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**DHYG 1110 Clinical Dental Hygiene I Lecture
COURSE SYLLABUS
Spring Semester 2018**

COURSE INFORMATION

Credit Hours/Minutes: 2 Semester Credit hours and 1500 minutes
Class Location: Room # 906, Health Sciences Annex C
Class Meets: Tuesdays 11:30am-1:20pm
CRN: 40203

INSTRUCTOR CONTACT INFORMATION

Course Director: Lori DeFore, RDH, BS, BTh
Office Location: Room # 909, Health Sciences Annex C
Office Hours: Mondays: 7:30-8:00am; 1:00-1:30pm; 3:40-5:30pm
 Tuesdays: 7:30-8:00am; 10:40-11:00am; 1:30-5:30pm
 Wednesdays: 7:30-8:00am; 5:00-5:30pm
 Thursdays: 12:30-1:50pm
Email Address: [Lori DeFore \(ldefore@southeasterntech.edu\)](mailto:ldefore@southeasterntech.edu)
Phone: 912-538-3251
Fax Number: 912-538-3278

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

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

REQUIRED TEXT

Clinical Practice of the Dental Hygienist, 12th ed. Wilkins. 2017. Lippincott, Williams, & Wilkins.

Dental Hygiene Theory and Practice, 4th ed. Darby & Walsh. 2015. Saunders/Elsevier.

Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation, 8th ed. Nield-Gehrig. 2017. Lippincott, Williams, & Wilkins.

Case Studies in Dental Hygiene, 3rd ed. Thomson. 2013. Pearson.

Dental Hygiene Program Clinic Manual

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, highlighter, instrument kits

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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

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

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) E-Catalog, 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! Personal phone calls must be handled after class.

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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.

Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.

Complete any assignments or homework given by the course director.

Complete and know the learning objectives for each topic.

1. View any videos applicable to dated lesson plan material.
2. 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.
3. 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 experiences are at the discretion of the instructor.

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.

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SPECIFIC ABSENCES

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

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

WITHDRAWAL PROCEDURE

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

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

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

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of "W" (Withdrawn), 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 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.

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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 Student 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 | Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Blythe Wilcox bwilcox@southeasterntech.edu |

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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 \(STC\) 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 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.

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 12:00 noon and study the course material until 4:00 pm 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

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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 (<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: ldeforeDHYG1110articlereview2018

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 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 10 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.

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GRADING POLICY

GRADE CALCULATION

| Evaluation Item | Grade | (X) % | Points |
|--|-------|-------|--------|
| Exam 1 | | 25% | |
| Exam 2 (Final) | | 35% | |
| Oral Hygiene Instruction Brochure Project | | 10% | |
| Article Review Assignment | | 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 (10 averaged together) | | 25% | |
| Point Deductions for late/incomplete assignments- | | | |
| Final Course Grade | | | |

GRADING SCALE

| Letter Grade | Range |
|--------------|--------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

LIBRARY RESOURCES

The link [Southeastern Technical College Library Resources \(http://www.southeasterntech.edu/online-learning/technology-access.php\)](http://www.southeasterntech.edu/online-learning/technology-access.php) 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.

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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.

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DHYG 1110 CLINICAL DENTAL HYGIENE I LECTURE LEARNING OBJECTIVES

EXAM 1: Toothbrushes and Interdental Care Learning Objectives

1. Define key terms. (A,B,C,D)
2. Maintain a Clinic Self-Assessment Journal in order to develop self assessment skills and understand the importance of lifelong learning. (A,B,C,D)
3. List the characteristics of manual toothbrushes. (A,B,C,D)
4. Discuss toothbrush selection of the patient. (A,B,C,D)
5. Describe the guidelines for toothbrushing. (A,B,C,D)
6. Describe and demonstrate the following toothbrush methods: (A,B,C,D)
 - a. Bass Method
 - b. Collins Method
 - c. Rolling Stroke Method
 - d. Stillman Method
 - e. Modified Stillman Method
 - f. Charters Method
7. Discuss the use of power-assisted toothbrushes. (A,B,C,D)
8. Describe brushing in problem areas and tongue cleaning. (A,B,C,D)
9. Discuss proper toothbrushing in special conditions. (A,B,C,D)
10. List the causes of toothbrush trauma. (A,B,C,D)
11. Discuss the care of toothbrushes. (A,B,C,D)
12. Discuss the use of dental floss and tape to clean the interdental area. (A,B,C,D)
13. Discuss the indications for use of: (A,B,C,D)
 - a. Tufted dental floss
 - b. Knitting yarn
 - c. Gauze strip
 - d. Interdental brushes
 - e. Interdental tip
 - f. Pipe cleaner
 - g. Toothpick in holder
 - h. Wooden interdental cleaner
14. Discuss the use of oral irrigators. (A,B,C,D)
15. Discuss the benefits from oral irrigation. (A,B,C,D)
16. Describe the purposes and uses of mouthrinses. (A,B,C,D)
17. List the ingredients in commercial mouthrinses. (A,B,C,D)
18. Discuss the use of chlorhexidene. (A,B,C,D)
19. Discuss the components of dentifrices. (A,B,C,D)
20. Discuss the American Dental Association Acceptance Program. (A,B,C,D)

INSTRUMENTS AND THE PRINCIPLES OF INSTRUMENTATION LEARNING OBJECTIVES

Part 1

1. Define key terms. (A,B,C,D)
2. Discuss instrument features and parts. (A,B,C,D)
3. Discuss instrument categories. (A,B,C,D,E,F)
4. Discuss the characteristics, purpose, and use of curets. (A,B,C,D)
5. Discuss the characteristics, purpose, and use of scalers. (A,B,C,D)
6. Describe instrument grasp. (A,B,C,D)

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7. Describe proper wrist, arm, elbow, and shoulder positions. (A,B,C,D)
8. Describe the use of fulcrums. (A,B,C,D)
9. Discuss the adaptation of instrumentation, use of angulation, and lateral pressure. (A,B,C,D)
10. Demonstrate the instrument stroke. (A,B,C,D)
11. Discuss visibility and accessibility during instrumentation. (A,B,C,D)
12. Discuss the development of dexterity. (A,B,C,D)
13. Discuss focus of nonsurgical periodontal treatment. (A,B,C,D)
14. List and discuss the expected outcomes of nonsurgical therapy. (A,B,C,D)
15. Discuss appropriate number of appointments needed for therapy. (A,B,C,D)
16. Describe preparation of instrumentation. (A,B,C,D)
17. Discuss calculus removal. (A,B,C,D)
18. Discuss the steps used in manual scaling. (A,B,C,D)

Part 2

19. Discuss the selection of the correct cutting edge for posterior teeth. (A,B,C,D)
20. Discuss the technique for use of the universal curet on posterior teeth. (A,B,C,D)
21. Discuss the selection of the correct cutting edge for anterior teeth. (A,B,C,D)
22. Discuss the technique for use of the universal curet on anterior teeth. (A,B,C,D)
23. Describe the use of the universal curet interproximally. (A,B,C,D)
24. Describe the use of area-specific curets on anterior teeth. (A,B,C,D)
25. Describe root surface debridement of anterior teeth. (A,B,C,D)
26. Describe the use of area-specific curets on posterior teeth. (A,B,C,D)
27. Describe root surface debridement of posterior teeth. (A,B,C,D)
28. Identify problems and difficulties with instrumentation. (A,B,C,D)

EXAM 2: DISEASE PREVENTION, PATIENT MANAGEMENT: PROTOCOLS FOR PREVENTION AND CONTROL OF DENTAL CARIES LEARNING OBJECTIVES

PATIENT MANAGEMENT LEARNING OBJECTIVES

1. Define key terms. (A,B,C,D)
2. Describe the health belief model. (A,B,C,D)
3. Discuss the steps in a prevention program. (A,B,C,D)
4. Discuss factors that may limit learning. (A,B,C,D)
5. List the steps in the learning ladder. (A,B,C,D)
6. Describe Maslow's Hierarchy of Needs Theory. (A,B,C,D)
7. Describe the difference between a need and a demand. (A,B,C,D)
8. Demonstrate preventive care lessons. (A,B,C,D)
9. Describe and discuss aspects of teaching aids. (A,B,C,D)
10. Discuss the proper use of reading materials for patient education. (A,B,C,D)
11. Demonstrate the use of disclosing agents. (A,B,C,D)
12. Describe the properties and formula of disclosing agents. (A,B,C,D)
13. Discuss the causes, effects, and management of xerostomia. (A,B,C,D)
14. Discuss the etiology, assessment, and management of halitosis. (A,B,C,D)
15. Discuss the proper time for a child's first visit to the dentist. (A,B,C,D)
16. Demonstrate the appropriate protocol for pedodontic patients and their parents. (A,B,C,D)
17. List four things you look for in young children during a dental check-up. (A,B,C,D)

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18. Discuss appropriate patient education techniques for pedodontic patients. (A,B,C,D)
19. Explain the “tell, show, do” method. (A,B,C,D)

PREVENTION & INSTRUMENTATION: DENTAL STAINS AND DISCOLORATIONS LEARNING OBJECTIVES

1. Define key terms in these chapters. (A,B,C,D)
2. Discuss the classification of stains. (A,B,C,D)
3. Describe the recognition of stains. (A,B,C,D)
4. Discuss the procedures for stain removal. (A,B,C,D)
5. Discuss the types of intrinsic stains. (A,B,C,D)
6. Discuss the types of extrinsic stains. (A,B,C,D)
7. Describe the effects of polishing on teeth, gingival, bacteria, and restorations. (A,B,C,D)
8. Describe the indication of stain removal. (A,B,C,D)
9. Discuss cleaning and polishing agents. (A,B,C,D)
10. Discuss the procedures for coronal polishing. (A,B,C,D)
11. Describe the instruments used for coronal polishing. (A,B,C,D)
12. Define the use of the prophyl angle. (A,B,C,D)
13. Describe polishing of proximal surfaces. (A,B,C,D)
14. Discuss selective stain removal. (A,B,C,D)

PREVENTION: FLUORIDE LEARNING OBJECTIVES

1. Define all key terms. (A,B,C,D)
2. Discuss the metabolism of fluoride. (A,B,C,D)
3. Discuss the relationship between fluoride and tooth development. (A,B,C,D)
4. Describe the up-take of fluoride in dental enamel, dentin, and cementum. (A,B,C,D)
5. Discuss the demineralization and remineralization of tooth enamel. (A,B,C,D)
6. Discuss the effects and benefits of fluoridation. (A,B,C,D)
7. Discuss the economic benefits of fluoride. (A,B,C,D)
8. Describe the use of dietary fluoride supplements. (A,B,C,D)
9. Discuss the indications for topical fluoride use. (A,B,C,D)
10. Describe the clinical procedure for paint-on and tray topical fluoride application. (A,B,C,D)
11. Estimate a toxic level of fluoride for an adult and a pediatric patient. (A,B,C,D)
12. List the concentrations of professional and patient applied fluorides. (A,B,C,D)
13. Discuss the self-applied fluoride methods and indications for take home trays. (A,B,C,D)
14. Discuss fluoride mouthrinses. (A,B,C,D)
15. Discuss fluoride dentifrices. (A,B,C,D)
16. Discuss fluoride safety. (A,B,C,D)

INTRODUCTION TO THE PATIENT WITH ORTHODONTIC APPLIANCES AND CARE OF DENTAL PROSTHESIS LEARNING OBJECTIVES

1. Define key terms. (A,B,C,D)
2. Discuss the advantages and disadvantages of bonded brackets. (A,B,C,D)
3. Describe the components in a fixed orthodontic system. (A,B,C,D)
4. Describe the procedures for bonding. (A,B,C,D)
5. Discuss care of orthodontic appliances. (A,B,C,D)
6. Discuss the process of debonding. (A,B,C,D)
7. Discuss orthodontic retention. (A,B,C,D)
8. Describe fixed and removable prostheses. (A,B,C,D)

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9. Describe care of fixed and partial dentures. (A,B,C,D)
10. Describe the procedure for care of removable prosthesis. (A,B,C,D)
11. Discuss the care of tissue underlying removable prosthesis. (A,B,C,D)
12. Discuss complete overdenture care. (A,B,C,D)
13. Discuss solutions for cleaning dentures and partial dentures. (A,B,C,D)

PATIENT ASSESSMENT AND CLINIC FORMS LEARNING OBJECTIVES

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 FORM LEARNING OBJECTIVES

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 LEARNING OBJECTIVES

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 LEARNING OBJECTIVES

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

PERIODONTAL CHARTING FORM LEARNING OBJECTIVES

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)
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 2018 Lesson Plan

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|------------------------------|-------------------------------|--|--|----------------------|
| Session 1 01/09/18 | 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 Tooth brushing</p> <p>Oral Infection Control: Interdental Care</p> <p>Control of Biofilm</p> <p>Laboratory Application: Show models and samples of interdental aids and toothbrushes used in clinic</p> <p>Class Activity: Role Play Scenario: Clinician/Patient Oral Hygiene Instructions using above samples</p> <p>Give handouts on angulation</p> <p>Give Homework assignment handout regarding parallelism, perpendicular and angulation</p> | <p>Read assigned chapters</p> <p>Read A Natural Toothbrush Reading Assignment on M: Drive</p> <p>Student is responsible for all assigned reading materials in all noted texts.</p> <p>Select brochure topic in class from listing</p> <p>Complete Case Study C, Chapter 5 in Case Studies in Dental Hygiene Workbook. Due next session 2</p> | CC 1,5 GC a,c |
| Session 2 01/16/18 | Wilkins Chapter 30 | <p>Lecture/PowerPoint Presentation/Group Discussion: Dentifrices and Mouth rinses</p> <p>Control of Biofilm</p> <p>Laboratory Application: Show models and samples of various dentifrices, mouthrinses and Hurriview disclosing swabs used in clinic.</p> <p>Students use their toothbrush models and dentition models to practice proper</p> | <p>Class Preparation Assessment #1</p> <p>Read assigned chapters</p> <p>Complete Ethics Exercise with a Peer Classmate: "Hygienist in the Middle"</p> <p>Retrieve Ethics</p> | CC 1-5 GC a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|------------------------------------|---|---|---|-----------------------------|
| | | <p>use of interdental aids and toothbrushes</p> <p>Class Activity: Role Play Scenario: Clinician/Patient Oral Hygiene Instructions using above samples</p> <p>Discuss Case Study C, Chapter 5 in Case Studies in Dental Hygiene Workbook</p> | <p>Framework Guideline and Rubric from M Drive Ethics Folder to use for this assignment. One framework should be turned in per team of paired students</p> <p>Due at the beginning of Session 3</p> | |
| <p>Session 3 01/23/18</p> | <p>Wilkins Chapter 39</p> <p>Chapter 41</p> <p>Clinic Manual</p> <p>Fundamentals Modules: 7, 8, 9,10, 13, 14, 25</p> | <p>Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application:</p> <p>Instruments and Principles for Instrumentation</p> <p>Nonsurgical Periodontal Therapy and Adjunctive Therapy</p> <p>Ultrasonic Scalers</p> <p>Magneto and Piezo Laboratory Application: Give periodontal probe classroom exercise</p> <p>Give handout on Clinic Tips for Instrumentation</p> | <p>Class Preparation Assessment #2</p> <p>Read assigned chapters</p> <p>Ethics Exercise Due</p> <p>Article Selection Due</p> <p>Demonstration of oral care and adaptive aids</p> | <p>CC 1-5</p> <p>GC a,c</p> |
| <p>Session 4 01/30/18</p> | <p>Darby Chapter 26 Pages 451-479 "Treatment Instruments" Only. Sharpening covered next semester</p> <p>Clinic Manual</p> | <p>Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Hand-Activated 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>Class Preparation Assessment #3</p> <p>Read assigned chapters</p> <p>Read Polishing Update Reading Assignment on M: Drive</p> <p>Bring instrument</p> | <p>CC 2</p> <p>GC a,c</p> |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-----------------------|--|---|--|-----------------------------|
| | Fundamentals/ Nield Modules 13, 14, 25 | <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>Discuss proper use and maintenance care of instruments</p> <p>Paired Communication Role Play covering OPT Aids and OHI (7 Scenarios)</p> | <p>cassette and magneto inserts to class for examination and application principles</p> <p>Complete Case Study N, Chapter 16, in Case Studies in Dental Hygiene Workbook. Due next session 5</p> | |
| Session 5 02/06/18 | <p>Darby Chapter 26 Pages 451-479</p> <p>Clinic Manual</p> <p>Fundamentals Modules 8, 9, 10, 13, 14, 15, 16</p> | <p>Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Hand-Activated 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>Student is responsible for all assigned reading materials in all three texts</p> | <p>CC 2</p> <p>GC a,c</p> |
| Session 6 02/13/18 | <p>Exam 1: Wilkins 28, 29, 30, 39, 41 Darby 26 Fundamentals Modules 7-10, 13-16, 25</p> <p>Clinic Manual</p> | <p>Exam 1</p> <p>Following Exam: Lecture/PowerPoint Presentation/Group Discussion: Protocols for Prevention and Control of Dental Caries</p> | <p>Exam 1 (Exam 1 Covers all subject material covered in Lesson Plan Sessions 1 through 5.)</p> <p>Reference Text covering above</p> | <p>CC 1,3</p> <p>GC a,c</p> |

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| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|---|---|---|--------------------------|
| | New Lecture Material for Exam 2 Begins Today Wilkins Chapter 27 Clinic Manual | | Exam material: Darby Chapters 23, 24, 25 | |
| Session 7 02/20/18 | Guest Speaker Lenny Barnette | Lenny Barnette Scientific Relations Manager P&G Professional Oral Health 513-237-9496 Proctor and Gamble Electric Toothbrushes and Oral Hygiene Care Products | Review Oral Hygiene Therapy Aids, Wilkins Chapters 27 and 28, prior to Presentation | CC 1,3,4 GC a,b,c |
| Session 7 02/20/18 After guest speaker | Wilkins Chapters 23, 27 Darby Chapter 18 Clinic Manual | Lecture/PowerPoint Presentation/Group Discussion: Indices and Scoring Methods, Chapter 50, Page 864 and Darby Chapter 18 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 APA Article Review Paper Due Complete Dentinal Hypersensitivity Research Assignment located on M: Drive. Bring to next class session for discussion | CC 1,3 GC a,c |
| Session 8 02/27/18 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 | Review Oral Hygiene Therapy Aids, Chapters 27 and 28, prior to presentation | CC 1,3,4 GC a,b,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|---|---|---|----------------------------|
| | | Hygiene Therapy Aids | | |
| Session 8 02/27/18 After guest speaker | Wilkins Chapter 36 | Fluorides Lecture/PowerPoint Presentation/Group Discussion/lab Application: Show/Demonstrate/ Discuss uses, application, precautions & contraindications of Disclosing Solution, Fluoride varnish, tray, and foam | Class Preparation Assessment #6 Read assigned chapters Dentinal Hypersensitivity Research Assignment Due This Session | CC 1,3 GC a,c |
| Session 9 03/06/18 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 03/06/18 After guest speaker | Darby 2,3,5 Clinic Manual Fundamentals Modules 15, 16, 18, 19 | Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Human Needs Theory and Dental Hygiene Care Evidence Based Decision Making Changing Behaviors Laboratory Application: Critical Thinking Exercise Chapter 2, page 29 Darby EBDM Class Activity Chapter 3, page 33 Darby Critical Thinking Role Play “Motivational Interviewing” Chapter 5, page 65 Darby Class Activity: Role Play Scenarios: Clinician/Child Patient Management | Class Preparation Assessment #7 Read assigned chapters Homework Assignment: Complete PubMed Tutorial on page 36, Chapter 3 Darby. Bring to today’s session | CC 1,3 GC a,c |
| Session 10 03/13/18 | Wilkins Chapter 24, 25 Clinic Manual | Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Planning for Dental Hygiene Care The Dental Hygiene Care Plan | Class Preparation Assessment #8 Read assigned chapters | CC 1-5 GC a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-------------------------------|---|---|---|------------------------|
| | Fundamentals Modules 15, 16, 18, 19 | 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 Discuss proper utilization of forms during patient care Discuss prioritizing patient treatment criteria and rationales. | Homework: Students will be given their topic to research on polishing. Student will present their findings during the next Session 11 Read Periodontal Risk Management Reading Assignment on M: Drive | |
| Session 11 03/20/18 | Wilkins Chapter 22, 45 | Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Dental Stains and Discolorations Extrinsic Stain Removal Laboratory Application: Show/Compare/ Contrast various pumice and polishing paste types Group Discussion for paste or pumice selection; contraindications; precautions Show/Compare/Contrast various prophy angle types and criteria for selection during patient care Group Discussion for prophy angle selection; contraindications; precautions Individual Student Research Activity on Polishing. Student will present their findings to class | Class Preparation Assessment #9 Read assigned chapters PowerPoint: Stain versus Decay Students will present their Polishing Research findings during this Session Read Wilkins Chapter 31 & Darby Chapter 59 to prepare for guest speaker next session | CC 1,3 GC a,c |
| Special Session DATE/ | Wilkins Chapter 31 | Guest Speaker- Kelly McLellan 912-537-9282 Office Manager | Chapter 31 & Darby Chapter 59 | CC 1,3,4 GC a,c |

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| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-------------------------------|--|---|---|----------------------------|
| TIME TBA!! | Darby Chapter 59 | from Orthoexcellence-Dr. Fender Orthodontics | Prepare for homework assignment due next session | |
| Session 12 03/27/18 | Wilkins Chapters 31, 32 Darby Chapters 56, 59 | Lecture/PowerPoint Presentation/Group Discussion/Laboratory Application: Intro to care for patients with: Chapter 31/Darby Chapter 59 Ortho Appliances and Orthodontic Care Chapter 32/Darby Chapter 56 Care of Dental Prostheses/Fixed and Removable Dentures Laboratory Application and Class Activity: Demonstrate and practice caring for orthodontic appliances, fixed and removable prostheses. Critical Thinking Exercise page 1073, Darby 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 Homework Assignment Due this session: Critical Thinking Exercise #4. "Develop DH Diagnosis, Client Goals and a DHCP". Darby Chapter 56, page 1021 | CC 1,3,4 GC a,c |
| 04/02/18- 04/05/18 | | SPRING BREAK | | |
| Session 13 04/10/18 | 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 04/17/18 | 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 | 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 |
|------------------------------|--|---|--|--------------------------|
| | | 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 | | |
| Session 15 04/24/18 | 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 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 05/02/18 8:00 am | Exam 2: Wilkins 22-25,27,31,32,36,45 Darby 2,3,5,18,56,59 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 |

COMPETENCY AREAS: (CC)

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

GENERAL CORE EDUCATIONAL COMPETENCIES: (GC)

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



Appendix A
 DHYG 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) | | |

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| 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 and Facts summarized • Design of Study discussed • Participant Selection Method Noted • Sample Size Discussed/Appropriate? • Evaluation of Study Discussed/Appropriate? Does student agree 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) | | |
| 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 |
| Written Presentation | 20 points | <ul style="list-style-type: none"> • Well organized content • Attractive and well-designed format • Clear and easily understood message | <ul style="list-style-type: none"> • Content is organized • Format is adequate • Message is sufficiently understood • Computer generated with | <ul style="list-style-type: none"> • Content lacks organization • Format is difficult to follow and poorly organized • Message not clearly understood | <ul style="list-style-type: none"> • Unorganized content • Hard to follow • Message difficult to understand; tendency to wander or ramble |

| Criteria | Weight | Professional | Adequate | Needs Work | Unsatisfactory |
|-------------------------|-----------|--|--|---|---|
| | | <ul style="list-style-type: none"> • Computer generated with strong visual appeal | <ul style="list-style-type: none"> • acceptable eye appeal | <ul style="list-style-type: none"> • Computer generated but poorly designed | <ul style="list-style-type: none"> • 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 |
| 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 | <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 |

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| Criteria | Weight | Professional text and graphics | Adequate | Needs Work | Unsatisfactory |
|---|--------|--------------------------------------|----------|---------------------|----------------|
| TOTAL POINTS EARNED OF POSSIBLE 100 POINTS | | | | FINAL GRADE= | |

Instructor: _____ Date: _____

Comments: