



**Course DHYG 2200 Periodontology
COURSE SYLLABUS
Summer Semester 2018**

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): 60180

INSTRUCTOR CONTACT INFORMATION

Course Director: Lori DeFore, RDH, BS, BTh
Email Address: [Lori DeFore \(ldefore@southeasterntech.edu\)](mailto:ldefore@southeasterntech.edu)
Campus/Office Location: Vidalia/Health 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

Foundations of Periodontics for the Dental Hygienist, Fourth Edition. Nield-Gehrig & Willmann. LWW. 2016.
Case Studies in Dental Hygiene, Third edition. Thomson. Pearson. 2013. (Purchased Fall 2017)

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, drug therapy, immunology and host defense mechanism, microorganisms associated with periodontology, the

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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:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

Students are responsible for the policies and procedures in the Southeastern Technical College (STC) Catalog and Handbook, Dental Hygiene Program Handbook, and Dental Hygiene Clinic Manual. During an examination, the following procedures must be followed: All books and personal belongings must be placed at the back of the classroom. Students will be asked to rotate seats prior to the beginning of the test. Test proctor will personally examine each desk to ensure that no writing is present on desk. Computer monitors should be facing the front of the classroom during test. When a student completes the test, he/she may raise hand and turn paper in to proctor. Student must remain in seat until test time is complete to avoid distracting other students. Students who have completed testing should be as quiet as possible and avoid any activity that might make those students who are still testing feel pressured or rushed. Students may not go to the bathroom during the test session. Test proctor must observe students at all times and notify students when there are ten remaining minutes left of the total exam time. Test proctor should routinely walk around classroom and observe testing. Test proctor should refrain from grading papers, reading materials, or using computer during the test. Students caught with cheat sheets or cell phones will be considered cheating and a zero will be issued for the examination. The STC academic dishonesty policy will be enforced. Once the test begins, no talking is allowed. Once the test begins, tardy students may not enter the classroom.

Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course instructors. Insubordination will not be tolerated, and disciplinary measures will be enacted. No cell phones or smart electronic devices are allowed to be turned on in the classroom, clinic, or locker area. If a student is observed in possession of his/her cell phone or smart electronic device during class, a critical incident will be issued. A student cannot use his/her cell phone or smart electronic device during class. There are no exceptions to this rule and do not ask. If you have a

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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 case study exercises in the chapter review section for each session.
3. Know the definitions of chapter key terms.
4. Complete any assignments or homework given by the course director.
5. Complete and know the learning objectives for each chapter.
6. View any videos applicable to dated lesson plan material.
7. 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.
8. 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 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

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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 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

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reason!

Failure to complete homework assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified. Late or incomplete assignments will still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your assignment to your instructor prior to the deadline to ensure credit.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

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

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you 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 presentations, group discussions, independent reading assignments, research activities, interactive websites, games, and group collaboration.

EVALUATION PROCEDURES

Exams

Exam 1 covers chapters 1-10.

Exam 2 covers chapters 11-20. Chapter 21 is not covered in this class.

Exam 3 covers chapters 22-32, omitting chapters 21, 23, and 29 which are not covered in this class.

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.

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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 June 18, 2018 in the am session.

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.

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%

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Assessment/Assignment	Percentage
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	
-Point Deductions for late/incomplete assignments			
Subtotal			
Final Course Grade			

GRADING SCALE

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

DENTAL HYGIENE PROGRAM GOALS

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

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- 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 2050 PERIODONTOLOGY LEARNING OBJECTIVES

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

Chapter 1: Periodontium: The Tooth-Supporting Structures

1. Identify the tissues of the periodontium on an unlabeled drawing depicting the periodontium in cross section. (A,B,C,D)
2. Describe the function that each tissue serves in the periodontium, including the gingiva, periodontal ligament, cementum, and alveolar bone. (A,B,C,D)
3. In a clinical setting or on a color photograph, identify the following anatomical areas of the gingiva: free gingiva, gingival sulcus, interdental gingiva, and attached gingiva. (A,B,C,D)
4. In a clinical setting or on a color photograph, identify the following boundaries of the gingiva: gingival margin, free gingival groove, and mucogingival junction. (A,B,C,D)
5. In a clinical setting, identify the free gingiva on an anterior tooth by inserting a periodontal probe to the base of the sulcus. (A,B,C,D)
6. In a clinical setting, contrast the coral pink tissue of the attached gingiva with the darker, shiny tissue of the alveolar mucosa. (A,B,C,D)
7. In the clinical setting, use compressed air to detect the presence or absence of stippling of the attached gingiva. (A,B,C,D)
8. Identify the alveolar process (alveolar bone) on a human skull. (A,B,C,D)
9. Describe the position and contours of the alveolar crest of the bone in health. (A,B,C,D)
10. Describe the nerve and blood supply to the periodontium. (A,B,C,D)
11. Explain the role of the lymphatic system in the health of the periodontium. (A,B,C,D)

Chapter 2: Microscopic Anatomy of the Periodontium

1. Describe the histology of the tissues and the function that each serves in the human body. (A,B,C,D)
2. List and define the layers that comprise the stratified squamous epithelium of the skin. (A,B,C,D)
3. Define keratin and describe its function in the epithelium. (A,B,C,D)
4. Describe the composition and function of the connective tissue. (A,B,C,D)
5. Describe the epithelium–connective tissue interface found in most tissues of the body, such as the interface between the epithelium and connective tissues of the skin. (A,B,C,D)
6. Define the term *cell junction* and describe its function in the epithelial tissues. (A,B,C,D)
7. Compare and contrast the terms *desmosome* and *hemidesmosome*. (A,B,C,D)
8. Identify the three anatomical areas of the gingival epithelium on an unlabeled drawing depicting the microscopic anatomy of the gingival epithelium. (A,B,C,D)
9. Describe the location and function of the following regions of the gingival epithelium: oral epithelium, sulcular epithelium, and junctional epithelium. (A,B,C,D)
10. State the level of keratinization present in each of the three anatomical areas of the gingival epithelium (keratinized, nonkeratinized, or parakeratinized). (A,B,C,D)
11. State which of the anatomical areas of the gingival epithelium have an uneven, wavy epithelium-connective tissue interface in health and which have a smooth junction in health. (A,B,C,D)
12. Identify the enamel, gingival connective tissue, junctional epithelium, internal basal lamina, external basal lamina, epithelial cells, desmosomes, and hemidesmosomes on an unlabeled

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drawing depicting the microscopic anatomy of the junctional epithelium and surrounding tissues. (A,B,C,D)

13. Define and describe the function of the supragingival fiber bundles and the periodontal ligament in the periodontium. (A,B,C,D)
14. Identify the principle fiber groups of the periodontal ligament on an unlabeled drawing. (A,B,C,D)
15. Define the terms *cementum* and *Sharpey fibers* and describe their function in the periodontium. (A,B,C,D)
16. State the three relationships that the cementum may have in relation to the enamel at the cemento-enamel junction. (A,B,C,D)
17. Define the term alveolar bone and describe its function in the periodontium. (A,B,C,D)

Chapter 3: Overview of Diseases of the Periodontium

1. Define the term *disease progression*. (A,B,C,D)
2. Define the term *periodontal disease* and contrast it with the term *periodontitis*. (A,B,C,D)
3. Describe and contrast the (1) position of the junctional epithelium, (2) characteristics of the epithelial--connective tissue junction, and (3) position of the crest of the alveolar bone in health, gingivitis, and periodontitis. (A,B,C,D)
4. Explain why there is a band of intact transseptal fibers even in the presence of severe bone loss. (A,B,C,D)
5. Describe the progressive destruction of alveolar bone loss that occurs in periodontitis. (A,B,C,D)
6. Describe the pathway of inflammation that occurs in horizontal bone loss and contrast it with the pathway of inflammation that occurs in vertical bone loss. (A,B,C,D)
7. Contrast the characteristics of gingival and periodontal pockets. (A,B,C,D)
8. For patients in the clinical setting, identify visible clinical signs of health and periodontal disease for your clinic instructor. (A,B,C,D,E,F)
9. For a patient with periodontal disease, measure the probing depth of the sulci or pockets on the facial aspect of one sextant of the mouth. Using the information gathered visually and with the periodontal probe, explain whether this patient's disease is gingivitis or periodontitis. (A,B,C,D)
10. Given a drawing of a periodontal pocket, determine whether the pocket illustrated is a suprabony or infrabony pocket. (A,B,C,D)
11. Describe variables associated with periodontal disease that an epidemiologist might include in a research study. (A,B,C,D)
12. Define prevalence and incidence as measurements of disease within a population. (A,B,C,D)
13. Describe how clinical dental hygiene practice can be affected by epidemiological research. (A,B,C,D)

Chapter 4: Classification of Periodontal Diseases and Conditions

1. Name the two major categories of periodontal disease. (A,B,C,D)
2. Define and contrast the terms gingival disease, periodontal disease, and periodontitis. (A,B,C,D)
3. Explain the historical background of the periodontal classification systems. (A,B,C,D)
4. Explain the importance of a classification system for periodontal disease. (A,B,C,D)

5. List, describe, and differentiate the various periodontal diseases according to the current classification system established by the American Academy of Periodontology. (A,B,C,D)

Chapter 5: Clinical Features of the Gingiva

1. Describe characteristics of the gingiva in health. (A,B,C,D)
2. List clinical signs of gingival inflammation. (A,B,C,D)
3. Compare and contrast clinical features of healthy and inflamed gingival tissue. (A,B,C,D)
4. Explain the difference in color between acute and chronic inflammation. (A,B,C,D)
5. Differentiate between bulbous, blunted, and cratered papilla. (A,B,C,D)
6. Write a description of gingival inflammation that includes descriptors of duration, extent, and distribution of inflammation. (A,B,C,D)

Chapter 6: Diseases of the Gingiva

1. Define the two major subdivisions of gingival disease as established by the American Academy of Periodontology. (A,B,C,D)
2. Compare and contrast dental plaque-induced gingival diseases and non-plaque-induced gingival lesions. (A,B,C,D)
3. Describe the clinical signs of inflammation you would expect to find in a patient with moderate plaque-induced gingivitis. (A,B,C,D)
4. List systemic factors that may modify gingival disease. (A,B,C,D)
5. Name three types of medications that may cause gingival enlargement. (A,B,C,D)
6. Explain how the use of certain medications and malnutrition can modify gingival disease. (A,B,C,D)
7. Develop a list of suggestions for managing patients with primary herpetic gingivostomatitis. (A,B,C,D,E,F)

Chapter 7: Chronic Periodontitis

1. In a clinical setting for a patient with chronic periodontitis, describe to your clinical instructor the clinical signs of disease present in the patient's mouth. (A,B,C,D)
2. Define the term *clinical attachment loss* and explain its significance in the periodontal diseases process. (A,B,C,D)
3. In the clinical setting, explain to your patient the warning signs of chronic periodontal disease. (A,B,C,D)
4. Recognize and describe clinical and radiographic features of chronic periodontitis. (A,B,C,D)
5. Contrast the extent of periodontal destruction typically seen in localized chronic periodontitis with that of generalized chronic periodontitis. (A,B,C,D)
6. Describe the change or advancement—disease--progression typically seen in chronic periodontitis. (A,B,C,D)
7. According to the AAP 1999 classification system, define the meaning of the descriptors *recurrent chronic periodontitis* and *refractory chronic periodontitis*. (A,B,C,D)

Chapter 8: Aggressive Periodontitis

1. Compare and contrast the clinical and radiographic features of chronic periodontitis and aggressive periodontitis. (A,B,C,D,E,F,)

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2. In the clinical setting, explain to your patient the signs and symptoms of aggressive periodontal disease. (A,B,C,D)
3. In a clinical setting for a patient with aggressive periodontitis, describe to your clinical instructor the primary clinical signs of disease present in the patient's mouth. (A,B,C,D)
4. Compare and contrast the clinical and radiographic features of localized aggressive periodontitis and generalized periodontitis. (A,B,C,D)
5. Given the clinical and radiographic features for a patient with a history of aggressive periodontitis, determine if the disease is localized or generalized aggressive periodontitis. (A,B,C,D)

Chapter 9: Other Periodontal Conditions

1. Name and explain systemic or genetic factors that may contribute to the initiation and progression of periodontitis. (A,B,C,D)
2. Describe the impact of PMN (neutrophil) dysfunction and hematologic disorders on the a. periodontium. (A,B,C,D)
3. Describe clinical signs of periodontitis that may be associated with HIV infection. (A,B,C,D)
4. Describe the tissue destruction that occurs in necrotizing periodontal diseases. (A,B,C,D)
5. Compare and contrast the clinical findings of necrotizing ulcerative gingivitis and necrotizing ulcerative periodontitis. (A,B,C,D)
6. Compare and contrast the tissue destruction in chronic periodontitis with that seen in necrotizing ulcerative periodontitis. (A,B,C,D)
7. Name several local factors, such as tooth-related or mucogingival deformities, that may contribute to the initiation and progression of periodontitis. (A,B,C,D)
8. Define secondary occlusal trauma and explain how it can lead to rapid bone loss. (A,B,C,D)

Chapter 10: Guidelines For Periodontal Decision Making

1. List the three fundamental diagnostic questions used when assigning a periodontal diagnosis. (A,B,C,D)
2. Explain how to arrive at appropriate answers to each of the fundamental diagnostic questions. (A,B,C,D)
3. Explain the difference between the terms signs of a disease and symptoms of a disease. (A,B,C,D)
4. Explain the term silent disease. (A,B,C,D)
5. Describe what is meant by the term clinical attachment loss. (A,B,C,D)
6. Describe the elements of a well-written diagnosis for periodontitis. (A,B,C,D)
7. List the phases of treatment. (A,B,C,D)
8. Define the importance of informed consent to treatment planning. (A,B,C,D)
9. List guidelines for obtaining informed consent. (A,B,C,D)
10. Describe two formats for documenting informed consent. (A,B,C,D)
11. Describe the ADPIE nursing process. (A,B,C,D)
12. Explain how the ADPIE nursing process might apply to periodontal decision making. (A,B,C,D)

Chapter 11: Etiologic Factors: Risk for Periodontitis

05/05/18 ld

1. Define the term biologic equilibrium and discuss factors that can disrupt the balance between health and disease in the periodontium. (A,B,C,D)
2. Define and give examples of the term “contributing risk factors”. (A,B,C,D)
3. Discuss the importance of a periodontal risk assessment in periodontal treatment planning. (A,B,C,D)
4. For a patient in your care with periodontitis, explain to your clinical instructor the factors that may have contributed to your patient’s disease progression. (A,B,C,D)

Chapter 12: Oral Biofilms and Periodontal Infections

1. Explain the difference in the cell membrane of a gram-positive versus a gram-negative bacterium. (A,B,C,D)
2. Define the term biofilm and explain the advantages of a bacterium living in a biofilm. (A,B,C,D)
3. Describe the life cycle of a biofilm. (A,B,C,D)
4. Given a drawing of a mature biofilm, label the following: bacterial microcolonies, fluid channels, extracellular slime layer, acquired pellicle, and tooth surface. (A,B,C,D)
5. Explain the significance of the extracellular slime layer and fluid channels of a biofilm. (A,B,C,D)
6. Define coaggregation and explain its significance in bacterial colonization of the tooth surface. (A,B,C,D)
7. Explain why systemic antibiotics and antimicrobial agents are not effective in eliminating dental plaque biofilms. (A,B,C,D)
8. State the most effective ways to control dental plaque biofilms. (A,B,C,D)
9. Name several reasons why newer microbe detection method has brought Socransky’s microbial complexes and the specific plaque hypothesis model into question. (A,B,C,D)
10. Discuss the hypothesis that plaque biofilm is necessary but not sufficient for periodontal destruction (microbial homeostasis-host response hypothesis). (A,B,C,D)
11. Name the three bacteria designated by The World Workshop in Periodontology (1996) as periodontal pathogens. (A,B,C,D)

Chapter 13: Basic Concepts of Immunity and Inflammation

1. Define the term immune system and describe its function. (A,B,C,D)
2. Describe the role of polymorphonuclear leukocytes, macrophages, B lymphocytes, and T lymphocytes in the immune system. (A,B,C,D)
3. Contrast the terms macrophage and monocyte. (A,B,C,D)
4. Describe the three ways that antibodies participate in the host defense. (A,B,C,D)
5. Define complement system and explain its principle functions in the immune response. (A,B,C,D)
6. Describe the steps in the process of phagocytosis. (A,B,C,D)
7. Give an example of a type of injury or infection that would result in inflammation in an individual’s arm. Describe and contrast the symptoms of inflammation that the individual would experience due to acute inflammation versus chronic inflammation. (A,B,C,D)
8. Define the term inflammatory mediator and give several examples of inflammatory mediators of importance in periodontitis. (A,B,C,D)

Chapter 14: Host Immune Response to Plaque Biofilm

1. Define the term host response and explain its primary function. (A,B,C,D)

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2. Name factors than can enhance the microbial challenge to the periodontium. (A,B,C,D)
3. Define the term biochemical mediator and name three types of mediators. (A,B,C,D)
4. Describe the potential role of cytokines in the pathogenesis of periodontitis. (A,B,C,D)
5. Describe the potential role of prostaglandins in the pathogenesis of periodontitis. (A,B,C,D)
6. Describe the effect of increased levels of MMPs on periodontal tissues. (A,B,C,D)
7. Name the three factors than can affect host immune response. (A,B,C,D)
8. For each of the histologic stages of gingivitis and periodontitis listed below name one change in the host immune response likely to be encountered: (A,B,C,D)
 - a. Bacterial Accumulation
 - b. Established Gingivitis
 - c. Early Gingivitis
 - d. Periodontitis

Chapter 15: Systemic Conditions That Amplify Susceptibility to Periodontal Disease

1. Name several systemic diseases/conditions that may modify the host response to periodontal pathogens. (A,B,C,D)
2. Discuss the potential implications of these systemic diseases on the periodontium: uncontrolled diabetes, leukemia, and acquired immunodeficiency syndrome. (A,B,C,D)
3. Discuss how hormone alterations may affect the periodontium. (A,B,C,D)
4. Define the term osteoporosis and discuss the link between skeletal osteoporosis and alveolar bone loss in the jaw. (A,B,C,D)
5. Discuss the implications of Down syndrome on the periodontium. (A,B,C,D)
6. Name three medications that can cause gingival enlargement. (A,B,C,D)
7. For a patient in your care with periodontitis that is amplified by a systemic condition, explain to your clinical instructor the risk factors that may have contributed to the severity of your patient's periodontitis. (A,B,C,D)

Chapter 16: Local Factors Contributing to Periodontal Disease

1. Define the terms pathogenicity and local contributing factors. (A,B,C,D)
2. Describe local etiologic factors that contribute to the retention and accumulation of microbial plaque biofilm. (A,B,C,D)
3. Explain the meaning of the phrase "pathogenicity of plaque biofilm". (A,B,C,D)
4. Identify and differentiate the location, composition, modes of attachment, mechanisms of mineralization, and pathologic potential of supra- and subgingival calculus deposits. (A,B,C,D)
5. Describe local contributing factors that can lead to direct damage to the periodontium. (A,B,C,D)
6. Explain the role of trauma from occlusion as a possible contributing factor in periodontal disease. (A,B,C,D)

Chapter 17: Nutrition, Inflammation, and Periodontal Disease

1. Discuss the link between obesity and periodontal disease. (A,B,C,D)
2. Discuss the role of polymorphonuclear leukocytes in the production of reactive oxygen species in response to plaque biofilm. (A,B,C,D)
3. Discuss how antioxidants may influence periodontal disease onset and progression. (A,B,C,D)
4. Describe the proposed roles of micronutrients and macronutrients in periodontal disease. (A,B,C,D)

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5. List some oral symptoms associated with ascorbic acid-deficiency gingivitis. (A,B,C,D)
6. Explain the role of dental healthcare providers in addressing obesity and nutrition in the management of periodontal disease. (A,B,C,D)

Chapter 18: Tobacco, Smoking, and Periodontal Disease

1. Discuss the implications of smoking/ the use of tobacco products on periodontal health status. (A,B,C,D)
2. Discuss the implications of smoking on the host response to periodontal disease. (A,B,C,D)
3. Discuss the effects of smoking on periodontal treatment outcomes. (A,B,C,D)
4. Discuss current theories as to why smokers have more periodontal disease than nonsmokers. (A,B,C,D)
5. Explain why tobacco cessation counseling is a valuable part of patient care in the dental setting. (A,B,C,D)
6. Value the importance of providing tobacco cessation counseling as a routine part of periodontal treatment. (A,B,C,D)

Chapter 19: Clinical Periodontal Assessment

1. Compare and contrast a periodontal screening examination and a comprehensive periodontal assessment. (A,B,C,D)
2. Describe how to perform one type of periodontal screening examination. (A,B,C,D)
3. List the components of a comprehensive periodontal assessment. (A,B,C,D)
4. Describe how to evaluate each component of a comprehensive periodontal assessment. (A,B,C,D)
5. Explain how to calculate the width of attached gingiva. (A,B,C,D)
6. Explain how to calculate clinical attachment level given several different clinical scenarios. (A,B,C,D)
7. Given a clinical scenario, calculate and document the clinical attachment levels for a patient with periodontitis. (A,B,C,D)

Chapter 20: Radiographic Analysis of the Periodontium

1. Recognize the radiographic characteristics of normal and abnormal alveolar bone. (A,B,C,D)
2. Recognize and describe early radiographic evidence of periodontal disease. (A,B,C,D)
3. Distinguish between vertical and horizontal alveolar bone loss. (A,B,C,D)
4. Recognize potential etiologic agents for periodontal disease radiographically.
5. (A,B,C,D)
6. Gain practical experience in radiographic assessment by applying information from this chapter in the clinical setting. (A,B,C,D)

Chapter 22: Nonsurgical Periodontal Therapy

1. Explain the term and name four goals for nonsurgical periodontal therapy. (A,B,C,D)
2. Write a typical plan for nonsurgical therapy for (1) a patient with plaque-induced gingivitis and (2) a patient with slight chronic periodontitis. (A,B,C,D)
3. Describe the type of healing to be expected following instrumentation of root surfaces. (A,B,C,D)

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4. Explain strategies for managing dentinal hypersensitivity during nonsurgical therapy. (A,B,C,D)
5. Explain why reevaluation is an important step during nonsurgical therapy. (A,B,C,D)
6. List steps in an appointment for reevaluation of the results of nonsurgical therapy. (A,B,C,D)

Chapter 24: Supragingival and Subgingival Irrigation

1. Discuss the oral health benefits of a water flosser for the patient with periodontitis. (A,B,C,D)
2. Distinguish the depth of the delivery among the water flosser, a toothbrush, dental floss, and other interdental aids. (A,B,C,D)
3. Name the types of agents that can be used in a water flosser. (A,B,C,D)
4. In a clinical setting, instruct a patient with periodontitis in the use of water flosser. (A,B,C,D)
5. Summarize research findings that relate to using professional irrigation to deliver chemicals to periodontal pockets. (A,B,C,D)

Chapter 25: Chemical Agents in Periodontal Care

1. Describe the difference between systemic delivery and topical delivery of chemical agents. (A,B,C,D)
2. Explain the term systemic antibiotic. (A,B,C,D)
3. Explain why systemic antibiotics are not used routinely in the treatment of patients with plaque-associated gingivitis and patients with chronic periodontitis. (A,B,C,D)
4. Describe three examples of mouth rinse ingredients that can help reduce the severity of gingivitis. (A,B,C,D)
5. List three antimicrobial agents that can be delivered with controlled-release delivery devices. (A,B,C,D)
6. Explain why toothpastes are nearly ideal delivery mechanisms for chemical agents. (A,B,C,D)
7. List two toothpaste ingredients that can reduce the severity of gingivitis. (A,B,C,D)

Chapter 26: Host Modulation Therapy

1. Explain the term host modulation therapy. (A,B,C,D)
2. Explain the potential importance of host modulation therapy. (A,B,C,D)
3. Name some anti-inflammatory mediators. (A,B,C,D)
4. Name some proinflammatory mediators. (A,B,C,D)
5. List three types of drugs that have been studied for use as possible host modulating agents. (A,B,C,D)
6. Explain why low-dose doxycyclines are useful as host modulating agents. (A,B,C,D)
7. Explain the term subantibacterial dose. (A,B,C,D)
8. Make a list of treatment strategies for periodontitis patient that includes host modulation. (A,B,C,D)

Chapter 27: Periodontal Surgical Concepts for the Dental Hygienist

1. List the objectives for periodontal surgery. (A,B,C,D)
2. Explain the term relative contraindications for periodontal surgery. (A,B,C,D)
3. Define the terms repair, reattachment, new attachment, and regeneration. (A,B,C,D)
4. Explain the difference between healing by primary intention and secondary intention. (A,B,C,D)

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5. Explain the term elevation of a flap. (A,B,C,D)
6. Explain two methods for classification of periodontal flaps. (A,B,C,D)
7. Describe two types of incisions used during periodontal flaps. (A,B,C,D)
8. Describe healing following flap for access and open flap debridement. (A,B,C,D)
9. Describe the typical outcomes for apically positioned flap with osseous surgery. (A,B,C,D)
10. Define the terms ostectomy and osteoplasty. (A,B,C,D)
11. Define the terms osteoinductive and osteoconductive. (A,B,C,D)
12. Explain the terms autograft, allograft, xenograft, and alloplast. (A,B,C,D)
13. Name two types of materials available for bone replacement grafts. (A,B,C,D)
14. Explain why a barrier material is used during guided tissue regeneration. (A,B,C,D)
15. Explain the term periodontal plastic surgery. (A,B,C,D)
16. List two types of crown lengthening surgery. (A,B,C,D)
17. List some disadvantages of gingivectomy. (A,B,C,D)
18. Describe the technique for gingival curettage. (A,B,C,D)
19. Explain what is meant by biological enhancement of periodontal surgical outcomes. (A,B,C,D)
20. Name two broad categories of materials used for suturing periodontal wounds. (A,B,C,D)
21. Explain the term interrupted interdental suture. (A,B,C,D)
22. List general guidelines for suture removal. (A,B,C,D)
23. Describe the technique for periodontal dressing placement. (A,B,C,D)
24. List general guidelines for periodontal dressing management. (A,B,C,D)
25. Explain the important topics that should be covered in postsurgical instructions. (A,B,C,D)
26. List steps in a typical postsurgical visit. (A,B,C,D)

Chapter 28: Periodontal Emergencies

1. Name and describe the three types of abscesses of the periodontium. (A,B,C,D)
2. List the possible causes of abscesses of the periodontium. (A,B,C,D)
3. Compare and contrast the abscess of the periodontium and the pulpal abscess. (A,B,C,D)
4. Outline the typical treatment steps for a gingival abscess and a periodontal abscess. (A,B,C,D)
5. Describe the clinical situation that can result in a pericoronal abscess. (A,B,C,D)
6. Outline the typical treatment for a pericoronal abscess (pericoronitis). (A,B,C,D)
7. Describe the characteristics of necrotizing ulcerative gingivitis. (A,B,C,D)
8. Outline the typical treatment steps for necrotizing ulcerative gingivitis. (A,B,C,D)
9. Describe the symptoms of primary herpetic gingivostomatitis. (A,B,C,D)

Chapter 30: Maintenance for the Periodontal Patient

1. Explain the term periodontal maintenance. (A,B,C,D)
2. List three objectives of periodontal maintenance. (A,B,C,D)
3. Describe how periodontal maintenance relates to other phases of periodontal treatment. (A,B,C,D)
4. List the usual procedures performed during a patient appointment for periodontal maintenance. (A,B,C,D)
5. Explain the term baseline data. (A,B,C,D)
6. Describe guidelines for determining whether the general practice office or the periodontal office should provide periodontal maintenance. (A,B,C,D)
7. Describe how to establish an appropriate interval between maintenance appointments. (A,B,C,D)

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8. Define the term recurrence of periodontitis. (A,B,C,D)
9. List clinical signs of recurrence of periodontitis. (A,B,C,D)
10. List reasons for recurrence of periodontitis. (A,B,C,D)
11. Explain the term compliance. (A,B,C,D)
12. Define the terms compliant patient and noncompliant patient. (A,B,C,D)
13. List reasons for noncompliance with periodontal maintenance recommendations. (A,B,C,D)
14. Explain some strategies that can be used to improve patient compliance. (A,B,C,D)
15. Explain the term root caries. (A,B,C,D)
16. List recommendations for use of fluorides in the prevention of root caries. (A,B,C,D)

Chapter 31: Periodontal Maintenance of Dental Implants

1. Describe the components of a typical dental implant and restoration. (A,B,C,D)
2. Compare and contrast the periodontium of a natural tooth with the peri-implant tissues that surround a dental implant. (A,B,C,D)
3. Define the terms osseointegration and biomechanical forces as they apply to dental implants. (A,B,C,D)
4. Compare and contrast the terms peri-implant mucositis and peri-implantitis. (A,B,C,D,E,F,)
5. Discuss the special considerations for periodontal instrumentation of a dental implant. (A,B,C,D)
6. Describe an appropriate maintenance interval for a patient with dental implants. (A,B,C,D)
7. In the clinical setting, select appropriate self-care aids for a patient with dental implants. (A,B,C,D)

Chapter 32: Periodontal-Systemic Associations

1. Contrast the terms “association” and “cause” between a given factor (A) and a systemic disease (B). (A,B,C,D)
2. Educate patients at risk for cardiovascular diseases about the possible impact of periodontal infection on cardiovascular health and encourage oral disease prevention and treatment services. (A,B,C,D)
3. Educate pregnant women and those planning pregnancy regarding the possible impact of periodontal infection on pregnancy outcomes and encourage preventive oral care and treatment services. (A,B,C,D)
4. Educate patients with diabetes about the probable bidirectional association between periodontal disease and diabetes; encourage oral disease prevention and treatment services. (A,B,C,D)
5. Educate family members and caregivers about the association between periodontal disease and pneumonia in health-compromised seniors in hospitals and long-term care. (A,B,C,D)
6. Establish collaborative relationships with other healthcare providers to insure the highest standard of care for periodontal patients with systemic diseases and conditions. (A,B,C,D)

Chapter 36: Comprehensive Patient Cases

1. Apply the content from the chapters in this book to the decision-making questions for Fictitious Patient Cases 1, 2, 3, 4, and 5. (A,B,C,D)

DHYG 2200 Periodontology Summer Semester 2018 Lesson Plan

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
05/21/18 Session 1A	Chapter 1	First day of class/Introduction to Course—Syllabi, Rules, Regulations. Periodontium: The Tooth-Supporting Structures Discussion with PowerPoints (PPTS) Group Work: Clinical Patient Care Text Case Studies Class Activity: Identification of anatomical areas of the gingiva Review Questions Quiz Role Play: The Good Mother	Class Preparation Assessment #1 Discuss Power Point Project/Groups Topic Assignments Read assigned chapters prior to class.	CC 1 GC a,c
05/21/18 Session 1B	Chapter 2-3	Microscopic Anatomy of the Periodontium Overview of Diseases of the Periodontium Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Worksheets: Gingival Epithelium; Fiber Bundles; Fiber Groups; Supra/Infra bony pockets. Prevalence/ Incidence Partner Activity Facts about Plaque and Periodontal Disease True/False Quiz Review Questions Quiz Role Play: Blind Singer	Read assigned chapters prior to class.	CC 1- 3 GC a,c
05/22/18 TUESDAY 1:10-3:30 Session 2A	Chapter 4-5	Classification of Periodontal Diseases and Conditions Clinical Features of the Gingiva Discussion with PPTS	Read assigned chapters prior to class. Ethics Exercise Completed with	CC 1-3 GC a,c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Group Work: Clinical Patient Care Text Case Studies Gingivitis/Periodontitis Activity PPT Exercise: Identify Gingival Conditions Class Discussion/Board Activity: Compare/Contrast Healthy Gingiva and Inflamed Gingiva Discussion of Periodontal Diagnostic Guidelines and Therapeutic Interventions and Goals Review Questions Quiz Role Play: The Patient From Another Office	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.	
5/28/18 No Class	Memorial Day Holiday	Memorial Day Holiday No Classes		
5/29/18 TUESDAY 1:10-3:30 Session 2B	Chapter 6-7	Diseases of the Gingiva Chronic Periodontitis Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Individual Exercise: Compare/Contrast Plaque-Induced and Non-plaque Induced Gingival Disease Group Activity: Compare Chronic, Aggressive, and Less Common Types of Periodontitis Class Discussion: Localized versus Generalized Chronic Compare/Contrast Refractory/Recurrent Periodontitis Review Questions Quiz Role Play: The Russian Immigrant	Class Preparation Assessment #2 Read assigned chapters prior to class. <i>Chapter 6 Case D Periodontal patient due</i>	CC 2,3 GC a,c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
06/04/18 Session 3A	Chapter 8-9	Aggressive Periodontitis Other Periodontal Conditions Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Compare/Contrast Two Types of Aggressive Periodontitis Activity: Dental Hygiene Care Plan (DHCP) for a Mock Patient with Aggressive Periodontitis Gingival Conditions PPT Exercise Activity: Mock Treatment Plan for NUG and NUP patient Class Activity: Compare/Contrast NUG and NUP Identify Clinical Signs of Disease using Textbook Photos Review Questions Quiz Role Play: Well-Read Patient	Class Preparation Assessment #3 Read assigned chapters prior to class.	CC 2,3 GC a,c
06/04/18 Session 3B	Chapter 10	Guidelines for Periodontal Decision Making Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Paired Activity: Three Fundamental Diagnostic Questions Assess/Diagnose/Outcome/ Implement/Rationale/Evaluate (ADPIE) group discussion Review Questions Quiz	Read assigned chapters prior to class.	CC 2,3,4 GC a,c
06/11/18 Session 4A	Chapter 11	Etiologic Factors: Risk for Periodontitis Discussion with PPTS	Exam 1 Chapters 1-10 Read assigned chapters prior to	CC 1-4 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Group Work: Clinical Patient Care Text Case Studies Discuss/Review Periodontal Risk Assessment Forms Activity: Biologic Equilibrium and Risk Factors which disrupt that balance Activity: Biologic Pathways that link Periodontitis and Cardiovascular Disease Review Questions Quiz Role play: The Migrant Mother	class.	
06/11/18 Session 4B	Chapter 12-13	Oral Biofilms and Periodontal Infections Basic Concepts of Immunity and Inflammation Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Gram + Gram - Group Activity Bacteria Resistant Antibiotics Online Research Partner Activity Discussion: Ways Antibodies Participate in the Host Defense Review Questions Quiz	Read assigned chapters prior to class. <i>Chapter 8 Case F Periodontal and infective endocarditis patient due</i>	CC 2,3 GC a, c
06/18/18 Session 5A	Chapter 14	Group PPT Project Presentations Today Host Immune Response to Plaque Biofilm Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Gingival Conditions PPT Exercise Review Questions Quiz Role Play: The Appliance Technician	Class Preparation Assessment #4 Read assigned chapters prior to class. <u>Periodontal Surgeries Group Projects/ Presentations</u>	CC 2,3,5 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<u>Due</u> <u>Handout Due</u>	
06/18/18 Session 5B	Chapter 15-16	<p>Systemic Conditions That Amplify Susceptibility to Periodontal Disease</p> <p>Local Factors Contributing to Periodontal Disease</p> <p>Discussion with PPTS</p> <p>Group Work: Clinical Patient Care Text Case Studies</p> <p>Exercise: Effects of Medication on the Periodontium</p> <p>PPT Activity: Local Contributing Factors</p> <p>Review Questions Quiz</p> <p>Role Play: The Anxious Patient</p>	Read assigned chapters prior to class.	CC 2,3,5 GC a, c
06/25/18 Session 6A	Chapter 17-18	<p>Nutrition, Inflammation, and Periodontal Disease</p> <p>Tobacco, Smoking, and Periodontal Disease</p> <p>Discussion with PPTS</p> <p>Group Work: Clinical Patient Care Text Case Studies</p> <p>List Oral Symptoms of Scurvy and Vit. C Deficiency</p> <p>Scurvy Video</p> <p>Class Discussion: Effects of Smoking on Oral and General Health</p> <p>Tobacco Cessation Competency Form Discussion</p> <p>Tobacco Cessation Worksheet</p> <p>Review Questions Quiz</p> <p>Role Play: The Worn-Out Teeth</p>	<p>Class Preparation Assessment #5</p> <p>Read assigned chapters prior to class.</p>	CC 1,2,3 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
06/25/18 Session 6B	Chapter 19-20	<p>Clinical Periodontal Assessment</p> <p>Radiographic Analysis of the Periodontium</p> <p>Discussion with PPTS</p> <p>Group Work: Clinical Patient Care Text Case Studies</p> <p>Activities: Furcation ID and CAL Calculation</p> <p>PPT Identification Radiographic Quiz</p> <p>Periodontal Anatomy</p> <p>Review Questions Quiz</p> <p>Role Play: The Crooked Teeth</p>	Read assigned chapters prior to class.	CC 1,4 GC a, c
07/02/18 July 4 th Holiday	No Classes	<p>July 4th Holiday</p> <p>No Classes this week</p>		
07/09/18 Session 7A	Chapter 22 and 24	<p>Nonsurgical Periodontal Therapy</p> <p>Supragingival and Subgingival Irrigation</p> <p>Discussion with PPTS</p> <p>Group Work: Clinical Patient Care Text Case Studies</p> <p>Nonsurgical Periodontal Reevaluation (NSPR) Gradesheet/Local Anesthesia Consent Form Discussion</p> <p>Recall Interval Discussion/Rationale</p> <p>Activity: Nonsurgical Periodontal Therapy Goals</p> <p>Discussion: Deplaque vs. Debride</p> <p>Oraqix Group Activity</p> <p>Dental Floss/Dental Water Jet Comparison</p> <p>Review Questions Quiz</p>	<p>Exam # 2</p> <p>Chapters 11-20</p> <p>Read assigned chapters prior to class.</p>	CC 4,5 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
07/09/18 Session 7B	Chapter 25-26	Chemical Agents in Periodontal Care Host Modulation Therapy Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Group Activity: Methods of Delivering Chemical Agents /Host Modulating Agents Paired Activity: Chemotherapeutic Agents and Methods of Use for Various Patients Review Questions Quiz Review of Arestin Skill Evaluation and Arestin product information	Read assigned chapters prior to class. Prepare for your Arestin Skill Evaluation for next Session.	CC 4,5 GC a, c
07/16/18 Session 8A	Chapter 27-28 Guest Speaker	Guest Speaker: Marie Markesbery, Orapharma/Arestin Periodontal Surgical Concepts for the Dental Hygienist Periodontal Emergencies Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Activity: Healing Process Comparison of Wound Closure Types Practice Periodontal Dressing Placement Bone Graft/Periodontal Surgery Discussion Types of Infections NUG and PHG	Class Preparation Assessment #6 Read assigned chapters prior to class. Typodont Application Of Demo Product Packets from Arestin Locally Administered Antimicrobial Application of Minocycline Microspheres – Arestin	CC 5,6 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
		New Periodontal Technology Discussion <i>3 Videos: Frenectomy & Gingivoplasty & An Introduction to Periodontal Surgery for the Dental Hygienist</i> Review Questions Quiz Arestin Skill Evaluations with Mrs. DeFore and Mrs. Bryson		
07/16/18 Session 8B	Chapter 30-32	Maintenance for the Periodontal Patient Periodontal Maintenance of Dental Implants Periodontal-Systemic Associations Discussion with PPTS Group Work: Clinical Patient Care Text Case Studies Parts of a Dental Implant Activity Sheet Implant Infections <i>Video: Implants</i> <i>Video: Maxillary Torus Laser Removal</i> Activity: Suture removal from sutured hotdogs Role Play: Non-Compliant Patient Review Questions Quiz	Read assigned chapters prior to class.	CC 4,5,6 GC a,c
07/23/18 Session 9A and 9B	Chapter 36 CASE STUDIES	COMPREHENSIVE PATIENT CASES Review for FINAL	Exam # 3 Chapters 22-32 (omitting chapters 23, 29) UCLA PPT or AAPs Periodontal Classifications by Photo	CC 1-6 GC a, c

Date/Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
07/26/18 Thursday 8:00 am Final	Chapters 1-32 Omitting chapters 21,23,29	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

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 _____

Category	Excellent-4 points	Good-3 points	Satisfactory-2 points	Needs Improvement-1 point
Content - Accuracy	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.
Sequencing of Information	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.
Effectiveness	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.
Use of Graphics	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
Text - Font Choice & Formatting	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.
Spelling and Grammar	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.
Cooperation	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.
Delivery	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))

Comments:

Instructor Signature: _____



Appendix B

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

Student	Grade
Instructor	Date
Patient	Time Limit - 15 minutes

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. Instructor documents start time _____.			
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: _____ Instructor documents stop time _____.			

Instructor Comments: _____