



**Summer Semester 2017
Course Syllabus**

Course Title & Number: DHYG 2010 Clinical Dental Hygiene II Lecture
Credit Hours/Minutes: 2 Semester Credit Hours and 1500 minutes
Course Schedule: Wednesday 8:00–11:00 am, Room # 906, Health Science Annex
CRN: 60185

Course Director: Melanie Bryson, RDH, BS
Office Hours: Monday 7:30am-12:00pm; Tuesday 4:30-5:30pm; Wednesday 11:00am-4:00pm
Office Location: Room #910, Health Science Annex
Email Address: mbryson@southeasterntech.edu
Phone: 912-538-3250
Fax Number: 912-538-3278

REQUIRED TEXTS:

Fundamentals of Periodontal Instrumentation. 7th ed. Nield-Gehrig, 2013. Lippincott, Williams, & Wilkins.
Dental Hygiene Theory and Practice. 4th ed. Darby & Walsh. 2015. Saunders.

REFERENCE TEXTS:

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

REQUIRED EQUIPMENT/SUPPLIES: Pen, pencil, paper, highlighter, Sharpening Horse, Oraqix: dispenser and non-injectable anesthesia packs, After-Five Gracey Curets, Ultrasonic Insert Cassette, USB jump drive

COURSE DESCRIPTION: Continues the development of student knowledge in treating patients and preventing oral disease. Topics include: instrument sharpening, patient assessment, antimicrobial use, pulp vitality testing, treatment of hypersensitivity, whitening, implant care, tobacco cessation, pit and fissure sealants, scaling, debridement and root planing, ultrasonics and air polishing, and dietary analysis.

MAJOR COURSE COMPETENCIES (CC):

- | | |
|----------------------------------|---|
| 1. Instrument Sharpening | 7. Implant Care |
| 2. Patient Assessment | 8. Tobacco Cessation |
| 3. Use of Antimicrobials | 9. Pit and Fissure Sealants |
| 4. Pulp Vitality Testing | 10. Scaling, Debridement and Root Planing |
| 5. Treatment of Hypersensitivity | 11. Ultrasonics and Air Polishing |
| 6. Whitening | 12. Dietary Analysis |

PREREQUISITES: DHYG 1070, DHYG 1110

COREQUISITE: DHYG 2020

GENERAL EDUCATION CORE COMPETENCIES (GC): Southeastern Technical College has identified the following general education core competencies that graduates will attain:

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

STUDENT REQUIREMENTS: Students are responsible for policies and procedures in the STC E-Catalog, Dental Hygiene Handbook, and Dental Hygiene Clinic Manual. Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course director. Insubordination will not be tolerated, and disciplinary measures will be enacted.

During an examination, students are required to place all textbooks and personal property on the counter located in the back of the classroom. Students are to rotate seats prior to testing and to be seated with an empty seat between each student. Computer monitors should be facing the front of the classroom during the test. No talking is allowed once the test begins. Students found with their cell phone or any other personal communication device during the test will be considered cheating and given a zero for the test. Once a student completes his/her exam, he/she will turn the test paper over and remain at his/her desk quietly until everyone has finished with the exam. This will prevent other students from being distracted as students exit. Then, the proctor will take up all papers and class will begin. Once the test begins, tardy students may not enter the classroom. Students will get 1 hour for the test. At the 50 minute mark, the proctor will announce to the students that they have 10 minutes left to complete the exam. Failure to complete assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified.

Students are advised to check their e-mails regularly for any additional information that is related to the class or to the Dental Hygiene Program.

Prior to the discussion of each chapter in class, the student is expected to complete the following:

1. Read the assigned chapter.
2. Complete any assignments given by the course director.
3. Know the learning objectives for each topic.
4. Go to Course Materials Drive: **M\Dental Hygiene\DHYG 2010** and print off or view applicable material
5. Obtain skill evaluation materials from the Course Materials Drive: **M\Dental Hygiene\DHYG 2010**. These should be retrieved prior to class time! Print them to be used in this class.
6. Watch assigned video(s) prior to class session via the provided web link:
<http://libguides.southeasterntech.edu/dhvideos>

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 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.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

ADDITIONAL ATTENDANCE PROVISIONS:

Health Sciences

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Class begins promptly at the scheduled time. Any clinical time missed must be made up. Make up time is limited this semester. A student with an excused absence may have to take an incomplete in the course. The student will not be able to progress to the next semester until the clinical time is made up. If a student is more than 30 minutes late or leaves more than 30 minutes early, that clinical time must be made up.

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. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

For this class, which meets 1 day a week for 9 weeks, the maximum number of days a student may miss is 1 day (1 class session) during the semester.

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, 912-538-3126, hthomas@southeasterntech.edu, 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, (912) 538-3126, hthomas@southeasterntech.edu.

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" 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 also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', 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 will be allowed to make-up **one** examination, **excluding the final examination**, due to an excused absence approved by the course director. The student will be penalized for missing the exam, and 10 points will be deducted from the make-up examination grade. All other missed exams will result in a grade of zero. If you enter the classroom late, you will not be allowed to take any exam, and you will be issued a zero for the exam. PLEASE be on time! The comprehensive final examination will be given at the end of the semester, and no make-up exam will be allowed for the final examination. **Failure to take the final examination on the specified date will result in a grade of zero.**

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *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 *STC Catalog and Student Handbook*.

Procedure for Academic Misconduct

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

--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.

--Second Offense--

Student is given a grade of "WF" 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.

--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:

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC'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 STC website at www.southeasterntech.edu.

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.*

GRADES WILL BE ASSIGNED BY THE FOLLOWING GRADING SCALE:

A= 90-100	Excellent
B= 80-89	Good
C= 70-79	Satisfactory
D= 60-69	Poor
F= below 60	Failing

GRADING COMPONENTS:

Skill Evaluations Averaged	30%
Midterm	30%
Final	30%
Tobacco Cessation Project	10%

EVALUATION PROCEDURES:

Midterm: Instrument Sharpening, Ultrasonics, Air Polishing, Whitening, Patient Assessment, Use of Antimicrobials

Final: Comprehensive-all chapters

Tobacco Cessation Project: The tobacco cessation is designed to educate and support your patients (who have a dependency to tobacco products) through the challenges of cessation and to improve their overall health. Tobacco intervention is a valuable service to offer any patient. There are numerous types of cessation programs. Each student will be assigned an individual topic of cessation and will research the topic and create a PPT presentation. An oral presentation of 5(min)-10(max) minutes will be given using the cessation topic assigned. The PPT presentation created by the student will then be used in the clinic for patient tobacco cessation plans. The PPT presentation must define the use of the assigned topic and how it may benefit the patient. Students must understand the adverse health effects (both systemic and oral) and the addiction in order to provide a means of tobacco cessation to the patient. Get all the facts. Textbooks from class may be used for resources but will need to support findings with other sources such as the internet, American Cancer Society, physicians, and

health professionals. The template for the PPT presentation must be accessed from the M: drive. The self-assessment and grading rubric will assess the information covered in the PPT presentation. See Appendix A & B. Students must print out the self-assessment and grading rubric from the M: drive and self-assess their project. The self-assessment and grading rubric must be turned in along with the paper copy (in notes format) of the PPT presentation. This will eliminate the likelihood of any omissions from the project. Practice the presentation prior to class to maintain time parameters as well as develop patient communication skills for tobacco cessation. Submit the project on the due date on the lesson plan. Late submissions will not be accepted and will result in a grade of ZERO. A topic will be assigned to each student. Each student will complete a tobacco cessation project. Deadline is listed on the lesson plan. If you are going to be absent on the date of the deadline, please deliver the project to the instructor prior to the deadline. **NO EXCEPTIONS!**

Tobacco Cessation Project Topics:

- | | | |
|---|--|--|
| <input type="checkbox"/> ADHA Program | <input type="checkbox"/> Acupuncture | <input type="checkbox"/> Nicotine Replacement |
| <input type="checkbox"/> Quit Smoking Programs & Support Groups | <input type="checkbox"/> Electronic Cigarette | Therapy-Patch, Gum, Lozenge, Inhaler, Spray |
| <input type="checkbox"/> Hypnosis | <input type="checkbox"/> Smoking Cessation Classes | <input type="checkbox"/> Quitnet.com |
| <input type="checkbox"/> Cold Turkey | <input type="checkbox"/> Pharmacotherapy-Zyban & Chantix | <input type="checkbox"/> Quit for Life program |

Clinical Skill Evaluations: Clinical skill evaluations will be performed on the following topics: instrument sharpening, air polishing, local anesthesia set-up, Oraquix, subgingival irrigation, and advanced instrumentation. Students will perform the clinical skill evaluations on the typodont during the scheduled RA or CA session during DHYG 2020 clinic sessions. Times for the skill evaluations to be performed will be assigned by the course director. Students must achieve 100% on the clinical skill level of each skill to progress in the course or remediation will be required. There is a mandatory 2 hour practice that must be performed prior to any skill evaluation check-off. This is the minimum requirement and must be performed during the scheduled practice time. The practice log book is provided at the front desk. Students must sign in before entering the clinic and sign out upon exiting the clinic. Instructors are not assigned to the clinic during these practice sessions but the clinic is always monitored. Students are encouraged to practice on their own. Reminder: students have signed the Dental Hygiene Practice policy and violation of this may result in dismissal from the dental hygiene program. Upon completion of the 2 hour mandatory practice, students may discuss any questions or issues they may have with an instructor on an individual basis. Failing to maintain the learning environment during the practice session will result in an infraction or critical incidence. Students must achieve 100% on each clinical skill evaluations on the first attempt or remediation will be required prior to the second/final attempt of the skill. The student will begin with a 30 point deduction if a second/final attempt is necessary. Remediation will consist of a minimum of 2 hours of additional practice during the scheduled practice time. Students will be allowed two attempts to reach 100%. The following list of attempts illustrates the grade that will be issued for the first and second/final attempts.

First Attempt = 100 is the grade for 100% competency

Second/Final Attempt = 70 is the grade for 100% competency

If a student fails to achieve 100% competency on the skill evaluation at the end of the second/final attempt, the student will be given a zero and will not be allowed to progress in the course. The student will not be allowed to proceed in the dental hygiene program. **If a student misses a clinical skill evaluation due to an approved absence from the program director, they will receive a grade of zero on the clinical skill evaluation.** Students are not allowed to make up clinical skill evaluations. However, the student must demonstrate 100% competency on the skill evaluation that was missed due to an excused absence to progress in the program. It is mandatory to master one skill before progressing to the next skill in the clinic sessions. It is the student's responsibility to see the instructor and set up a time to be evaluated in that skill before moving on to the next skill evaluation. The skill evaluations are posted on the M drive under Clinic II skill evaluations of the DHYG

2010 folder. Students must be on time for all skill evaluations. Failure to be in assigned seat/operator at the start time of the class will result in inability to take the skill evaluation and a zero will be assigned. Failure to have a skill evaluation sheet completely filled out as specified to include self and peer evaluations with feedback will result in a failed attempt and the student will have to re-schedule to take the skill evaluation again and begin with a 30 point deduction. Skill evaluations will be conducted during clinical sessions.

****Bottom Line= If you do not pass any skill evaluation on the first attempt with a grade of 100 or the second/final attempt with a grade of 70, 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 DHYG course, you will not be able to progress in the dental hygiene program.**

Clinical Skill Evaluations:

- Instrument Sharpening
- Air Polishing
- Local Anesthetic Set Up
- Oraqix
- Subgingival Irrigation
- Advanced Instrumentation

Additional homework assignments may be assigned throughout the semester. Failure to complete homework assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified.

REMINDER: All projects and assignment deadlines will be strictly enforced. **Each assignment/project must be completed in its entirety and submitted in the specified timeframe. Failure to do so will result in a one point deduction from the final course grade. No exceptions!!** Late or incomplete assignments/projects 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/project to your instructor prior to the deadline to ensure credit.

Each student’s final course grade will be determined as follows:

Skill Evaluations Averaged (6)

Instrument Sharpening	_____		
Air Polishing	_____		
Local Anesthesia Set-Up	_____		
Oraqix	_____		
Subgingival Irrigation	_____		
Advanced Instrumentation	_____		
Total ÷ 6 =	_____	X 0.30 =	+_____
Midterm Grade		X 0.30=	+_____
Final Grade		X 0.30=	+_____
Tobacco Cessation Project		X 0.10=	+_____

- _____ points for incomplete assignments

_____ Numerical Course Grade



Dental Hygiene Program Goals

- A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.
- B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.
- C. To provide an environment that will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.
- D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in community oral health services.
- E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.
- F. To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.

Learning Objectives

Instrument Sharpening

Fundamentals Module 22, 23

1. List the benefits of using instruments with sharp cutting edges for periodontal instrumentation. (A, B, D)
2. Define and differentiate the terms *sharp cutting edge* and *dull cutting edge*. (A, B, D)
3. Given a variety of periodontal instruments, distinguish between those with sharp cutting edges and those with dull cutting edges. (A, B, D)
4. Demonstrate two methods for determining if a cutting edge is sharp. (A, B, D)
5. Describe important design characteristics to be maintained when sickle scalers and universal and area specific curets are sharpened. (A, B, D)
6. Differentiate the following sharpening stones according to grain, recommended use, and preferred lubricant: synthetic stone, India stone, Arkansas stone, and ceramic stone. (A, B, D)
7. Demonstrate the correct care of a sharpening stone. (A, B, D)
8. Describe common sharpening errors. (A, B, D)
9. Determine the need for sharpening at the first sign of dullness. (A, B, D)
10. Compare and contrast the moving stone and moving instrument techniques for instrument sharpening. (A, B, D)
11. Describe and demonstrate the proper relationship of the instrument's working end to the sharpening stone. (A, B, D)
12. Demonstrate the correct grasp for both the instrument and the sharpening stone when using the moving stone technique. (A, B, D)
13. Demonstrate the correct finger rest and grasp when using the moving instrument technique. (A, B, D)
14. Describe and demonstrate the sharpening procedure for sickle scalers, universal curets, and area specific curets using the moving stone technique. (A, B, D)
15. Describe and demonstrate the sharpening procedure for sickle scalers, universal curets, and area specific curets using the moving instrument technique. (A, B, D)
16. Sharpen a dull sickle scaler, universal curet, and area specific curet to produce a sharp, fine cutting edge while preserving all of the original design characteristics of the working ends. (A, B, D)
17. Demonstrate the procedure for using a plastic sharpening stick to determine whether the entire length of a cutting edge is sharp. (A,B, D)

Periodontal Disease Risk Assessment

Darby 19

1. Define risk assessment and its significance.(A,B,C,D)
2. Identify, give examples, and assess modifiable and nonmodifiable risk factors that affect onset, progression, and severity of periodontal disease and health maintenance. (A,B,C,D)
3. Explain the clinical application of risk assessment, including:
 - Identify the six basic tools needed to assess clinical parameters. (A,B,C,D)
 - Describe healthy periodontium by clinical signs and histologic characteristics. (A,B,C,D)
 - Describe diseased periodontium by clinical signs and histologic characteristics. (A,B,C,D)
 - Distinguish among varying types of gingivitis and periodontitis. (A,B,C,D)
4. Discuss radiographic assessment, including evaluation of radiographs for signs of periodontal disease. (A,B,C,D)
5. Discuss assessment of periodontal disease activity, including methods of microbiologic identification of periodontitis. (A,B,C,D)
6. Describe indices for measuring periodontal diseases. (A,B,C,D)
7. Explain proper documentation and record keeping. (A,B,C,D)
8. Define a decision-making matrix and explain its significance. (A,B,C,D)

Potential Impact of Periodontal Infections on Overall General Health

Darby 20

1. Discuss the connection between periodontal infections and overall general health, including why the presence of bleeding upon periodontal probing means that the “door is open” for a wide range of adverse effects on the overall health of the individual. (A,B,C,D)
2. Explain the potential connection between periodontal diseases and coronary heart disease (atherosclerosis, myocardial infarction), cerebrovascular disease (stroke), pregnancy complications and adverse outcomes, diabetes mellitus, pulmonary diseases, neurologic diseases, gastrointestinal diseases, and cancer of the stomach and pancreas. (A,B,C,D)

The Process of Dental Hygiene Diagnosis

Darby 21

1. Define, diagnose, and differentiate between a dental hygiene diagnosis and a dental diagnosis. (A,B,C,D)
2. Explain the dental hygiene diagnostic process, including:
 - Identify interventions that support various dental hygiene diagnoses. (A,B,C,D)
 - Apply human needs theory to diagnostic decision making. (A,B,C,D)
3. Discuss formulating and validating dental hygiene diagnoses, including:
 - Write dental hygiene diagnostic statements. (A,B,C,D)
 - Explain how to validate a dental hygiene diagnosis. (A,B,C,D)
4. Discuss the outcomes of dental hygiene diagnoses. (A,B,C,D)

Dental Hygiene Care Planning, Evaluation and Documentation

Darby 22

1. Discuss the planning phase in the dental hygiene process of care, including:
 - Explain the purpose of the planning phase and the client’s role in care plan development. (A,B,C,D)
 - Identify the sequence for developing a dental hygiene care plan and how each step relates to the dental hygiene diagnosis. (A,B,C,D)
2. Do the following regarding the evaluation phase of client care:
 - Explain the purpose of the evaluation phase and its significance to the process of care. (A,B,C,D)
 - Formulate a client-centered care plan from a dental hygiene diagnosis. (A,B,C,D)
3. Discuss documentation, including its significance to the process of care and practitioner liability. (A,B,C,D)

Use of Antimicrobials

Darby 31

1. Discuss indications for chemotherapeutic interventions in the prevention and treatment of inflammatory periodontal disease. (A,B,C,D)
2. Identify the organizations in the United States and Canada that ensure the safety and efficacy of oral chemotherapeutics. (A,B,C,D)
3. Discuss the rationale for chemical therapeutics. (A,B,C,D)
4. Discuss local delivery methods, including:
 - Distinguish between the various modes of delivery available for the client’s application of chemotherapeutics. (A,B,C,D)
 - Distinguish between the various modes of delivery available for the clinician’s application of chemotherapeutics in professional settings. (A,B,C,D)
 - Make recommendations to clients for product selection for home and professional use of oral chemotherapeutics for periodontitis. (A,B,C,D)
5. Discuss systemic delivery methods. (A,B,C,D)
6. Describe various active ingredients used in oral chemotherapeutic products for periodontal diseases. (A,B,C,D)

Pulp Vitality Testing

Darby 16 pages 263-269

1. Discuss pulp vitality testing. (A,B,C,D)
2. Discuss observations that suggest loss of vitality. (A,B,C,D)

Treatment of Hypersensitivity

Darby 39

1. Discuss dentinal hypersensitivity, including:
 - Describe dentinal hypersensitivity and its etiology. (A,B,C,D)
 - Explain the hydrodynamic theory. (A,B,C,D)
 - Explain the prevalence of dentinal hypersensitivity and list teeth most likely to experience it. (A,B,C,D)
 - Distinguish between dentinal hypersensitivity and other sources of tooth pain. (A,B,C,D)
2. Discuss the management of dentinal hypersensitivity, including:
 - Identify risk factors contributing to dentinal hypersensitivity. (A,B,C,D)
 - Explain factors that reduce dentinal hypersensitivity. (A,B,C,D)
 - Describe active ingredients available to treat hypersensitivity and mechanisms of action. (A,B,C,D)
 - Identify self-applied and professional (in-office) interventions for dentinal hypersensitivity. (A,B,C,D)

Whitening and Air Polishing

Darby 29

1. Define extrinsic and intrinsic tooth stains. (A,B,C,D)
2. Discuss extrinsic stain management. (A,B,C,D)
3. Discuss extrinsic stain removal, including:
 - Describe effects of rubber-cup and air polishing on teeth, gingiva, restorative materials, and the dental care setting. (A,B,C,D)
 - Describe indications, contraindications, precautions, and techniques for rubber-cup polishing. (A,B,C,D)
 - Describe selection, maintenance, and infection control for instruments, devices, and armamentaria used for rubber-cup polishing. (A,B,C,D)
 - Explain goals and rationales for selective polishing. (A,B,C,D)
 - Describe effects of air polishing on teeth, gingiva, restorative materials, and implants. (A,B,C,D)
 - Describe indications, contraindications, precautions, and techniques for air polishing. (A,B,C,D)
4. Describe selection, maintenance, and infection control for instruments, devices, and armamentaria used for air polishing. (A,B,C,D)
5. Discuss intrinsic stain management. (A,B,C,D)
6. Discuss whitening agents, including:
 - Identify the advantages and disadvantages of each method of whitening. (A,B,C,D)
 - Describe side effects of tooth whitening. (A,B,C,D)
 - Explain restorative procedures to manage stained teeth. (A,B,C,D)
7. Discuss ethical and legal aspects of extrinsic stain removal and tooth whitening. (A,B,C,D)

Implant Care

Darby 58

1. Discuss osseointegrated dental implants, including:
 - Define basic components of a dental implant. (A,B,C,D)
 - Define the steps of dental implant treatment planning, implementation, and maintenance. (A,B,C,D)
 - Discuss dental implant indications, contraindications, benefits, and risks. (A,B,C,D)
2. Discuss the diagnosis and planning of dental hygiene care, including peri-implantitis and its management. (A,B,C,D)

3. Identify recommended devices and strategies for cleaning dental implants. (A,B,C,D)
4. List the professional armamentarium used in conjunction with oral self-care aids for patients with dental implants. (A,B,C,D)
5. Define a failed implant. (A,B,C,D)

Tobacco Cessation

Darby 36

1. Describe systemic effects and oral health effects of tobacco use. (A,B,C,D)
2. Explain the challenges to successful tobacco cessation. (A,B,C,D)
3. Discuss the different aspects of nicotine addiction. (A,B,C,D)
4. Discuss how to help clients to become tobacco-free, including:
 - Apply the National Cancer Institute’s Five A’s approach to tobacco cessation. (A,B,C,D)
 - Assist clients with tobacco cessation based on their readiness to quit. (A,B,C,D)
 - Describe three characteristics of patient-centered communication. (A,B,C,D)
5. For clients who are not ready to quit, describe the following:
 - The brief intervention. (A,B,C,D)
 - Motivational interviewing and its four “opening strategies” to elicit change talk. (A,B,C,D)
6. For clients who are ready to quit, describe the following:
 - The initial Elicit-Provide-Elicit Model for brief assistance. (A,B,C,D)
 - The Ask, Advise, Refer (AAR) approach to tobacco cessation. (A,B,C,D)
7. Discuss the key elements of intensive tobacco cessation treatment programs, including coping strategies to prevent relapse. (A,B,C,D)
8. Name the U.S. Food and Drug Administration–approved pharmacologic products to facilitate tobacco cessation. (A,B,C,D)
9. Explain the key elements of an intensive, multiple-session tobacco cessation program. (A,B,C,D)
10. Explain the dental hygienist’s role related to tobacco in the community. (A,B,C,D)

Pit and Fissure Sealants

Darby 34

1. Discuss sealant placement, including:
 - Identify the role of pit and fissure sealants in a caries management program. (A,B,C,D)
 - Explain the role of sealants in primary and secondary prevention. (A,B,C,D)
 - Define pit and fissure sealants. (A,B,C,D)
 - Explain indications and contraindications for sealant placement. (A,B,C,D)
2. Explain how sealants are classified and describe each type. (A,B,C,D)
3. Do the following regarding the procedure for sealant placement:
 - Describe the procedure for sealant placement. (A,B,C,D)
 - Select the appropriate sealant material and apply it to the tooth. (A,B,C,D)
 - Assess the retention of sealants at each re-care visit. (A,B,C,D)

Advanced Instrumentation (Scaling, Debridement, Root Planing)

Fundamentals Module 19, 20

1. Describe characteristics of root morphology that make root instrumentation challenging. (A,B,C,D)
2. Identify instruments that are appropriate for root instrumentation of root surfaces within deep periodontal pockets. (A,B,C,D)
3. Compare and contrast standard curets, extended shank curets, miniature curets, and micro-miniature curets. (A,B,C,D)
4. Given any instrument, identify where and how it may be used on the dentition. (A,B,C,D)
5. Demonstrate the use of an explorer on extracted or acrylic teeth including exploration of root concavities

- and the furcations of multi-rooted teeth. (A,B,C,D)
6. Select instruments that are appropriate for root instrumentation in the presence of attachment loss. (A,B,C,D)
 7. Discuss anatomical features that complicate the instrumentation of root surfaces in the presence of attachment loss (A,B,C,D)
 8. Demonstrate each of the following advanced intraoral fulcrums on a periodontal typodont in an appropriate sextant of the dentition for the fulcrum: finger-on-finger intraoral, cross arch, and opposite arch, and instrumentation strokes with a finger assist technique. (A,B,C,D)
 9. Demonstrate each of the following extraoral fulcrums on a periodontal typodont in an appropriate sextant of the dentition for the fulcrum: extraoral “palm out” technique, extraoral “chin-up” technique, and instrumentation strokes with a finger assist technique. (A,B,C,D)
 10. Select the correct working-end of an area-specific curet for use with horizontal strokes in mesial and distal root concavities (toe-down or toe-up position). (A,B,C,D)
 11. Demonstrate horizontal strokes in a proximal root concavity located on acrylic tooth or periodontal typodont and explain the rationale for using horizontal strokes in concavities. (A,B,C,D)
 12. Demonstrate horizontal strokes in the facial concavity located between the CEJ and furcation area of multi-rooted teeth and explain the rationale for using horizontal strokes in this area. (A,B,C,D)
 13. Demonstrate horizontal strokes at the distofacial and distolingual line angles on acrylic teeth or periodontal typodont and explain the rationale for using horizontal strokes at line angles. (A,B,C,D)
 14. Demonstrate instrumentation of the furcation area on a mandibular first molar on an acrylic tooth or periodontal typodont. (A,B,C,D)
 15. Demonstrate instrumentation of the furcations on a maxillary first molar from the facial aspect. Instrument only those furcations that are best accessed from the facial aspect. (A,B,C,D)
 16. Demonstrate instrumentation of the furcations on a maxillary first molar from the lingual aspect. Instrument only those furcations that are best accessed from the lingual aspect. (A,B,C,D)

Nonsurgical Periodontal Therapy Overview

Darby 30

1. Discuss basic concepts of nonsurgical periodontal therapy, including:
 - Explain similarities and differences between disease activity and disease severity. (A,B,C,D)
 - Differentiate among nonsurgical periodontal therapy, oral prophylaxis, and periodontal maintenance therapy. (A,B,C,D)
2. Discuss implementation of nonsurgical periodontal therapy. (A,B,C,D)
3. Describe optimal clinical and therapeutic outcomes from nonsurgical periodontal therapy. (A,B,C,D)
4. Explain how dental benefit plans influence nonsurgical periodontal therapy. (A,B,C,D)
5. Explain the rationale for periodontal maintenance therapy and suggest appropriate intervals based on individual client needs. (A,B,C,D)
6. Explain the dental hygienist’s role after periodontal surgery. (A,B,C,D)

Local Anesthesia

Darby 40

1. Describe the physiologic mechanism of nerve conduction. (A,B,C,D)
2. Discuss local anesthetic agents and vasoconstrictors used in dentistry, including:
 - Calculate the maximal safe dose of each local anesthetic agent and vasoconstrictor for each client. (A,B,C,D)
 - Explain the rationale for using a particular agent. (A,B,C,D)
3. Assess clients’ health and pharmacologic history to determine their suitability to receive local anesthetics or vasoconstrictors. (A,B,C,D)
4. Identify the equipment used for the administration of a local anesthetic agent. (A,B,C,D)

5. Assemble, disassemble, and properly maintain the armamentarium required for local anesthetic administration. (A,B,C,D)
6. Discuss the trigeminal nerve. (A,B,C,D)
7. Describe the three types of injections: local infiltration, field block, and nerve block. (A,B,C,D)
8. Discuss the procedures necessary for a successful injection. (A,B,C,D)
9. Discuss injection techniques for the maxillary teeth and facial hard and soft tissues, including:
 - Identify the anatomic landmarks on both a skull and a client for the following injections: suprapariosteal, anterior superior alveolar nerve block, middle superior alveolar nerve block, infraorbital nerve block, and posterior superior alveolar nerve block. (A,B,C,D)
 - Identify which nerves, teeth, and soft-tissue structures are anesthetized with each injection. (A,B,C,D)
10. Discuss injection techniques for the palatal hard and soft tissues, including:
 - Identify the anatomic landmarks on both a skull and a client for the following injections: greater palatine nerve block and nasopalatine nerve block. (A,B,C,D)
 - Identify which nerves, teeth, and soft-tissue structures are anesthetized with each injection. (A,B,C,D)
11. Discuss injection techniques for the mandibular teeth and facial hard and soft tissues, including:
 - Identify the anatomic landmarks on both a skull and a client for the following injections: inferior alveolar nerve block, lingual nerve block, buccal nerve block, mental nerve block, and incisive nerve block. (A,B,C,D)
 - Identify which nerves, teeth, and soft-tissue structures are anesthetized with each injection. (A,B,C,D)
12. Identify the local complications that may result from local anesthetic administration and their proper management. (A,B,C,D)
13. Identify the systemic complications that may result from local anesthetic administration and their proper management. (A,B,C,D)
14. Discuss trends in pain management. (A,B,C,D)

Nitrous Oxide–Oxygen Analgesia

Darby 41

1. Discuss the chemistry, pharmacology, and physiology of nitrous oxide-oxygen (N₂O-O₂). (A,B,C,D)
2. Explain the stages of anesthesia. (A,B,C,D)
3. Discuss the indications and contraindications for use of N₂O-O₂ sedation. (A,B,C,D)
4. Discuss the advantages and disadvantages associated with nitrous oxide-oxygen sedation. (A,B,C,D)
5. Discuss the signs and symptoms of baseline level N₂O-O₂ sedation. (A,B,C,D)
6. List and define the equipment used in N₂O-O₂ sedation. (A,B,C,D)
7. Explain the safety features associated with equipment used in N₂O-O₂ sedation. (A,B,C,D)
8. Discuss the administration of N₂O-O₂ sedation, including:
 - Calculate the percentage of N₂O and the percentage of O₂ from the tidal volume. (A,B,C,D)
 - Safely administer N₂O-O₂ sedation by using titration to induce the proper level of sedation, monitoring the client during analgesia, and oxygenating the client at the completion of the sedation period. (A,B,C,D)
9. Describe potential complications that may arise as a result of N₂O-O₂ sedation. (A,B,C,D)

Ultrasonics

Darby 27

1. Discuss power-driven instrumentation used in oral prophylaxis, nonsurgical periodontal therapy, and periodontal maintenance therapy, including:
 - Discuss strategies for appropriate insert or tip selection based on client needs. (A,B,C,D)
 - Apply correct procedures for ultrasonic instrumentation using standard and thin designs. (A,B,C,D)
 - Compare and contrast magnetostrictive and piezoelectric instrumentation. (A,B,C,D)
2. Explain health-related outcomes of using ultrasonic instrumentation. (A,B,C,D)

3. Discuss ultrasonic instrumentation in practice, including indications, precautions, and contraindications for ultrasonic instrumentation. (A,B,C,D)
4. Demonstrate proper instrumentation technique. (A,B,C,D)

Dietary Analysis

Darby 35

1. Discuss nutrition assessment, including:
 - Identify individuals in need of nutritional counseling to control dental caries, promote postsurgical healing and tissue regeneration, reduce bone loss due to osteoporosis and osteopenia, or achieve optimal health. (A,B,C,D)
 - Calculate ideal body mass index, waist circumference, and ideal body weight. (A,B,C,D)
2. Discuss dietary assessment, including:
 - Determine client compliance with U.S. Dietary Guidelines. (A,B,C,D)
 - Evaluate a client's diet for adequacy of intake using the U.S. Department of Agriculture Food Guidance System (MyPlate). (A,B,C,D)
3. Identify methods for conducting successful nutritional counseling. (A,B,C,D)
4. Discuss the nutritional needs of different client populations, including the differences in nutritional requirements throughout the life span. (A,B,C,D)

DHYG- 2010 Clinical Dental Hygiene II Lecture Lesson Plan
Summer Semester 2016

Date	Text/Chapter / Lesson	Content	Assignments/ Activities/Exams	*Competency Area	ADEA
Week 1					
Wed May 17	Bring to class: <ul style="list-style-type: none"> • Sharpening Horse • 1st yr. instrument cassette Fundamentals Modules 22, 23 Darby 27	First day of class/Introduction to Course: Syllabus, Lesson plan, Rules, Regulations Coverage; Completion of Forms Instrument Sharpening Ultrasonics Eaglesoft Videos to be reviewed prior to class: <i>Precision in Periodontal Instrumentation 2nd ed.</i> to be viewed prior to first class session. Topics assigned: <ul style="list-style-type: none"> • Instrument Sharpening • Ultrasonic Scaling http://libguides.southeasterntech.edu/dhvideos	Activity: <ul style="list-style-type: none"> • Instrument Sharpening Discussion • Instrument sharpening technique with Sharpening Horse • Practice instruments provided by instructor • Ultrasonic Discussion using Case Scenarios and Ultrasonic Skill Evaluation • Eaglesoft Documentation-review checklist • Tobacco Cessation Topics Assigned to Students Schedule Skill Evaluation on CA/RA Session with Instructor: <ul style="list-style-type: none"> • Instrument Sharpening with Sharpening Horse Due Next Week: <ul style="list-style-type: none"> • EIO Exam PPT Assignment • View assigned videos 	CC 1,11 GC a,c	C 1-14 HP 1-6 PC 1-13
Week 2					
Wed May 24	Darby 29	Air Polishing Whitening	Due Today: <ul style="list-style-type: none"> • EIO Exam PPT Assignment at 8:00am 	CC 1,6,11 GC a,c	C 1-7,9 HP 1,6 PC 2,3,5,6,10

DHYG- 2010 Clinical Dental Hygiene II Lecture Lesson Plan
Summer Semester 2016

Date	Text/Chapter / Lesson	Content	Assignments/ Activities/Exams	*Competency Area	ADEA
		<p>Video to be reviewed prior to class:</p> <ul style="list-style-type: none"> <i>The Ultimate Tooth Whitening Video</i> <p>http://libguides.southeasterntec.edu/dhvideos</p>	<p>Stain Management and Tooth Whitening: Air Polishing and Whitening PPT presentation</p> <p>Activity:</p> <ul style="list-style-type: none"> Air polisher demo set-up & use on typodonts Sharpie markers & lead pencils activity for air polishing 		
Wed May 31	Class is not scheduled for this day – Do Not Report to Class				
Week 3					
Wed Jun 7	Darby 19, 20 ,21, 22, 31	<p>Patient Assessment</p> <p>Use of Antimicrobials</p>	<p>Ethics Activity – in class assignment</p> <p>Patient Assessment: Periodontal & Risk, Potential Impact, Dental Hygiene Diagnosis, and Dental Hygiene Care Plan Group Collaboration and Discussion</p> <p>Use of Antimicrobials: Delivery agents and protocol for patient care; Critical Thinking Exercises page 562 classroom assignment</p> <p>Due Next Week:</p> <ul style="list-style-type: none"> View videos assigned for next week's session 	CC 2 GC a,c	C1,7,9,11-12,14 HP 5,6 PC 4,9-13

DHYG- 2010 Clinical Dental Hygiene II Lecture Lesson Plan
Summer Semester 2016

Date	Text/Chapter / Lesson	Content	Assignments/ Activities/Exams	*Competency Area	ADEA
			<ul style="list-style-type: none"> • Oraqix DVD provided by instructor – student to bring to next session • Review handout on Advanced Instrumentation for next week's session <p>Schedule Skill Evaluation on CA/RA Session with Instructor:</p> <ul style="list-style-type: none"> • Air Polishing 		
Week 4					
Wed Jun 14	<p>Bring to class:</p> <ul style="list-style-type: none"> • Typodont • Loupes • After Five Rigid Gracey Curets • Ultrasonic-Magneto Inserts • Oraqix DVD • Oraqix kit – dispenser and anesthesia packs <p>Darby 30, 40, 41 Fundamentals Modules 19, 20</p>	<p style="text-align: center;">Advanced Instrumentation: (Periodontal Debridement/Scaling and Root Planing)</p> <p>Videos to be reviewed prior to class:</p> <ul style="list-style-type: none"> • <i>Oraqix</i> • <i>A Focus on Fulcrums (entire video)</i> <p>http://libguides.southeastern.edu/dhvideos</p> <p>Handouts provided for Advanced Instrumentation</p>	<p>Midterm Exam:</p> <ul style="list-style-type: none"> • Fundamentals Modules- 22,23 • Darby-19, 20, 21, 22, 27, 29, 31 <p>Activities:</p> <ul style="list-style-type: none"> • Demonstrate and practice advanced fulcrums and locations with After Five Rigid Gracey Curets and Ultrasonic-magneto inserts • Anesthesia assembly and set-up: carpules, syringes, needles, needle recapping device, topical anesthetic, role play at operator • Oraqix assembly, set-up, and 	CC 10 GC a,c	C 1-14 HP 1-6 PC 1-13

**DHYG- 2010 Clinical Dental Hygiene II Lecture Lesson Plan
Summer Semester 2016**

Date	Text/Chapter / Lesson	Content	Assignments/ Activities/Exams	*Competency Area	ADEA
			application on typodont: dispenser and non-injectable anesthesia packs		
Week 5					
Wed Jun 21	Bring to Class: <ul style="list-style-type: none"> • Clinic Manual Darby 30, 40, 41 Fundamentals Modules 19, 20	<p align="center">Advanced Instrumentation: (Periodontal Debridement/Scaling and Root Planing) Continued</p> <p align="center">Nitrous Oxide-Oxygen Sedation</p> <p align="center">Subgingival Irrigation</p>	Activities: <ul style="list-style-type: none"> • Nitrous oxide-oxygen sedation set-up • Subgingival irrigation assembly, set-up, and application on typodont Discuss and view consent form and proper documentation for use of topical and local anesthetic, Oraqix, and oral irrigation, NSPR Schedule Skill Evaluation on CA/RA Session with Instructor: <ul style="list-style-type: none"> • Oraqix • Local Anesthesia 	CC 10 GC a,c	C 1-7,9-14 HP 1,2,5,6
Week 6					
Wed Jun 28	Darby 16, 39	<p align="center">Treatment of Hypersensitivity</p> <p align="center">Pulp Vitality Testing</p>	Treatment of Hypersensitivity PPT presentation Pulp Testing Discussion (Darby pages 268-269) and Demonstration Due Next Week: <ul style="list-style-type: none"> • Tobacco Use 	CC 4, 5 GC a,c	C 1-7,9-13 HP 1-6 PC 1-13

DHYG- 2010 Clinical Dental Hygiene II Lecture Lesson Plan

Summer Semester 2016

Date	Text/Chapter / Lesson	Content	Assignments/ Activities/Exams	*Competency Area	ADEA
			Intervention- Read/Listen to PPT presentation and print out all corresponding documents; bring to class next week and be prepared to discuss; see M: drive		



Have a Safe and Happy 4th of July



Summer Break July 4th-7th



Week 7

Wed Jul 12	Darby 36	Tobacco Cessation	<p>Due Today:</p> <ul style="list-style-type: none"> • Tobacco Use Intervention assignment; discussion of assignment and corresponding documents <p>Tobacco Cessation Role Play utilizing Tobacco Use Intervention PPT</p> <p>Due Next Week:</p> <ul style="list-style-type: none"> • Tobacco Cessation Projects and Presentations <p>Schedule Skill Evaluation on CA/RA Session with Instructor:</p> <ul style="list-style-type: none"> • Advanced Instrumentation • Subgingival irrigation 	CC 8 GC a,c	C 1-14 HP 1-6 PC 1-13
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**DHYG- 2010 Clinical Dental Hygiene II Lecture Lesson Plan
Summer Semester 2016**

Date	Text/Chapter / Lesson	Content	Assignments/ Activities/Exams	*Competency Area	ADEA
Week 8					
Wed Jul 19	Darby 58	<p>Tobacco Cessation</p> <p>Implant Care Chapter 58 Dental Implants eBook handout provided for students</p>	<p>Tobacco Cessation Projects DUE at 8:00 am prompt;</p> <p>Tobacco Cessation Presentations to begin at 8:00 am – 10 minutes allowed per student</p> <p>Implant Care Discussion:</p> <ul style="list-style-type: none"> • Indications and contraindications • Dental hygiene care – refer to handout <p>Demonstration:</p> <ul style="list-style-type: none"> • Tooth model with implant • Implant instruments 	CC 7 GC a,c	C 1-7,9-13 HP 1-6 PC 1,2,5-13
Week 9					
Wed Jul 26	Darby 34, 35	<p>Sealants</p> <p>Dietary Analysis</p>	<p>Sealants Discussion</p> <p>Dietary Analysis Implementation for Clinic</p>	CC 9,12 GC a,c	C 1-7,9-14 HP 1-6 PC 1-13
Mon Jul 31	All chapters covered	Comprehensive Final Exam	Final Exam	CC 1-12 GC a,c	C 1-14 HP 1-6 PC 1-13

***This lesson plan is subject to change at the discretion of the course director**

MAJOR COURSE COMPETENCIES (CC):

1. Instrument Sharpening
2. Patient Assessment
3. Use of Antimicrobials
4. Pulp Vitality Testing
5. Treatment of Hypersensitivity
6. Whitening
7. Implant Care
8. Tobacco Cessation
9. Pit and Fissure Sealants
10. Scaling, Debridement and Root Planing
11. Ultrasonics and Air Polishing
12. Dietary Analysis

GENERAL CORE EDUCATIONAL COMPETENCIES (GC):

Southeastern Technical College 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.

Appendix A

DHYG 2010 Tobacco Cessation Power Point Rubric

Name _____ Date _____

Elements	Weight	Acceptable 2 (No errors or omissions)	Marginal 1 (1-3 errors or omissions)	Unacceptable 0 (4 or more errors or omissions)	Score
Tobacco Dependence	5	Includes complex elements of physical and psychological addiction.	Includes key information on mechanisms of physical addiction.	Does not include information on mechanisms of addiction.	
Health Risks	5	Addresses health risks for smokers and nonsmokers, including fetuses.	Addresses health risks.	Does not address health risks adequately.	
Morbidity and Mortality	5	Addresses morbidity and mortality across age and ethnicity.	Vaguely addresses morbidity and mortality.	Does not address morbidity or mortality.	
Behavior Modification	10	Address and defines cognitive behavior, skills for success, and milestones for success.	Addresses behavior modification as an adjunct in a cessation program.	Does not relay the importance of behavior modification.	
Pharmacology / Alternative Strategies	10	Addresses prescription drugs, OTC products or alternative methods of smoking cessation, includes mechanism of action, and any side effects (Topic assigned)	Describes drugs available by prescription and OTC/several methods of smoking cessation.	Introduces a select few choices of drugs or alternate methods.	
Motivation	10	Places focus on success skills and behavior modification and addresses slips.	Discusses mechanism to address slips.	Does not discuss a mechanism to address slips.	
PPT Presentation: Mechanics, Format, Assessment, Submission	5	PPT presentation content meets all criterion. No grammar /spelling/ punctuation / typographical errors. Document saved properly. Self-assessment completed.	Few errors with grammar / spelling / punctuation / typos. Few errors with submission or format.	Many errors in grammar / spelling / punctuation / typos. PPT does not meet all criterion.	
A grade of "0" will be assigned and no credit will be given if the paper copy of the PPT presentation, self-assessment and rubric are not submitted on the deadline.					
Total Weight Multiply weight x designated score for each element to compute score	100			<u>Total Score:</u>	

Appendix B**DHYG 2010 Tobacco Cessation Self-Assessment**

Name _____

Date _____

Topic _____

Check (✓) each bullet as the item has been evaluated and completed.

- Power point presentation saved as first initial last name_tobaccocessation2017_dhyg2010 (with no spaces)
- Saved on jump drive
- Template attained from M:drive and followed in its entirety
- 10 slides minimum; no more than 12
- Images added to enhance visual presentation
- Consistency with font, size, bullet format
- No spelling errors, grammar, punctuation or sentence structure errors on slide or notes section
- Contains all elements for tobacco cessation
 - Tobacco dependence: physical and psychological
 - Health risks for smokers, non-smokers, fetuses
 - Morbidity and mortality to include age and ethnicity
 - Behavior modification: address and define cognitive behavior, skills for success, & milestones for success
 - Pharmacology/alternative strategy: describes assigned topic to include mechanism of action and side effects
 - Motivation: success skills and behavior modifications as well as slips and withdrawal symptoms
- Notes are typed at the bottom of each slide on notes page to enhance delivery of the cessation presentation
- All resources used are listed on last page of power point presentation (a minimum of 3 resources using APA format for resource page.) <http://owl.english.purdue.edu/owl/>
- Submitted to instructor prior to presentation- deadline reflected on syllabus
 - Self-assessment
 - Rubric
 - Printed PPT presentation in “Notes” format
 - Electronic PPT presentation
 - Jump drive