



**Course DHYG 2200 Periodontology**  
**COURSE SYLLABUS**  
**Summer Semester 2019**

**COURSE INFORMATION**

Credit Hours/Minutes: 3 Semester Credit Hours/2250 minutes

Campus/Class Location: Vidalia/Health Sciences Annex C, Room # 906

Class Meets: Mondays 10:00am-12:20pm (A Sessions) and 1:10pm-3:30pm (B Sessions)

Course Reference Number (CRN): 60156

**INSTRUCTOR CONTACT INFORMATION**

Course Director: Lori DeFore, RDH, BS, BTh

Email Address: [Lori DeFore \(ldefore@southeasterntech.edu\)](mailto:Lori.DeFore@southeasterntech.edu)

Campus/Office Location: Vidalia/Health Science Annex C, Room #909

Office Hours: Mondays: 7:30-10:00am; 3:30-5:30pm; Tuesdays: 1:00-5:30pm; Wednesdays: 4:30-5:30pm

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 TEXTS**

1. Periodontology for the Dental Hygienist, Fourth Edition. Perry, Beemsterboer & Essex. Elsevier. 2014.
2. Case Studies in Dental Hygiene, Third edition. Thomson. Pearson. 2013. (Purchased Fall 2018)
3. Active Learning Workbook for Clinical Practice of the Dental Hygienist, Twelfth Edition. Wyche, Halaris, & Wilkins. Wolters Kluwer. 2017. (Purchased Fall 2018)

**REQUIRED SUPPLIES**

Large subject notebook or three ring binder with notebook paper; pen; highlighter.

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

**COURSE DESCRIPTION**

This course provides fundamental information on periodontal anatomy, pathogenesis of the periodontal diseases, and an introduction to modern rational periodontal therapy, including preventive, non-surgical, and surgical methods. Topics include: tissues of the periodontium, epidemiology of periodontal diseases, periodontal diseases, disease prevention and treatment planning, non-surgical periodontal disease therapy,

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drug therapy, immunology and host defense mechanism, microorganisms associated with periodontology, the principles of periodontal surgery, periodontal/endodontic emergencies, and implantology and maintenance of implants.

**MAJOR COURSE COMPETENCIES (CC):**

1. Tissues of the Periodontium
2. Periodontal Pathology
3. Periodontal Diseases
4. Assessment and Treatment Planning
5. Periodontal Disease Therapy
6. Periodontal Emergencies

**PREREQUISITE(S)**

DHYG 1010 Oral Embryology and Histology

**COREQUISITE(S) NONE**

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

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

- 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.

**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

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smart electronic device during class. There are no exceptions to this rule and do not ask. If you have a personal situation going on, please advise your instructor and give your family the clinic receptionist's phone number for emergency contact. You should not have your cell phone or smart electronic device in the class! Personal phone calls must be handled after class.

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

1. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
2. Answer/complete all chapter case scenario exercises and study questions prior to each session.
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 2200. 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 one session per week for 9 weeks, the maximum number of sessions a student may miss for attendance purposes is one session during the semester.**

#### **ADDITIONAL ATTENDANCE GUIDELINES FOR HEALTH SCIENCES**

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure

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boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required makeup work in the classroom or clinical experiences are at the discretion of the instructor.

### **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.

### **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" 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 speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

### **MAKEUP GUIDELINES**

Students are allowed to make up only one missed exam excluding the final examination. This is only if they have an excused absence approved by the instructor. The makeup exam may be given in a different format than the original exam. A doctor's excuse and/or additional documentation will be requested. Ten points will be deducted from the test for taking the test late. All other missed exams/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

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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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil

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Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

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

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

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

#### **ACCESSIBILITY STATEMENT**

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

#### **GRIEVANCE PROCEDURES**

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

#### **ACCESS TO TECHNOLOGY**

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

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presentations, group discussions, independent reading assignments, research activities, interactive websites, games, and group collaboration.

## **EVALUATION PROCEDURES**

### **Exams**

Exam 1 covers chapters 2-6. (Chapter 1 is covered in class, but no exam questions on Historical Perspectives).

Exam 2 covers chapters 7-12.

Exam 3 covers chapters 13-18.

Exam 4 comprehensive FINAL of all course instructional material.

All exam dates are noted in the course syllabus. No makeup 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 cover all course instructional material. A total of 100 points may be earned on each of the four examinations.

### **Group Project/PowerPoint Presentation**

Two to three students will work together to create a PowerPoint Presentation on the following assigned topics or topics of a similar subject matter:

1. Periodontal Flap and Osseous Resective (Pocket Reduction) Surgery
2. Bone Graft with Guided Tissue Regeneration
3. Soft Tissue Graft
4. Dental Implant Fixture Placement

The topic will be researched, and information collected concerning the procedure. An informative summary sheet of the procedure must be provided to the class by the students at the time of the presentation. The summary should include their topic name, how it is performed, when it is recommended and post-operative outcomes of such a procedure and any other relevant information. Maintain a professional delivery for both the Power Point design and the information summary. The presentation should be between 8 to 10 minutes in maximum length and explain the topic assigned. Each student will be evaluated on participation and involvement in the project. See Appendix A for the PowerPoint project grading rubric. Please perform a self-assessment using this rubric while compiling your project. Project Due date is noted on lesson plan.

### **Arestin Skill Evaluation**

During this course, the student will demonstrate the accurate application of a locally administered antimicrobial, Minocycline Microspheres – Arestin. The skill will be performed on the typodont with an Arestin demonstration applicator. **\*\*Bottom Line=** If you do not achieve a grade of 100 on the first attempt or a grade of 70 on the second/final attempt of this Arestin skill evaluation, you will receive an “F” in this course regardless of your final numerical course grade. You will not be allowed to progress in the course. If you receive an “F” in any dental hygiene course, you will not be able to progress in the dental hygiene program. Please see Appendix B for the skill evaluation sheet for this procedure.

### **Homework**

Homework assignments are noted in the syllabus lesson plan and are 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. Late assignments are still required to be turned in for instructor review and/or feedback.

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### 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 Mondays from 3:45-4:45pm and study the course material to ensure time has been spent studying, and that application and understanding of course material may be achieved.

### GRADING POLICY

Assessment/Assignment	Percentage
Examinations 1-3 averaged together	50%
Examination 4 (Comprehensive Final)	20%
Class Preparation Assessments (1-6 averaged together)	15%
Arestin Skill Evaluation	5%
Group Project/PowerPoint	10%

### CALCULATION OF FINAL COURSE GRADE

Evaluation Item	Grade	(X) %	Points
Examination 1			
Examination 2			
Examination 3			
Examinations 1-3 averaged together		0.50	
Examination 4 (Final)		0.20	
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 Assessments (1-6 averaged together)		0.15	
Arestin Skill Evaluation		0.05	
Group Project/PowerPoint		0.10	
<b>-Point Deductions for late/incomplete assignments</b>			
<b>Subtotal</b>			
<b>Final Course Grade</b>			

### GRADING SCALE

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



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<b>Letter Grade</b>	<b>Range</b>
D	60-69
F	0-59

### **DENTAL HYGIENE PROGRAM GOALS**

- A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.
- B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.
- C. To provide an environment 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 2200 PERIODONTOLOGY LEARNING OBJECTIVES**

After studying the assigned chapters, students will be able to:

### **CHAPTER 1 HISTORICAL PERSPECTIVES ON DENTAL HYGIENE AND PERIODONTOLOGY**

1. Describe the historical development of the profession of dental hygiene. (A,B,C,D)
2. Explain how we know that preventive oral health has been a concern throughout the ages. (A,B,C,D)
3. Define the roles and opportunities for the dental hygienist. (A,B,C,D)
4. Explain the effects of improved dental equipment and operatory design on working conditions for the dental hygienist. (A,B,C,D)
5. Describe the roles of the dental hygienist as defined by the American Dental Hygienists Association. (A,B,C,D)

### **CHAPTER 2 PERIODONTIUM: ANATOMIC CHARACTERISTICS AND HOST RESPONSE**

1. Identify the tissues of the periodontium. (A,B,C,D)
2. Describe the anatomy and clinical characteristics of the tissues of the periodontium. (A,B,C,D)
3. Differentiate among the three types of oral epithelial surfaces: keratinized, parakeratinized, and nonkeratinized. (A,B,C,D)
4. List the functions of the periodontal ligament. (A,B,C,D)
5. Describe clinically normal gingivae in terms of color, size, contour, texture, and consistency. (A,B,C,D)
6. Describe the interactions of the major elements in the host response. (A,B,C,D)
7. Define the protective roles of gingival fluid and saliva. (A,B,C,D)

### **CHAPTER 3 EPIDEMIOLOGY OF PERIODONTAL DISEASES**

1. Define epidemiology. (A,B,C,D)
2. Explain the relationship of this discipline to the identification and treatment of gingival and periodontal disease. (A,B,C,D)
3. Compare and contrast the plaque, calculus, bleeding, and periodontal indices that are used to quantify conditions in the oral cavity. (A,B,C,D)
4. Explain how population scoring systems are applied to the diagnosis and treatment of disease. (A,B,C,D)
5. Describe the national prevalence data relating to tooth loss and gingival and periodontal disease. (A,B,C,D)
6. Explain how national prevalence data are used to understand the status of periodontal health in the United States. (A,B,C,D)
7. List the major risk factors and determinants that are related to periodontal disease. (A,B,C,D)
8. Describe the disease prevalence trends revealed for gingival and periodontal disease. (A,B,C,D)
9. State the prevalence of aggressive periodontitis. (A,B,C,D)

### **CHAPTER 4 MICROBIOLOGY OF PERIODONTAL DISEASES**

1. Describe the development of supragingival and subgingival plaque biofilms. (A,B,C,D)
2. Compare the composition of supragingival and subgingival plaque biofilms. (A,B,C,D)

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3. Describe the role of saliva in pellicle formation. (A,B,C,D)
4. Define the mechanisms for bacterial plaque biofilm adherence to tooth surfaces. (A,B,C,D)
5. Describe the influence of bacterial surface components (e.g., capsules, appendages) on bacterial colonization and coaggregation. (A,B,C,D)
6. Discuss plaque biofilm microbial succession in terms of oxygen and nutrient requirements and bacterial adherence. (A,B,C,D)
7. Compare the nonspecific and specific plaque hypotheses. (A,B,C,D)
8. Describe and classify the specific bacteria associated with the major periodontal infections: gingivitis, chronic periodontitis, localized aggressive periodontitis, generalized aggressive periodontitis, and necrotizing ulcerative gingivitis and periodontitis. (A,B,C,D)
9. Define the bacterial characteristics that contribute to their virulence. (A,B,C,D)
10. Describe the significance of dental plaque biofilm to dental hygiene practice. (A,B,C,D)

#### **CHAPTER 5 CALCULUS AND OTHER DISEASE-ASSOCIATED FACTORS**

1. Describe the role of dental calculus and other disease-associated factors in the initiation and perpetuation of gingival and periodontal disease. (A,B,C,D)
2. Describe the formation and attachment of supragingival and subgingival calculus in the oral environment. (A,B,C,D)
3. Describe the distribution of calculus deposits. (A,B,C,D)
4. Compare the composition, distribution, and attachment of supragingival and subgingival calculus. (A,B,C,D)
5. Explain how anticalculus agents work in reducing calculus formations in humans. (A,B,C,D)
6. List the variety of factors that are linked to periodontal disease. (A,B,C,D)
7. Describe hygienic restorations. (A,B,C,D)
8. Explain the role of the dental hygienist in the recognition and provision of care for patients with disease-associated factors. (A,B,C,D)

#### **CHAPTER 6 GINGIVAL DISEASES**

1. Define the types of gingivitis. (A,B,C,D)
2. Relate the clinical signs and symptoms of gingivitis to the pathogenesis of each stage of disease. (A,B,C,D)
3. List the similarities and differences in the clinical presentation, treatment, and healing of dental plaque biofilm- induced gingivitis and other gingival conditions. (A,B,C,D)
4. Identify the medications that can cause gingival hyperplasia in patients. (A,B,C,D)
5. Describe examples of bacterial, viral, and fungal infections that affect the gingiva. (A,B,C,D)
6. Define necrotizing ulcerative gingivitis. (A,B,C,D)
7. List the relatively common systemic conditions that have gingival manifestations. (A,B,C,D)
8. Describe the role of the dental hygienist in the treatment of gingivitis. (A,B,C,D)

#### **CHAPTER 7 PERIODONTAL DISEASES**

1. Describe the pathogenesis of periodontitis. (A,B,C,D)
2. Define periodontal disease activity. (A,B,C,D)

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3. List and describe the American Academy of Periodontology categories of periodontal diagnosis. (A,B,C,D)
4. Define clinical attachment loss and its relationship to periodontitis. (A,B,C,D)
5. Compare and contrast the following forms of periodontitis as to demographics and clinical and microbiologic characteristics: (A,B,C,D)
  - Chronic periodontitis
  - Aggressive periodontitis
  - Prepubertal periodontitis
  - Early-onset periodontitis
  - Rapidly progressing periodontitis
  - Refractory periodontitis
  - Necrotizing ulcerative periodontitis
  - Periodontitis as manifestation of systemic disease.
6. Identify systemic diseases and genetic factors associated with periodontal disease. (A,B,C,D)
7. State the role of systemic antibiotic treatment, locally delivered controlled-release antibiotic treatment, and enzyme suppression treatment in periodontitis. (A,B,C,D)
8. Describe the role of the dental hygienist in treating periodontal disease. (A,B,C,D)

#### **CHAPTER 8 CLINICAL ASSESSMENT**

1. Describe the connection between patients' overall health and their oral health. (A,B,C,D)
2. Define the aspects of clinical assessment in the dental hygiene process of patient care. (A,B,C,D)
3. List and describe the indices that measure: (A,B,C,D)
  - Plaque biofilm accumulation
  - Periodontal status
  - Furcation involvement
  - Tooth mobility
  - Dental caries
  - Root caries
  - Tooth wear
4. Describe the intrinsic and extrinsic dental stains and their associated causes. (A,B,C,D)
5. Compare and contrast normal and abnormal clinical presentation of the periodontium and dentition. (A,B,C,D)
6. Identify the radiographic changes seen in periodontal diseases. (A,B,C,D)
7. Compare and contrast normal and abnormal clinical and radiographic presentation of the periodontal structures surrounding dental implants. (A,B,C,D)

#### **CHAPTER 9 SYSTEMIC FACTORS INFLUENCING PERIODONTAL DISEASES**

1. Understand systemic factors that influence dental hygiene care. (A,B,C,D)
2. Describe conditions that require consultation with a patient's physician. (A,B,C,D)
3. Describe changes in oral tissues observed with systemic diseases and conditions. (A,B,C,D)
4. List modifications needed for optimal treatment of patients with systemic conditions. (A,B,C,D)

## **CHAPTER 10 TREATMENT PLANNING FOR THE PERIODONTAL PATIENT**

1. Describe the goals and rationale for periodontal treatment planning. (A,B,C,D)
2. Define the role of the dental hygienist in determining the dental hygiene care plan. (A,B,C,D)
3. Classify the phases of dental treatment included in the comprehensive care plan. (A,B,C,D)
4. List the major classifications of periodontal disease. (A,B,C,D)
5. Identify the considerations for sequencing dental hygiene treatment with periodontal diseases. (A,B,C,D)
6. Identify the patient factors to be considered when establishing the treatment plan sequence. (A,B,C,D)
7. Discuss informed consent and its importance to the process of patient care. (A,B,C,D)

## **CHAPTER 11 OCCLUSION AND TEMPOROMANDIBULAR DISORDERS**

1. Define the role of the dental hygienist in the detection of occlusal abnormalities and jaw dysfunction. (A,B,C,D)
2. Describe the biologic basis of occlusal function and the adaptive capability of the oral system. (A,B,C,D)
3. Compare and contrast the classification of primary and secondary traumatic occlusion in periodontal diagnosis and treatment. (A,B,C,D)
4. List the common signs and symptoms of temporomandibular disorders. (A,B,C,D)
5. Describe the procedures for clinically assessing jaw function and occlusion in a screening examination. (A,B,C,D)
6. Identify the various modalities used to treat temporomandibular disorders. (A,B,C,D)

## **CHAPTER 12 PLAQUE BIOFILM AND DISEASE CONTROL FOR THE PERIODONTAL PATIENT**

1. List the goals for plaque biofilm control for the periodontal patient. (A,B,C,D)
2. Recognize the role of plaque biofilm removal as an essential element in dental hygiene treatment for patients with periodontal disease. (A,B,C,D)
3. Describe why plaque biofilm control is more complex for periodontal patients than for those without clinical attachment loss. (A,B,C,D)
4. Evaluate interproximal plaque biofilm removal techniques that permit access to root surface concavities and furcations. (A,B,C,D)
5. Differentiate the methods for toothbrushing and interproximal plaque biofilm removal for patients with periodontal disease. (A,B,C,D)
6. Compare the effectiveness and uses of supragingival and subgingival irrigation. (A,B,C,D)
7. Identify effective chemical plaque biofilm control agents and their indications for use. (A,B,C,D)
8. Describe the role of motivation in gaining compliance of patients for plaque biofilm control programs. (A,B,C,D)

## **CHAPTER 13 NONSURGICAL PERIODONTAL THERAPY**

1. Define nonsurgical periodontal therapy. (A,B,C,D)
2. Describe the short-and long-term goals of nonsurgical periodontal therapy. (A,B,C,D)
3. Identify the techniques and applications for nonsurgical periodontal therapy procedures. (A,B,C,D)
4. Describe the process of healing after periodontal debridement procedures, scaling, and root planing. (A,B,C,D)

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5. Explain the limitations of calculus removal and the expectations for clinician proficiency. (A,B,C,D)
6. Discuss the use of lasers in nonsurgical therapy. (A,B,C,D)
7. Describe the contributions of magnification with use of loupes, endoscopy, and microscopes to nonsurgical therapy. (A,B,C,D)
8. Explain the benefits and indications of antimicrobial adjuncts to nonsurgical therapy. (A,B,C,D)

#### **CHAPTER 14 PERIODONTAL SURGERY**

1. Describe the rationale for periodontal surgical treatment. (A,B,C,D)
2. Recognize the clinical conditions that are most likely to benefit from periodontal surgery. (A,B,C,D)
3. Define the types of periodontal surgery: (A,B,C,D)
  - Excisional periodontal surgery
  - Incisional periodontal surgery
  - Access flap procedures
  - Osseous surgery
  - Mucogingival surgery
  - Regeneration surgery
4. Describe the healing of tissues after periodontal surgery. (A,B,C,D)
5. Define postoperative procedures. (A,B,C,D)
6. Describe postoperative instructions for patients receiving periodontal surgery. (A,B,C,D)
7. Define the changes and modifications in plaque biofilm control required for patients after periodontal surgery. (A,B,C,D)
8. Identify the role of the dental hygienist in the surgical treatment of periodontal disease. (A,B,C,D)

#### **CHAPTER 15 DENTAL IMPLANTS**

1. Describe the common types of dental implants. (A,B,C,D)
2. Discuss the indications and contraindications for dental implant therapy. (A,B,C,D)
3. Explain why titanium is the best biomaterial available for use in dental implants. (A,B,C,D)
4. Define the concept of osseointegration. (A,B,C,D)
5. Compare and contrast the bone and soft tissue interfaces of implants and the natural dentition. (A,B,C,D)
6. List the criteria for success used in implant therapy. (A,B,C,D)
7. Describe the maintenance protocol for implant patients. (A,B,C,D)
8. Evaluate the elements of appropriate home care regimens for patients with implants. (A,B,C,D)

#### **CHAPTER 16 PERIODONTAL EMERGENCIES**

1. Define the role of the dental hygienist in the recognition and treatment of periodontal emergencies. (A,B,C,D)
2. Describe the etiology of periodontal abscesses. (A,B,C,D)
3. Compare and contrast the signs, symptoms, and treatment considerations in patients with gingival, periodontal, and periapical abscesses. (A,B,C,D)
4. Describe the distinguishing features of necrotizing ulcerative gingivitis. (A,B,C,D)
5. List the identifying features of pericoronitis. (A,B,C,D)

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6. Outline the treatment for necrotizing ulcerative gingivitis and oral herpetic lesions. (A,B,C,D)
7. Describe the symptoms and oral lesions of acute herpetic gingivostomatitis. (A,B,C,D)

#### **CHAPTER 17 PERIODONTAL MAINTENANCE AND PREVENTION**

1. Explain the effectiveness of periodontal maintenance therapy in the prevention of disease, disease progression, and tooth loss. (A,B,C,D)
2. Describe the elements of a successful maintenance program. (A,B,C,D)
3. State five major objectives of periodontal maintenance. (A,B,C,D)
4. Define the importance of patient compliance. (A,B,C,D)
5. Describe strategies to improve compliance with recommended maintenance intervals and oral hygiene regimens. (A,B,C,D)
6. List the principal aims and components of the maintenance appointment. (A,B,C,D)
7. Recognize the signs of recurrent periodontitis and assess the factors that contribute to its development. (A,B,C,D)
8. Describe the causes of root surface caries and therapeutic approaches to prevent development of this common problem. (A,B,C,D)
9. Explain the theory, causes, and management of dentin sensitivity. (A,B,C,D)

#### **CHAPTER 18 PROGNOSIS AND RESULTS AFTER PERIODONTAL THERAPY**

1. Define prognosis. (A,B,C,D)
2. Describe the difference between overall prognosis and tooth prognosis. (A,B,C,D)
3. Compare the elements of overall prognosis with the elements of tooth prognosis. (A,B,C,D)
4. List and describe the factors associated with overall prognosis. (A,B,C,D)
5. List and describe the factors associated with individual tooth prognosis. (A,B,C,D)
6. Describe the expected outcomes of periodontal therapy. (A,B,C,D)

## DHYG 2200 Periodontology Summer Semester 2019 Lesson Plan

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
05/20/19 Session 1A	Chapter 1	<p>First day of class/Introduction to Course—Syllabi, Rules, Regulations. Historical Perspectives on Dental Hygiene and Periodontology</p> <p>Discuss Power Point Project/Groups Topic Assignments Discussion with PowerPoints (PPTS) Facts about Plaque and Periodontal Disease True/False Quiz Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role Play: The Good Mother</p>	<p>Read assigned chapter(s) prior to class.</p> <p>Complete Chapter Case Scenario Exercises, Study Questions, and Short Answers prior to each class session.</p>	CC 1 GC a, c
05/20/19 Session 1B	Chapter 2	<p>Periodontium: Anatomic Characteristics and Host Response</p> <p>Discussion with PPTS Class Activity: Identification of anatomical areas of the gingiva Worksheets: Gingival Epithelium; Fiber Bundles; Fiber Groups; Supra/Infra bony pockets; Cementum Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role Play: Blind Singer</p>	<p>Class Preparation Assessment #1</p> <p>Read assigned chapter(s) prior to class.</p> <p>Wilkins Workbook Chapter 18 The Periodontium Due</p>	CC 1, 2 GC a, c
05/21/19 <b>TUESDAY</b> <b>1:10-3:30</b> Session 2A <b>ROOM 909</b>	Chapter 3	<p>Epidemiology of Periodontal Diseases</p> <p>Discussion with PPTS Prevalence/ Incidence Partner Activity Gingivitis/Periodontitis Activity</p>	<p>Class Preparation Assessment #2</p> <p>Read assigned chapter(s) prior to class.</p>	CC 2, 3 GC a, c



Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		PPT Exercise: Identify Gingival Conditions Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role Play: The Patient From Another Office	Ethics Exercise Completed with Peer Partner Due Today: "A Great Boss" Bring one completed Ethics Framework to class. *Retrieve Ethics Framework Guideline and Rubric from M: Drive Ethics Folder to use for this assignment.	
5/27/19 No Class	Memorial Day	Memorial Day Holiday No Classes		
5/28/19 <b>TUESDAY</b> <b>1:10-3:30</b> Session 2B <b>ROOM 909</b>	Chapter 4	Microbiology of Periodontal Diseases Discussion with PPTS Pair activity: Compare/Contrast Supra and subgingival plaque formation Worksheets/Group Work: Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role Play: The Russian Immigrant	Read assigned chapter(s) prior to class. Wilkins Workbook Chapter 19 Periodontal Disease Development Due <i>Case Study Text Chapter 6 Case D Periodontal patient due</i>	CC 2,3 GC a, c
06/03/19 Session 3A	Chapters 5 and 6	Calculus and Other Disease-Associated Factors Gingival Diseases	Class Preparation Assessment #3 Read assigned chapter(s) prior	CC 2,3 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Discussion with PPTS Pair activity: Compare/Contrast Supragingival and Subgingival Calculus Worksheets: Anti- Calculus/Chemotherapeutic Agents and the Four Stages of Gingival Disease Individual Exercise: Compare/Contrast Plaque-Induced and Non-plaque Induced Gingival Diseases Worksheets/Group Work: Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role Play: Well-Read Patient	to class.	
06/03/19 Session 3B	Chapter 7	Periodontal Diseases  Discussion with PPTS Worksheets: Clinical Attachment Level (CAL) Severity guidelines Pair Activity: Compare/Contrast Chronic and Aggressive Periodontal Disease; Compare/Contrast Necrotizing Ulcerative Gingivitis and Periodontitis (NUG and NUP) Types of Infections Group Activity: Methods of Delivering Chemical Agents /Host Modulating Agents Paired Activity: Chemotherapeutic Agents and Methods of Use for Various Patients Review of Arestin Skill Evaluation and Arestin product information Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review	Read assigned chapter(s) prior to class.	CC 3 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
06/10/19 Session 4A	Chapter 8	Clinical Assessment  Discussion with PPTS Discuss/Review Periodontal Risk Assessment Forms and Periodontal Disease Classification System Pair Activity: Parafunctional habits/Tooth conditions which contribute to periodontal issues Activities: Furcation Identification and CAL Calculation and Gingival Conditions Exercise Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role play: The Migrant Mother	Exam 1 Chapters 2-6  Read assigned chapter(s) prior to class.  Wilkins Workbook Chapter 20 Periodontal Examination Due	CC 4 GC a, c
06/10/19 Session 4B	Chapter 9	Systemic Factors Influencing Periodontal Diseases  Discussion with PPTS Gram-Positive and Gram-Negative Group Activity Bacteria Resistant Antibiotics Online Research Partner Activity Discussion: Ways Antibodies Participate in the Host Defense Exercise: Effects of Medication on the Periodontium Gingival Conditions PPT Exercise Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review	Read assigned chapter(s) prior to class.  <i>Chapter 8 Case F Periodontal and infective endocarditis patient due</i>	CC 2,3 GC a, c
06/17/19 Session 5A	Chapter 10	<b>Group PPT Project Presentations Today</b> Treatment Planning for the Periodontal Patient	Class Preparation Assessment #4  Read assigned	CC 4 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Discussion with PPTS Pair Activity: List and Describe the Five Phases of Periodontal Therapy Group Activity: Complete a Dental Hygiene Care Plan for a Patient with Moderate Periodontitis and a Patient with Severe Periodontitis Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role Play: The Appliance Technician	chapter(s) prior to class.  <u>Periodontal Surgeries Group Projects/ Presentations Due</u> <u>Handout Due</u>	
06/17/19 Session 5B	Chapters 11 and 12	Occlusion and Temporomandibular Disorders  Plaque Biofilm and Disease Control for the Periodontal Patient  Discussion with PPTS Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review PPT Activity: Local Contributing Factors Role Play: The Anxious Patient	Read assigned chapter(s) prior to class.	CC 2, 3, 4, 5 GC a, c
06/24/19 Session 6A	Chapter 13	Nonsurgical Periodontal Therapy  Discussion with PPTS Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Nonsurgical Periodontal Reevaluation (NSPR) Gradesheet/Local Anesthesia Consent Form Discussion Recall Interval Discussion/Rationale	Exam # 2 Chapters 7-12  Read assigned chapter(s) prior to class.  Wilkins Workbook Chapter 41 Non-Surgical Periodontal	CC 5 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Activity: Nonsurgical Periodontal Therapy Goals Discussion: Deplaque versus Debride Oraqix Group Activity List Oral Symptoms of Scurvy and Vitamin C Deficiency Scurvy Video Class Discussion: Effects of Smoking on Oral and General Health Tobacco Cessation Competency Form Discussion Tobacco Cessation Worksheet Role Play: The Worn-Out Teeth	Therapy and Adjunctive Therapy Due	
06/24/19 Session 6B	Chapter 14	Periodontal Surgery  Discussion with PPTS 3 Videos: Frenectomy & Gingivoplasty & An Introduction to Periodontal Surgery for the Dental Hygienist Activity: Healing Process Comparison of Wound Closure Types Practice Periodontal Dressing Placement Bone Graft/Periodontal Surgery Video: Maxillary Torus Laser Removal Activity: Suture removal from sutured hotdogs Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review PPT Identification Radiographic Quiz Periodontal Anatomy Role Play: The Crooked Teeth	Read assigned chapter(s) prior to class.  Wilkins Workbook Chapter 43 Sutures and Dressings Due  Ten Communication Scenarios Homework Due Next Session	CC 5 GC a, c
07/01/19 July 4 <sup>th</sup> Holiday	No Classes	July 4 <sup>th</sup> Holiday No Classes this week		

<b>Date/Week</b>	<b>Chapter/ Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due Dates</b>	<b>Competency Area</b>
07/08/19 Session 7A	Chapter 15	Dental Implants Discussion with PPTS Parts of a Dental Implant Activity Sheet Implant Infections Video: Implants Dental Floss/Dental Water Jet Comparison Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review	Class Preparation Assessment #5 Read assigned chapter(s) prior to class.  Ten Communication Scenarios Homework Due Today	CC 5 GC a, c
07/08/19 Session 7B	Chapter 16	Periodontal Emergencies  Discussion with PPTS Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review	Read assigned chapter(s) prior to class.  Wilkins Workbook Chapter 42 Acute Periodontal Conditions Due  Prepare for your Arestin Skill Evaluation for next Session and Complete the New Periodontal Technology Assignment	CC 6 GC a, c
07/15/19 Session 8A	Chapter 17  Guest Speaker	Guest Speaker: Marie Markesbery, Orapharma/Arestin Arestin Skill Evaluations with Mrs. DeFore and Mrs. Bryson  Periodontal Maintenance and Prevention  Discussion with PPTS	Class Preparation Assessment #6  Read assigned chapter(s) prior to class.  Typodont Application	CC 5,6 GC a, c

<b>Date/Week</b>	<b>Chapter/ Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due Dates</b>	<b>Competency Area</b>
		Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Discussion New Periodontal Technology Assignment Discussion	Of Demo Product Packets from Arestin Locally Administered Antimicrobial Application of Minocycline Microspheres – Arestin	
07/15/19 Session 8B	Chapter 18	Prognosis and Results After Periodontal Therapy  Discussion with PPTS Pair Activity: List and Describe the Six Global Prognosis Categories Worksheets/Group Work: Chapter Case Scenario Exercises, Study Questions, and Short Answers Discussion and Review Role Play: Non-Compliant Patient	Read assigned chapter(s) prior to class.	CC 4,5,6 GC a, c
07/22/19 Session 9A and 9B	Chapters 1-18	COMPREHENSIVE PATIENT CASES Review for FINAL	Exam # 3 Chapters 13-18	CC 1-6 GC a, c
<b>07/24/19</b> <b>Wednesday</b> <b>10:00 am</b> <b>Final</b>	Chapters 1-18	Comprehensive Final Exam	Exam 4 (Final)	CC 1-6 GC a, c

**MAJOR COURSE COMPETENCIES (CC):**

1. Tissues of the Periodontium
2. Periodontal Pathology
3. Periodontal Diseases
4. Assessment and Treatment Planning
5. Periodontal Disease Therapy
6. Periodontal Emergencies

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**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 2200 PowerPoint Presentation Project Grading Rubric**

Student's name \_\_\_\_\_

Title of Presentation \_\_\_\_\_

<b>Category</b>	<b>Excellent-4 points</b>	<b>Good-3 points</b>	<b>Satisfactory-2 points</b>	<b>Needs Improvement-1 point</b>
<b>Content - Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
<b>Effectiveness</b>	Project includes all material needed to give a good understanding of the topic. The project is consistent in covering the subject material.	Project is lacking one or two key elements. Project is consistent in covering the subject material most of the time.	Project is missing more than two key elements. It is rarely consistent in covering the subject material most of the time.	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent in covering the subject material.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the topic of the presentation.	A few graphics are not attractive, but all support the topic of the presentation.	All graphics are attractive, but a few do not support the topic of the presentation.	Several graphics are unattractive and detract from the content of the presentation.

Category	Excellent-4 points	Good-3 points	Satisfactory-2 points	Needs Improvement-1 point
<b>Text - Font Choice &amp; Formatting</b>	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>Cooperation</b>	Group shares tasks, and performs responsibly all of the time.	Group shares tasks and performs responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
<b>Delivery</b>	Members spoke at a good rate, volume and with good grammar. Pauses and filler words such as “umm” were minimal. They maintained eye-contact while using, but not reading their notes. Ten-minute time parameter used.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar, with no more than 1-2 pauses or filler words such as “umm”. They maintained eye-contact, but relied too much on their notes. Finished under the ten-minute time parameter.	Members spoke at a good rate and volume, but used poor grammar, with more than 2 pauses or filler words such as “umm”. They relied heavily on their notes. Used only 5-8 minutes of time parameter.	Members demonstrated having paid little attention to rate, volume or grammar, pauses and 3 or more filler words. They read nearly word for word from notes. Used less than 5 minutes or more than 10 minutes of time parameter.

Total Points Earned out of a Possible 32 points (8 categories/ 4 points each =32 (A/100))

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Comments:

Instructor Signature: \_\_\_\_\_



## Appendix B

DHYG 2200 Periodontology  
Locally Administered Antimicrobial  
Minocycline Microspheres-Arestin Skill Evaluation

Student	Date
Patient	Time Limit - 15 minutes
Instructor	Grade

**EVALUATION MECHANISM**

Symbol	Meaning	Grade	All evaluation criteria must be performed.
√	Evaluation Criterion Performed	100%	Attempt #1= 100
X	Evaluation Criterion Not Performed	0%	Attempt #2= 70

Evaluation Criterion	Self	Peer	Instructor
1. Minimum 2 hours of practice, self-evaluation, and peer evaluation have been performed and documented prior to evaluation. Name and date are completed at the top of this form. No rubrics or guidelines are allowed to be viewed during any Skill Evaluation. <b>Instructor documents start time _____.</b>			
2. Determines the need for controlled-released minocycline microspheres therapy (indicated for the reduction of pocket depth in sites 5mm or greater not responding to mechanical therapy alone in persons with chronic periodontitis).			
3. Evaluates contraindications to and precautions for treatment.			
4. Explains risks and benefits and alternative to treatment. Obtains informed consent.			
5. Removes number of unit-dosed cartridges needed for treatment.			
6. Inserts cartridge into sterile cartridge handle to administer the product, and follows manufacturer directions.			
7. Bends cartridge tip to improve access to diseased sites. Insert tip of cartridge subgingivally to base of pocket; tip should be parallel to long axis to tooth. Press thumb ring to express powder while gradually withdrawing tip from base of pocket.			

Evaluation Criterion	Self	Peer	Instructor
8. Does not force tip into base of pocket. Demonstrates controlled administration of medication/microsphere.			
9. Discards cartridge and prepares cartridge handle for sterilization.			
10. Documents services rendered in patient's chart. Records specific tooth numbers and sites where microspheres are placed. (Minocycline microspheres placed in sites not responding to mechanical debridement alone for the reduction of pocket depths).			
11. Explains post-treatment care. (Delay brushing for first 12 hours after treatment; abstain from interdental cleaning in area; do not eat hard, crunchy, or sticky foods for 10 days).			
12. Schedules reevaluation and or reapplication at NSPR appointment. Sites of Arestin placement will be checked at the NSPR visit or no credit for Arestin placement therapy will be given.			
13. NSPR Appointment Date scheduled is: _____ <b>Instructor documents stop time</b> _____.			

**Instructor Comments:** \_\_\_\_\_