

Pre-Clinical Dental Hygiene

Lamar Institute of Technology
Dental Hygiene Program

DHYG 1431

Course Syllabus

Fall 2013

Taught by:
Lori A. Rogers, RDH, BS
larogers@lit.edu
(409) 839-2947



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DHYG 1431 LECTURE AND LABORATORY SCHEDULE 2013

Date	Lecture/ Laboratory	Topic	Assignment
Monday 8/12	Orientation	Review Risk Management Manual and Student Handbook Pre-Clinic Orientation	Risk Management Manual
Thursday 8/22	Lecture 1	Exposure Control Exposure Management Waste Disposal Other Recommendations	Wilkins: Chapter 5 Handout: Postexposure prophylaxis for occupational bloodborne exposures (Online) Risk Management Manual
Thursday 8/22	Laboratory Session 0	Hand out instruments Place identification rings and initial all instruments and supplies received.	Come to clinic in proper clinic attire. Bring a black permanent marker.
Monday 8/26	Laboratory Session 1	Introduction to Equipment Handwashing Pre and Post Appointment procedures	Laboratory Manual pages 8-12 Wilkins: Chapters 5 and 6 Review Risk Management Manual
Tuesday 8/27	Lecture 2	Sterilization Procedures	Wilkins: Chapter 6
Tuesday 8/27	Laboratory Session 1	Introduction to Equipment Handwashing Pre and Post Appointment procedures	Laboratory Manual pages 8-12 Wilkins: Chapters 5 and 6 Review Risk Management Manual
Wednesday 8/28	Laboratory Session 2	Principles of Positioning Cumulative Trauma Injuries Instrument Grasp Mathematical principles and anatomic descriptors	Laboratory Manual page 13 Nield-Gehrig FPI Modules 1, 2, 3 and appendix 1 ThePoint video material listed in lab 2

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Date	Lecture/ Laboratory	Topic	Assignment
Thursday 8/29	Lecture 3	Instrument Design and Classification Mirrors Fulcrums	Bring the following instruments to class: EXD11/12A6, XP23/NC126, SG1/2R9, SG17/18R9, SC13/149, NEVI49, and SH5/339 Nield-Gehrig, FPI Modules: 4 (Sections 1 and 3), 7 (All Sections), 11 (Section 1), 12 (Section 1 pages 275 to 278 only), 14 (Section 1), 15 (Section 1), and 16 (Section 1)
Thursday 8/29	Laboratory Session 2	Principles of Positioning Cumulative Trauma Injuries Instrument Grasp Mathematical principles and anatomic descriptors	Laboratory Manual page 13 Nield-Gehrig FPI Modules 1, 2, 3 and appendix 1 ThePoint video material listed in lab 2
Friday 8/30	Terminology	Chapter 1	
Monday 9/2	Labor Day	No Class	
Tuesday 9/3	Lecture 4	Disease Transmission	Wilkins: Chapter 4 (pages 39 to 55, Stop at Clinical course of HIV-1 infection)
Tuesday 9/4	Laboratory Session 3	<u>Bring all miscellaneous supplies listed on page 13 in the Student Handbook. (will need a black permanent marker)</u> Instrument recirculation Using the mirror Mirror and finger rests in the anterior sextants	Laboratory Manual page 14 Wilkins: Chapter 6 Nield-Gehrig, FPI Module: 4 ThePoint video material listed in lab 3
Wednesday 9/5	Laboratory Session 3	Instrument recirculation <u>Bring all miscellaneous supplies listed on page 13 in the Student Handbook. (will need a black permanent marker)</u> Instrument recirculation Using the mirror Mirror and finger rests in the anterior sextants	Laboratory Manual page 14 Wilkins: Chapter 6 Nield-Gehrig, FPI Module: 4 ThePoint video material listed in lab 3

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Date	Lecture/ Laboratory	Topic	Assignment
Tuesday 9/11	Lecture 5	Disease Transmission	Wilkins: Chapter 4 (pages 39 to 55, Stop at Clinical course of HIV-1 infection)
Thursday 9/6	Laboratory Session 4	Mirror/finger rests – mandibular posterior Mirror/finger rests – maxillary posterior Emergency equipment Location of supplies/ sterilization duty	Laboratory Manual page 15 Nield-Gehrig, FPI Modules: 5 and 6
Friday 9/7	Terminology	Chapter 2	
Monday 9/10	Laboratory Session 4	Mirror/finger rests – mandibular posterior Mirror/finger rests – maxillary posterior Emergency equipment Location of supplies/ sterilization duty	Laboratory Manual page 15 Nield-Gehrig, FPI Modules: 5 and 6
Tuesday 9/10	Lecture 6	Dental Record Health History	Wilkins: Chapters 8 and 9 Nield-Gehrig, PAT Modules: 4 and 5
Tuesday 9/10	Laboratory Session 5	Instrument adaptation and angulation Activation, pivot and handle roll	Laboratory Manual page 16 Nield-Gehrig, FPI Modules: 8 and 9 ThePoint video material listed in lab 5
Wednesday 9/11	Laboratory Session 5	Instrument adaptation and angulation Activation, pivot and handle roll	Laboratory Manual page 16 Nield-Gehrig, FPI Modules: 8 and 9 ThePoint video material listed in lab 5
Thursday 9/12	Lecture 7	Health History Dental History	Wilkins: Chapter 9 Nield-Gehrig, PAT Modules: 4, 5 and 6
Thursday 9/12	Laboratory Session 6	Instrumentation strokes 11/12 explorer	Laboratory Manual page 17 Nield-Gehrig, FPI Modules: 10 and 12 ThePoint video material listed in lab 6
Friday 9/13	Terminology	Chapter 3	

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Date	Lecture/ Laboratory	Topic	Assignment
Monday 9/16	Laboratory Session 6	Instrumentation strokes 11/12 explorer	Laboratory Manual page 17 Nield-Gehrig, FPI Modules: 10 and 12 ThePoint video material listed in lab 6
Tuesday 9/17	Lecture 8	Vital Signs	Nield-Gehrig, PAT Modules: 7, 8 and 9 Wilkins: Video included in chapter 10
Tuesday 9/17	Laboratory Session 7	Health Histories 11/12 Explorer	Laboratory Manual page 18 Nield-Gehrig, PAT Modules: 1 to 6 Nield-Gehrig, FPI Module: 12
Date	Lecture/ Laboratory	Topic	Assignment
Wednesday 9/18	Laboratory Session 7	Health Histories 11/12 Explorer	Laboratory Manual page 18 Nield-Gehrig, PAT Modules: 1 to 6 Nield-Gehrig, FPI Module: 12
Thursday 9/19	Lecture 9	Exam I	Exposure control Personal protective equipment Sterilization procedures Postexposure prophylaxis Cumulative trauma injuries Disease Transmission
Thursday 9/19	Laboratory Session 8	Vital Signs Sickle scalers	Laboratory Manual page 19 Nield-Gehrig, PAT Modules: 7, 8 and 9 Nield-Gehrig, FPI Module: 14 ThePoint video material listed in lab 8
Friday 9/20	Terminology	Chapter 4	
Monday 9/23	Laboratory Session 8	Vital Signs Sickle scalers	Laboratory Manual page 19 Nield-Gehrig, PAT Modules: 7, 8 and 9 Nield-Gehrig, FPI Module: 14 ThePoint video material listed in lab 8

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Date	Lecture/ Laboratory	Topic	Assignment
Tuesday 9/24	Lecture 10	Describing and documenting soft tissue lesions Lesion follow-up	Nield-Gehrig PAT Module: 11 Wilkins: Chapter 11 (Pages 50-54)
Tuesday 9/24	Laboratory Session 9	Universal curets	Laboratory Manual page 20 Nield-Gehrig, FPI Module: 15 ThePoint video material listed in lab 9
Wednesday 9/25	Laboratory Session 9	Universal curets	Laboratory Manual page 20 Nield-Gehrig, FPI Module: 15 ThePoint video material listed in lab 9
Thursday 9/26 Online course due	Lecture 11	Head and neck examination	Nield-Gehrig ,PAT Module: 12 Wilkins: Chapter 11 (entire chapter) Complete online course "The Intraoral and Extraoral Examination"
Thursday 9/26	Laboratory Session 10	Area specific curets	Laboratory Manual page 21 Nield-Gehrig, FPI Module: 16 ThePoint video material listed in lab 10
Monday 9/30	Laboratory Session 10	Area specific curets	Laboratory Manual page 21 Nield-Gehrig, FPI Module: 16 ThePoint video material listed in lab 10
Tuesday 10/1	Lecture 12	Library Orientation	Class will meet at the library at 8 am, Room TBA
Tuesday 10/1	Laboratory Session 11	Intraoral use of the probe	Laboratory Manual page 22 Nield-Gehrig, FPI Module: 11 ThePoint video material listed in lab 11
Wednesday 10/2	Laboratory Session 11	Intraoral use of the probe	Laboratory Manual page 22 Nield-Gehrig, FPI Module: 11 ThePoint video material listed in lab 11
Thursday 10/3	Lecture 13	Intraoral examination	Nield-Gehrig, PAT Module: 13 Wilkins: Chapter 11, Key words, bolded terms and Tables 11.1 and Figures 11-9a-c

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Date	Lecture/ Laboratory	Topic	Assignment
Thursday 10/3	Laboratory Session 12	Head and neck examination Intraoral practice with the explorer and probe	Laboratory manual page 23 Nield-Gehrig FPI Module: 11 and 12 Nield Gehrig PAT Module: 11 and 12 ThePoint video material listed in lab 12
Friday 10/4	Terminology	Chapter 5	
Monday 10/7	Laboratory Session 12	Head and neck examination Intraoral practice with the explorer and probe	Laboratory Manual page 23 Nield-Gehrig, FPI Module: 11 and 12 Nield-Gehrig, PAT Module: 11 and 12 ThePoint video material listed in lab 12
Tuesday 10/8	Lecture 14	Intraoral examination	Detecting Oral Cancer, A Guide for Health Care Professionals, NIH Publication, 1996 (This will be given to you)
Tuesday 10/8	Laboratory Session 13	Midterm Laboratory Practical Pre and Post Operator Procedures Competency	Laboratory Manual page 24
Wednesday 10/9	Laboratory Session 13	Midterm Laboratory Practical Pre and Post Operator Procedures Competency	Laboratory Manual page 24
Thursday 10/10	Lecture 15	Restorative dentistry Dental charting	Wilkins: Chapter 17, Review Chapter 18
Thursday 10/10	Laboratory Session 14	All Instruments on the typodont	Laboratory Manual page 25
Friday 10/11	Terminology	Chapter 10	
Monday 10/14	Laboratory Session 14	All Instruments on the typodont	Laboratory Manual page 25
Tuesday 10/15	Lecture 16	Dental charting	Dental Charting Guide: Laboratory Manual Page 59

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Date	Lecture/ Laboratory	Topic	Assignment
Tuesday 10/15	Laboratory Session 15	Intraoral examination All Instruments	Nield-Gehrig, PAT Module: 13 Laboratory Manual page 26 ThePoint video material listed in lab 15
Wednesday 10/16	Laboratory Session 15	Intraoral examination All Instruments	Nield-Gehrig, PAT Module: 13 Laboratory Manual page 26 ThePoint video material listed in lab 15
Thursday 10/17	Lecture 17	Exam II	Health histories Vital signs Head and neck examination Intraoral examination Describing soft tissue lesions
Thursday 10/17 RADIOGRAPHS ARE REQUIRED!	Laboratory Session 16	Patient Simulation	1. Complete drug cards for each medication you are taking (prescription only) 2. Radiographs are required for this lab session Laboratory Manual page 27
Friday 10/18	Terminology	Chapter 11	
Monday 10/21 RADIOGRAPHS ARE REQUIRED!	Laboratory Session 16	Patient Simulation	1. Complete drug cards for each medication you are taking (prescription only) 2. Radiographs are required for this lab session Laboratory Manual page 27
Tuesday 10/22	Lecture 18	Periodontal Disease Development Periodontal Assessment	Nield-Gehrig PAT, Module: 14 Wilkins: Chapter 16 and Chapter 14 pages 214 – 222 and Table 14-1 Review Wilkins: Chapter 14 pages 208 – 215
Tuesday 10/22	Laboratory Session 17	Patient Simulation	Laboratory Manual page 28
Wednesday 10/23	Laboratory Session 17	Patient Simulation	Laboratory Manual page 28

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Date	Lecture/ Laboratory	Topic	Assignment
Thursday 10/24	Lecture 19	Periodontal Assessment Periodontal charting	Nield-Gehrig FPI, Module: 18 (pages 429 – 441 and 450 – 462) Wilkins: Chapter 16
Thursday 10/24	Laboratory Session 18	Patient Simulation	Laboratory Manual page 29
Friday 10/25	Terminology	Chapters 12 and 13	
Monday 10/28	Laboratory Session 18	Patient Simulation	Laboratory Manual page 29
Tuesday 10/29	Lecture 20	Periodontal Assessment Periodontal Charting	Nield-Gehrig FPI, Module: 18 (pages 429 – 441 and 450 – 462) Wilkins: Chapter 16
Tuesday 10/29	Laboratory Session 19	Patient Simulation	Laboratory Manual page 30
Wednesday 10/30	Laboratory Session 19	Patient Simulation	Laboratory Manual page 30
Thursday 10/31	Lecture 21	Periodontal Assessment Periodontal Charting Indices and disclosing solution	Wilkins: Chapter 22 pages 312 – 315, and pages 318 – 319 Patient Hygiene Performance Chapter 25 pages 370 – 373 Disclosing agents
Thursday 10/31	Laboratory Session 20	Patient Simulation	Laboratory Manual page 32
Friday 11/1	Terminology	Chapter 14	
Monday 11/4	Laboratory Session 20	Patient Simulation	Laboratory Manual page 32
Tuesday 11/5	Lecture 22	Periodontal Debridement	Nield-Gehrig, FPI Modules: 13 and 18 (Sections 1-3) Wilkins: Chapter 39 pages 609 – 614 and 631 – 634
Tuesday 11/5	Laboratory Session 21	Patient Simulation	Laboratory Manual page 35

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Date	Lecture/ Laboratory	Topic	Assignment
Wednesday 11/6	Laboratory Session 21	Patient Simulation	Laboratory Manual page 35
Thursday 11/7	Lecture 23	Exam III	Restorative dentistry Periodontal Assessment Periodontal Debridement Indices and disclosing solution
Thursday 11/7	Laboratory Session 22	Patient Simulation	Laboratory Manual page 37
Friday 11/8	Terminology	Chapter 15	
Monday 11/11	Laboratory Session 22	Patient Simulation	Laboratory Manual page 37
Tuesday 11/12 Stain Presentation online	Lecture 24	Stains/stain removal Stain Presentation online	Wilkins: Chapter 21 Nield-Gehrig, FPI Module: 28 (online at LWW only) Watch Stain Presentation online <i>BEFORE</i> class
Tuesday 11/12	Laboratory Session 23	Patient Simulation	Laboratory Manual page 38
Wednesday 11/13	Laboratory Session 23	Patient Simulation	Laboratory Manual page 38
Thursday 11/14 Research Topics Due	Lecture 25	Fluoride	Wilkins, Chapter 35, Pages 527 – 541 Research Topics Due
Thursday 11/14	Laboratory Session 24	Patient Simulation	Laboratory Manual page 39 Case Study assignment
Friday 11/15	Terminology	Chapter 16	
Monday 11/18	Laboratory Session 24	Patient Simulation	Laboratory Manual page 39 Case Study assignment

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Date	Lecture/ Laboratory	Topic	Assignment
Tuesday 11/19 Case Presentations	Lecture 26	Case presentations	Nield-Gehrig, PAT Module 17 Cases assigned to groups will be presented
Tuesday 11/19	Laboratory Session 25	Patient Simulation	Laboratory Manual page 40
Wednesday 11/20	Laboratory Session 25	Patient Simulation	Laboratory Manual page 40
Thursday 11/21 Case Presentations	Lecture 27	Case presentations	Nield-Gehrig, PAT Module 17 Cases assigned to groups will be presented
Thursday 11/21	Laboratory Session 26	Patient Simulation	Laboratory Manual page 41
Monday 11/25	Laboratory Session 26	Patient Simulation	Laboratory Manual page 41
Tuesday 11/26 Online course due	Lecture 28	Xerostomia Halitosis	Wilkins, Chapter 25 Pages 373 – 376 Complete online course at dentalcare.com
Tuesday 11/26	Laboratory Session 27	Patient Simulation	Laboratory Manual page 42 Nield-Gehrig FPI Module 28, Sections 1 and 2, (Rubber cup polishing, on Blackboard or ThePoint)
Wednesday 11/27	Laboratory Session 27	Patient Simulation	Laboratory Manual page 42 Nield-Gehrig FPI Module 28, Sections 1 and 2 (Rubber cup polishing, on Blackboard or ThePoint)
Thursday 11/28 Friday 11/29	No School	THANKSGIVING	
Monday 12/3	Laboratory Session 28	Final practical examination	Laboratory Manual page 46

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Date	Lecture/ Laboratory	Topic	Assignment
Tuesday 12/3	Lecture 29	Exam IV	Xerostomia Halitosis Stains Stain removal Topical fluoride application
Tuesday 12/3	Laboratory Session 28	Final practical examination	Laboratory Manual page 46
Wednesday 12/4	Laboratory Session 29	Final practical examination	Laboratory Manual page 46
Thursday 12/5	No Lecture	No Lecture	
Thursday 12/5	Laboratory Session 29	Final practical examination	Laboratory Manual page 46
Friday 12/6	Lecture 30	Final Dental Charting Examination	Will be scheduled with media center
FINAL TBA		Comprehensive	

DHYG 1431 PRE-CLINICAL DENTAL HYGIENE

Course Description:

Foundational knowledge for performing clinical skills on patients with emphasis on procedures and rationale for performing dental hygiene care. Introduction to ethical principles as they apply to dental hygiene care.

Credit Hours 4 hours

Pre-Requisite: DHYG 1401 Orofacial Anatomy, Histology & Embryology

Co-requisites: DHYG 1304 Dental Radiology, DHYG 1227 Preventive Dental Hygiene Care
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Course Goals and SCANS:

Upon completion of this course, the student will be able to

1. Explain the procedures and rationale for dental hygiene care. Dental hygiene care includes: assessment, treatment planning, preventive education and dental hygiene therapy. (SCANS: F1.5, F2.3, F3.1, F5.5, F6.3, F7.2, F8.2, F9.2, F10.5, F11.5, F12.3, F13.5, F14.5, F15.5, F16.5, F17.5, C1.2, C5.5, C6.5, C7.3, C8.2, C9.5, C14.5, C15.5, C18.2, C19.5, C20.2)
2. Demonstrate basic dental hygiene instrumentation skills.
(SCANS: F1.5, F2.3, F3.1, F5.5, F6.3, F7.2, F8.2, F9.2, F10.5, F11.5, F12.3, F13.5, F14.5, F15.5, F16.5, F17.5, C1.2, C5.5, C6.5, C7.3, C8.2, C9.5, C14.5, C15.5, C18.2, C19.5, C20.2)
3. Demonstrate an understanding of the policies and procedures outlined in the Dental Hygiene Risk Management Manual. (SCANS: F1.5, F8.3, F9.3, F10.3, F11.3, F12.5, F13.5, F14.3, F16.5, F17.5, C5.5, C9.5, C16.5, C18.5, C20.1)
4. Define ethical principles as they relate to dental hygiene care and identify those facts related to ethics and professionalism that will form the concepts necessary for developing a value system for your future practice. (SCANS: F5.5, F6.2, F7.2, F8.5, F12.5, F13.5, F14.5, F16.5, F17.5, C9.5, C12.2, C16.3)

SCANS Competencies and Skills

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

Class Meeting Times and Rooms:

Lecture – 2 hours, Tuesday and Thursday from 8:00 to 8:55 a.m. in MPC Room 103

Lab – Meeting place: MPC 131 Dental Hygiene Clinic

Session A – Monday and Wednesday 8:00 to 12:00 a.m.

Session B – Tuesday and Thursday 1:00 to 5:00 p.m.

Pre-operative procedures will be accomplished prior to the beginning of each pre-clinic lab session.

Course Instructor:

Lori Rogers, R.D.H., B.S., First year Clinic Coordinator

Office: Multi-Purpose Center Room 213

Telephone: 409-839-2947

Office Hours: M (3-5), T (9-12), W (1-3), TH (9-12), F (8-12)

Program/Course Policies:

1. Absenteeism

In order to ensure the students in the dental hygiene program achieve the necessary didactic and clinical competencies outlined in the curriculum, it is necessary that the student complete all assigned lecture classes, clinical and laboratory hours.

If you are unable to attend lecture class, clinic or lab, it is **mandatory that you call the appropriate instructor prior to the scheduled class, clinic or lab time**. The student is responsible for all material missed at the time of absence. Extenuating circumstances will be taken into account. Extenuating circumstances might include: funeral of immediate family member, maternity, hospitalization, etc.

It is expected that students will appear to take their exams at the regularly scheduled examination time. Make-up examinations will be given only if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the instructor.

Fall/Spring Semesters:

Dental hygiene students will be allowed two absences in any lecture, clinic or lab. Absences must be accompanied by a written excuse on the next class day. In the event that a student misses class, clinic or lab beyond the allowed absences, the following policy will be enforced:

2 absences = verbal warning

3 absences = written warning with the Disciplinary Action Form (DAF)

4 absences = grade will be lowered one full letter grade

Tardiness

Tardiness is disruptive to the instructor and the students in the classroom. It is expected that students will arrive on time for class, clinic or lab, and remain until dismissed by the instructor. If tardiness becomes an issue, the following policy will be enforced:

Tardy 1 time = verbal warning

Tardy 2 times is considered an absence.

In order to ensure the students in the dental hygiene program achieve the necessary didactic and clinical competencies outlined in the curriculum, it is necessary that the student complete all assigned lecture classes, clinical and laboratory hours.

Any personal business should be taken care of prior to or after pre-clinic lab sessions. Please inform the instructor of any medical conditions which would require you to leave the clinic or classroom frequently. Medical conditions must be documented with a letter from your physician. In cases of family or other emergencies which may require you to leave clinic or class early, please inform the instructor prior to clinic or class if possible.

Faculty has the authority to modify the above policies if it is determined there are unusual circumstances.

2. **Examination and quiz policy:**

Quizzes and examinations will include information from lectures, handouts, assigned readings, audiovisual material, and laboratory material.

- **Make-up examinations** will be given **only** if the absence is due to illness (written confirmation from a doctor is required), a death in the immediate family, or at the discretion of the instructor. Should you choose to miss a class for any reason other than those mentioned and miss an exam; a zero will be assigned for that examination. Make-up examinations will be in the form of essay questions based on the learner objectives for the material covered in the lecture/lab sessions.
- Students will not be allowed to make-up **ANY** quizzes they have missed.
- All examinations and scantron sheets must be returned to the instructor to be kept on file. **You will have access to your examinations by appointment or during my office hours for two weeks following the date of the exam.**

3. **Assignments:**

Assignment instructions, due dates and evaluation criteria are included in this syllabus. Any changes to assignments or additional assignments will be announced in class and by personal notification in Blackboard. Please read the evaluation criteria before and as you work on each assignment. Any questions should be directed to me before the assignment is due.

- **Assignments are to be submitted by 12 o'clock midnight on the day they are due, unless otherwise noted.** Assignments will not be accepted if submitted late. A score of "0" will be recorded for all assignments not submitted due to absence on the due date unless prior arrangements are made with the instructor.
- All assignments are to be submitted via Blackboard unless otherwise stated.
- **All work will be typed unless otherwise instructed.** All work should be proof read and spell checked. Grammar and readability count!
- Assignments may be submitted early. It is recommended you submit them as soon as

they are completed. However, assignments (other than Blackboard quizzes) will not be graded until the due date.

- Place your written assignments on Blackboard by attaching a Word document or RTF document to the assignments page. Please **do not** use the submission area on the assignment page to write your answer/submission in.
- **Care must be taken when submitting assignments online.** Please do not assume the assignment submission has been completed, you must follow up to make sure. The assignment properties will be set to send an email to the instructor when they are submitted. Contact the instructor to make double sure everything is received.
- **Partially submitted assignments will be graded as submitted.** You will not be allowed to complete them after the due date.

4. **Electronic Devices:**

Electronic devices are a distraction and are not to be used during class / clinic or laboratory sessions. Tape recorders, iPods, games and cell phones will be **turned off** during these times. If you are expecting an emergency call inform the instructor prior to class, put your phone on vibrate, and sit in an area where you will cause the least disturbance when leaving.

- Texting is not allowed at any time during class /clinic or laboratory sessions. Texting detracts from class participation and you will be asked to leave the room for the remainder of the class.
- Any use of electronic devices during an examination or quiz will be considered **academic dishonesty**. The student will receive a zero on the exam or quiz and may be subject to dismissal from the program. Discuss any unusual or emergency situations with the instructor **prior** to the examination or quiz.
- With prior permission, students may use a laptop or tablet to take notes during class time. The devices cannot be used to surf the web, pick-up emails or for any other non-classroom activity. This is a privilege and it may be taken away at any time and for any reason by the instructor.

5. **The American with Disabilities Act (ADA):**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

Teaching Methods:

1. Lecture
2. Demonstration
3. Class discussion and case analysis
4. Laboratory exercises
5. Individual practice
6. Individual and group assignments
7. Internet assignments
8. Observation and feedback
9. One on one instruction

Required Texts:

1. Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation	Seventh Edition	Jill Nield-Gehrig	LWW/ Wolters Kluwer	ISBN 978-1-60913-331-3
2. Patient Assessment Tutorials	Third Edition	Jill Nield-Gehrig	LWW/ Wolters Kluwer	ISBN 978-1-4511-3148-2
3. Clinical Practice of the Dental Hygienist	Eleventh Edition	Esther Wilkins	LWW/ Wolters Kluwer	ISBN 978-1-60831-718-9
4. Exploring Medical Language A Student-Directed Approach	Eighth Edition	Myrna LaFleur Brooks	Elsevier/Mosby	ISBN 978-0-323-07308-0
5. Stedman's Medical Dictionary for the Health Professions and Nursing	Seventh Edition		LWW/ Wolters Kluwer	ISBN 978-1-60831-692-2

Online Resources:

Each student is required to have access to the online resources accompanying the textbooks at thePoint@lww.com

Reference Materials:

Detecting Oral Cancer, A Guide for Health Care Professionals, NHI Publication, (you will be given this in class)

Audiovisual Material:

Slides/Images

1. **Oral Pathology for the Dental Hygienist**, Fourth Edition, Olga Ibsen, RDH, MS. and Joan A. Phelan, DDS., W.B. Saunders Company, 2008.
2. **Oral Cancer, Detection and Diagnosis**, Sheldon Rovin, U.S. Department of Health, Education and Welfare, Public Health Service, undated.
3. **Detecting Oral Cancer: A Slide Program for Health Care Professionals**, NOHIC Publication # OP38 1998.
4. **Color Atlas of Common Oral Diseases**, Fourth Edition, R. Langlais and C. Miller, Lippincott Williams and Wilkins, 2009.
5. **General and Oral Pathology for the Dental Hygienist**, Leslie DeLong, RDH, MHA and Nancy Burkhart, RDH, EdD. Lippincott Williams and Wilkins, 2008.

Course Equipment, Supplies, Instruments and other Materials:

The instruments and other supplies students are required to purchase for this course are listed in the Dental Hygiene Program Student Handbook available on the program's web page.

Course Requirements:

Lecture	
Internet Assignments	<ol style="list-style-type: none"> 1. The Intra and Extra oral Examinations (See specific instructions page 39) 2. Counseling and treating Bad Breath Patients (See specific instructions page 39)
Freshman Research Project Topic Assignment	<ol style="list-style-type: none"> 1. Attend a Library Orientation and learn how to use the electronic indices and databases and the interlibrary loan system. 2. Freshman Research Project, Topic investigation (page 40)
Portfolio	<ol style="list-style-type: none"> 1. Add information to document your progression
Quizzes	<ol style="list-style-type: none"> 1. The number of quizzes depends on many factors and is not set. Quizzes may be announced or unannounced and some may be take-home. 2. Terminology Quizzes are open-book and will be taken online
Examinations	<ol style="list-style-type: none"> 1. Four lecture examinations 2. One comprehensive final examination
Laboratory	
Skill Evaluations <i>(located in Fundamentals of Periodontal Instrumentation)</i>	<ol style="list-style-type: none"> a. Position (<i>page 37</i>) b. Positioning and Clock Position (<i>page 68</i>) c. Instrument Grasp (<i>page 86</i>) d. Mirror and Finger Rests in Anterior Sextants (<i>page 130</i>) e. Mirror and Finger Rests in Mandibular Posterior Sextants (<i>page 156</i>) f. Mirror and Finger Rests in Maxillary Posterior Sextants (<i>page 184</i>) g. Movement and Orientation to the Tooth Surface (<i>page 221</i>) h. Adaptation (<i>page 234</i>) i. Instrumentation Strokes (<i>page 246</i>) j. Basic Probing Technique (<i>page 270</i>) k. Explorers (<i>page 308</i>) l. Angulation and Calculus Removal (<i>page 328</i>) m. Sickle Scalars (<i>page 352</i>) n. Universal Curets (<i>page 384</i>) o. Area-Specific Curets (<i>page 415</i>) p. Rubber Cup Polishing (<i>Online</i>)
Skill Checklists <i>(located in Patient Assessment Tutorials)</i>	<ol style="list-style-type: none"> a. Medical History (<i>page 121, 127</i>) b. Pulse and Respiration (<i>page 235, 236</i>) c. Blood Pressure Assessment (<i>page 283, 285</i>) d. Head and Neck Examination (<i>page 435, 437</i>) e. Oral Examination (<i>page 491, 493</i>) f. Occlusion (<i>page 569, 571</i>) g. Gingival Description (<i>page 533, 534</i>)

Course Requirements, Continued

Competency Evaluation (Lab Manual)	a. Pre and Post Operatory Procedures
Written laboratory examinations	a. Midterm – Instrument Design and Classification b. Final – Dental Charting
Patient assessment procedures	a. Medical Dental History b. Head and Neck Examination c. Intraoral Examination d. Periodontal Charting e. Dental charting f. Periodontal assessment
Treatment procedures	a. Calculus removal b. Stain removal c. Dental biofilm removal d. Fluoride application e. Instrument sharpening
Rotations (Lab Manual)	a. Sterilization (4 hours) b. Assisting (8 hours)
Laboratory Practical Examination	a. Final
Class Participation (See Appendix 4, page 46)	

Program Requirement:

Community Service	Six (6) hours of acceptable community service is required this semester. Community service must be completed by Friday December 7, 2012. See the Student Handbook for more information and examples of acceptable service. Do not consider working for a practicing dentist as community service, even if you are not paid. The faculty has final approval and any service completed by the student that is not approved will not be counted towards this requirement. Please ask the 1 st year clinic coordinator if you have any questions.
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Evaluation Criteria:

1. Lecture

You will be required to complete all assignments, quizzes and examinations with a final overall average of 70% or greater.

- | | | |
|----|---|---|
| a. | Grading Scale: | 90 - 100 = A |
| | | 80 - 89 = B |
| | | 70 - 79 = C |
| | | 60 - 69 = D |
| | | Below 60 = F |
| b. | Grade Distribution: | |
| | Exam Average | 60% |
| | Medical Terminology & Dental Charting Quizzes | 5% |
| | Topic Investigation | 10% |
| | Class Participation | 5% |
| | Final Exam | 20% |
| c. | Portfolio | Acceptable |
| d. | Community Service | 6 hours of acceptable service completed |

2. Laboratory

- a. All Skill Evaluations and Checklists must be satisfactorily completed in order to progress to Introductory Clinic. (See course requirements page 19)
- b. Pre and Post Appointment Operatory Procedures Competency Evaluation must be successfully completed.
- c. Written Midterm and Final laboratory examinations will be averaged with and carry the same weight as the lecture examinations. You will need to maintain a final average of 70% or more in combined lecture and laboratory grades and complete laboratory requirements in order to progress in the Dental Hygiene Program.
 1. Midterm – Instrument Design and Classification
 2. Final – Dental Charting
- d. The following assessment procedures will be completed on a clinic partner:
 1. Medical/dental history
 2. Extra and intra oral examination
 3. Periodontal assessment
 4. Dental charting
- e. The following treatment procedures will be attempted on a partner:
 1. Calculus removal
 2. Stain removal
 3. Biofilm removal
 4. Fluoride treatment
- f. Successful completion of the final practical examination.
- g. Rotations through senior clinic (information in this syllabus)

1. 4 hours learning how to prepare instruments and operate the sterilization equipment.
2. 8 hours learning how the clinic functions and assisting the seniors as they work.

DHYG 1431 Course Outline

Lecture/Laboratory Topic

- A. Introduction to DHYG 1431
- B. Exposure control
 - 1. Personal protective equipment and safety equipment
 - a. Gloves
 - b. Masks
 - c. Eyewear
 - 2. Vaccinations
- C. Disinfection procedures
 - 1. Cleaning
 - 2. Surface classification
 - 3. Chemicals
- D. Sterilization procedures
 - 1. Methods
 - a. Steam
 - b. Dry heat
 - c. Chemical
 - 2. Instrument recirculation
- E. Post Exposure Prophylaxis (PEP)
 - 1. Defined
 - 2. Goal of PEP
 - 3. CDC guidelines
 - 4. LIT policy
- F. Instrument Basics
 - 1. Design of hand-activated instruments
 - 2. Instrument classification – assessment instruments
 - 3. Instrument classification—debridement instruments
 - 4. Mirrors
 - 5. Fulcrums
- G. Cumulative trauma injuries
 - 1. Defined
 - 2. Types
 - 3. Prevention
- H. Infectious agents
 - 1. Types of contamination
 - a. Aerosols
 - b. Spatter
 - 2. The most common infectious agents of concern to dentistry

- I. Health histories
 - 1. Define terms
 - 2. Describe types of histories
 - a. Questionnaire
 - b. Interview
 - c. Combination
- J. Vital signs
 - 1. Pulse
 - 2. Respiration
 - 3. Blood pressure
- K. Head and neck examination
 - 1. Terminology
 - 2. Technique
 - 3. Common findings
 - a. Description
 - b. Etiology
- L. Intra oral examination
 - 1. Terminology
 - 2. Technique
 - 3. Common findings
 - a. Description
 - b. Etiology
 - 4. Oral cancer
 - a. Most common sites
 - b. Cancer warning signs
- M. Restorative dentistry and dental charting
 - 1. G. V. Black's Cavity Classification
 - 2. Caries detection techniques
 - a. Explorer
 - b. Transillumination
 - c. Laser
 - d. Radiographic
 - 3. Dental charting symbols
- N. Periodontal Disease
 - 1. Basic concepts of the disease process
 - 2. Assessment and Charting
 - 1. Terminology
 - 2. Techniques
- O. Indices and disclosing agents
 - 1. Disclosing agents
 - 2. Indices
 - a. PHP
 - b. LIT bleeding score

- P. Periodontal Debridement and Periodontal Maintenance Therapy
 - 1. Primary objective
 - 2. Techniques
 - 3. Rationale for recall time interval
- Q. Stains
 - 1. Extrinsic
- R. Stain removal (Polishing)
 - 1. Selective polishing
 - 2. Effects of polishing
 - 3. Techniques
- S. Fluoride Application
 - 1. Topical application techniques
 - a. Gel
 - b. Varnish
- T. Xerostomia
 - 1. Defined
 - 2. Etiology
 - 3. Effects
 - 4. Prevention
 - 5. Treatment options
- U. Halitosis
 - 1. Defined
 - 2. Etiology
 - 3. Assessment techniques
 - 4. Treatment options

Laboratory Topics

- A. Introduction to Dental Equipment
- B. Pre and Post-Operative Procedures
- C. Hand washing
- D. Instrument recirculation
 - 1. Sterilization duty
 - 2. Clinic supplies
- E. Principles of positioning
 - 1. Patient and operator positions
 - 2. Mirror and finger rests in the anterior sextants
 - 3. Mirror/finger rests—mandibular posterior sextants
 - 4. Mirror/finger rests—maxillary posterior sextants
- F. Instrumentation basics
 - 1. Adaptation and angulation
 - 2. Activation, pivot and handle roll
 - 3. Instrumentation stroke

Pre-Clinical Dental Hygiene (DHYG1431)
Fall 2013

- G. Specific Instruments
 - 1. Sickle Scalers
 - 2. Area Specific Curets
 - 3. Universal Curets
 - 4. 11/12 Explorer
 - 5. Probe
- J. Laboratory patient simulation

SPECIFIC LEARNER OBJECTIVES

Terminology: Each student is responsible for learning the terminology used during lab and lecture classes including the terminology listed at the beginning of each chapter in *Clinical Practice of the Dental Hygienist*. There is an online audio pronunciation feature on thePoint@lww.com that can be easily accessed for assistance.

MODULE 1

Standard Precautions

AT THE COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

Personal Protective Equipment

1. Identify the types of PPE available to the dental healthcare worker
2. Choose the appropriate PPE for a given procedure
3. Discuss latex allergy and contact dermatitis

Sterilization and Disinfection Procedures

1. Define and describe standard precautions
2. Differentiate between sterilization and disinfection
3. Identify the types of chemicals used for disinfection
4. Identify the different types of surfaces in the dental clinic (Table 6.3)
5. Describe the most common methods used to sterilize equipment in a dental office
6. Describe systems used to monitor the effectiveness of specific sterilizers
7. Describe the procedures that can reduce intraoral microbial counts prior to dental treatment
8. Describe three ways to reduce aerosol contamination when using dental instruments.
9. Identify treatment room features that optimize infection control efforts (Fig6.1)
10. Define biofilm and identify how to manage dental unit waterline biofilm
11. Define medical waste and identify disposal methods
12. Identify components of dental office safety protocols regulated by CDC and OSHA

Post Exposure Prophylaxis

1. Define “exposure” as it relates to Post Exposure Prophylaxis (PEP) for HIV, HCV and HBV
2. List the exposure factors that seem to be most significant to HIV seroconversion.
3. Identify the goal of PEP
4. Recognize the CDC guidelines used to determine if PEP would be recommended after an exposure
5. Identify two of the three antiretroviral drug classes recommended for PEP and state one reason for their combined use in PEP
6. State procedures for follow up on HIV exposed individuals whether or not PEP is used
7. Describe the LIT occupational exposure to blood and body fluids and post exposure prophylaxis policies

Laboratory

1. Demonstrate the principles of instrument recirculation as accomplished in the hygiene clinic
2. Choose and describe the proper method to disinfect or sterilize an object or surface
3. Describe/demonstrate the specific procedures necessary to prepare an operator for use
4. Describe/demonstrate the specific procedures necessary for post appointment decontamination of the operator
5. Demonstrate proper handwashing technique

Disease Transmission

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. Describe the chain of disease transmission
2. List methods to break the chain of transmission at every link
3. Describe the different ways diseases can be transmitted
4. Differentiate between aerosol and spatter
5. Identify common pathogenic organisms found in the oral cavity and the diseases they produce
6. Identify the pathogenesis (pattern of disease development) of the major infectious diseases the dental profession is concerned with (Wilkins, Table 4-1 & 4-3)
7. Explain what can be done to decrease the transmission of tuberculosis in the dental environment
8. Identify the various Hepatitis viruses and describe the significance of each to the dental health care worker. (Wilkins, Table 4-2)
9. Briefly summarize the disease process of HBV and distinguish between the possible outcomes. Use serologic markers and accepted abbreviations in the summary
10. List major population groups at risk for HBV and HIV
11. Describe why the human herpes viruses are of special concern to dentistry
12. Predict the legal/ethical implications of not following accepted infection control procedures

MODULE 2

Instrument Design and Classification

AT THE COMPLETION OF THE MODULE YOU WILL BE ABLE TO:

1. Identify instrument parts and surfaces
2. Identify and discuss the design characteristics of each instrument classification
3. Define fulcrum and describe the attributes of a properly placed fulcrum

Cumulative Trauma Injuries

AT THE COMPLETION OF THE MODULE YOU WILL BE ABLE TO:

1. Describe elements of the neutral operator position
2. Define and list the symptoms of the following types of repetitive-strain /cumulative trauma disorders:
 - a. Carpal tunnel syndrome
 - b. Ulnar nerve entrapment
 - c. Pronator syndrome
 - d. Tendinitis
 - e. Tenosynovitis
 - f. Rotator cuff tendonitis
 - g. Extensor wad strain
 - h. Thoracic outlet syndrome
4. Describe risk factors for repetitive strain injuries/disorders
5. Describe strategies for preventing cumulative trauma injuries in dental hygiene practice
6. Describe the role of telescopic loupes in preventing cumulative trauma injuries

Laboratory

1. Demonstrate exercises which can be done; during patient care, before patient care and after patient care, that might help prevent cumulative trauma injuries
2. Demonstrate/describe the appropriate positioning of the dental unit/chair, clinician, and patient to enhance instrumentation procedures in each area of the mouth
3. Demonstrate the elements of the neutral operator position

MODULE 3

Documentation/ Record Keeping

AT THE COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. List the elements of patient assessment
2. Describe the components of a complete dental record and the elements of a proper chart entry
8. Identify common errors in record maintenance and chart entries

Laboratory

1. Maintain patient records properly
2. Make appropriate chart entries

Medical Histories & Vital Signs

AT THE COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. Describe the questionnaire and interview methods of obtaining a health history and

- explain why a combination of both methods is desirable
2. Explain why a complete medical history is necessary and list the components of a complete health history
3. Identify the rationale for questions on the health history and provide appropriate follow-up questions for positive responses
4. Given certain circumstances determine the need for medical consultation prior to dental treatment
5. Explain how vital signs are used in determining if a patient is able to withstand dental treatment
6. Describe the components of a blood pressure recording. How can the auscultatory gap cause errors in blood pressure measurement and explain how they can be avoided
7. Identify and categorize normal and abnormal vital sign values
8. Describe recommendations for follow-up based on initial blood pressure measurements for an adult
9. Describe the program's policy for treating medically compromised patients.
10. State the AHA recommended antibiotic premedication regimen (Table 9-4)
11. Identify the need to modify the prophylactic antibiotic premedication recommendation for patients already taking an antibiotic for another condition
12. Identify patients who might need antibiotic premedication prior to dental hygiene care (Box 9-2A)
13. Recognize the ASA Physical Status Classification System
14. State examples of how oral health can be an indication of systemic disease

Laboratory

1. Properly demonstrate procedures involved in taking vital signs on your patient/partner
2. Demonstrate obtaining a complete medical and dental history on your patient/partner

Head and Neck and Intraoral Examinations & Dental Charting

AT THE COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. State the purposes and advantages of performing a complete head and neck and intra oral examination for each patient
2. List and define the types of examinations (complete, screening, limited, follow-up and maintenance)
3. List and describe examination methods (visual, palpation, etc.)
4. Define: sign, symptom and pathognomonic
5. Compare and contrast the terms predisposing and contributing
6. Identify the characteristics to observe in assessing a patient's general appearance and state why they may be significant to treatment
7. Identify and name common deviations from normal that may be detected during the examination
8. Describe abnormal/atypical lesions according to location, history and clinical

- characteristics using correct terminology
9. List the most common intra oral sites for oral cancer and describe the different manifestations of early oral cancer
 10. List the warning signs of oral cancer
 11. Discuss the importance of early detection of oral cancer
 12. Describe the role of the dental hygienist in preventing oral cancer
 13. Define and recognize developmental and noncarious dental lesions
 14. Describe methods of caries detection used in clinical practice: visual, tactile, trans-illumination, and laser
 15. Identify strengths and weaknesses of each caries detection method
 16. Given a variety of carious lesions or restorations, identify the proper classification number using G. V. Black's classification system

Laboratory

1. Using the head and neck and intraoral examination forms identify all of the structures to be examined on your patient/partner in lab.
2. Describe and demonstrate the methods of examining each structure in the head and neck and intraoral examinations
3. Identify and chart all restorations and findings following LIT soft tissue description and dental charting guidelines
4. Use proper terminology to describe all charted findings

MODULE 4

Periodontal Disease

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. Describe the concepts related to the development of periodontal disease
2. Recognize the difference between a periodontal pocket and a gingival pocket
3. Recognize the classifications of gingival disease as stated in Table 16-1
4. Recognize the characteristics of localized and generalized chronic periodontitis
5. Identify local and systemic contributing/predisposing factors associated with disease development and progression
6. Describe oral self-cleansing mechanisms

Periodontal Assessment

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. List the components of a complete periodontal assessment and charting. Show how the findings can be used to determine the AAP periodontal classification.
2. List and describe the uses of the probe in a periodontal examination.

3. Use correct terminology to describe the clinical appearance (architecture, size, shape, consistency, texture) of the gingiva in health and disease.
4. Identify and select specific examples of clinical characteristics to differentiate between gingival and periodontal disease.
5. State the significance of bleeding as a sign of gingival inflammation.
6. Given a list of clinical changes in the gingival tissues, construct a generalized and/or localized statement describing the condition.
7. List radiographic changes that may indicate the presence of periodontal disease.
8. Define mucogingival involvement and describe clinical methods of detection.
9. Describe tissue height (position of the gingival margin) and demonstrate how to chart tissue heights on the dental chart.
10. List predisposing and contributing factors for the initiation and progression of periodontal infections
11. List the purposes of a disclosing agent.
12. Describe the characteristics of an acceptable disclosing agent.
13. Describe the purposes and uses of clinical plaque scores.
14. Describe how we use the full mouth bleeding score in the hygiene clinic.
15. Describe the patient hygiene performance (PHP) index. Determine and evaluate the numerical outcome of a PHP example.

Laboratory

1. Demonstrate the techniques involved in periodontal assessment on a patient/partner in lab.
2. Clinically identify factors that contribute to the development of gingival and periodontal disease, if seen in your patient/partner.
3. Determine a PHP Score and bleeding score on your patient/partner in lab.

Periodontal Debridement and Recare

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. State the primary objective of periodontal debridement and describe how instrumentation and other dental hygiene procedures contribute to achieving this objective
2. Describe the following elements of periodontal deposits/debridement:

attached dental biofilm	biofilm removal
unattached dental biofilm	bacterial byproducts
closed debridement	endotoxin
surgical debridement	dental biofilm retentive factors
scaling and root planing	pathologically deepened sulcus
periodontal debridement	sulcus with increased depth
3. Explain how to accomplish an immediate evaluation of a treated area
4. State appropriate patient instructions following periodontal treatment
5. List the clinical endpoints of successful non-surgical instrumentation
6. State the effect of therapy on pocket microorganisms (Table 39-1)

7. Describe the role of the patient in achieving and maintaining periodontal health
8. Explain the rationale behind the 1 - 2 week follow-up evaluation after periodontal therapy

Laboratory

1. Identify possible reasons for the following instrumentation difficulties:
 - Unable to see the treatment area
 - Unable to locate the calculus
 - Poor lighting of the treatment area
 - Adaptation problems
 - Uncontrolled or weak working strokes
 - Missed calculus:
 - Deposits missed at the midlines of anterior teeth
 - Deposits missed at the line angles of posterior teeth
 - Deposits missed on proximal surfaces
2. Self-evaluate instrumentation skills and propose solutions to instrumentation problems
3. Use hand instruments to remove supra and subgingival calculus deposits from your patient/partner

MODULE 5

Extrinsic Stains

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. Classify stains by location and source.
2. List the clinical features, composition, etiology and clinical approach for removing the following types of stains:

yellow stain	brown pellicle
green stain	brown food stains
black line stain	anti-biofilm agents
tobacco stain	orange and red stains
stannous fluoride stain	metallic stains
3. Identify and explain the formation of stains occurring in pulpless teeth, tetracycline stained teeth and stains resulting from silver amalgam

Stain Removal/Polishing

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. Define selective polishing and identify instances when polishing is contraindicated
2. State the effects of polishing on the tooth surface, the gingiva and restorations
3. Identify instances when polishing is indicated
4. Describe different techniques for polishing interproximal areas
5. Explain the relationship of polishing to the therapeutic and cosmetic goals of oral care in

a manner that a patient might understand

Laboratory

1. Select the proper polishing agent or dentifrice for your patient and demonstrate selective polishing on your patient/partner in the lab

MODULE 6

Fluoride Application

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. Describe ways to prevent accidental fluoride ingestion in the dental office
2. List procedures to reduce fluoride ingestion during topical application
3. Describe the criteria used to determine if a fluoride tray fits properly
4. Explain why fluoride varnish would be used instead of a fluoride gel professional treatment

Laboratory

1. Demonstrate the tray technique for the application of topical fluoride on your patient/partner
2. Demonstrate fluoride varnish application on you patient/partner

Xerostomia and Halitosis

UPON COMPLETION OF THIS MODULE YOU WILL BE ABLE TO:

1. Define xerostomia
2. State the causes and effects of xerostomia
3. Describe techniques and products that can be used to manage xerostomia
4. Define halitosis
5. State the possible sources of oral malodor
6. Discuss methods of detecting halitosis
7. Describe techniques and products that can be used to manage halitosis

MODULE 7 (LABORATORY)

Instruments and Instrumentation

AT THE COMPLETION OF THE MODULE YOU WILL BE ABLE TO:

1. Describe the characteristics of a well-adapted instrument
2. Demonstrate how to correctly adapt an instrument on the typodont and in the mouth
3. State the correct working angulation and describe/demonstrate how to clinically determine if the correct angulation is being used for each of the following instruments:

- a. explorers
 - b. anterior and posterior sickles
 - c. universal curet
 - d. area specific curets
 - e. periodontal probes
4. Identify the elements of instrumentation that work towards achieving stability during the activation of an instrument
5. Combine knowledge of the following to describe how to activate a calculus removal stroke
 - a. grasp
 - b. fulcrum
 - c. adaptation
 - d. angulation
 - e. lateral pressure
 - f. stroke direction
 - g. stroke length
 - h. combined hand, wrist, arm motions
 - i. stroke completion
6. Explain which elements of the calculus removal stroke would be modified during an assessment stroke
7. Demonstrate correct use of the following instruments on the typodont and in the mouth:
 - a. explorers
 - b. anterior and posterior sickles
 - c. universal curet
 - d. area-specific curets
8. Identify errors and describe their consequences in the following elements of instrumentation:
 - a. grasp
 - b. fulcrum
 - c. adaptation
 - d. angulation
 - e. lateral pressure
 - f. combined hand, wrist, arm motion
9. Determine the basic purpose of the following instruments in the assessment phase of dental hygiene care
 - a. mouth mirror
 - b. explorer
 - c. probe
10. Describe the specific uses of the explorer designs included in the student kit
11. Describe the elements of calculus detection and how the clinician might describe sensations felt during subgingival exploration
12. Attempt to detect calculus in the lab on your patient/partner
13. Compare the design characteristics of the area-specific curets to the characteristics of a universal curet
14. Determine which type of hand instrument and which instrument design is most appropriate to use based on the type and location of deposits
15. Compare and contrast the difficulties inherent in subgingival vs. supra gingival instrumentation
16. Describe the purpose of the air/water syringe
17. Explain the procedure for using the air/water syringe
18. Describe the improper use of the air/water syringe
19. Identify errors in fulcrum placement and relate how instrumentation is affected

20. Identify procedures used to increase hand dexterity and strength

APPENDIX 1

ONLINE ASSIGNMENT INSTRUCTIONS

Intra and Extra oral Examinations
Counseling and Treating Bad Breath Patients

ONLINE COURSE COMPLETION INSTRUCTIONS

Intra and Extraoral Examinations and Counseling and Treating Bad Breath Patients

Follow the link below to dentalcare.com

<http://www.dentalcare.com/en-US/home.aspx>

You will have to register to get to the Education Courses. Register as a “Dental Hygiene Student”

Once registered you may enter the following assignment numbers in the spaces indicated under “Continuing Dental Education” on the “Education” tab.

Assignment numbers:

The Intra and Extraoral Examinations: **# 28609**

Counseling and Treating Bad Breath Patients: **#28608**

There are more detailed instructions on Blackboard under “Online Assignments”. Let me know if you have any problems!

APPENDIX 2
FRESHMAN RESEARCH PROJECT
INSTRUCTIONS FOR IDENTIFYING
POTENTIAL TOPICS

Preparation for Choosing a Research Project Topic

Due Thursday 11/14/2013

Your assignment is to identify 2 subjects for a research project. This project will culminate in an oral presentation to your peers at the end of the spring semester. You will be revising your presentation over the summer months to prepare to present it to the members of the Sabine Dental Hygienists' Association in the fall. Students are encouraged to also consider presenting their research during Table Clinic Presentations at the annual SADHA meeting in September. There is also an option to take your research project to the Texas ADA, TDHA meetings the following spring.

1. Identify 2 subjects you would enjoy researching and writing a detailed paper about.
 - The subjects must be narrow in focus not broad.
 - How periodontal disease affects cardiovascular health as opposed to periodontal disease.
 - Ask your advisor or other faculty member for some direction in this process. They can help you take a broad subject and narrow it down.
 - You need to make sure there is enough easily obtainable information so you have a relatively broad base of knowledge to research.
 - An obscure topic such as "The relationship of ginkgo biloba to dental caries" would yield little, if any, valid information.
 - Make sure there is information from unbiased sources available.
 - Companies that produce products always have research that proves their products work. You want to find information from sources unaffiliated with the company to confirm the companies test results
 - The information must be current, published no earlier than 2010.
 - The information **MUST** not come from consumer sources.
 - Ladies Home Journal is nice but it is not a professional source.
 - Dr. Rabbits Oral Health Care Web Site is also an example of consumer information.
 - If you have any doubts as to whether your information is from an acceptable source **ASK** before you hand in the information. **YOU WILL NOT BE GIVEN CREDIT FOR CONSUMER INFORMATION.**
2. Identify 4 articles from **professional peer reviewed** sources (journals or internet) for **EACH** topic with a **complete reference page entry** according to the **APA documentation system**. If you are not familiar with this format, ask one of your instructors.
3. Hand in a printout or a copy of the most informative article you found for **each** topic.
4. I expect you to use both the internet and regular library resources for your information. For your written paper next spring, at least two information sources must be off-line peer reviewed journals.

What you will hand in:

- A brief explanation of the topics you have chosen and why you think these would be useful to a practicing dental hygienist or DDS (Paragraph format about 100 to 150 words in length each).
- Four reference page entries, following the APA documentation style, for the journal or internet articles you have found for each topic.
- One printout or copy of the most informative article for each topic.

The evaluation rubric for this assignment is found on the following page.

PRE-CLINICAL DENTAL HYGIENE DHYG 1431 (2013)			
Research Topics			
LIT Competency	2. Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care. 4. Communicate effectively with individuals and groups from diverse populations both verbally and in writing.		
Student		Date	
Topics			
The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria.		Possible Points	Points Awarded
1	Submitted on time.	1	
2	Topic 1: Explanation of topic includes why the student chose the topic and why information on the topic is important or useful for a practicing dental hygienist or DDS	2	
	Topic 2: Explanation of topic includes why the student chose the topic and why information on the topic is important or useful for a practicing dental hygienist or DDS	2	
3	Topic 1: Student submits four (4) separate articles from peer reviewed journals or appropriate professional web sites	4	
	Topic 2: Student submits four (4) separate articles from peer reviewed journals or appropriate professional web sites	4	
4	Each reference page entry (4 for each topic) follows the APA format	4	
5	Submitted articles were published no earlier than 2010	4	
6	A hard copy of one peer reviewed article (the most informative) is submitted for each topic	2	
7	Written explanation has few (less than 3) grammatical errors	2	
	Total Points	25	
Comments:			

APPENDIX 3

INSTRUCTIONS FOR CASE STUDIES

2013 Case Study Instructions

Every group will need to be ready for Tuesday 11/19/13 because I will draw names out of a hat (or something) as we go. We will have 3 or 4 presentations on Tuesday 11/19/13 and the last 3 or 4 on Thursday 11/21/13. I want a copy of all of your summaries and written research etc. You are not going to be graded on your writing capabilities but on your presentation of the facts of the case and your insight into the analysis of that information.

This is an outline of what you need to do to prepare for your case study presentations. **Your summary of the case should take approximately 5 minutes or less.** I will have pictures of your patient ready for you to show the class so you will have something to point to etc. **The discussion at the end will take about 6-8 minutes** and the presenting group should be all set to ask the class questions about the case and to answer questions about the case from the class. **We will be early if possible and/or running about 5 minutes late on each day so each group has @12-13 minutes (more information on this before the presentations).**

Student groups not presenting need to look at the other cases and be familiar enough to ask and answer questions. The presenting groups will be graded on their ability to lead a discussion on their case. You, the audience, needs to prepare so you can participate intelligently!

1. Look at the medical history, dental history and medication lists
 - Be able to **summarize** the conditions and diseases found
 - Note conditions you think might have an impact on dental hygiene care and what that impact might be. If you can suggest a way to manage the dental implications do so.
 - Describe any dental implications associated with the patient's drugs and any steps you might be able to take to deal with these.
 - Formulate questions you will need to ask to get more information from the patient, if necessary.
 - Determine whether you will need a medical consultation and state why.
 - DO NOT go over the entire medical history just give us the important facts.
2. Head/neck and oral examinations
 - Prepare a **summary** of your findings
 - Correlate to the medical/dental/medication information
 - How do you think these will impact dental hygiene care?
 - DO NOT tell us all of the normal "stuff" just highlights of the information needed to make decisions about how to care for the patient.

3. Dental findings

- Prepare a **summary** of your findings, don't forget the radiographs.
- Correlate to the medical/dental/medication information
- What is the significance of these findings?
- DO NOT tell us about every restoration on every tooth but DO tell us what is important for us to be able to make decisions about their care.

4. Gingival/periodontal findings

- **Summarize** gingival/periodontal findings (remember to examine the periodontal tissues in the radiographs provided)
- Correlate to the medical/dental/medication information
- What is the patient's periodontal case type?
- DO NOT tell us about every little area of redness or each bulbous papilla, DO summarize the information,

5. (Discussion, see below) Decide what dental hygiene care you think would be appropriate. How many appointments do you think you will need? Prepare this information for your discussion.

Discussion

You are going to present the information in 1 through 4 above...then your group will lead the discussion on your case study. Prepare questions you can ask the class ahead of time. These are a few examples to get you started!

- Are there any other questions or information you think would be necessary before treating this patient?
- Is there any further discussion of the dental implications of the histories, etc.?
- What DH treatment do you think is necessary? How many appointments?

Whatever questions you ask the class you will need to have the answers for.....so be prepared.

I may also have a few questions for you and the class!

APPENDIX 4

CLASS PARTICIPATION INFORMATION

Class Participation

Lamar Institute of Technology Dental Hygiene Program				
Class Participation Rubric				
	3	2	1	
Attendance/ Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	
Level of Engagement in Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	
Total points from top section		15 possible points		
Weekly journal entries (15)		15 possible points		
Case study presentation		25 possible points		
Completion of 2 online CE courses		10 possible points (5 points each)		
Submission of an online introduction		5 points		
Grade = points earned/possible points		Points earned _____ / 70	Grade	

APPENDIX 5
GRADE COMPUTATION SHEET

GRADE COMPUTATION SHEET

Exam Average

_____ Exam I (lecture)
_____ Exam II (lecture)
_____ Exam III (lecture)
_____ Exam IV (lecture)
_____ Instrument Design (lab)
_____ Dental Charting (lab)
_____ Average Written Exams

Medical Terminology & Dental Charting Quiz Average _____

Written Assignments

_____ Freshman Research Project Topic Investigation

Final Course Average

Exam Average _____ x .60 = _____

Terminology & Charting
Quiz Average _____ x .05 = _____

Written Assignments
Topic Investigation _____ x .10 = _____

Class Participation _____ x .05 = _____

Final Exam _____ x .20 = _____

Final Grade _____

Final Letter Grade _____