



**DHYG 1110 Clinical Dental Hygiene I Lecture
COURSE SYLLABUS
Spring Semester 2019**

COURSE INFORMATION

Credit Hours/Minutes: 2 Semester Credit hours/1500 minutes
Campus/Class Location: Vidalia/Health Sciences Annex C, Room # 906
Class Meets: Tuesdays 11:30am-1:20pm
Course Reference Number (CRN): 40030

INSTRUCTOR CONTACT INFORMATION

Course Director: Lori DeFore, RDH, BS, BTh
Email Address: [Lori DeFore \(ldefore@southeasterntech.edu\)](mailto:ldefore@southeasterntech.edu)
Campus/Office Location: Vidalia/Health Sciences Annex C, Room # 909
Office Hours: Mondays: 7:30-8:00am; 3:40-5:30pm
 Tuesdays: 7:30-8:00am; 10:40-11:00am; 1:30-5:30pm
 Wednesdays: 7:30-8:00am; 12:30-1:00pm; 5:00-5:30pm
 Thursdays: 12:30-1:50pm
Phone: 912-538-3251
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 TEXT

1. Clinical Practice of the Dental Hygienist, Twelfth edition. Wilkins. Wolters Kluwer. 2017.
2. Active Learning Workbook for Clinical Practice of the Dental Hygienist. Twelfth edition. Wilkins. Wolters Kluwer. 2017.
3. Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation, Eighth edition. Gehrig. Wolters Kluwer. 2017.
4. Case Studies in Dental Hygiene, Third edition. Thomson. Pearson. 2013.
5. STC Dental Hygiene Program Clinic Manual

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, highlighter, instrument kits

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

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COURSE DESCRIPTION

This course continues the development of knowledge in patient care. Topics include: prevention, instrumentation, patient management, dental appliances, and treatment planning.

MAJOR COURSE COMPETENCIES (CC)

1. Prevention
2. Instrumentation
3. Patient Management
4. Dental Appliances
5. Treatment Planning

PREREQUISITE(S): DHYG 1040

COREQUISITE(S): DHYG 1111

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.

STUDENT REQUIREMENTS

Students are responsible for the policies and procedures in the Southeastern Technical College (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. 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!

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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.

1. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
2. Answer/complete all case study exercises in the chapter review section for each session, if applicable.
3. Know the definitions of chapter key terms.
4. Highlight National Board Exam material in relevant chapter(s) prior to class.
5. Complete any assignments or homework given by the course director.
6. Complete and know the learning objectives for each chapter.
7. View any videos applicable to dated lesson plan material.
8. Obtain materials from the course Materials Drive: M/Dental Hygiene/DHYG 1110. Prior to class, print any materials available to be used in this class for study and during lecture and/or lab.
9. Students are advised to check their e-mails regularly for any additional information that is related to the class or the Dental Hygiene Program.

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 or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class 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 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 make-up work in the classroom or clinical

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experiences are at the discretion of the instructor.

STUDENTS WITH DISABILITIES

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

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

PREGNANCY

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

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

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

WITHDRAWAL PROCEDURE

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

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 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 make-up exam may be given in a different format

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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/quizzes/class preparation assessments will result in a grade of zero "0". If you enter the classroom late, you will not be allowed to take the exam, and you will be issued a grade of zero "0" 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!

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. Late or incomplete assignments will still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your assignment to your instructor prior to the deadline to ensure credit.

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:

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

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

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

ACCESS TO TECHNOLOGY

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

INSTRUCTOR DELIVERY METHODS

The following methods will be utilized to facilitate learning in lecture sessions. Sessions may employ PowerPoint presentations with handouts, workbook activity sheets, homework assignments, multimedia presentations, group discussions, independent reading assignments, research activities, interactive websites, games, and group collaboration.

EVALUATION PROCEDURES

Exams

Exam #1: Covers material noted in course objective section and lesson plan

Exam #2: Covers material noted in course objective section and lesson plan

All exam dates are noted in the course syllabus. No make-up exam will be allowed for the final examination.

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Failure to take the final examination on the specified date will result in a grade of zero. The final exam will include all material as noted in the syllabus. A total of 100 points may be earned on each examination. Homework assignments are noted in the syllabus and due each lecture session at the beginning of class start time. Each assignment that is not completed in the specified timeframe will result in a one-point deduction from the final course grade.

Class Preparation Assessment

A class preparation assessment and grade will be given at the beginning of class sessions as noted in the lesson plan. Each student shall randomly draw one question. The question will cover some topic or portion of the course material the student should have read and studied as noted in the syllabus lesson plan. If a student demonstrates prior class preparation by answering the question correctly, a session grade of one hundred (100) shall be recorded. If a student fails to demonstrate prior class preparation by answering the question incorrectly, a session grade of zero (0) will be recorded. The student will be allowed to remain in class, but shall be required to report to campus on Thursday of the same week at 10:00 am and study the course material until 12:00 noon to ensure time has been spent studying, and that application and understanding of course material may be achieved.

Work Ethics/Everyday Ethics Assignment

One work ethics exercise will be completed with a peer and turned in by the date specified on the lesson plan. Assignments and directions are located on the following drive: M/Dental Hygiene/DHYG 1110 folder. Failure to complete assignment and turn it in to the course director by the established deadline will result in a deduction of one point from the final course grade.

Article Review Assignment

Obtain information from M Drive Folder. This course will require each student to participate in preparing an article review. Prior to the article review, the student will access the library home page of the Southeastern Technical College Website and review the Library Skills Assignment. This Library Skills Assignment will help the student to become more aware of the resources offered in the library, which in turn will promote improved research. From the library home page [Southeastern Technical College Library \(http://library.southeasterntech.edu\)](http://library.southeasterntech.edu) click on Library Tutorials and look for Library Skills Assignment. In addition to the Library Skills Assignment, there are three power point presentations provided on the M Drive under DHYG 1110 to aid in proper documentation and style for your successful article review.

The student will research a topic related to the class course of study. The article will be assigned by the course director. The student will research the topic through dental journal peer review articles and prepare an American Psychological Association (APA) style formatted research review paper on the article. A total of 100 points may be earned on the article review paper. Refer to the text, Concise Rules of American Psychological Association (APA) Style, Sixth Edition, for writing the article review. This publication will be used by the instructor for the grading of the article review paper assignment. Use this text as the source for writing your reviews. Refer to lesson plan for due dates for article submission and review. This assignment will account for 05% of the final course grade. A total of 100 points can be earned on this paper. See Appendix A-Article Review Rubric for grading criteria. Email your final typed article review paper to your course director prior to the due date using the following format: Save your paper as a Microsoft word document (*.docx) and title it with your first initial, last name, class, article review, and year. Example: ldeforeDHYG1110articlereview2019

Oral Hygiene Instructional Trifold Brochure Project

Obtain information from M Drive Folder. The course director will assign a topic for the brochure each student shall prepare. The student will prepare a trifold brochure using standard copy paper. Each student shall

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provide the course director and each peer a copy of their brochure on the day of class presentations. The brochure will be evaluated on appearance and content. The student will give a ten minute classroom presentation covering the brochure content and explain why it is important to educate patients concerning the material included in the brochure. The brochures will be utilized in the clinic for assistance in patient education. Refer to lesson plan for due date of brochure/presentation. See Appendix B- Brochure Project Rubric for grading criteria. This assignment will account for 10% of the final course grade. A total of 100 points can be earned on this brochure project. A copy of the final draft of the brochure should be emailed to your instructor prior to classroom presentation using the same formatting as the above Article Review Paper.

GRADING POLICY

Assessment/Assignment	Percentage
Examination 1	25%
Examination 2 (Final)	35%
Oral Hygiene Instruction Brochure Project	10%
Article Review Assignment	05%
Class Preparation Assessments (1-10 averaged together)	25%

CALCULATION OF FINAL COURSE GRADE

Evaluation Item	Grade	(X) %	Points
Examination 1		0.25	
Examination 2 (Final)		0.35	
Oral Hygiene Instruction Brochure Project		0.10	
Article Review Assignment		0.05	
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)		0.25	
-Point Deductions for late/incomplete assignments			
Subtotal			
Final Course Grade			

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79

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Letter Grade	Range
D	60-69
F	0-59

LIBRARY RESOURCES

The link [Southeastern Technical College Library Resources \(http://library.southeasterntech.edu/Resources.asp\)](http://library.southeasterntech.edu/Resources.asp) will 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 which 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.

DHYG 1110 CLINICAL DENTAL HYGIENE I LECTURE LEARNING OBJECTIVES

After studying the chapter, the student should be able to:

WILKINS CHAPTER 2: EVIDENCE-BASED DENTAL HYGIENE PRACTICE

1. Explain evidence-based dental hygiene practice and identify the skills needed to practice evidence-based dental hygiene care.(A,B,C,D)
2. Discuss research approaches and connect research types to the strength of evidence each provides.(A,B,C,D)
3. Describe a systemic approach to finding science-based information.(A,B,C,D)
4. Describe skills needed for analyzing Internet-based health information.(A,B,C,D)

WILKINS CHAPTER 22: DENTAL STAINS AND DISCOLORATIONS

1. Recognize and identify extrinsic dental stains and discolorations.(A,B,C,D)
2. Differentiate between exogenous and endogenous stains.(A,B,C,D)
3. Educate patients regarding the etiology and/or prevention of dental stains.(A,B,C,D)
4. Determine appropriate clinical approaches for stain removal and/or tooth whitening.(A,B,C,D)

WILKINS CHAPTER 23: INDICES AND SCORING METHODS

1. Identify and define key terms and concepts related to dental indices and scoring methods.(A,B,C,D)
2. Identify the purpose, criteria for measurement, scoring methods, range of scores, and reference or interpretation scales for a variety of dental indices.(A,B,C,D)
3. Select and calculate dental indices for a use in a specific patient or community situation.(A,B,C,D)

WILKINS CHAPTER 24: PLANNING FOR DENTAL HYGIENE CARE

1. Identify and define key terms and concepts related to planning dental hygiene care.(A,B,C,D)
2. Identify and explain assessment findings and individual patient factors that affect patient care.(A,B,C,D)
3. Identify additional factors that can influence planning for dental hygiene care.(A,B,C,D)
4. Apply the evidence-based decision-making process to determine patient care recommendations.(A,B,C,D)

WILKINS CHAPTER 25: THE DENTAL HYGIENE CARE PLAN

1. Identify and define key terms and concepts related to the written dental hygiene care plan.(A,B,C,D)
2. Identify the components of a dental hygiene care plan.(A,B,C,D)
3. Write dental hygiene diagnostic statements based on assessment findings.(A,B,C,D)
4. Prepare a written dental hygiene care plan.(A,B,C,D)
5. Apply procedures for discussing a care plan with the dentist and the patient.(A,B,C,D)
6. Identify and apply procedures for obtaining informed consent.(A,B,C,D)

WILKINS CHAPTER 26: PREVENTIVE COUNSELING AND BEHAVIOR CHANGE

1. Explain the steps in a preventive program, identify the need to conduct preventive counseling, and describe the proper setting.(A,B,C,D)
2. Describe the importance of partnering with the patient to come up with a plan for change.(A,B,C,D)
3. Describe and explain the methods of motivational interviewing (MI).(A,B,C,D)

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4. Describe how to recognize and explore the patient's ambivalence and describe techniques to elicit and recognize change talk.(A,B,C,D)
5. Understand and explain various plans to strengthen the patient's commitment for change.(A,B,C,D)

WILKINS CHAPTER 27: PROTOCOLS FOR PREVENTION AND CONTROL OF DENTAL CARIES

1. Describe the dental caries disease process.(A,B,C,D)
2. Identify factors contributing to demineralization and remineralization.(A,B,C,D)
3. Distinguish each step in caries management.(A,B,C,D)
4. Evaluate each patient for individual risk for caries disease.(A,B,C,D)
5. Apply caries risk status in developing individualized caries management protocols and carefully document.(A,B,C,D)

WILKINS CHAPTER 28: ORAL INFECTION CONTROL: TOOTHBRUSHES AND TOOTHBRUSHING

1. Identify characteristics of effective manual and power toothbrushes.(A,B,C,D)
2. Differentiate between the different manual toothbrushing methods including limitations and benefits of each.(A,B,C,D)
3. Describe the different motions of action for powered toothbrushes.(A,B,C,D)
4. Identify the basis for powered toothbrush selection.(A,B,C,D)
5. Describe tongue cleaning and its effect on reducing dental biofilm.(A,B,C,D)
6. Identify negative effects improper toothbrushing can have on hard and soft tissues.(A,B,C,D)

WILKINS CHAPTER 29: ORAL INFECTION CONTROL: INTERDENTAL CARE

1. Review the anatomy of the interdental area and explain why toothbrushing alone cannot remove biofilm adequately for prevention of periodontal infection.(A,B,C,D)
2. Describe types of dental floss and outline steps for use of floss for biofilm removal from proximal tooth surfaces.(A,B,C,D)
3. Develop a list of the types and purposes of various floss aids and provide a rationale for the choice of the best ones to meet a specific patient's needs.(A,B,C,D)
4. Compare types of interdental brushes and explain why they may be more effective than floss for some patients.(A,B,C,D)
5. Demonstrate and recommend other devices for biofilm removal including toothpick in holder, wooden interdental cleaner, interdental rubber tip, and water irrigation.(A,B,C,D)

WILKINS CHAPTER 30: DENTRIFICES AND MOUTHRINSES

1. Identify and define the active and inactive components in dentrifices and mouthrinse.(A,B,C,D)
2. Explain the mechanism of action for preventive and therapeutic agents in dentrifices and mouthrinses.(A,B,C,D)
3. Explain the purpose and use of dentrifices and mouthrinses.(A,B,C,D)
4. Discuss the Food and Drug Administration (FDA) and the purpose of FDA.(A,B,C,D)
5. Explain the American Dental Association (ADA) Seal of Acceptance program and purpose.(A,B,C,D)

WILKINS CHAPTER 31: THE PATIENT WITH ORTHODONTIC APPLIANCES

1. Recognize key words and terminology used in orthodontic therapy.(A,B,C,D)
2. Explain the advantages and disadvantages of bonded brackets.(A,B,C,D)

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3. Summarize the clinical procedures for bonding and debonding.(A,B,C,D)
4. Develop oral self-care recommendations for the orthodontic patient to address effective biofilm removal and reduce risk for dental caries and periodontal disease.(A,B,C,D)

WILKINS CHAPTER 32: CARE OF DENTAL PROSTHESES

1. Describe the types and components of fixed and removable oral prostheses.(A,B,C,D)
2. List steps to provide professional cleaning of fixed and removable prostheses.(A,B,C,D)
3. Provide a careful evaluation of an oral prosthesis to include clinical examination of the prosthesis, related soft tissue, and patient concerns.(A,B,C,D)
4. Describe the instructions provided for a patient with a new prosthesis.(A,B,C,D)
5. Plan the maintenance program for each patient based on the patient's risk factors and compliance.(A,B,C,D)

WILKINS CHAPTER 36: FLUORIDES

1. Describe the mechanisms of action of fluoride in the prevention of dental caries.(A,B,C,D)
2. Explain the role of community water fluoridation on the decline of dental caries incidence in a community.(A,B,C,D)
3. Recommend appropriate over-the-counter (OTC) and professionally applied fluoride therapies based on each patient's caries risk assessment.(A,B,C,D)
4. Compare use of fluoride home products (OTC and prescription).(A,B,C,D)
5. Incorporate fluoride into individualized prevention plans for patients of various ages and risk levels.(A,B,C,D)

WILKINS CHAPTER 39: INSTRUMENTS AND PRINCIPLES FOR INSTRUMENTATION

1. Name and describe types, features, and properties of manual instruments used for removal of calculus and biofilm deposits during nonsurgical periodontal therapy.(A,B,C,D)
2. List and describe the five basic principles for use of instruments.(A,B,C,D)
3. Apply clinical factors relating to patient and clinician to provide appropriate lighting and visibility.(A,B,C,D)
4. Relate the choice of each selected instrument to tooth and soft tissue anatomy.(A,B,C,D)
5. Prepare treatment plans for patients of varying ages and disease severity and elect appropriate instruments to meet diagnostic parameters and treatment needs of the patient.(A,B,C,D)

WILKINS CHAPTER 41: NONSURGICAL PERIODONTAL THERAPY AND ADJUNCTIVE THERAPY

1. Explain the goals and desirable clinical endpoints or outcomes for nonsurgical periodontal therapy.(A,B,C,D)
2. Write a care plan for a patient with slight-to-moderate chronic periodontitis.(A,B,C,D)
3. List the steps in manual and ultrasonic instrumentation and the advantages and disadvantages of each.(A,B,C,D)
4. Describe the changes in the subgingival bacteria after periodontal debridement.(A,B,C,D)
5. Describe current evidence related to laser therapy for initial therapy.(A,B,C,D)
6. Develop postoperative instructions for a patient following a nonsurgical periodontal therapy appointment.(A,B,C,D)

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7. List the steps in re-evaluation of nonsurgical periodontal therapy and the decisions that must be made based on the clinical outcomes.(A,B,C,D)
8. Compare and contrast the risk and benefits of systemic antibiotics and local delivery antimicrobials.(A,B,C,D)
9. Critically evaluate the benefit of local delivery antimicrobials on changes in pocket depth and clinical attachment level (CAL).(A,B,C,D)

WILKINS CHAPTER 45: EXTRINSIC STAIN REMOVAL

1. Describe the difference between a cleaning agent and a polishing agent.(A,B,C,D)
2. Explain the basis for selection of the grit of polishing paste for each individual patient.(A,B,C,D)
3. Discuss the rationale for avoiding polishing procedures on areas of demineralization.(A,B,C,D)
4. Explain the effect abrasive particle shape, size, and hardness have on the abrasive qualities of a polishing paste.(A,B,C,D)
5. Explain the types of powdered polishing agents available and their use to remove tooth stains.(A,B,C,D)
6. Explain patient conditions that contraindicate the use of air-powder polishing.(A,B,C,D)

FUNDAMENTALS MODULE 7

1. Discuss finger rests using precise finger placement on the handle of a periodontal instrument. (A,B,C,D)
2. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s).(A,B,C,D)
3. Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient.(A,B,C,D)
4. Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner.(A,B,C,D)
5. Demonstrate exercises that lessen muscle imbalances through chairside stretching throughout the workday.(A,B,C,D)

FUNDAMENTALS MODULE 8

1. Identify each working-end of a periodontal instrument by its design name and number. (A,B,C,D)
2. Recognize the design features of instrument handles and shanks, and discuss how these design features relate to the instrument's use.(A,B,C,D)
3. Describe the advantages and limitations of the various design features available for instrument handles and shanks.(A,B,C,D)
4. Given a variety of periodontal instruments, sort the instruments into those with simple shank design and those with complex shank design.(A,B,C,D)
5. Given a variety of sickle scalers and curets, identify the face, back, lateral surfaces, cutting edges, and toe or tip on each working-end.(A,B,C,D)
6. Given a variety of periodontal instruments, determine the intended use of each instrument by evaluating its design features and classification.(A,B,C,D)

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7. Given any instrument, identify where and how it may be used on the dentition (i.e., assessment or calculus removal, anterior/posterior teeth, supragingival or subgingival use). (A,B,C,D)

FUNDAMENTALS MODULE 9

1. Define motion activation as it relates to periodontal instrumentation. (A,B,C,D)
2. Name two types of motion activation commonly used in periodontal instrumentation. (A,B,C,D)
3. Define and explain the uses of wrist-rocking motion during periodontal instrumentation. (A,B,C,D)
4. Using a pencil or periodontal probe, demonstrate the correct technique for wrist-rocking motion activation. (A,B,C,D)
5. When demonstrating wrist-rocking motion use correct instrumentation technique such as: using the fulcrum finger as a support beam, maintaining correct grasp, and maintaining neutral wrist position. (A,B,C,D)
6. Define and explain the uses of digital motion activation during periodontal instrumentation. (A,B,C,D)
7. When demonstrating digital motion activation, use correct instrumentation technique such as: using the fulcrum as a support beam, maintaining correct grasp, and maintaining neutral wrist position. (A,B,C,D)
8. Define and explain the use of the handle roll during periodontal instrumentation. (A,B,C,D)
9. Using a pen or pencil, demonstrate the handle roll using correct technique including: correct modified pen grasp, knuckles-up position, fulcrum finger as a support beam, and neutral wrist position. (A,B,C,D)
10. Explain how the teeth are positioned in the dental arches. (A,B,C,D)

FUNDAMENTALS MODULE 10

1. Define the term adaptation as it relates to periodontal instrumentation. (A,B,C,D)
2. Identify the leading-, middle-, and heel-third of the working-end of a sickle scaler and a curet. (A,B,C,D)
3. Using a typodont and an anterior sickle scaler describe and demonstrate correct adaptation of the working-end to the midline and line angle of a mandibular anterior tooth. (A,B,C,D)
4. Explain problems associated with incorrect adaptation during periodontal instrumentation. (A,B,C,D)

FUNDAMENTALS MODULE 13

1. Name and describe several common types of calculus deposit formations. (A,B,C,D)
2. Explain why the forceful application of an explorer tip into a carious pit or fissure could be potentially harmful. (A,B,C,D)

FUNDAMENTALS MODULE 14

1. Define the term angulation as it relates to the use of a sickle scaler for supragingival periodontal instrumentation. (A,B,C,D)
2. Explain the problems associated with using an angulation greater than 90 degrees for calculus removal. (A,B,C,D)
3. Explain the problems associated with using an angulation less than 45 degrees for calculus removal. (A,B,C,D)

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4. Describe the correct approach for removing a large supragingival calculus deposit and differentiate this technique from a different approach that leads to burnishing of the deposit. (A,B,C,D)

FUNDAMENTALS MODULE 15

1. Given a variety of sickle scaler instruments, identify the design characteristics. (A,B,C,D)
2. List the uses and limitations of sickle scalers. (A,B,C,D)
3. List characteristics of a calculus removal stroke. (A,B,C,D)
4. Given a posterior sickle scaler, discuss how to use visual clues to identify the correct working-end. (A,B,C,D)
5. Discuss correct adaptation and angulation of a sickle scaler. (A,B,C,D)
6. Explain why the lower shank of a sickle scaler should be tilted slightly toward the tooth surface being instrumented to obtain correct angulation. (A,B,C,D)
7. Discuss correct use of a sickle scaler in the anterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp. (A,B,C,D)

FUNDAMENTALS MODULE 16

1. Explain the importance of learning to rely on the sense of touch for successful performance of subgingival instrumentation. (A,B,C,D)
2. Define the terms insertion and Get Ready Zone as they apply to periodontal instrumentation. (A,B,C,D)
3. Define and state the objectives of periodontal instrumentation. Explain why complete removal of all subgingival biofilms and calculus deposits is so important to successful periodontal instrumentation. (A,B,C,D)
4. Explain why “tissue response” rather than “root smoothness” is the standard for successful subgingival instrumentation. (A,B,C,D)
5. Discuss the importance of a re-evaluation appointment in the treatment of patients with subgingival calculus deposits. (A,B,C,D)
6. Define the term nonresponsive disease sites and name signs that indicate that nonresponsive sites are present at a re-evaluation appointment. (A,B,C,D)
7. Describe the types of healing that may result following successful instrumentation of root surfaces. (A,B,C,D)
8. Define and explain the significance of multidirectional strokes in subgingival stroke removal. (A,B,C,D)

FUNDAMENTALS MODULE 17

1. Given a variety of universal curets, identify the design characteristics of each instrument. (A,B,C,D)
2. Discuss the advantages and limitations of the design characteristics of universal curets. (A,B,C,D)
3. Name the uses of universal curets. (A,B,C,D)
4. Describe how the clinician can use visual clues to select the correct working-end of a universal curet on anterior and posterior teeth. (A,B,C,D)

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5. Given a variety of universal curets to choose from and a task (location, depth, and size of calculus deposits), select the best instrument for the specified task. (A,B,C,D)
6. Explain why the lower shank of a universal curet should be tilted slightly toward the tooth surface being instrumented to obtain correct angulation. (A,B,C,D)
7. Using a universal curet, discuss correct adaptation and use of calculus removal strokes on the anterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp. (A,B,C,D)
8. Using a universal curet, discuss correct adaptation and use of calculus removal strokes on the posterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp. (A,B,C,D)
9. Using a universal curet, discuss horizontal calculus removal strokes at the distofacial line angles of posterior teeth and at the midlines on the facial and lingual surfaces of anterior teeth. (A,B,C,D)

FUNDAMENTALS MODULE 18

1. Describe the consequences of loss of attachment to the tooth. (A,B,C,D)
2. Describe the rationale for furcation detection. (A,B,C,D)

FUNDAMENTALS MODULE 19

1. Given a variety of area-specific curets, identify the design characteristics of each instrument. (A,B,C,D)
2. Discuss the advantages and limitations of the design characteristics of area-specific curets. (A,B,C,D)
3. Name the uses of area-specific curets.(A,B,C,D)
4. Explain why a set of area-specific curets is needed to instrument the entire dentition. (A,B,C,D)
5. Describe how the clinician can use visual clues to select the correct working-end of an area-specific curet on anterior and posterior teeth. (A,B,C,D)
6. Using area-specific curets, discuss correct adaptation and use of calculus removal strokes on the anterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp. (A,B,C,D)
7. Using area-specific curets, discuss correct adaptation and use of calculus removal strokes on the posterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp. (A,B,C,D)
8. Using area-specific curets, discuss horizontal calculus removal strokes at the distofacial line angles of posterior teeth and at the midlines on the facial and lingual surfaces of anterior teeth. (A,B,C,D)
9. Given any sickle scaler, universal curet, or area-specific curet, identify its function and where it should be used on the dentition. (A,B,C,D)

FUNDAMENTALS MODULE 26

1. Name the major types of powered instrumentation technology.(A,B,C,D)
2. Describe the various modes of action of powered instrumentation devices. (A,B,C,D)
3. Compare and contrast the advantages and limitations of powered instrumentation. (A,B,C,D)

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4. Discuss the benefits to the patient when powered instrumentation is integrated into the treatment plan. (A,B,C,D)
5. Discuss medical and dental contraindications for powered instrumentation. (A,B,C,D)
6. Discuss the terms “frequency” and “amplitude” and describe how these factors determine the cleaning efficiency of powered instrumentation. (A,B,C,D)
7. Compare and contrast the design features of standard and slim perio powered working-ends. (A,B,C,D)
8. Discuss criteria for the selection of powered working-ends in relation to the instrumentation task to be performed. (A,B,C,D)
9. Demonstrate how to determine powered working-end wear and at what point a working-end should be discarded. (A,B,C,D)
10. Define the term “active working-end area” as it pertains to a powered working-end. (A,B,C,D)

PATIENT ASSESSMENT AND CLINIC FORMS

1. Use all clinic forms to accurately document and record patient information and criteria. (A,B,C,D)
2. Be familiar with all forms utilized with each patient classification and proper form completion. (A,B,C,D)
3. Use and become familiar with each form used in live clinic sessions. (A,B,C,D)
4. Accurately complete patient forms according to clinical sequence of care and protocols. (A,B,C,D)

CHARTING FORMS

1. Use a number of different comprehensive charting systems to assess the oral health of new patients and supportive care patients. (A,B,C,D)
2. Use the different tooth numbering systems to accurately document patient dentition. (A,B,C,D)
3. Use the traditional G.V. Black Caries Classification System to chart existing conditions. (A,B,C,D)
4. Use different charting symbols that represent existing conditions, such as early carious lesions before cavitation, cavities requiring restoration, missing teeth, partially erupted teeth, malpositioned teeth, existing dental restorations, erosion, abrasion, attrition, abfraction, enamel cracking, and cusp fracture. (A,B,C,D)
5. Classify occlusion with Angle’s Classification System, measuring and documenting overbite, overjet, crossbite, other malocclusions, and identifying the signs of occlusal trauma. (A,B,C,D)

HEALTH HISTORY FORM

1. Identify the essential components of a complete patient health history. (A,B,C,D)
2. Recognize the importance of each component of the health history to the acquisition of an accurate health database for patient. (A,B,C,D)

EXTRA/INTRA ORAL FORM

1. Identify and properly document normal structures and abnormal structures assessed during clinical patient examination. (A,B,C,D)

PERIODONTAL CHARTING FORM

1. Accurately document periodontal probe recordings for clinical patient record. (A,B,C,D)
2. Identify and document components of a periodontal assessment, their appearance in health and disease, and their significance to overall patient health. (A,B,C,D)
3. Chart an involved periodontal condition, using correct charting notations. (A,B,C,D)

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4. Interpret periodontal findings from a chart and discuss ramifications. (A,B,C,D)
5. Identify those patients who have periodontitis or those that are at risk. (A,B,C,D)

DHYG 1110 Clinical Dental Hygiene I Lecture

Spring Semester 2019 Lesson Plan

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
Session 1 01/08/19	Wilkins Chapters 28, 29	<p>First day of class/Introduction to Course—Syllabus, Lesson Plan, Rules, Regulations Coverage; Completion of Forms</p> <p>Lecture/PowerPoint Presentation/Group Discussion: Oral Infection Control: Toothbrushes and Toothbrushing</p> <p>Oral Infection Control: Interdental Care</p> <p>Laboratory Application: Show models and samples of interdental aids/oral physiotherapy aids (OPT aids) and toothbrushes used in clinic</p> <p>Class Activity: Role Play Scenario: Clinician/Patient Oral Hygiene Instructions (OHI) using above samples</p> <p>Give handouts on angulation</p> <p>Give Homework assignment handout regarding parallelism, perpendicular and angulation</p> <p>Assign individual OHI Brochure topic</p>	<p>Read assigned chapters</p> <p>Complete Workbook chapters 28 and 29</p> <p>Read A Natural Toothbrush Reading Assignment on M: Drive</p> <p>Student is responsible for all assigned reading materials.</p> <p>Complete Case Study C, Chapter 5 in Case Studies in Dental Hygiene Workbook. Due next session 2.</p> <p>Complete a Caries Risk Assessment Form, Dental Hygiene Care Plan Form (each in Clinic Manual), and Oral Hygiene Skill Evaluation Form (on M Drive) with each Case Study. Turn all forms in on due date.</p>	<p>CC 1,5</p> <p>GC a,c</p>

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
Session 2 01/15/19 11:00am SPECIAL TIME	Guest Speaker Wilkins Chapter 30	Lunch and Learn with Maria Oster Academic Relations GlaxoSmithKline Two Program Presentations 1. What's in Toothpaste 2. Acid Erosion Following guest speaker: Lecture/PowerPoint Presentation/Group Discussion: Dentifrices and Mouthrinses Control of Biofilm Laboratory Application: Show models and samples of various dentifrices, mouth rinses and Hurriview disclosing swabs used in clinic. Students use their toothbrush models and dentition models to practice proper use of interdental/OPT aids and toothbrushes Class Activity: Role Play Scenario: Clinician/Patient Oral Hygiene Instructions using above samples Discuss Case Study C, Chapter 5 in Case Studies in Dental Hygiene Workbook	Class Preparation Assessment #1 Covering chapters 28-29 Read assigned chapter Complete Workbook chapter 30 Complete Ethics Exercise with a Peer Classmate: "Hygienist in the Middle" Retrieve Ethics Framework Guideline and Rubric from M Drive Ethics Folder to use for this homework assignment. One framework should be turned in per team of paired students Ethics homework due at the beginning of Session 3	CC 1-5 GC a,c
Session 3 01/22/19	Wilkins Chapters 39, 41 Clinic Manual Fundamentals Modules: 7, 8, 9,10, 13, 14,	Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Instruments and Principles for Instrumentation Nonsurgical Periodontal Therapy and Adjunctive Therapy Ultrasonic Scalers	Class Preparation Assessment #2 Covering chapter 30 Read assigned chapters Complete Workbook	CC 1-5 GC a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	16, 26	<p>Magneto and Piezo Laboratory Application: Give periodontal probe classroom exercise</p> <p>Give handout on Clinic Tips for Instrumentation</p>	<p>chapters 39 and 41</p> <p>Ethics Homework Exercise Due</p> <p>Article Selection Assigned</p> <p>Demonstration of oral care and adaptive aids</p>	
<p>Session 4</p> <p>01/29/19</p> <p>11:00am</p> <p>SPECIAL TIME</p>	<p>Guest Speaker</p> <p>Lenny Barnette</p>	<p>Lenny Barnette Scientific Relations Manager P&G Professional Oral Health 513-237-9496</p> <p>Proctor and Gamble Electric Toothbrushes and Oral Hygiene Care Products</p>	<p>Review Wilkins Chapters 28-30, prior to presentation</p>	<p>CC 1,3,4</p> <p>GC a,b,c</p>
<p>Session 4</p> <p>01/29/19</p> <p>After guest speaker</p>	<p>Wilkins Chapter 39</p> <p>Clinic Manual</p> <p>Fundamentals/ Nield Modules 13, 14, 16, 26</p>	<p>Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Instruments and Principles for Instrumentation</p> <p>Sickle Scalers Laboratory Application: Show and discuss instrument cassette and contents</p> <p>Show/Compare/ Contrast Anterior & Posterior Sickle Scalers</p> <p>Group Discussion on methods for determining correct working ends</p> <p>Show and discuss Magneto Tips</p> <p>Show and discuss Piezo Tips</p> <p>Group Discussion on tip differences and determining which tips are used for which deposits</p>	<p>Class Preparation Assessment #3</p> <p>Read assigned chapters</p> <p>Complete Workbook chapter 39</p> <p>Read Polishing Update Reading Assignment on M: Drive</p> <p>Bring instrument cassette and magneto inserts to class for examination and application principles</p> <p>Complete Case</p>	<p>CC 2</p> <p>GC a,c</p>

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<p>Discuss proper use and maintenance care of instruments</p> <p>Paired Communication Role Play covering OPT Aids and OHI (7 Scenarios)</p>	<p>Study N, Chapter 16, in Case Studies in Dental Hygiene Workbook. Due next session 5. Complete a Caries Risk Assessment Form, Dental Hygiene Care Plan Form (each in Clinic Manual), and Oral Hygiene Skill Evaluation Form (on M Drive) with each Case Study. Turn all forms in on due date.</p>	
<p>Session 5 02/05/19</p>	<p>Wilkins Chapter 39 Clinic Manual Fundamentals Modules 8, 9, 10, 13, 14, 15, 16,17,19</p>	<p>Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Instruments and Principles for Instrumentation Continued: Gracey Curets and Universal Curets</p> <p>Laboratory Application: Show/Compare/ Contrast Anterior, Posterior, Universal and Area Specific Curets</p> <p>Group Discussion on methods for determining correct working ends</p> <p>Discuss Case Study N, Chapter 16, in Case Studies in Dental Hygiene Workbook.</p>	<p>Class Preparation Assessment #4</p> <p>Read assigned chapters</p>	<p>CC 2 GC a,c</p>
<p>Session 6 02/12/19</p>	<p>Exam 1: Wilkins 28, 29, 30, 39, 41 Fundamentals Modules 7-10, 13-17,</p>	<p>Exam 1</p> <p>Following Exam: Lecture/PowerPoint Presentation/Group Discussion: Protocols for Prevention and Control of</p>	<p>Exam 1 (Exam 1 Covers all subject material covered in Lesson Plan Sessions 1 through 5.)</p>	<p>CC 1,3 GC a,c</p>

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Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	19, 26 Clinic Manual New Lecture Material for Exam 2 Begins Today Wilkins Chapter 27 Clinic Manual	Dental Caries		
Session 7 02/19/19	Wilkins Chapters 23, 27 Clinic Manual	Lecture/PowerPoint Presentation/Group Discussion: Indices and Scoring Methods Protocols for Prevention and Control of Dental Caries Dental Caries Management by Risk Assessment CAMBRA Disclosing Solution Laboratory Application: Give handouts of Clinic Caries Risk Assessment Forms (Adult and Child) Go over form and discuss use and relevance to patient Dental Hygiene Care Plan and patient care interventions	Class Preparation Assessment #5 Read assigned chapters Complete Workbook chapters 23 and 27 APA Article Review Paper Due Complete Dental Hypersensitivity Research Assignment located on M: Drive. Bring to next class session for discussion	CC 1,3 GC a,c
Session 8 02/26/19 11:30- 12:30	Guest Speaker Tracey Jacobs	Tracey Jacobs, BSDH, RDH Manager, Professional Education South, Philips Consumer Lifestyle 407.920.0900 Sonicare Electric Toothbrush and Oral Hygiene Therapy Aids	Review Oral Hygiene Therapy Aids, Chapters 27 and 28, prior to presentation	CC 1,3,4 GC a,b,c
Session 8	Wilkins Chapter 36	Fluorides	Class Preparation Assessment #6	CC 1,3

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
02/26/19 After guest speaker		Lecture/PowerPoint Presentation/Group Discussion/lab Application: Show/Demonstrate/ Discuss uses, application, precautions & contraindications of Disclosing Solution, Fluoride varnish, tray, and foam	Read assigned chapters Complete Workbook chapter 36 Dental Hypersensitivity Research Assignment Due This Session	GC a,c
Session 9 03/05/19 11:30- 12:30	Guest Speaker Carolyn McLeod	Carolyn McLeod Sunstar/Butler Gum 770-309-3203 Interdental Aids and Sunstar/Butler Oral Hygiene Care Products	Review Oral Hygiene Therapy Aids, Chapters 27 and 28, prior to presentation	CC 1,3,4 GC a,b,c
Session 9 03/05/19 After guest speaker	Wilkins Chapter 2, 26 Clinic Manual Fundamentals Modules 15, 16, 18, 19	Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Evidence-Based Dental Hygiene Practice Preventive Counseling and Behavior Change Class Activity: Role Play Scenarios: Clinician/Child Patient Management	Class Preparation Assessment #7 Read assigned chapters Complete Workbook chapters 2 and 26	CC 1,3 GC a,c
Session 10 03/12/19	Wilkins Chapter 24, 25 Clinic Manual Fundamentals Modules 15, 16, 18, 19	Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Planning for Dental Hygiene Care The Dental Hygiene Care Plan Laboratory Application: Class Activity: Role Play Scenarios: Clinician/Child Patient Management Give handouts of Dental Hygiene Care Plan Give handouts of Dental Hygiene Clinic Treatment Plans	Class Preparation Assessment #8 Read assigned chapters Complete Workbook chapters 24 and 25 Homework: Students will be given their topic to research on polishing.	CC 1-5 GC a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<p>Discuss proper utilization of forms during patient care</p> <p>Discuss prioritizing patient treatment criteria and rationales.</p>	<p>Student will present their findings during the next Session 11</p> <p>Read Periodontal Risk Management Reading Assignment on M: Drive</p>	
<p>Session 11</p> <p>03/19/19</p>	<p>Wilkins Chapter 22, 45</p>	<p>Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Dental Stains and Discolorations</p> <p>Extrinsic Stain Removal</p> <p>Laboratory Application: Show/Compare/ Contrast various pumice and polishing paste types</p> <p>Group Discussion for paste or pumice selection; contraindications; precautions</p> <p>Show/Compare/Contrast various prophy angle types and criteria for selection during patient care</p> <p>Group Discussion for prophy angle selection; contraindications; precautions</p> <p>Individual Student Research Activity on Polishing. Student will present their findings to class</p>	<p>Class Preparation Assessment #9</p> <p>Read assigned chapters</p> <p>Complete Workbook chapters 22 and 45</p> <p>PowerPoint: Stain versus Decay</p> <p>Students will present their Polishing Research findings during this Session</p> <p>Read Wilkins Chapter 31 to prepare for guest speaker next session</p>	<p>CC 1,3</p> <p>GC a,c</p>
<p>Special Session</p> <p>DATE/ TIME TBA!!</p>	<p>Wilkins Chapter 31</p>	<p>Guest Speaker- Kelly McLellan 912-537-9282 Office Manager from Orthoxcellence-Dr. Fender Orthodontics</p> <p>The Patient with Orthodontic Appliances</p>	<p>Read Chapter 31</p> <p>Prepare for homework assignment due next session</p>	<p>CC 1,3,4</p> <p>GC a,c</p>

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
Session 12 03/26/19	Wilkins Chapters 31, 32	Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: The Patient with Orthodontic Appliances Care of Dental Prostheses Laboratory Application and Class Activity: Demonstrate and practice caring for orthodontic appliances, fixed and removable prostheses. Review and Discuss Oral Hygiene Therapy Aids using Dentition Models with Orthodontic Appliances and Fixed Bridges Review and Discuss Fixed & Removable Partial Denture Handling, Cleaning, Homecare Instructions	Class Preparation Assessment #10 Read assigned chapters Complete Workbook chapters 31 and 32	CC 1,3,4 GC a,c
04/01/19- 04/04/19		SPRING BREAK		
Session 13 04/09/19	Student Classroom Oral Presentations	Student OHI Brochure with Oral Presentation Due this Session Lecture/PowerPoint Presentation/Group	OHI Brochure Due Oral Presentation Today	CC 1,3,4,5 GC a,b,c
Session 14 04/16/19	Clinic Manual	Patient Assessment Forms Grade sheets; clinic forms, charts and skill evaluations. Patient Screening Form Class I/II Patient Forms Med/Physician Consult Forms Lab Application: Discuss each form and the process in the sequence of care of Screening a Patient in Clinic Class Activity: Students will practice filling out all pertinent Screening, Medical Consultation, Class I/Class II Patient Forms	Read Related pages in Clinic Manual Students shall bring their Clinic Manual to Class	CC 1,3,5 GC a,b,c

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Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
Session 15 04/23/19	Clinic Manual	Patient Assessment Forms Grade sheets; clinic forms, charts and skill evaluations. Class III/IV Patient Form Packet Laboratory Application: Discuss each form and the process in the sequence of care of a Class III/IV Patient in Clinic Class Activity: Students will practice filling out all pertinent Class III/IV Patient Forms	Read related pages in Clinical Manual Students shall bring their Clinic Manual to class	CC 1,3,5 GC a,b,c
FINAL 04/30/19 8:00 am	Exam 2: Wilkins 22- 27,31-32, 36,45 Fundamentals Modules 15,16,18,19 Clinical Manual	Final Comprehensive Exam Covering all material in lectures, videos and demonstrations	Exam 2 (Final Exam)	CC 3,4 GC a,b,c

Please note-Lesson plan and syllabus are subject to change at the discretion of instructor.

MAJOR COURSE COMPETENCIES (CC)

1. Prevention
2. Instrumentation
3. Patient Management
4. Dental Appliances
5. Treatment Planning

GENERAL EDUCATION 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 1110 Clinical Dental Hygiene I Lecture

Rubric for American Psychological Association (APA) Article Review

Name: _____ Date: _____

Criteria Assessed	2 Point Value Each	Points Earned	Comments
<ul style="list-style-type: none"> • Running Header • Page number • Title • Student name • College name • Spacing appropriate • Spelling 	(14 possible points)		
<ul style="list-style-type: none"> • Title present on Body of paper • Body/Review content accurate and thorough • Writing is clear and concise • Paper well organized from information obtained in Article • Scientific approach to material maintained • Conclusion given • Double-spaced • 1-inch margins • Typeface -Times New Roman • Font-12-point size • Pages numbered • Paraphrasing Misinterpretation • Spelling 	(26 possible points)		
Citations in body of text: <ul style="list-style-type: none"> • Authors listed correctly • Year of article correct • Parenthetical citations • Citations insufficient in text • Citations/Quotations used correctly 	(10 possible points)		

Criteria Assessed	2 Point Value Each	Points Earned	Comments
Mistakes in Body of Paper: <ul style="list-style-type: none"> • Spelling • Spacing • Wording/Grammar • Capitalization • Subject-Verb • Punctuation • Abbreviations • Article Review length correct 	(16 possible points)		
Analysis of Article Content: <ul style="list-style-type: none"> • Main Idea summarized • Main facts summarized • Design of Study discussed • Participant Selection Method Noted • Sample Size Noted • Sample Size Appropriate for Study • Evaluation of Study Discussed • Evaluation of Study Appropriate • Does student agree with Article? • Why does student agree or disagree with Article? 	(20 possible points)		
Reference: <ul style="list-style-type: none"> • Hanging Indent • Authors listed correctly • Title of article listed correctly • Electronic reference cited • Peer Reviewed source utilized • If more than one, listed alphabetically • Spelling 	(14 possible points)		

11/15/17ld

Criteria Assessed	2 Point Value Each	Points Earned	Comments
Total Points Possible: 100 Points Earned _____ (Divide points earned by possible points) Grade: _____ Instructor:	(100 possible points)		Additional Comments:

Instructor: _____ Date _____



Appendix B

DHYG 1110 Clinical Dental Hygiene I Lecture

Oral Hygiene Instruction Tri-Fold Brochure

Each criterion is worth 5 points each for a total possible grade of 100.

Name: _____

Date: _____

Criteria	Weight	Professional	Adequate	Needs Work	Unsatisfactory
Content	25 points	<ul style="list-style-type: none"> • Demonstrates in-depth understanding of topic • Accurately utilizes researched information in the brochure • Information is educational • Will assist patient in improving oral health care • Easy for patient to understand 	<ul style="list-style-type: none"> • Demonstrates understanding of the topic • Employs research information with an adequate degree of accuracy • Information is somewhat educational • Will assist patient in improving oral health care • Not very easy to understand 	<ul style="list-style-type: none"> • Demonstrates little understanding of topic • Employs research with a fair degree of accuracy • Information is not very educational • Will not easily assist patient in improving oral health care • Somewhat difficult to understand 	<ul style="list-style-type: none"> • Lacks understanding of topic • Reports only the most basic parts of the information with minimal accuracy • Information not educational • Will not assist the patient in improving oral health care • Is very difficult to understand
Spelling Punctuation Grammar	15 points	<ul style="list-style-type: none"> • No spelling errors • No punctuation errors • No grammar errors 	<ul style="list-style-type: none"> • No more than one spelling error • No more than one punctuation error • No more than one grammar error 	<ul style="list-style-type: none"> • No more than three spelling errors • No more than three punctuation errors • No more than three grammar errors 	<ul style="list-style-type: none"> • More than three spelling errors • More than three punctuation errors • More than three grammar errors

Criteria	Weight	Professional	Adequate	Needs Work	Unsatisfactory
Written Presentation	20 points	<ul style="list-style-type: none"> Well organized content Attractive and well-designed format Clear and easily understood message Computer generated with strong visual appeal 	<ul style="list-style-type: none"> Content is organized Format is adequate Message is sufficiently understood Computer generated with acceptable eye appeal 	<ul style="list-style-type: none"> Content lacks organization Format is difficult to follow and poorly organized Message not clearly understood Computer generated but poorly designed 	<ul style="list-style-type: none"> Unorganized content Hard to follow Message difficult to understand; tendency to wander or ramble Handwritten or computer generated with little organization or skill
Oral Presentation	15 points	<ul style="list-style-type: none"> Student well-prepared Student presented the information professionally Student spoke clearly and at a moderate pace with no hesitation 	<ul style="list-style-type: none"> Student somewhat prepared Student presented the information with some difficulty Student spoke clearly and at a moderate pace with little hesitation 	<ul style="list-style-type: none"> Student was not prepared Student presented the information with obvious difficulty Student spoke unclearly and at a pace too fast to understand; several pauses in presentation 	<ul style="list-style-type: none"> Student had not researched brochure topic well Student did not understand the brochure topic and was unable to present the information clearly Student spoke unclearly, at a fast pace, and paused many times during presentation
Research quality	10 points	<ul style="list-style-type: none"> Use of reliable sources Accurate analysis of research 	<ul style="list-style-type: none"> Sources have some reliability Adequate analysis of research 	<ul style="list-style-type: none"> Questionable reliability of sources Basic information with questionable accuracy 	<ul style="list-style-type: none"> Little reliability of sources Inaccurate information

Criteria	Weight	Professional	Adequate	Needs Work	Unsatisfactory
Visual Elements/ Appeal	15 points	<ul style="list-style-type: none"> • Imaginative; original • Use of graphics make the message "come alive" • There is an excellent ration of correlating text and graphics 	<ul style="list-style-type: none"> • Creativity is acceptable • Use of graphics adequate to present message • There are too many graphics compared to text content 	<ul style="list-style-type: none"> • Little creativity used • Poor selection of graphics • There is not good ration of text and graphics; one content outweighs another significantly 	<ul style="list-style-type: none"> • No originality • Graphics do not tie in with the content • There is a significant imbalance in graphics and text ration
TOTAL POINTS EARNED OF POSSIBLE 100 POINTS				FINAL GRADE=	

Instructor: _____ Date: _____

Comments: