



**DHYG 2080 Clinical Dental Hygiene III Lecture
COURSE SYLLABUS
Fall Semester 2018**

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): 20290

INSTRUCTOR CONTACT INFORMATION

Course Director: Melanie Bryson, RDH, BS
Email Address: [Melanie Bryson \(mbryson@southeasterntech.edu\)](mailto:mbryson@southeasterntech.edu)
Campus/Office Location: Vidalia/Health Sciences Annex C, Office 910
Office Hours: Monday 7:30-10:00; Tuesday 3:30-5:30; Wednesday 7:30-12:00, 12:30-2:00
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

Dental Hygiene Theory and Practice. Fourth edition. Darby and Walsh. 2015. Elsevier.
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. Learn the key terms at the beginning of the chapter(s).
3. Complete the objectives at the front of the chapter(s).
4. Check lesson plan daily for scheduled assignments/due dates.

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 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

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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. A grade of "W" is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester.

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

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. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

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

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

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

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 [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

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 [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or 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 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).

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

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

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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 57 and 59, Darby chapters 43, 44, and 47. 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 Darby chapters 46, 48, 49, 50, and 51. 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 Darby 45, 54, 55, 56, and Wilkins 68. 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 Wilkins and Darby textbooks. A total of 100 points may be earned on examination 4. Examination 4 will count for 25% of the final course grade.

CASE STUDIES

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 medically compromised 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 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

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first initial and last name_casestudy#1 or 2 (no spaces)2018. 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 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. The student will be allowed to remain in class but shall be required to report to campus on Wednesday at 10:00 and study the course material until 12:00 to ensure adequate time has been spent studying so that application of the course material may be achieved.

GRADING POLICY

Evaluation Item	Grade	(X) %	Points
Exam 1		10%	
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

Evaluation Item	Grade	(X) %	Points
Exam 1		.10	

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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 Assessment 10			
Class Preparation Assessments (1-10 averaged together)		.20	
Point Deductions for late/incomplete assignments-			
Subtotal			
Final Course Grade			

GRADING SCALE

Letter Grade	Range
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

Wilkins 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)

Wilkins 59: Patients with Physical Impairments

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)

Wilkins 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)

Darby 43: Cardiovascular Disease

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

Darby 44: Diabetes

1. Define diabetes and prediabetes and explain the role of the dental hygienist in the care of a person with

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diabetes. (A, B, C, D)

2. Discuss the classification of diabetes, including:
 - a. Differentiate between type 1 and type 2 diabetes mellitus in terms of prevalence, characteristics, and potential complications. (A, B, C, D)
 - b. Explain gestational diabetes and its potential complications. (A, B, C, D)
 - c. 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:
 - a. Plan appropriate dental hygiene care for an individual with diabetes mellitus. (A, B, C, D)
 - b. Assist the client in preventing diabetes when risk factors are present and recommend referral for screening. (A, B, C, D)

Darby 45: Cancer

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)

Darby 46: HIV

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)

Darby 47: Neurologic & Sensory Deficits

1. Provide general descriptions of dental hygiene care for persons with neurologic and sensory deficits. (A, B, C, D)
2. 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)
3. Discuss peripheral neuropathies, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A, B, C, D)
4. Discuss spinal cord dysfunction, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A, B, C, D)
5. Discuss seizures, including characteristics, treatment and prognosis, oral clinical findings, special

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considerations, and oral self-care instructions. (A, B, C, D)

6. 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)
7. Discuss cerebrovascular disease, including characteristics, treatment and prognosis, oral clinical findings, special considerations, and oral self-care instructions. (A, B, C, D)
8. Discuss sensory disorders, including characteristics, treatment and prognosis, oral clinical findings, special considerations, communication techniques, and oral self-care instructions. (A, B, C, D)

Darby 48: Autoimmune Diseases

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:
 - a. Recognize the systemic and oral manifestations of common autoimmune diseases covered in this chapter. (A, B, C, D)
 - b. 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)
5. Develop a dental hygiene care plan appropriate for persons with autoimmune disease. (A, B, C, D)

Darby 49: Renal Disease & Organ Transplant

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

Darby 50: Respiratory Diseases

1. Discuss respiratory diseases, including:
 - a. 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)
 - b. Develop a dental hygiene care plan for a person with a respiratory disease. (A, B, C, D)

Darby 51: Developmentally & Cognitively Challenged Persons

1. Discuss intellectual and developmental disabilities (IDDs), including:
 - a. Identify causes of IDDs. (A, B, C, D)
 - b. Describe general characteristics of IDDs. (A, B, C, D)
2. Discuss Down syndrome, including:
 - a. Explain the cause of Down syndrome. (A, B, C, D)
 - b. Describe general characteristics of Down syndrome. (A, B, C, D)
 - c. 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:

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- a. Identify the different types of ASDs. (A, B, C, D)
 - b. Describe general characteristics of ASDs. (A, B, C, D)
 - c. 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)

Darby 52: Alcohol & Substance Abuse

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

Darby 53: Eating Disorders

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:
5. Engage the client in dialogue of disclosure of an eating disorder. (A, B, C, D)
6. Assess oral health needs. (A, B, C, D)
7. Plan for harm reduction and oral health promotion. (A, B, C, D)
8. Implement dental hygiene interventions. (A, B, C, D)
9. Evaluate outcomes of care. (A, B, C, D)
10. Explain the value of the dental hygienist's role in interprofessional collaboration for client-centered care. (A, B, C, D)
11. List resources available to help clients with an eating disorder. (A, B, C, D)

Darby 54: Women's Health & Health of Their Children

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:
 - a. Explain the relationship between hormonal changes and periodontal diseases. (A, B, C, D)
 - b. Explain the relationship between periodontal disease status in pregnant women and pre-term, low-birthweight infants. (A, B, C, D)
3. Recognize oral manifestations of conditions and diseases prevalent in women. (A, B, C, D)
4. Plan dental hygiene care for the life span of women. (A, B, C, D)
5. Describe the dental care of infants and children, including the planning of their dental hygiene care. (A, B,

Darby 55, 56: The Older Adult & Fixed and Removable Dentures

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

Darby 57: Orofacial Cleft & Fractured Jaw

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

Darby 59: Orthodontic Treatment

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

Darby 60: Abuse and Neglect

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:
 - a. 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)
 - b. Identify appropriate local and national agencies to report abuse and neglect. (A, B, C, D)

Course Number and Name**Fall Semester 2018 Lesson Plan**

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Aug 14 Week 1	Wilkins 57, 59	<p>First day of class/ Introduction to course- Syllabus, Lesson Plan, Rules, Regulations Coverage, Completion of forms</p> <p>Topics: Case Studies Workbook</p> <p>Special Needs Notebook</p> <p>Patients with Disabilities & Physical Impairments</p>	<p>Activities: Practice Class Preparation Assessment</p> <p>Special Needs Notebook: access M: drive to view assignments and discuss criteria for notebook; complete first assignment for homework and turn in next week</p> <p>PPT presentation: Patients with Disabilities and Physical Impairments</p> <p>Provide and discuss Special Needs forms for Clinic; protocol for Special Needs patient</p> <p>Homework due next week: Case Study G, Special Needs Assignment- refer to M drive, Read Chapter 43</p>	CC 1 GC a, c
Aug 21 Week 2	Darby 43	Topic: Cardiovascular Disease	<p>Class Preparation Assessment #1</p> <p>Due today: Case Study G Special Needs Assignment; refer to M: drive</p> <p>Activities: Cardiovascular Disease: overhead note-taking presentation in outline form; form provided for students</p> <p>Discuss Case Study G</p> <p>Discuss current guidelines and clinic policy on antibiotic prophylaxis and cardiac emergencies</p>	CC 1 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Aug 28 Week 3	Darby 44	Topic: Diabetes	Class Preparation Assessment #2 DUE today: Case Study M Activities: Ticket to Class Discuss Case Study M Diabetes overhead, note-taking presentation in outline form Matching Game Diabetes pamphlet assignment due next week; template provided on M: drive Discuss patient care protocol and policy for diabetes Homework due next week: Case Study I, Special Needs Assignment- refer to M drive, Read Chapter 47	CC 1 GC a, c
Sept 4 Week 4	Darby 47	Topic: Neurologic and Sensory Deficits	Class Preparation Assessment #3 DUE today: Case Study I Special Needs Assignment-refer to M: drive Activities: Discuss Case Study I Neurologic & Sensory Deficits PPT presentation Critical thinking exercise page 889 Spinal Cord Injury worksheet	CC 1 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			Homework due next week: Read Chapter 51, Exam 1 next week	
Sept 11 Week 5	Darby 51	Topic: Cognitively & Developmentally Challenged Persons	<u>Exam 1 – Wilkins 57, 59; Darby 43, 44, 47</u> DUE today: Special Needs Assignment- refer to M: drive Activities: Cognitively & Developmentally Challenged Persons PPT presentation D-Terminated Program Wilkins page 1043 & youtube.com Assign autoimmune topics for student teaching moment: facts and clinical application Homework due next week: Case Study O, Read Chapter 48, 49	CC 1 GC a, c
Sept 18 Week 6	Darby 48, 49	Topics: Cognitively & Developmentally Challenged Persons (continued) Autoimmune Diseases Renal Disease & Organ Transplant	Class Preparation Assessment #4 DUE today: Case Study O Activities: Simulate clinical setting of arrival & dismissal of patient with physical impairments & use of wheelchair Discuss Case Study O Presentation of student teaching moment of assigned autoimmune diseases: facts and clinical application “Name the Disease” autoimmune images	CC 1 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<p>Autoimmune Diseases and Renal Disease & Organ Transplant PPT presentation</p> <p>“Who Wants to be a Millionaire” PPT presentation game for autoimmune diseases and renal disease</p> <p>Homework due next week: Case Study H, Special Needs Assignment- refer to M drive, Read Chapter 50</p>	
Sept 25 Week 7	Darby 50	Topic: Respiratory Disease	<p>Class Preparation Assessment #5</p> <p>DUE today: Case Study H Special Needs Assignment: refer to M: drive</p> <p>Activities: Discuss Case Study H Respiratory Diseases PPT presentation</p> <p>Review clinic protocol for respiratory diseases</p> <p>Homework due next week: Case Study #1, Special Needs Assignment- refer to M drive, Read Chapter 46</p>	CC 1 GC a, c
Oct 2 Week 8	Darby 46	Topic: Human Immunodeficiency Virus	<p>Class Preparation Assessment #6</p> <p>DUE today: CASE STUDY 1 Special Needs Assignment- refer to M: drive</p> <p>Activities: Group discussion and presentation</p>	CC 1 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<p>on acute HIV infection syndrome and Human Immunodeficiency Virus latency and immune status</p> <p>Human Immunodeficiency Virus PPT presentation</p> <p>Review standard infection-control procedures</p> <p>Discuss clinic protocol for handling accidental needle stick and/or exposure to HIV in our facility</p> <p>Research available prevention drug therapy online</p> <p>Role play: patient interview and exam to assess the patient's HIV status</p> <p>Critical thinking question page 871</p> <p>Homework due next week: Exam 2, Special Needs Assignment- refer to M drive</p>	
Oct 9 Week 9	Darby 54	Topic: Women's Health & Health of Their Children	<p><u>Exam 2 – Darby 46, 48, 49, 50, 51</u></p> <p>DUE today: Special Needs Assignment- refer to M: drive</p> <p>Activities: Women's Health and the Health of Their Children PPT presentation</p> <p>Strategies to Decrease Incidence of Early Childhood Caries</p> <p>Complete critical thinking exercises page 984</p>	CC 1 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			Homework due next week: Read Darby 55, 56	
Oct 16 Week 10	Darby 55, 56	Topics: The Older Adult Fixed & Removable Dentures	Class Preparation Assessment #7 Activities: The Older Adult and Fixed & Removable Dentures PPT presentations Dental Hygiene Care for the Older Client critical thinking exercise Homework due next week: Special Needs Assignment- refer to M drive, Read Darby 45 and Wilkins 68	CC 1 GC a, c
Oct 23 Week 11	Darby 45 Wilkins 68	Topics: Cancer Blood Disorders	Class Preparation Assessment #8 DUE today: Special Needs Assignment- refer to M: drive Activities: Cancer and Blood Disorders PPT presentations “Dental Hygiene Quiz Show” PPT presentation Homework due next week: Exam 3, Special Needs Assignment- refer to M drive; read Darby 52, 60	CC 1 GC a, c
Oct 30 Week 12	Darby 52, 60	Topics: Alcohol & Substance Abuse Abuse & Neglect	<u>Exam 3 – Darby 45, 54, 55, 56, Wilkins 68</u> DUE today: Special Needs Assignment- refer to M: drive	CC 1 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<p>Activities: Chapter background assessment questions</p> <p>Alcohol & Substance Abuse and Abuse & Neglect PPT presentations</p> <p>Movie clip review</p> <p>Critical thinking question page 953</p> <p>Case Study K Class Activity</p> <p>Homework due next week: Special Needs Assignment- refer to M drive; read Darby 53, 57</p>	
Nov 6 Week 13	Guest speaker: Sara Dever RDH, BSDH, MPH Hu-Friedy Associate Clinical Education Manager	Topics: Alternative Instrumentation Senior Instrument Trade-In	Alternative Instrumentation Presentation Senior Instrument Trade-In	CC 1 GC a, c
Nov 13 Week 14	Darby 53, 57	Topics: Eating Disorders Orofacial Clefts & Fractured Jaw	Class Preparation Assessment #9 DUE today: Special Needs Assignment: refer to M: drive Activities: Eating Disorders PPT presentation Orofacial Clefts & Fractured Jaw Flash Card Game Homework due next week: Special Needs Assignment- refer to M drive; read Darby 59	CC 1 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Nov 27 Week 15		Topic: Orthodontic Care	Class Preparation Assessment #10 DUE today: CASE STUDY 2 DUE today: Special Needs Assignment- refer to M drive Activities: Chapter background assessment Orthodontic Care PPT presentation Role play with a partner presenting patient education to an adult with orthodontic brackets and active periodontal disease Review mechanical plaque control aids for orthodontic appliances Critical thinking question page 1073	CC 1 GC a, c
Dec 4 10:00 am	Exam 4	Exam 4 - Comprehensive Final	Exam 4 – Comprehensive final will cover all chapters included in the lesson plan	

***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.

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 differences 	<ul style="list-style-type: none"> Determines some priorities and establishes oral health goals with the patient as an active participant acknowledging cultural differences 	<ul style="list-style-type: none"> Determines priorities and establishes oral health goals with minimal consultation with the patient and minimal consideration of cultural differences 	<ul style="list-style-type: none"> Determines priorities and establishes oral health goals without consideration of the patient's 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. 	
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.	Total Possible Points= 24 Total Points Earned divided by Total Possible Points = Grade				GRADE

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 first initial and last name_casestudy#1 or 2 (no spaces)2018. **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 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
- 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

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- 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
- 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
- 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 _____

	Assignments	No errors 2	1-3 errors 1	4+ errors 0
Disabilities and Physical Impairments				
Cardiovascular Disease Flash Cards				
Diabetes Entry Ticket				
Diabetes Matching Game				
Diabetes Pamphlet				
Neurologic and Sensory Deficits				
Cognitively/Developmentally Challenged				
Name that Disease				
Practical Oral Care/Developmental Disabilities Folder				
Respiratory Diseases				
Who wants to be a Millionaire?				
Board Review Handouts Respiratory & Conditions (5)				
Get the Facts about HIV & AIDS				
Women's and Children's Health				
How Would You Respond				
Dental Hygiene Care for Older Adult				
Cancer Q & A				
Patient with Blood Disorder Flash Cards				
Blood Disorder Matching				
Alcohol and Substance Abuse PPT				
Eating Disorders				
DHCP for Eating Disorder				
Ortho PPT				
Marfan Syndrome Handout				
Preventive Counseling and Behavioral Change				