



**DHYG 2010 Clinical Dental Hygiene II Lecture
COURSE SYLLABUS
Online
Summer Semester 2020**

Course information

Credit Hours/Minutes: 2 Semester Credit Hours and 1500 minutes

Campus/Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard

Class Meets: Via Internet (5/27/2020 – 7/29/2020) in Mandatory Blackboard Collaborate Ultra Sessions as indicated on Lesson Plan

Course Reference Number (CRN): 60214

Preferred Method of Contact: EMAIL

Instructor contact information

Course Director: Melanie Bryson, RDH, BS

Email Address: [Melanie Bryson \(mbryson@southeasterntech.edu\)](mailto:mbryson@southeasterntech.edu)

Campus/Office Location: Vidalia Campus, Health Sciences Annex C, Office 910

Office Hours: Monday 8:00-12:00; Tuesday 4:30-5:30; Wednesday 11:00-4:00 by email for appointment in Blackboard Collaborate

Phone: 912-538-3250

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/DVD

Clinical Practice of the Dental Hygienist. Twelfth edition. Wilkins. 2017. Wolters Kluwer.

Active Learning Workbook for Clinical Practice of the Dental Hygienist. Twelfth edition. Wyche, Halaris, and Wilkins. 2017. Wolters Kluwer.

Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation. Eighth edition. Gehrig, Sroda, and Saccuzzo. 2017. Wolters Kluwer.

Case Studies in Dental Hygiene. Third edition. Thomson. 2013. Pearson.

A Focus on Fulcrums (Periodontal Instrumentation DVD). Leiseca.

Southeastern Technical College Dental Hygiene Clinic Manual

REQUIRED SUPPLIES

Pen, pencil, paper, highlighter, USB jump drive, a reliable computer and internet access, microphone, and web

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

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

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
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

PREREQUISITE(S)

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 (ONLINE)

Students are expected to complete all work required by the instructor. Students are responsible for the

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policies and procedures in the STC Catalog and Handbook, Dental Hygiene Program Handbook, and Dental Hygiene Clinic Manual. All assignments and homework are due at midnight on the day before the class session of each week. Assignments must be keyed in Microsoft Word, saved, uploaded, and attached for grading in Blackboard.

All tests(examinations) and quizzes are due at the designated time as noted on the lesson plan. During all examinations and quizzes, the Respondus Lockdown Browser and Respondus Monitor will be utilized in Blackboard. Students caught with cheat sheets or cell phones will be considered cheating and a Zero will be issue for the examination and/or quiz. The STC academic dishonesty policy will be enforced. Students are expected to exhibit professional behavior at all times. Please sign in ahead of time to allow ample time to address any technical issues. All exams/quizzes must be taken on a desktop or laptop computer only. Make sure you have a reliable internet connection. Each student must show respect and concern for fellow students and course instructors. Insubordinate behavior will not be tolerated, and disciplinary measures will be enacted.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week and spending the necessary hours during the semester to complete the required homework, discussion boards, quizzes, and tests. Students are expected to communicate frequently through college email and discussion boards. College email is accessed at <https://portal.office.com>, under Quick links on our webpage, or in the menu of your Blackboard course.

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. Learn the key terms at the beginning of the chapter(s).
3. Complete and know the objectives at the front of the chapter(s).
4. Highlight National Board Exam material in relevant chapter(s) prior to class.
5. Complete any assignments or homework given by the course director.
6. Check lesson plan daily for scheduled assignments/due dates.
7. Obtain materials from the course Materials Drive: M/Dental Hygiene/DHYG 2010. Prior to class, print any materials available to be used in this class for study.
8. Students are advised to check their e-mails regularly for any additional information that is related to the class or Dental Hygiene Program.
9. Attend **Mandatory** Blackboard Collaborate Ultra Sessions: see Lesson Plan for dates and times. During these sessions, students will be given the opportunity to collaborate with classmates and the instructor. Keep camera off and microphone muted until instructed otherwise. When you are instructed to use camera and microphone, your background needs to be a quiet space with no other individuals present (friends, family, children, and/or pets should not be seen or heard).

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

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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/clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class/clinical 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 clinic/class session.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course, a student must attend at least 90% of the scheduled instructional time. Assignments missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

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

For this class, which meets 1 session per week for 9 weeks, the maximum number of sessions a student may miss for attendance purposes is 1 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 number of allowable absences. All provisions for required makeup work in the classroom or clinical experiences are at the discretion of the instructor.

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.

WITHDRAWAL PROCEDURE

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

Withdrawal Due to Attendance Violation- Students who are withdrawn from a course(s) due to attendance violation after drop/add and until the 65% point of the semester will receive a grade of “W” for the course(s).

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

Important – Student-initiated withdrawals from a course(s) are not allowed after the 65% point. After the 65% point, only instructors can withdraw students from a course(s).

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Students who are withdrawn from a course(s) due to attendance violation after the 65% point will receive a grade of "WP" (Withdrawal Passing-average of 60 or higher) or a grade of "WF" (Withdrawal Failing-average of 59 or lower). Students will receive a grade of **zero** for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure.

Withdrawal Due to Academic Deficiency- Students who are withdrawn from a course(s) due to academic deficiency will receive a grade of "W" for the course(s). If a student cannot progress in the dental hygiene program due to academic deficiency, the student will receive a grade of "W" for all DHYG (dental hygiene) courses for the semester and will be unable to progress in the dental hygiene program.

There is no refund for partial reduction of hours. Withdrawals may affect the students' eligibility for financial aid for the current semester and in the future. Students must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal(s). A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

STUDENTS WITH DISABILITIES

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

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

PREGNANCY

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

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

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

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

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

2. Second Offense

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

3. Third Offense

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

STATEMENT OF NON-DISCRIMINATION

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

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

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

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus	Lanie Jonas, Director of Human Resources Vidalia Campus

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	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 \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

INSTRUCTIONAL DELIVERY METHODS

The following methods may be utilized to facilitate learning: lecture, PowerPoint presentations with handouts, multimedia presentations, group discussions, independent reading assignments, interactive websites, role play, and case studies.

EVALUATION PROCEDURES**EXAMS**

Students will be given a total of 2 examinations. Examination 1 includes Instrument Sharpening, Ultrasonics, Air Polishing, Patient Assessment, Evaluation, Continuing Care, Pit and Fissure Sealants, Dietary Analysis, and Whitening. A total of 100 points may be earned on the examination. Examination 1 will count for 20% of the final grade. Examination 2 includes all chapters covered in the lesson plan. A total of 100 points may be earned on the examination 2. Examination 2 will count for 20% of the final course grade. There are no makeup exams.

Proctored Event/Exam - due to the uncertainties of COVID-19, this event will not be proctored for Summer Semester 202016. Students will complete the event, but will not be required to come on campus to do it).

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All exam dates are noted in the course syllabus. No make-up exam will be allowed for the final exam. Failure to take the final exam on the specified date will result in a grade of zero. The final exam will cover all course instructional material.

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 (PowerPoint) 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 as well as the self-assessment and grading rubric must be accessed from the M: drive. The self-assessment and grading rubric will assess the information covered in the PPT presentation. 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. A total of 100 points may be earned on the tobacco cessation project. The tobacco cessation project will count for 20% of the course grade.

Tobacco Cessation Project Topics

1. ADHA Program
2. Quit Smoking Programs and Support Groups
3. Hypnosis
4. Cold Turkey
5. Acupuncture
6. Vaping and Electronic Cigarette
7. Smoking Cessation Classes
8. Pharmacotherapy – Zyban and Chantix
9. Nicotine Replacement therapy – Patch, gum, Lozenge, Inhaler, Spray
10. Quitnet.com
11. Quit for Life Program

HOMEWORK/ASSIGNMENTS

Homework/assignments will 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. No exceptions. Late or incomplete assignments still need to be completed and turned in for instructor review and feedback

QUIZZES

Quizzes will be conducted during designated class sessions as outlined on the lesson plan. The class quizzes will cover the course material that the student should have read and studied as outlined in the lesson plan. A total of 100 points may be earned on each of the six class preparation assessments. The class preparation assessments will be averaged together and count for 20% of the course grade. There are no makeup quizzes.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)

There are no makeup assignments or exams in this course. If you do not complete graded assignments by the due dates, you will receive a grade of zero. All graded work is open until the posted due date listed in the lesson plan. Students are encouraged to work ahead to ensure completing the work by the due dates.

REMEDIATION POLICY

If a student fails to score a grade of 70 or higher on an exam, the student shall be required to complete remediation of the course material covered on the exam to ensure understanding of the material has been attained. The remediation assignment will address areas of unsatisfactory performance. Remediation will be handled on a case by case basis. The remediation must be completed and turned in to the course instructor prior to the next exam date on new course material as noted in the course syllabus lesson plan.

GRADING POLICY

Evaluation Item	Percentage
Exam 1	30
Exam 2	30
Tobacco Cessation Project	20
Quizzes (averaged together)	20
Point Deductions for late/incomplete assignments-	
Subtotal	
Final Course Grade	

calculation of final course grade

Evaluation Item	Grade	(X) %	Points
Exam 1		.30	
Exam 2		.30	
Tobacco Cessation Project		.20	
Quiz 1			
Quiz 2			
Quiz 3			
Quiz 4			
Quiz 5			
Quiz 6			
Quizzes (1-6 averaged together)		.20	
Point Deductions for late/incomplete assignments-			
Subtotal			
Final Course Grade			

GRADING SCALE

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 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 Modules 23, 24**

1. List the benefits of using instruments with sharp cutting edges for periodontal instrumentation. (A, B, C, D)
2. Define and differentiate the terms *sharp cutting edge* and *dull cutting edge*. (A, B, C, D)
3. Given a variety of periodontal instruments, distinguish between those with sharp cutting edges and those with dull cutting edges. (A, B, C, D)
4. Demonstrate two methods for determining if a cutting edge is sharp. (A, B, C, D)
5. Describe important design characteristics to be maintained when sickle scalers and universal and area specific curets are sharpened. (A, B, C, 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, C, D)
7. Demonstrate the correct care of a sharpening stone. (A, B, C, D)
8. Describe common sharpening errors. (A, B, C, D)
9. Value the practice of sharpening at the first sign of dullness. (A, B, C, D)
10. Compare and contrast the moving stone and moving instrument techniques for instrument sharpening. (A, B, C, D)
11. Describe and demonstrate the proper relationship of the instrument's working end to the sharpening stone. (A, B, C, D)
12. Demonstrate the correct grasp for both the instrument and the sharpening stone when using the moving stone technique. (A, B, C, D)
13. Demonstrate the correct finger rest and grasp when using the moving instrument technique. (A, B, C, D)
14. Describe and demonstrate the sharpening procedure for sickle scalers, universal curets, and area specific curets using the moving stone technique. (A, B, C, D)

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15. Describe and demonstrate the sharpening procedure for sickle scalers, universal curets, and area specific curets using the moving instrument technique. (A, B, C, 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, C, 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, C, D)

Ultrasonics – Fundamentals Module 26 and Wilkins Chapter 41

1. Discuss the history and technologic advances of powered instrumentation. (A, B, C, D)
2. Name the major types of powered instrumentation technology. (A, B, C, D)
3. Name the two subtypes of ultrasonic powered instrumentation technology. (A, B, C, D)
4. Describe the various modes of action of powered instrumentation devices. (A, B, C, D)
5. Compare and contrast the advantages and limitations of powered instrumentation. (A, B, C, D)
6. Discuss the benefits to the patient when powered instrumentation is integrated into the treatment plan. (A, B, C, D)
7. Discuss medical and dental contraindications for powered instrumentation. (A, B, C, D)
8. Discuss the terms “frequency” and “amplitude” and describe how these factors determine the cleaning efficiency of powered instrumentation. (A, B, C, D)
9. Compare and contrast the design features of standard and slim perio powered working-ends. (A, B, C, D)
10. Discuss criteria for the selection of powered working-ends in relation to the instrumentation task to be performed. (A, B, C, D)
11. Demonstrate how to determine powered working-end wear and at what point a working-end should be discarded. (A, B, C, D)
12. Define the term “active working-end area” as it pertains to a powered working-end. In a preclinical or clinical setting, demonstrate correct adaptation of the active portion of a powered instrument working-end. (A, B, C, D)
13. In a preclinical or clinical setting, demonstrate correct stroke pressure for use with a powered working-end. (A, B, C, D)
14. In a preclinical or clinical setting, demonstrate correct working-end adaptation in a (1) transverse orientation and (2) vertical orientation in all sextants of the dentition. (A, B, C, D)
15. Given a set of paired, curved working-ends, correctly identify the “right” and “left” working-end. (A, B, C, D)
16. On a typodont, demonstrate an efficient sequence for use of curved working-ends in a (1) transverse orientation and (2) vertical orientation on the posterior sextants of the dentition. (A, B, C, D)
17. Describe an effective strategy for removing tenacious calculus deposits during powered instrumentation. (A, B, C, D)
18. On an extracted tooth, demonstrate the use of a diamond-coated working-end for smoothing a defective margin on a restoration. (A, B, C, D)
19. On a typodont, demonstrate how to access and enter a furcation area of a multirouted tooth with a ball-tipped powered working-end. (A, B, C, D)
20. Identify pretreatment considerations before the initiation of powered instrumentation. (A, B, C, D)
21. Prepare (set-up) a powered instrumentation device for use. (A, B, C, D)
22. In a clinical setting, demonstrate correct technique for use of a powered instrumentation device, including: treatment room, clinician and patient preparation; armamentarium selection/set-up and infection control; grasp, finger rest, adjustment of water flow, working-end adaptation and stroke; and fluid control. (A, B, C, D)

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23. In a clinical setting, select appropriate powered working-ends for a patient case. (A, B, C, D)
24. In a clinical setting, use correct technique to effectively remove calculus deposits and plaque biofilm using a powered instrumentation device. (A, B, C, D)

Patient Assessment – Wilkins and Clinic Manual

1. Review medical, dental, and social history, and/or chief complaint on patient assessment form to help determine appropriate care. (A, B, C, D)
2. Give examples of patient conditions that fall into each ASA classification – I, II, III, and IV. (A, B, C, D)
3. Recall normal ranges of vital signs. (A, B, C, D)
4. Identify G. V. Black’s classification of occlusion (molar as well as canine relationships) from photos and written description. (A, B, C, D)
5. Identify furcations from each of the following – dental chart, radiographs, and photographs. (A, B, C, D)
6. Know nutrient sources for supra- and subgingival calculus. (A, B, C, D)
7. Identify types of calculus-detecting explorers and where they are used. (A, B, C, D)
8. Recognize calculus on radiographs and photographs. (A, B, C, D)
9. Recognize stain on photographs and determine origin. (A, B, C, D)

Principles of Evaluation – Wilkins Chapter 47

1. Identify and define key terms and concepts related to evaluation of dental hygiene interventions. (A, B, C, D)
2. Discuss standards for dental hygiene practice. (A, B, C, D)
3. Identify skills related to self-assessment and reflective dental hygiene practice. (A, B, C, D)

Continuing Care – Wilkins Chapter 48

1. Describe the goals of a continuing care program in dental hygiene practice. (A, B, C, D)
2. Determine appointment intervals based on an individual patient’s risk factors, compliance, and oral health history. (A, B, C, D)
3. Name and discuss the contributing factors in recurrence of periodontal disease. (A, B, C, D)
4. List steps in a continuing care appointment including assessment, care plan, and therapy. (A, B, C, D)
5. Outline methods for continuing care systems in the dental office or clinic. (A, B, C, D)

Anxiety and Pain Control – Wilkins Chapter 38

1. Describe the components of pain. (A, B, C, D)
2. Summarize the advantages and disadvantages of nitrous oxide-oxygen administration. (A, B, C, D)
3. Define titration and explain application during nitrous oxide-oxygen sedation. (A, B, C, D)
4. List the local anesthetics of short, intermediate, and long duration and indications for use. (A, B, C, D)
5. Give examples of absolute and relative contraindications for local anesthetic administration. (A, B, C, D)
6. Identify items in local anesthesia armamentarium and describe the purpose of each. (A, B, C, D)
7. Summarize the different local and systemic complications from the administration of local anesthesia and how to manage them. (A, B, C, D)
8. List the components of a complete patient record entry following the administration of local anesthesia or nitrous oxide/oxygen sedation. (A, B, C, D)

Pit and Fissure Sealants – Wilkins Chapter 37

1. Describe the development and purposes of dental sealant materials. (A, B, C, D)

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2. Explain types of sealant material and list criteria of an ideal dental sealant material. (A, B, C, D)
3. List indications and contraindications for placement of dental sealants. (A, B, C, D)
4. Describe clinical procedures for placement and maintenance of a dental sealant. (A, B, C, D)
5. Explain factors that affect sealant penetration. (A, B, C, D)
6. Identify factors to document a dental sealant placement in the patient record. (A, B, C, D)

Dietary Analysis – Wilkins Chapter 35

1. Recognize oral manifestations of vitamin and mineral deficiencies. (A, B, C, D)
2. Explain the function of each nutrient in maintaining oral and overall health. (A, B, C, D)
3. Identify good food sources for each macro- and micronutrient. (A, B, C, D)
4. Determine the caries risk potential of a patient's food record. (A, B, C, D)
5. Access and utilize the MyPlate website for diet analysis and as a tool for patient education. (A, B, C, D)

Whitening – Wilkins Chapter 46

1. Discuss the mechanism, safety, and efficacy of tooth bleaching agents. (A, B, C, D)
2. Identify specific tooth conditions and staining responses to tooth bleaching. (A, B, C, D)
3. Discuss reversible and irreversible side effects associated with the tooth bleaching process. (A, B, C, D)
4. List appropriate interventions for tooth bleaching side effects. (A, B, C, D)

Pulp Vitality Testing – Wilkins Chapter 16, pages 280-282

1. Compare methods for determining the vitality of the pulp of a tooth. (A, B, C, D)

Air Polishing – Fundamentals Module 27

1. Explain the importance of professional subgingival biofilm removal from root surfaces as a routine part of nonsurgical periodontal therapy. (A, B, C, D)
2. Compare and contrast “subgingival air polishing with glycine powder for biofilm management” with “supragingival air polishing with sodium bicarbonate for stain removal”. (A, B, C, D)
3. Compare the types of air polishing powders available and their appropriate use. (A, B, C, D)
4. List medical and dental contraindications of subgingival air polishing for biofilm management and supragingival air polishing for stain removal. (A, B, C, D)
5. On a typodont, demonstrate the correct angulation and instrumentation stroke with a standard nozzle for stain removal. (A, B, C, D)
6. On a typodont, demonstrate correct insertion and use of the specialized plastic perio tip and glycine-based powder for subgingival biofilm removal. (A, B, C, D)
7. In a preclinical or clinical setting, demonstrate correct technique for use of an air polishing device, including treatment room, clinician and patient preparation; armamentarium selection/set-up and infection control; grasp and finger rest; correct technique; and fluid control. (A, B, C, D)
8. Discuss the benefits to the patient when supra- and subgingival air polishing is integrated into the treatment plan. (A, B, C, D)

Nonsurgical Periodontal Therapy (Advanced Instrumentation, Scaling, Debridement, Root Planing) and Adjunctive Therapy (Use of Antimicrobials)– Fundamentals Modules 20, 21 and Wilkins Chapter 41

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)

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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)
17. Explain the goals and desirable clinical endpoints or outcomes for nonsurgical periodontal therapy. (A, B, C, D)
18. Write a care plan for a patient with slight-to-moderate chronic periodontitis. (A, B, C, D)
19. List the steps in manual and ultrasonic instrumentation and the advantages and disadvantages of each. (A, B, C, D)
20. Describe the changes in the subgingival bacteria after periodontal debridement. (A, B, C, D)
21. Describe current evidence related to laser therapy for initial therapy. (A, B, C, D)
22. Develop postoperative instructions for a patient following a nonsurgical periodontal therapy appointment. (A, B, C, D)
23. List the steps in re-evaluation of nonsurgical periodontal therapy and the decisions that must be made based on the clinical outcomes. (A, B, C, D)
24. Compare and contrast the risk and benefits of systemic antibiotics and local delivery antimicrobials. (A, B, C, D)
25. Critically evaluate the benefit of local delivery antimicrobials on changes in pocket depth and clinical attachment level (CAL). (A, B, C, D)

Treatment of Hypersensitivity – Wilkins Chapter 44

1. Describe stimuli and pain characteristics specific to hypersensitivity and explain how this relates to differential diagnosis. (A, B, C, D)
2. Describe factors that contribute to dentin exposure and behavioral changes that could decrease hypersensitivity. (A, B, C, D)
3. Explain the steps in the hydrodynamic theory. (A, B, C, D)
4. Describe two mechanisms of desensitization and their associated treatment interventions for managing dentin hypersensitivity. (A, B, C, D)

Tobacco Cessation – Wilkins Chapter 34

1. Recognize the health hazards associated with tobacco use. (A, B, C, D)
2. Identify components of tobacco products. (A, B, C, D)
3. Identify various mechanisms for nicotine delivery. (A, B, C, D)
4. Describe the metabolism of nicotine. (A, B, C, D)
5. Recognize the oral manifestations of tobacco use. (A, B, C, D)
6. Recognize the effects of environmental tobacco smoke (ETS). (A, B, C, D)
7. Assess and develop a dental hygiene care plan for the patient who uses tobacco. (A, B, C, D)
8. Recognize protocols for developing a tobacco cessation program. (A, B, C, D)
9. Identify the pharmacotherapies and behavior therapies used for treatment of nicotine addiction. (A, B, C, D)

Implant Care – Wilkins Chapter 33

1. Describe concepts, technology, and terminology relevant to implant dentistry. (A, B, C, D)
2. Develop a knowledge base related to osseointegration and ancillary procedures in oral implantology. (A, B, C, D)
3. Comprehend patient selection factors and education essentials. (A, B, C, D)
4. Understand maintenance of a dental implant in the clinical setting. (A, B, C, D)
5. Recognize and manage dental implant problems, complications, and failures. (A, B, C, D)

DHYG 2010 Clinical Dental Hygiene II Lecture Summer Semester 2020 Lesson Plan

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
May 27 Week 1	Fundamentals Modules 23, 24, 26, 27 Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory	First day of class/Introduction to Course – Syllabus, Outline, Rules, Regulations Coverage Instrument Sharpening Ultrasonics Eaglesoft Documentation Review Patient Confirmation <ul style="list-style-type: none"> • ***Collaborate Session from 8:00-9:30 am*** • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Case Study Discussion • Skill Evaluation Role Play 	<ul style="list-style-type: none"> • Complete Getting Started in Blackboard • Read Fundamentals Modules 23, 24, 26, 27; Clinic Manual – Sequence of care, patient assessment, charting, and laboratory • Highlight NBDHE material in relevant chapters of textbook 	CC 1, 11 GC a, c
June 3 Week 2	Wilkins Chapters 41 (pages 730- 734), 46 Fundamentals Module 27 Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory	Whitening Air Polishing <ul style="list-style-type: none"> • Quiz#1 from 8:00-8:10 am • Collaborate Session from 8:15-9:30 am • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Skill Evaluation Role Play 	<ul style="list-style-type: none"> • Read Wilkins Chapter 41 (pages 730-734), 46; Fundamentals Module 27; Clinic Manual – Sequence of care, patient assessment, charting, and laboratory • Complete Learning Objectives at the beginning of the chapters in Wilkins • Complete the assigned chapter(s) in the Wilkins Active Learning Workbook • Highlight NBDHE material in relevant chapters of textbook • Complete Quiz #1 	CC 6, 11 GC a, c
June 10 Week 3	Wilkins Chapters 47, 48	Patient Assessment Principles of Evaluation	<ul style="list-style-type: none"> • Read Wilkins Chapters 47, 48; Clinic Manual – 	CC 2 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory	Continuing Care <ul style="list-style-type: none"> • Complete Quiz #2 from 8:00-8:10 am • Collaborate Session from 8:15-9:30 am • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Skill Evaluation Role Play • Case Study Discussion and patient risk assessment • Partner and Share Competency Exercise • Patient Risk Assessment • Ethical Dilemma 	Sequence of care, patient assessment, charting, and laboratory <ul style="list-style-type: none"> • Complete Learning Objectives at the beginning of the chapters in Wilkins • Complete the assigned chapter(s) in the Wilkins Active Learning Workbook • Complete Case Studies in Dental Hygiene Case Study L, Caries Risk Assessment, Oral Hygiene Instruction Skill Evaluation, and Dental Hygiene Care Plan front and back • Highlight NBDHE material in relevant chapters of textbook • Complete Quiz #2 	
June 17 Week 4	Wilkins Chapters 35, 37	Dietary Analysis Pit and Fissure Sealants <ul style="list-style-type: none"> • Exam 1 (Includes instrument sharpening, ultrasonics, air polishing, whitening, patient assessment, principles of evaluation, and continuing care) 8:00-am • ***Collaborate Session from 9:15-10:00 am*** • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Skill Evaluation Role Play 	<ul style="list-style-type: none"> • Complete Exam 1 (Includes instrument sharpening, ultrasonics, air polishing, whitening, patient assessment, principles of evaluation, and continuing care) • Read Wilkins Chapters 35, 37 • Complete Learning Objectives at the beginning of the chapters in Wilkins • Complete the assigned chapter(s) in the Wilkins Active Learning Workbook • Highlight NBDHE material in relevant chapters of textbook • Complete 3-Day Food Diary 	CC 1, 2, 6, 11, GC a, b, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
			and PAP Snack Form	
June 24 Week 5	Wilkins Chapter 38	Anxiety and Pain Control Oraqix Local Anesthesia <ul style="list-style-type: none"> • Quiz #3 from 8:00-8:10 am • Collaborate Session from 8:15-9:30 am • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Skill Evaluation Role Play 	<ul style="list-style-type: none"> • Read Wilkins Chapter 38 • Complete Learning Objectives at the beginning of the chapters in Wilkins • Complete the assigned chapter(s) in the Wilkins Active Learning Workbook • Highlight NBDHE material in relevant chapters of textbook • Watch Oraqix video • Complete Quiz #3 	CC 10 GC a, c
July 1 Week 6	Wilkins Chapter 41 Fundamentals Modules 20, 21 Advanced Instrumentation Handout (provided by instructor) Clinic Manual – Sequence of Care, Patient	Nonsurgical Periodontal Therapy (NSPT) and Adjunctive Therapy Advanced Instrumentation Techniques <ul style="list-style-type: none"> • Quiz #4 from 8:00-8:10 am • Collaborate Session from 8:15-9:30 am • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Skill Evaluation Role Play 	<ul style="list-style-type: none"> • Read Wilkins Chapter 41; Fundamentals Modules 20, 21; Advanced Instrumentation Handout; Clinic Manual –Sequence of Care, Patient Assessment/ Charting, and Laboratory • Complete Learning Objectives at the beginning of the chapters in Wilkins • Complete the assigned chapter(s) in the Wilkins Active Learning Workbook • Highlight NBDHE material in relevant chapters of textbook 	CC 10 GC a, c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Assessment/ Charting, and Laboratory		<ul style="list-style-type: none"> • Watch all chapters of A Focus on Fulcrums DVD • Complete Quiz #4 	
Jul y 8 Week 7	Wilkins Chapter 41 Fundamentals Modules 20, 21 Advanced Instrumentation Handout (provided by instructor) Clinic Manual – Sequence of Care, Patient Assessment/ Charting, and Laboratory	Nonsurgical Periodontal Therapy and Adjunctive Therapy Continued Use of Antimicrobials Oral Irrigation Nonsurgical Periodontal Reevaluation (NSPR) <ul style="list-style-type: none"> • Quiz #5 from 8:00-8:10 am • Collaborate Session from 8:15-9:30 am • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Skill Evaluation Role Play 	<ul style="list-style-type: none"> • Read Wilkins Chapter 41; Fundamentals Modules 20, 21; Advanced Instrumentation Handout; Clinic Manual –Sequence of Care, Patient Assessment/ Charting, and Laboratory • Highlight NBDHE material in relevant chapters of textbook • Watch all chapters of A Focus on Fulcrums DVD • Complete Quiz #5 	CC 3, 10 GC a, c
July 15 Week 8	Wilkins Chapter 34 Guest Speaker: Maria Oster, GlaxoSmithKline	Tobacco Cessation <ul style="list-style-type: none"> • Quiz #6 from 8:00-8:10 am • ***Webex Presentation 9:00 am - Tobacco Cessation and Motivational Interviewing presented by Maria Oster Academic Relations OHC Schools & Specialty Comm North America GSK GlaxoSmithKline 	<ul style="list-style-type: none"> • Read Wilkins Chapter 34 • Complete Learning Objectives at the beginning of the chapters in Wilkins • Complete the assigned chapter(s) in the Wilkins Active Learning Workbook • Highlight NBDHE material in relevant chapters of textbook • Complete Quiz #6 	CC 8 GC a, c
July 22	Wilkins Chapters	Tobacco Cessation Tobacco	<ul style="list-style-type: none"> • Read Wilkins Chapters 16 	CC 4, 5, 7

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 9	16 (pages 280-282), 33, 34, 44 Case Studies in Dental Hygiene Workbook Case K	Cessation Projects and Presentations Pulp Vitality Testing Treatment of Hypersensitivity The Patient with Dental Implants – Implant Care <ul style="list-style-type: none"> • ***Collaborate Session 8:00 am • Discussion with PPTS • Group/Class Activity Worksheets and Discussion of Chapter Objectives • Skill Evaluation Role Play • Case Study Discussion and patient risk assessment • Partner and Share Competency Exercise • Patient Risk Assessment • Everyday Ethics 	(pages 280-282), 33, and 44 <ul style="list-style-type: none"> • Complete Learning Objectives at the beginning of the chapters in Wilkins • Complete the assigned chapter(s) in the Wilkins Active Learning Workbook • Highlight NBDHE material in relevant chapters of textbook • Complete Tobacco Cessation Projects and Prepare Presentations • Complete Case Studies in Dental Hygiene Case Study K, Caries Risk Assessment, Oral Hygiene Instruction Skill Evaluation, and Dental Hygiene Care Plan front and back 	GC a, b, c
July 29	All material covered in lesson plan	<ul style="list-style-type: none"> • Exam 2 (Includes all material in the lesson plan) 8:00 am 	<ul style="list-style-type: none"> • Complete Exam 2 (Includes all material in the lesson plan) 	CC 1-12 GC a, b, c

***Please note – Lesson plan and syllabus are 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

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12. Dietary Analysis

General Education core Competencies (GC)

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