abuse & Neglect	EXAM 3 DUE today: • Special Needs Assignment	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 13					
Nov 11	Darby 53,57	Eating Disorders Orofacial Clefts & Fractured Jaw	DUE today: • Special Needs Assignment	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 14					
Nov 18	Darby 58 	Dental Implant Maintenance	DUE today: • CASE STUDY 2	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Week 15					
Dec 2	Darby 59	Ortho		CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
Dec 9 1:00 pm	All Assigned Chapters	Comprehensive Final	EXAM 4 Comprehensive Final	CC 1 GC a,c	C 1-17 HP 1-6 PC 1-13
 					

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

MAJOR COURSE COMPETENCIES:

1. Treatment of patients with special needs

GENERAL CORE COMPETENCIES (GC):

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

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
Patient Profile	<ul style="list-style-type: none"> Accurately includes patient profile, chief concern, medical history, dental history, and factors contributing to health 	<ul style="list-style-type: none"> Accurately includes patient profile, chief concern, medical history, dental history, and factors contributing to health 	<ul style="list-style-type: none"> Does not accurately include patient profile, chief concern, medical history, dental history, or factors contributing to health 	<ul style="list-style-type: none"> Does not accurately include patient profile, chief concern, medical history, dental history, or factors contributing to health 	
Clinical Evidence	<ul style="list-style-type: none"> Accurately interprets the assessment data. Includes radiographs, periodontal chart, intraoral images and oral findings 	<ul style="list-style-type: none"> Accurately interprets the assessment data. Includes radiographs, periodontal chart, intraoral images and oral findings 	<ul style="list-style-type: none"> Misinterprets the assessment data. Fails to include radiographs, periodontal chart, intraoral images or oral findings 	<ul style="list-style-type: none"> Misinterprets the assessment data. Fails to include radiographs, periodontal chart, intraoral images or oral findings 	
Dental Hygiene Care Plan	<ul style="list-style-type: none"> Identifies the pros and cons of all possible treatment methods Thoughtfully analyzes and evaluates alternative treatment methods Plans treatment based on the patient's needs 	<ul style="list-style-type: none"> Identifies the pros and cons of all possible treatment methods Analyzes and evaluates the obvious alternative treatment methods Plans treatment based on the patient's needs 	<ul style="list-style-type: none"> Fails to identify the pros and cons of all possible treatment methods Ignores or superficially evaluates obvious alternative treatment methods Plans treatment based on the patient's needs 	<ul style="list-style-type: none"> Fails to identify the pros and cons of all possible treatment methods Ignores or superficially evaluates obvious alternative treatment methods Plans treatment based on the patient's needs 	
Goals of Treatment	<ul style="list-style-type: none"> Determines all priorities and establishes oral health goals with the patient as an active participant acknowledging cultural 	<ul style="list-style-type: none"> Determines some priorities and establishes oral health goals with the patient as an active participant acknowledging 	<ul style="list-style-type: none"> Determines priorities and establishes oral health goals with minimal consultation with the patient and minimal 	<ul style="list-style-type: none"> Determines priorities and establishes oral health goals without consideration of the patient's 	

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

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. 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** to mbryson@southeasterntech.edu on the specified due date per lesson plan by the start of class. An initial electronic draft of the project will be due no later than 1 week ahead of the due date to assist the student with any issues they may have. Submitting the initial draft is highly suggested. Constructive feedback will be provided to those who submit the initial draft and an email response will be given within 48 hours. The document should be saved as first initial and last name_casestudy#1 or 2 (no spaces)2015. 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. The two case studies will require the following:

- Patient Information
 - Patient profile including age, gender, height, & weight.
 - Chief concern
 - Medical history including blood pressure, pulse, respiration, medical conditions, allergies (drugs and others), all medications being taken (including OTC) and their interactions and dental considerations.
 - 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.
- Clinical Evidence
 - Radiographs: Panoramic Xray & BWX **OR** FMX
 - Periodontal chart
 - Intraoral images
 - Oral findings from extra/intraoral charting and dental charting, periodontal classification, gingival description and calculus classification
- 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)
- 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
- 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 at least 4 multiple choice answers and correct answer provided

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
- Completed self-assessment and rubric are printed out and turned in with paper copy before start of class
- Electronic version of case study has been submitted on time
- Textbooks: your textbooks offer great online information as well as in the text
- Websites: These websites have numerous links to case studies.
 - www.myhealthprofessionskit.com
 - www.dhed.net
 - www.andyfutureerdh.com

Appendix C

DHYG 2080 Clinical Dental Hygiene III Lecture

Special Needs Notebook Rubric

Name _____ Date _____

Week	Assignments	No errors 2	1-3 errors 1	4+ errors 0
1	Disabilities and Physical Impairments			
2	Cardiovascular Disease Flash Cards			
3	Diabetes Entry Ticket			
	Diabetes Matching Game			
	Diabetes Pamphlet			
4	Neurologic and Sensory Deficits			
5	Cognitively/Developmentally Challenged			
6	Name that Disease			
	Practical Oral Care/Developmental Disabilities Folder			
7	Respiratory Diseases			
	Who wants to be a Millionaire?			
	Board Review Handouts Respiratory & Conditions (5)			
8	Get the Facts about HIV & AIDS			
9	Women's and Children's Health			
	How Would You Respond			
10	Dental Hygiene Care for Older Adult			
11	Cancer Q & A			
	Patient with Blood Disorder Flash Cards			
	Blood Disorder Matching			
12	Alcohol and Substance Abuse PPT			
	Eating Disorders			
	DHCP for Eating Disorder			
14	Dental Implants PDF			
15	Ortho PPT			
	Marfan Syndrome Handout			
	Patient Learning for Health and Behavioral Change			
Total Points Earned divided by Total Possible Points = Grade				
Total Possible Points=52		<u>52</u> =		