

Contemporary Dental Hygiene Care |

Lamar Institute of
Technology

DHYG 2301

Course Syllabus

Spring 2010

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Date	Topic	Assignment (Assignments are due on the date under which they are listed)
1-12	Emergency Procedures	Read: Wilkins, Chapter 66 Pickett, Chapters 1 and 2
1-14	No Class	
1-19	Emergency Procedures	Read: Pickett, Chapters 3 and 4
1-19	Emergency Procedures	Read: Pickett, Chapter 6
	Research Project Instructions	Read: DHYG 2301 Manual, Appendix 2
1-21	Caring for the Pedodontic Patient	Read: Wilkins Chapter 46
1-26	Caring for the Pedodontic Patient Family Violence	Read: Wilkins Chapter 57 Complete Online course: "Special Care: An Oral Health Professional's Guide to Serving Young Children with Special Health Care Needs Web-Based Curriculum" Presented by American Dental Hygienists' Association in collaboration with National Maternal and Child Oral Health Resource Center at Georgetown University supported by the Maternal and Child Health Bureau, Health Resources and Services Administration, (4 CE's) Active link can be found below and under assignments in Blackboard. http://141.161.111.132/OHRC_main/SpecialCare/index.htm
1-28	Smoking/Tobacco Cessation	Read: Wilkins, Chapter 31
		Read: "Tobacco Cessation Protocols" available at: http://www.askadviserefer.org/downloads/Tobacco_Cessation_Protocols.pdf
2-2	Smoking/Tobacco Cessation	Complete Online Assignment : Tobacco Cessation
		Read: Pickett, Chapter 7 Research Project Group Members and Topic Due
2-4	Exam 1	Emergency Procedures Smoking/Tobacco Cessation Pedodontic Patient Pickett, Chapters 1-4, 6 and 7
2-9	Caring for the Pre-adolescent to Post-menopausal Patient	Read: Wilkins, Chapter 48 Read: Pickett, Chapter 8
2-11	Caring for the Pregnant Patient	Read: Wilkins, Chapter 45

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2-16	HIV and AIDS	Read: Wilkins, pages 42-50 Read: HIV handout will be available from MPC Office 214 at the beginning of the semester
		Individual Article Reports Due
2-18	Caring for Patients with HIV and AIDS	Read: Pickett, Chapter 9 pages 125 – 130 (HIV and STD's)
		Research project Outline Due
2-23	Caring for Patients with Oral Cancer	Read: Wilkins Chapter 52 Oral Health in Cancer Therapy, entire booklet Available at: http://www.doep.org/
2-25	Exam 2	HIV and AIDS Pre-adolescent Post-menopausal Pregnancy Oral Cancer Pickett, Chapters 8 & 9 (selected pages)
3-2	No Class	Tentative
3-4	Caring for Implants and Other Fixed Prosthetic Devices	Read: Wilkins, Chapters 29 and 30
3-4	Caring for Implants and Other Fixed Prosthetic Devices	Read: Nield-Gehrig, FPI Module 25
3-8	Spring Break	
3-12		
3-16	Caring for the Patient with Diabetes	Read: Wilkins, Chapter 65 Read: Handout available from MPC Office 214
3-18	Caring for the Patient with Diabetes	Read: Pickett, Chapter 10 pages 146 – 151
3-23	Caring for the Geriatric Patient	Read: Wilkins, Chapter 49
		Written Paper for Research Project Due
3-25	Caring for the Geriatric Patient	Read: Pickett, Chapter 10 pages 154 – 160
3-30	Caring for the Geriatric Patient	Read: Wilkins, Chapter 50, pages 833-840 and Chapter 57 pages 952-955
	The Edentulous Patient	Read: Pickett, Chapter 5
4-1	All College Day	No Classes

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4-6	Exam 3	Implants Rehabilitation and Orthodontics Caring for the Geriatric Patient Diabetes Pickett, Chapters 5 and 10 (selected pages)
4-8	Caring for the Patient with Cardiovascular Disease	Read: Wilkins, Chapter 63
4-13	Caring for the Patient with Cardiovascular Disease	Read: Pickett, Chapter 11
4-15	Caring for the Patient with a Blood Disorder	Read: Wilkins, Chapter 64
4-20	Caring for the Patient with a Blood Disorder	Read: Pickett, Chapter 9 pages 114 – 124 and 131 – 135
4-22	Exam 4	Cardiovascular disorders Blood disorders Pickett Chapters 11 and 9 (selected pages)
4-27	Research Project Presentations	
4-29		
5-4	Case Studies from Pickett	Complete 4 chapter summary case studies on Blackboard from <i>Preventing Medical Emergencies: Use of the Medical History</i> . These will be discussed in class today!
Final Exam TBA		

CONTEMPORARY DENTAL HYGIENE CARE I
DHYG 2301

Course Description:

Dental hygiene care for the medically or dentally compromised patient with emphasis on supplemental instrumentation techniques.

Course Goals:

1. Explain modifications in treatment for the medically and dentally compromised patient including: (SCANS: F1.5, F2.3, F5.5, F6.2, F7.1, F8.3, F9.3, F10.3, F11.5, F12.5, F13.5, F14.1, F17.3, C5.5, C6.3, and C7.3)
 - a. Pedodontic patient
 - b. Pre-adolescent to Post-menopausal patient
 - c. Tobacco using patient
 - d. Pregnant patient
 - e. Geriatric patient
 - f. Diabetic patient
 - g. Oral Cancer patient
 - h. HIV+, Aids patient
 - i. Patient with Cardiovascular disease or blood disorders
 - j. Edentulous patient
 - k. Patient with complete oral rehabilitation and/or implants
 - l. Patient with respiratory disease
2. Determine instrumentation techniques appropriate to meet the needs of a diverse patient population. (SCANS: F1.5, F2.2, F5.5, F6.5, F7.1, F8.3, F9.3, F10.3, F11.5, F12.4, F13.3, F14.5, F16.5, F17.5, C18.2)
3. Explain an appropriate plan of action when given or exposed to a specific medical/dental emergency. (SCANS: F1.5, F6.3, F7.3, F8.5, F9.5, F10.5, F11.5, F12.5, F13.5, F14.3, C5.3, C9.5)
4. Communicate advanced knowledge of a specific current dental topic to the faculty and fellow dental hygiene students through the preparation and presentation of a research project. (SCANS: F1.5, F2.5, F6.5, F12.5, C5.5, C6.5, C7.5, C9.5, C10.5)
5. Identify those conditions associated with using tobacco and will be able to outline a preliminary plan for working tobacco cessation policies into their practice of dental hygiene. (SCANS: F1.5, F5.5, F6.5, F7.3, F8.3, 12.4, F13.3, F14.3, F17.4, C5.5, C6.5, C9.5, C10.5, C11.5)

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SCANS Competencies and Skills:

Beginning in the late 1980's, the U. S. Department of Labor Secretary's Commission of 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. The three-part foundation skills and five part workplace competencies are further defined in the SCANS attachment.

Prerequisite/Co-Requisite Courses:

Admittance to the dental hygiene program and all courses from the previous semesters

Credit Hours:

3 Credit Hours

Class Time:

Tuesday and Thursday 9:30 - 10:45 p.m. Room 112

Instructor:

Leslie A. DeLong, R.D.H., B. S., M.H.A.

Office: Multi-Purpose Center Room 214

Telephone: 409-880-8856

Office Hours: 1-5 pm MW, 7-10 am F

Course Policies:

1. **Attendance Policy**

Due to the progressive nature of this course and its importance to future courses, attendance at all lecture and laboratory sessions is required.

In order to ensure the student in the dental hygiene program acquires 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.

Fall and Spring Semesters: Dental Hygiene students will be allowed two absences in any lecture, lab or clinical session. Students will be allowed to make up lab and clinic time only if there is available space and time. In the event a student misses a lecture class, lab or clinic session beyond the allowed absences, the faculty will review the student's academic record. When it becomes inadvisable for the student to continue in the program, the faculty will initiate an administrative drop from the course.

- Attendance will be taken prior to every class period. Make sure you sign in as you enter class.
- Tardiness will not be tolerated in the classroom. Students who are consistently tardy may be asked to leave the program. Late arrival will result in deductions from the class participation grade.

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- The lecture classroom door will close at 9:30. Each student has one and ONLY one “late pass”. Anyone arriving after 9:30 without a “late pass” will not be allowed into the class.
- Tardiness on a test day may result in the student’s exclusion from the test. In this case the student may receive a zero on the test or may be allowed to take a make-up essay exam covering the same material.
- Students arriving late will not be allowed to participate in quizzes. Tardiness on a test day may result in the student’s exclusion from the test. In this case the student may receive a zero on the test or may be allowed to take a make-up essay exam covering the same material.
- Students are required to remain in class for the entire period. Any personal business should be taken care of prior to or after class. Instances of leaving during class may result in class participation grade deductions. Please inform the instructor of any medical conditions which would require you to leave class 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 class early, please inform the instructor prior to class if possible.
- Faculty has the authority to modify the above policies if the faculty member determines there are unusual circumstances.

2. **The Americans 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.

3. **Examination and Quiz Policy:**

Quizzes and examinations will be based on goals and objectives, lecture notes, handouts, assigned readings, audiovisual material, and clinic experiences. 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. Should the student choose to miss a class for any reason other than those mentioned and miss an examination, a grade of "0" will be assigned for that examination.

- All make-up examinations will be in the form of essay questions based on the learner objectives for the material covered in the applicable units.
- Students will not be allowed to make up any quizzes.

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- All examinations must be returned to the instructor to be kept on file. Students may have access to the examinations by appointment during the instructor's office hours for up to two weeks following an examination.

4. **Assignments:**

Assignments are to be submitted by 4:00 p.m. on the day they are due. Assignments will not be accepted if handed in late. Assignments may be e-mailed, faxed or uploaded to Blackboard. A score of "0" will be recorded for all assignments due on a day of absence unless prior arrangements have been made with the instructor.

- 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 to submit them as soon as they are completed. However, assignments (other than Blackboard quizzes) will not be graded until the due date.

5. **Electronic equipment:**

Electronic devices are a distraction and are not to be used during class sessions. Tape recorders, iPods (MP3 players), 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.

- Text messaging is not allowed at any time during class or clinic/ laboratory sessions. Text messaging detracts from class participation and will result in deductions in your class participation grade. Text messaging during a quiz or examination is considered academic dishonesty regardless of the subject of the text message. The student will receive a zero on the exam or quiz and may be subject to dismissal from the program.

Faculty has the authority to modify the above policies if unusual circumstances mandate a change.

Teaching Methods:

1. Lecture
2. Demonstration
3. Class Discussion
4. Guest Lectures
5. Internet assignments
6. Individual and Group Assignments

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Required Texts:

1. Wilkins, E. (2008). Clinical practice of the dental hygienist (10th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN: 978-0-7817-6322-6
2. Pickett, F. & Gurenlian, J. (2010). Preventing medical emergencies: Use of the medical history (2nd ed.). Philadelphia: Wolters Kluwer Health/ Lippincott Williams & Wilkins. ISBN: 978-1-58255-840-0
3. Rankin, K. V., Jones, D. L. & Redding, S. W. (Editors). (2009). Oral health in cancer therapy: A guide for health care professionals (3rd ed.). Dental Oncology Education Program co-sponsored by the Texas Cancer Council and the Oral Health Education Foundation.

These will be passed out in class and they are available at: <http://www.doep.org/>

4. "Tobacco Cessation Protocols" available at:
http://www.askadviserefer.org/downloads/Tobacco_Cessation_Protocols.pdf

Reference Texts:

1. Nield-Gehrig, J. & Houseman, G. (2008). Fundamentals of periodontal instrumentation (6th ed.). Philadelphia: Wolters Kluwer Health/ Lippincott Williams & Wilkins.
2. Stedman's medical dictionary for the health professions and nursing (6th ed.). Baltimore, MD: Wolters Kluwer Health/ Lippincott Williams & Wilkins
3. DeLong, L. A. & Burkhart, N. B. (2007). General and oral pathology for the dental hygienist. Baltimore, MD: Wolters Kluwer Health/ Lippincott Williams & Wilkins
4. Ibsen, O. & Phelan, J. (2008). Oral pathology for the dental hygienist, (5th ed.). St. Louis, MO: Saunders.

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Audiovisual References:

1. **Oral Health Care Educational Series, Procter and Gamble, Professional Relations:** Oral Health and the Older Adult, Dental Implant Overview
2. **A Guide for Health Care Providers on the Detection and Prevention of Periodontal Complications of Diabetes Mellitus,** National Oral Health Information Clearinghouse, National Institutes of Health, June 1994.

Course Requirements:

1. Prepare a written research project and present to the class and instructors (evaluators).
2. Complete internet assignments (pass/fail)
 - a. Tobacco Cessation
 - b. "Special Care: An Oral Health Professional's Guide to Serving Young Children with Special Health Care Needs Web-Based Curriculum" Presented by American Dental Hygienists' Association in collaboration with National Maternal and Child Oral Health Resource Center at Georgetown University supported by the Maternal and Child Health Bureau, Health Resources and Services Administration, (4 CE's)
3. Complete one individual assignment consisting of a written report on an assigned article
4. Class Participation: Participate in classroom and other activities see Appendix 3.
5. Continue to develop an acceptable portfolio

Evaluation Criteria:

Lecture Grade Distribution:

5%	Article Report
5%	Class participation
15%	Research Project Report & Presentation
55%	Major Exams
<u>20%</u>	<u>Final Exam</u>
100%	

Grading Scale:	90 - 100 = A
	80 - 89 = B
	70 - 79 = C
	60 - 69 = D
	Below 60 = F

You must achieve a numerical final grade of 70 or more to progress in the Dental Hygiene Program.

DHYG 2301 Content Outline

LECTURE TOPIC

- I. Emergency procedures
 - A. Statistics
 - B. Office preparation
 - 1. Emergency kit
 - 2. Personnel roles
 - C. Tools for preventing emergencies
 - 1. Medical and dental history evaluation
 - 2. Physician consultation
 - 3. Stress reduction
 - D. Identification of emergency situations
 - E. Protocols for specific emergencies both medical and dental
 - F. Legal and ethical responsibility of the RDH in Texas when responding to emergencies
- II. Research project written paper and presentation instructions
- III. Pedodontic patient
 - A. Risk factors for caries and gingivitis
 - B. Anticipatory guidance
 - 1. Parent and child education strategies
 - 2. Role of the parent at different ages
 - 3. Dentistry for specific age groups
 - a. Treatment modifications for different ages and development levels
 - C. Behavior modification
 - D. Early childhood caries
 - 1. Prevention
 - a. Relationship to maternal caries
 - b. Fluorides
 - 2. Treatment
 - E. Habits
 - 1. Recognition
 - 2. Treatment options
 - F. Periodontal diseases
 - 1. Recognition
 - 2. Etiology
 - 3. Treatment options
 - G. First visit to the dentist
 - H. Treating children with special healthcare needs
 - I. Child Abuse, neglect and maltreatment
 - 1. Signs and symptoms

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- a. Extraoral
 - b. Intraoral
 - 2. Legal and ethical responsibilities
 - a. Texas State law

- IV. The patient who uses tobacco
 - A. Tobacco products
 - 1. Types/ how used
 - 2. Components
 - 3. Metabolism of Nicotine
 - 4. Teratogenic effects of tobacco products
 - 5. Environmental smoke and effects
 - B. Assessment
 - 1. Oral manifestations of tobacco product use.
 - 2. Systemic effects of tobacco products
 - a. Addiction
 - b. Withdrawal
 - B. Tobacco cessation protocol
 - 1. The five "A's"
 - 2. Pharmaceutical agents used to assist in tobacco cessation
 - 3. Cessation strategies and relapse prevention
 - C. Role of the RDH in prevention and cessation

- V. The pre-adolescent to postmenopausal patient
 - A. Puberty and adolescence
 - 1. Physical changes
 - a. Nutrition
 - b. Secondary sexual characteristics
 - 2. Personality/psychological changes
 - 3. Oral environment
 - a. Caries
 - b. Periodontal disease
 - 4. Treatment
 - a. Legal implications
 - 1) Informed consent
 - 2) Minors
 - b. Treatment plans
 - 1) Assessment
 - 2) Risk factors
 - 3) Interventions
 - 5. Patient education
 - 6. Oral and perioral piercing
 - a. Types

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- b. Procedures
 - c. Complications
 - d. Aftercare/ maintenance
 - B. Adult female
 - 1. Treatment considerations
 - 2. Treatment considerations and oral implications of contraceptives and replacement hormone therapy
 - 3. Patient education
 - C. Menopause
 - 1. Physiology
 - 2. Possible oral manifestations
 - 3. Treatment modifications
 - 4. Patient education
 - 5. Osteoporosis
 - a. Oral manifestations
 - b. Treatment
- VI. The pregnant patient
 - A. Fetal development
 - 1. Teratogenic agents
 - B. Physiologic and psychological changes in the mother
 - C. Possible oral problems during pregnancy
 - 1. Caries
 - 2. Periodontal disease
 - 3. Oral lesions
 - 4. Dental myths during pregnancy
 - D. Treatment modifications and treatment timing during pregnancy
 - 1. Patient positioning
 - 2. Radiographs
 - 3. Elective vs. emergency treatment
 - E. Periodontal infection and pre-term low birth weight babies
 - F. Medical emergencies associated with pregnancy
 - G. Patient education
- VII. The patient with HIV or AIDS
 - A. Etiology, transmission and pathogenesis
 - B. Testing procedures for HIV
 - C. AIDS determining factors
 - D. Primary, secondary and tertiary prevention
 - E. Systemic manifestations of HIV and AIDS
 - F. Oral Manifestations
 - G. Basic therapy for oral and systemic manifestations of HIV and AIDS
 - H. Treatment modifications for the patient with HIV or AIDS

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- I. Patient education
- J. Progress on vaccine development
- K. Legal and ethical issues in HIV

VIII. The patient with cancer

- A. Background information
 - 1. Incidence
 - 2. Etiology and predisposing/risk factors
- C. Types of cancer therapy
 - 1. Surgery
 - 2. Radiation
 - 3. Chemotherapy
- D. Patient education
- E. Oral effects of radiation and chemotherapy specific for children
- F. Dental hygiene care and radiation therapy
 - 1. Pre-radiation
 - 2. During therapy
 - 3. Post- therapy
- G. Dental hygiene care and chemotherapy
 - 1. Pre-chemotherapy
 - 2. During therapy
 - 3. Post-therapy
- H. Oral complications of radiation and chemotherapy
- I. Bone marrow transplants and oral implications

IX. The patient with implants, complete mouth rehabilitation and orthodontics

- A. Dental Implants
 - 1. Types of implants
 - 2. Patient selection criteria
 - 3. Placement procedures
 - a. Immediate loading
 - b. Loading in stages
 - 4. The successful implant
 - 5. Assessment procedures
 - 6. Maintenance procedures
 - a. Professional
 - b. Homecare
 - 7. The failing implant
- B. Complete rehabilitation
 - 1. Objectives
 - 2. Potential procedures
 - a. Fixed and removable prostheses
 - b. Splints

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- c. Implants
 - 3. Dental hygiene care
 - 4. Homecare
 - 5. Patient education

- X. The patient with diabetes
 - A. Etiology and pathogenesis of diabetes
 - B. Types
 - 1. Diagnosis
 - C. Interventions to control diabetes
 - 1. Medical treatment
 - a. Drug therapy
 - b. Others
 - 2. Lifestyle and diet modifications
 - D. Systemic complications
 - E. Methods of assessing disease control
 - F. Oral implications
 - G. Dental treatment modifications
 - H. Diabetic emergencies
 - 1. Prevention
 - 2. Treatment

- XI. The geriatric patient
 - A. Statistics
 - B. The aging process
 - 1. Systemic changes
 - b. Osteoporosis
 - 2. Oral changes
 - C. Aging and drug metabolism
 - D. Chronic conditions associated with the elderly
 - E. Dental needs of the elderly
 - F. Potential treatment modifications
 - G. Dental hygiene care
 - H. Homecare modifications
 - I. Elder abuse
 - 1. Recognizing signs and symptoms
 - 2. Reporting
 - J. Patient education

- XII. The edentulous patient
 - A. Oral assessment
 - 1. Hard and soft oral tissues
 - 2. Xerostomia

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3. Sensory
 4. Oral pathology related to dentures
- B. Dental hygiene care
1. Instructions for use
 2. Dental hygiene care and maintenance
 3. Homecare instructions

XIII. The patient with cardiovascular disease

- A. Dental implications and potential treatment modifications for the following conditions
1. Congenital heart diseases
 2. Rheumatic heart disease
 3. Mitral valve prolapse
 4. Infective endocarditis
 5. Hypertension
 - a. Hypertensive heart disease
 6. Ischemic heart disease
 - a. Angina pectoris
 - b. Myocardial infarction
 - c. Congestive heart failure
 - d. Sudden death
 7. Pace makers
 8. Anticoagulant therapy
 9. Cardiac surgery
- B. Periodontal infections and cardiovascular diseases
- C. Patient education

XIV. The patient with blood disorders

- A. Normal and abnormal blood test values and what they indicate
- B. Dental implications and dental hygiene treatment modifications for specific blood disorders
1. Iron deficiency anemia
 2. Pernicious anemia
 3. Folate anemia
 4. Sickle cell disease
 5. Polycythemia
 6. Leukopenia
 7. Leukocytosis
 8. Bleeding disorders
- C. Anticoagulation therapy and the International Normalized Ratio
- D. Methods for hemostatic control

LEARNER OBJECTIVES

LEARNER OBJECTIVES
EMERGENCY PROCEDURES

AT THE COMPLETION OF THIS UNIT, THE STUDENT SHOULD BE ABLE TO:

1. Define and use terminology used in emergency situations.
2. Describe the elements of an effective emergency protocol and explain how it could be used in a variety of emergency situations.
3. Briefly describe how the components of the Medical/Dental history and psychological evaluation play a major role in the prevention of medical emergencies.
4. List possible situations which would require medical consultation and determine specific patient information necessary for initiating a consultation.
5. Explain how the identification and management of stress is important in preventing medical emergencies. Discuss specific strategies for identification and management of stress in the dental office.
6. Describe the equipment that would constitute a basic emergency kit for a dental clinic.
7. Identify the minimum emergency medical training necessary for all dental staff members.
8. Describe the appropriate management of specific medical emergencies in response to given signs and specific symptoms.
9. Demonstrate knowledge of the Lamar Institute of Technology's Dental Hygiene Emergency protocol and state the location of the basic emergency equipment in the Dental Hygiene Clinic.
10. Identify the legal and ethical responsibility of the dental hygienist in responding to emergencies.
11. Describe what may happen to the vital signs during a medical emergency.
12. Describe the significance of practice drills in regards to emergency preparedness.
13. Describe how to assess a conscious and an unconscious patient.
14. Determine when to use basic life support during a dental emergency.
15. Describe protocols to be followed in specific dental emergencies.

LEARNER OBJECTIVES
THE PATIENT WHO USES TOBACCO

AT COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. Define terms associated with tobacco use and cessation.
2. Identify components of tobacco products.
3. Describe the metabolism of nicotine.
4. Describe the systemic effects of tobacco products, include gender specific information.
5. List diseases associated with tobacco use.
6. Define environmental smoke and list the related health effects.

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7. Describe the in utero effects of smoke and the effects of environmental smoke on infants and children.
8. Describe the oral manifestations of tobacco use.
9. Describe the effects tobacco use has on periodontal treatment outcomes.
10. Discuss nicotine addiction and withdrawal.
11. Identify the types of and describe the use of pharmaceutical agents used to assist the individual in tobacco cessation.
12. Describe dental hygiene care and modifications for the patient who uses tobacco.
13. Describe the role of the dental hygienist in tobacco use prevention.
14. Discuss the five A's of the National Cancer Institutes guidelines for beginning a smoking cessation program in the general dental office.
15. Describe how to follow through with the patients and help them achieve non-smoker status.
16. Differentiate between male and female tobacco use habits and cessation strategies.

LEARNER OBJECTIVES
THE PEDODONTIC PATIENT

AT THE COMPLETION OF THE UNIT, THE STUDENT WILL BE ABLE TO:

1. Identify behaviors the dental professional wants to instill in the pedodontic patient.
2. Identify the age children should first be brought to the dentist and state the reason this age has been recommended by the American Academy of Pediatric Dentistry.
3. Describe the role of the dental hygienist in caring for the pediatric patient.
4. Discuss the role of the parent in caring for the child's teeth at different ages and identify what the parent might do to instill preventive behaviors in the child.
5. Identify possible treatment modifications which may have to be made to accommodate the pediatric patient. Visualize an entire appointment and determine how you would introduce operatory equipment, instruments and procedures in a non-threatening manner.
6. Provide examples of anticipatory guidance topics specific for children age birth to 24 months and 2 to 7 years.
7. List two examples of anticipatory guidance specific to oral health, nutrition, non-nutritive sucking, and trauma and injury to discuss with parents of children with special health care needs.
8. Discuss several methods of managing the dental hygiene care of a cooperative child, an anxious child, an uncooperative child.
9. Discuss selective polishing as it relates to the child patient.
10. Discuss the indications, contraindications, precautions and procedures for fluoride use during childhood.
11. Define child abuse/neglect.

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12. Discuss the dental hygienists legal and ethical responsibilities in recognizing and reporting child abuse.
13. List possible signs and symptoms of child abuse and neglect.
14. Define Early Childhood Caries (nursing bottle caries) and describe the clinical presentation.
15. Discuss the relationship of the maternal caries rate to an increased risk of Early Childhood Caries (ECC) in the child.
16. Discuss methods to decrease the risk of transmission of oral pathogens between parent and child.
17. Describe methods of preventing and treating Early Childhood Caries.
18. Determine the specific information necessary to conduct a thorough caries risk assessment for specific pediatric age groups.
19. Define the term “children with special health care needs.”
20. List two ways in which oral health professionals can prepare families for in-office oral health care.
21. List two oral conditions for which children with special health care needs may be at increased risk, and explain how to assess children to identify their risk.
22. Explain why some children with special health care needs may be at risk for child abuse and/or dental neglect.
23. Explain the concept of choosing the “least restrictive” behavior guidance technique.
24. Identify patient management techniques which might be necessary to achieve a successful patient experience.

LEARNER OBJECTIVES THE PRE-ADOLESCENT AND ADOLESCENT PATIENT

AT THE COMPLETION OF THE UNIT THE STUDENT WILL BE ABLE TO:

1. Define puberty and adolescence.
2. Recognize the physical and emotional characteristics of adolescence.
3. Recognize oral health problems related to these periods of time.
4. Discuss the clinicians approach to the adolescent and compare this approach to the approach to a child and an adult.
5. Describe therapeutic oral hygiene care for the adolescent and pre-adolescent.
6. Describe how the medical/dental history should be obtained from the adolescent. Describe the legal implications.
7. List the dental implications associated with menstruation.
8. Define Menarche, Dysmenorrhea, Amenorrhea, and PMS.
9. List the contraindications for birth control pill use. List the side effects associated with birth control pill use. (Include dental side effects)
10. Identify appropriate patient education topics for this specific age group.

LEARNER OBJECTIVES
THE MENOPAUSAL AND POSTMENOPAUSAL PATIENT

AT THE COMPLETION OF THE UNIT THE STUDENT WILL BE ABLE TO:

1. Define menopause.
2. Describe what happens to the body during menopause.
3. Recognize some emotional problems which may arise during menopause.
4. List the effects menopause has on the body and the oral cavity specifically.
5. Suggest some appropriate patient education topics for this group of individuals.

LEARNER OBJECTIVES
THE PREGNANT PATIENT

AT THE COMPLETION OF THE UNIT THE STUDENT WILL BE ABLE TO:

1. Define terms related to pregnancy.
2. Describe position modifications which must be made for the patient in her second and third trimester. Describe what may occur if the supine position is utilized.
3. Describe the oral findings one might expect to observe in the pregnant patient.
4. Describe the modifications indicated when radiographs are necessary for the pregnant patient.
5. Describe dental hygiene therapy and treatment modifications for the pregnant patient.
6. Suggest appropriate patient education topics for the pregnant patient.
7. Discuss modifications in DH care and patient education when treating a periodontally involved pregnant patient.
8. Recognize the signs and symptoms of specific medical emergencies associated with pregnancy, including: syncope, gestational diabetes, depression and pre/eclampsia.

LEARNER OBJECTIVES
HIV INFECTION AND AIDS

AT THE COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. Define acquired immunodeficiency syndrome.
2. Describe the virus responsible for HIV infection.
3. Identify which cells of the immune system are targeted by the HIV virus. Describe the significance of the CD4 cells in the body's immune response. Identify normal levels of CD4 cells. Identify the level at which clinical signs of HIV infections surface. Identify the level at which AIDS becomes apparent.

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4. Describe the disease stages of HIV infection and state the associated time period.
Acute HIV infection
HIV positive - latent infection
AIDS
5. Identify diseases associated with AIDS or HIV infection.
6. Discuss the transmission of HIV and identify the major risk factors associated with the transmission of the disease.
7. Discuss the risk of HIV disease transmission in the dental office and in the health care industry in general.
8. Identify the major route of transmission of HIV disease in health care.
9. Describe methods to prevent HIV transmission.
10. Identify the oral manifestations of HIV infection and AIDS.
11. Describe what treatment modifications might be required before dental care if the patient has idiopathic thrombocytopenia purpura.
12. Describe the three types of HIV related Gingival/Periodontal disease and outline specific treatment procedures.
HIV - Gingivitis - Linear erythema
Necrotizing ulcerative gingivitis/periodontitis
HIV-Periodontal disease
13. Identify the legal implications and ethical responsibilities surrounding the care of HIV+ and AIDS patients.
14. Discuss the current status of HIV vaccine development.
15. Identify methods for testing for HIV infection.

LEARNER OBJECTIVES
THE PATIENT WITH CANCER

AT THE COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. Discuss dental management prior to, during and following chemotherapy.
2. Discuss dental management of the oral complications of chemotherapy.
3. Discuss dental management prior to, during, and following head and neck radiation therapy.
4. Discuss dental management of the oral complications of head and neck radiation therapy.
5. Discuss the role of the dental hygienist in the early detection of oral cancer.
6. Identify the two prevalent forms of primary and adjunctive therapy for oral cancer.
7. Define and use terms related to cancer and cancer therapy.
8. List the specific effects of radiation and chemotherapy on children.
9. Discuss the possible oral and general affects of bone marrow transplants and possible interventions.
10. Discuss the role of the dental hygienist in cancer education and prevention.

LEARNER OBJECTIVES
DENTAL IMPLANTS, COMPLETE ORAL REHABILITATION AND ORTHODONTICS

AT THE COMPLETION OF THIS UNIT, THE STUDENT WILL BE ABLE TO:

1. Define oral rehabilitation and list the objectives for complete rehabilitation.
2. List the possible procedures complete oral rehabilitation may encompass.
3. Describe the clinical characteristics of the gingiva commonly found in conjunction with complete oral rehabilitation.
4. Describe the possible effects certain fixed and removable prosthetic devices will have on the hard and soft tissues of the oral cavity.
 - Crowns
 - Fixed bridges
 - Splints
 - Removable partials
5. Discuss plaque biofilm removal for problems areas associated with complete mouth rehabilitation. Given a case history, determine the appropriate plaque biofilm removal device/method for the stated problem.
6. Explain the indications and contraindications for fluoride use for the patient with complete mouth rehabilitation.
7. Describe the process for planning a disease control program for the patient with a completely rehabilitated mouth.
8. Describe a possible maintenance program for the patient with a completely rehabilitated mouth.
9. Identify and describe the types of dental implants.
10. List indications and contraindications for the use of dental implants.
11. Define osseointegration and name the attachment between the sulcular epithelium and the implant surface.
12. Describe clinical procedures and the instruments used for implant maintenance.
13. Describe specific home care techniques for maintaining implants.
14. Identify factors that influence implant failure.
15. Describe the role of the dental hygienist in the selection, assessment, treatment, and education of the implant patient.
16. Describe dental hygiene care for fixed orthodontic appliances.
17. Describe different biofilm control methods available for the orthodontic patient.

LEARNER OBJECTIVES
DIABETES AND ORAL HEALTH

UPON COMPLETION OF THIS UNIT, THE STUDENT WILL BE ABLE TO:

1. Describe the disorders classified as diabetes mellitus.
2. Compare and contrast Type I diabetes and Type II diabetes.

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3. Define terms relating to the signs and symptoms of diabetes.
4. Describe the function of insulin.
5. Compare and contrast hypoglycemia and ketoacidosis.
6. List the possible long term effects of diabetes and describe possible methods of decreasing the risk of developing these disabilities and diseases.
7. Describe the effect diabetes has on an individual's ability to fight infection.
8. Define diabetes insipidus.
9. Describe the basic diabetic diet and its relationship to dental health.
10. Describe significant oral findings related to diabetes.
11. Identify questions on the medical/dental history related to diabetes and prepare appropriate follow-up questions to investigate the individual's condition fully.
12. Describe possible treatment modifications for the diabetic patient.
13. Describe when and why a medical consultation might be necessary for a diabetic patient.
14. Describe what topics related to diabetes should be emphasized during oral health education.
15. Describe how one would manage a diabetic emergency in the dental clinic.
16. Describe the purpose of the hemoglobin A₁C test and how you can use the test in preparing for patient care.
17. Describe the association between increased diabetic retinopathy and the progression of clinical attachment loss.

LEARNER OBJECTIVES THE GERODONTIC AND EDENTULOUS PATIENT

AT COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. Identify some of the factors involved in the aging process.
2. Identify the main body systems which undergo change as a result of aging. Discuss the changes in these systems and some ways to prevent or slow these changes.
3. Identify specific chronic diseases associated with the elderly population at this time.
4. Discuss the psycho-social needs of the elderly. Describe how the dental team can help meet these needs.
5. Identify the major classifications of drugs, commonly taken by the elderly, which cause xerostomia.
6. Briefly describe the sensory changes which occur in the elderly.
7. Briefly describe the oral changes which may occur in the elderly and identify those related to aging and those not related to aging.
8. Identify the most common dental needs of the elderly.
9. Describe treatment modifications which may be necessary for the elderly.
10. Determine the specific preventive services generally needed in the elderly population.
11. Describe modifications which can adapt oral hygiene aids for use by the elderly population.
12. Describe strategies to help the dental hygienist educate the elderly.

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13. Describe how diet and nutritional changes may affect the oral health of the elderly and visa versa.
14. Discuss demographic trends related to the aging population which are impacting the practice of dentistry.
15. Describe the possible role of the dental hygienist in the diagnosis and treatment of burning mouth syndrome (BMS).
16. Describe the role of the dental hygienist in the diagnosis and treatment of xerostomia in the elderly patient.
17. Describe the role of the dental hygienist in identifying and reporting suspected elder abuse.
18. Define osteoporosis.
19. List the following: risk factors for osteoporosis, methods for diagnosing osteoporosis and treatment alternatives.
20. Describe the role of the dental professional in obtaining appropriate referrals for patients at risk for osteoporosis.
21. Discuss the possible oral implications of osteoporosis.
22. Describe denture related oral changes, denture induced oral lesions and how to prevent or minimize their occurrence.
23. List instructions on use of the denture and home care to be given to a patient being given complete dentures.
24. Describe dental hygiene care and maintenance of the edentulous patient.

LEARNER OBJECTIVES

CARDIOVASCULAR DISEASES

AT COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. Identify and define terms used in cardiovascular diseases.
2. List specific strategies to prevent cardiovascular diseases.
3. Identify the specific bacteria associated with rheumatic fever.
4. List the symptoms of rheumatic heart disease.
5. Identify the dental implications associated with the following conditions/diseases:
 - a. rheumatic heart disease
 - b. hypertension
 - c. angina pectoris
 - d. myocardial infarction
 - e. sudden death
 - f. congestive heart failure
 - g. cardiac pacemaker
 - h. cardiac surgery
 - i. current anticoagulant therapy
6. Describe each of the following as it pertains to infective endocarditis:
 - a. etiology

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- b. predisposing factors
 - c. disease process
 - d. subsequent effects
 - e. prevention
 - f. patient education
7. List ways to help prevent cardiovascular disease.
 8. Describe how periodontal disease and cardiovascular disease may be related.
 9. Describe the role of the dental hygienist in education the patient about the relationship of oral conditions to cardiovascular health.

LEARNER OBJECTIVES
BLOOD DISORDERS

AT COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. List the oral findings which might indicate a blood disorder.
2. Identify and define terms used in hematology.
3. Identify the normal range of values for the following tests:
 - a. hemoglobin
 - b. hematocrit
 - c. clotting time
 - d. prothrombin time
4. Identify the conditions which an increase or decrease in these normal values might indicate.
5. Identify the dental complication associated with administration of a liquid oral ferrous iron supplement and state a possible solution.
6. Identify the dental implications and possible treatment modifications associated with the following diseases/conditions:
 - a. folate deficiency anemia
 - b. pernicious anemia
 - c. anemia
 - d. sickle cell anemia
 - e. polycythemia
 - f. leukopenia/leukocytosis
 - g. bleeding disorders
7. Describe possible bleeding abnormalities associated with NSAIDs and anticoagulation drugs and how treatment might have to be modified.
8. Identify what the INR is and its significance.
9. Describe methods to stop excessive/prolonged bleeding during periodontal therapy.

Appendices

Appendix 1

Instructions for Journal Article Reports

Instructions for Journal Article Reports (Due 2/16/2010)

Write a summary of the key points of the article in your own words. You may have to decide which key points are the most important for some of the longer articles. Use your discretion and make your decisions based on what the important key points are for you. You will not directly quote from the article unless you are using a listing from the article that is essential for understanding the main points of the article. If the listing is comprised of complete sentences, please paraphrase the information. The summary will be no longer than ONE double-spaced page (12 font). Make use of narrow margins and headers and footers to increase the size of your space.

On a second page, give your opinion of the information in the article and give three specific examples of how you could use the information in your practice of dental hygiene to benefit your patients. Number these examples 1, 2 and 3. (See the example)

You may pick up your assigned articles from at any time in MPC Office 214.

Submit your work on Blackboard by 4 p.m. on the due date.

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Example of Journal Article Report

"Foreign Body Aspiration" by Brunick and Hansen

Foreign body aspiration (FBA) is a potentially life threatening emergency that can and does occur in the dental office. Dental professionals should be able to recognize the signs and symptoms of FBA and should know the protocol for managing this emergency correctly.

An FBA can be a witnessed or non-witnessed event. Hopefully, the dental professional will be attentive enough to notice if this occurs during dental treatment. Many dental related objects can be aspirated, such as: dentures (complete /partial), crowns, bridges, cotton rolls, rubber cups, rubber dam clamps and more. Signs and symptoms include: complete/partial airway obstruction, coughing spells, hoarseness, wheezing, fever, abnormal respiratory sounds or other breathing or swallowing difficulties. Signs and symptoms may not be readily apparent in some cases, especially when the object is very small. Complications following an FBA can include pneumonia and lung abscesses among others.

Prevention is the best way to manage a FBA, use ligatures to tie any suitable items (cotton rolls, rubber dam clamps) so they can be retrieved if aspirated and use rubber dam whenever possible. Inspect all instruments (curet tips, mirror heads, prophy cups) for defects and improper assembly which might cause the instruments to break or come apart during use.

Even under the best preventive situations a FBA can occur, if it does you need to follow the following guidelines: 1) for a complete airway obstruction- current CPR protocols; 2) if the object is seen in the throat place the patient in the Trendelenburg position and use forceps to retrieve it; 3) if the object is swallowed, refer the patient for appropriate medical consultation, radiologist or physician; 4) if the object is aspirated or assumed aspirated then the patient should be placed in a supine position on the left side with his head down and encouraged to cough; 5) if the object is not retrieved then the patient should be brought to a hospital or clinic where a definitive diagnosis and treatment can be obtained. In any case, the patient should be accompanied by office personnel until treatment is obtained.

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The information in the article was very appropriate for use in the dental office. I thought the explanation of what should be done by the hospital to locate and retrieve an object was helpful, especially if you have to take a patient to the hospital because of a FBA. I will be more aware of a possible FBA, especially if patients call after an appointment complaining of symptoms which could be associated with an FBA. I feel this information could be used in my practice of dental hygiene in the following ways:

1. Increase my awareness of the potential for FBA so I can protect my patients take steps to prevent an incidence during dental hygiene treatment.*
2. If an FBA does occur I will know how to manage it by positioning my patient correctly and following the stated protocols to obtain appropriate treatment for them. **
3. I am now aware of the signs and symptoms of an undetected FBA so I might suspect it when updating a patient's medical history or taking a phone call from a patient who was seen in the office recently and be able to make the appropriate referrals.*

* If you just said "Increase my awareness of the potential for FBA" and did not include the rest of the statement, you would be telling me how the information could benefit you. The end of the statement specifies how it will benefit your patients "so I can take steps to prevent an incidence during dental hygiene treatment". Statement 3 follows this same example.

** This entire statement reflects how the information would benefit your patient.

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CONTEMPORARY DENTAL HYGIENE DHYG 2301						
Individual Journal Article Summary						
ADA Standard	2-26	Graduates must be competent in the evaluation of current scientific literature				
Student					Date:	
Article Title						
The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria.						
Summary (pages 1-2)		0 – 1 point	2 – 3 points	4 – 5 points	Points	
1.	Introduction	Neither the subject of the article nor its importance to the practice of dental hygiene is adequately expressed	Either the subject of the article or its importance to the practice of dental hygiene is clearly expressed, but not both	The subject of the article and its importance to the practice of dental hygiene is clearly expressed		
2.	Key points	3 or more key points are missing from the summary	1 or two key points are missing from the summary	All key points are identified		
3.	Summary of key points	The key points are not clearly summarized (Neither the scope nor depth of the information is adequate)	Either the scope or the depth of the summary of the key points is adequate but not both	The key points are clearly summarized with both adequate scope and depth of information		
Application (page 3)		0 – 1 point	2 – 3 points	4 – 5 points		
4.	State your opinion of the usefulness of the information in this article based upon reflection and facts	Not included in summary or based on inaccurate interpretation of the information in the article	Neither reflection nor the facts of the article were used to support the opinion stated in this section (ex. We think the information will be very useful in our practice of DH.)	Both reflection and facts from the article are used to support the opinion of how useful the information will be in DH practice		

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5.	Application to the practice of dental hygiene	1 application only or 3 applications which are identical in intent or 3 applications which only apply to the DH	2 applications or 2 applications which are identical in intent or 2 applications which only apply to the DH	Three distinct applications stating how the information can be used to benefit dental hygiene patients (not the DH) are expressed	
6.	Grammar	11 + grammatical errors	6 to 10 grammatical errors	5 or less grammatical errors	
	Total Points		30 possible points	Points earned/30= grade	
Comments:					

Appendix 2

Instructions for Research Project and Presentation

INSTRUCTIONS FOR RESEARCH PROJECT PRESENTATIONS AND WRITTEN REPORTS
RESEARCH PROJECT DUE DATES*

February 2, 2010	Final group members and topic due
February 18, 2010	Outline due
March 23, 2010	Written research project presentation due
April 27 and April 29, 2010	Research project presentations

*** No exceptions unless arrangements are made with the instructor**

1. **OUTLINE REQUIREMENTS**

The outline will include the following:

- a. An introduction that explains the purpose for the research project and/or what the student hopes to accomplish by presenting the research project.
- b. A complete list of all main topics to be covered in the research project with a very brief explanation of the information contained in each topic area or an explanation of the direction the student is taking with the particular topic area.
- c. A statement describing how the student hopes to use visual aids in achieving the purpose of the research project.

2. **WRITTEN PAPER REQUIREMENTS**

The written paper will:

- a. Follow the outline previously submitted by the student
- b. Have a minimum of grammatical and spelling errors
- c. Begin with an introduction which states the purpose of the paper/research project
- d. Be organized in paragraph structure beginning with an appropriate introductory sentence and ending with a conclusion or transitional sentence. Each main point should be fully explained.
- e. End with a conclusion that summarizes the important points of the paper, suggests topics for further research and any other information the student feels appropriate
- f. **Use the APA style for in-text citations and reference page.**
- g. **You will need to have five current peer reviewed* references (no older than three years 2006)**
- h. At least two of the current references must be off-line **peer reviewed*** references.

*** Peer reviewed or refereed journals have a review board that checks all of their article submissions for accuracy. You will usually find a statement on the page containing the publication information attesting to this practice. If you are in doubt ask one of your instructors.**

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3. **HANDOUT REQUIREMENTS**

Printed outlines or handouts (Class presentation 40 copies)

The handout will include the following:

- a. The front of the handout will contain the names of the student presenters, that they are dental hygiene students and the name of the school and program. Example:

**USING ERGONOMICS WHEN PERFORMING AN ORAL PROPHYLAXIS
PRESENTED BY
SALLY SUE JOHNSON, DENTAL HYGIENE STUDENT
BILLY JOE BRADY, DENTAL HYGIENE STUDENT**

**LAMAR INSTITUTE OF TECHNOLOGY
DENTAL HYGIENE PROGRAM**

- b. A brief outline of the presentation
- c. The list of references the student used (APA format)
- d. Any other information the students would like to include

Miscellaneous Information

This research project is 15% of your final grade; make sure you give it the time it deserves.

As a presenter, you have an opportunity to expand your knowledge in a special area of interest and to arouse curiosity and awareness of others in your profession through your energy and creativity.

1. The successful project requires inclusion of timely, useful, and accurate information presented in an original and interesting manner.
2. The subject should be current and of general interest. The presentation should be simple, direct, and full of action.
3. It is important to clearly understand your subject:
 - a. Know what you are doing and why.
 - b. Have accurate information with documentation available.
 - c. Be prepared for controversy (Pro and Con)
 - d. Research the topic thoroughly.
 - e. Use clear examples and demonstrations.
4. Length of the presentation is usually **7 - 10** minutes (**NO** shorter or longer)
5. Speech should be clear and distinct. You should have a smile in your voice. The presentation should not sound memorized or read. **You will have minimal written notes to refer to during the presentation aside from your power point slides. Significant points will be lost if you read your presentation.**

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6. The uniform for your class is the required attire for the presentation. Make sure you follow **all dress requirements** for clinic, including: name tag, acceptable hair style, and jewelry. You do not need to wear a lab coat.
7. Introduce yourselves and state the purpose of your presentation.
8. Practice the research project and encourage an audience to constructively criticize your presentation before the actual clinic is to be given.
9. Some problems encountered during past years include:
 - a. Talking too fast
 - b. Talking too softly
 - c. Not looking at the audience
 - d. Fidgeting and swaying from side to side
 - e. Reading off cards
 - f. Not referring to your PP slides
 - g. Talking to the PP slides instead of your audience
 - h. Arguing about who was to answer a questions
 - i. Looking totally bored and uninterested while the other presenter speaks
 - j. Useless outlines, no real information

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Contemporary Dental Hygiene Care I DHYG 2301			
First Year Research Project Written Report Evaluation			
ADA Standard	2-26	Graduates must be competent in the evaluation of current scientific literature	
Student Name(s)			
Presentation Title			
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
OUTLINE	Date Submitted:		
1.	Introduction	5	
2.	Main topics are briefly described	10	
3.	Type of visual aids are described	5	
WRITTEN PAPER	Date Submitted:		
4.	Introduction describes the topic and purpose of the project	5	
5.	Topic was thoroughly defined and discussed	10	
6.	Topic scope and depth is appropriate	10	
7.	Topic information is accurate and current	10	
8.	Describes how the topic is related to the practice of dental hygiene	10	
9.	Future research/information needs are identified	5	
10.	Information is organized in a logical and effective sequence	5	
11.	Grammar is correct throughout the report	5	
12.	Reference requirements are met and in-text citations are correctly used	5	
HANDOUT	Ready for presentation? Yes _____ No _____		
13.	Correct format	5	
14.	Outline reflects written report	5	
15.	References follow the APA guidelines	5	
Total Points		100	
Comments:			

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GRADING SCALE FOR RESEARCH PROJECT PRESENTATIONS (Instructor Evaluation)				
Area of Evaluation	Unacceptable (0-1 points)	Good (2-3 points)	Excellent (4-5 points)	Total points
1. Content				
A. Purpose	Neither the purpose nor how the presentation relates to the practice of dental hygiene/dentistry is clearly defined.	Either the purpose of the presentation or how it relates to the practice of dental hygiene/dentistry is clearly defined, but not both.	The purpose of the presentation and how it is related to the practice of dental hygiene/dentistry is clearly defined.	
B. Scope and Depth	The scope and depth of the presentation allows for basic coverage of the topic but not at a professional level.	The scope and/or depth of parts or all of the presentation does not allow the topic to be covered comprehensively at a professional level.	The scope and depth of the presentation allows the topic to be presented comprehensively at a professional level.	
C. Current and Accurate	Information is outdated or inaccurate in four or more areas.	Information is outdated and/or inaccurate in more than two areas.	The majority of the information is both current and accurate.	
D. Organization	The majority of the information does not follow a logical sequence and the audience has difficulty following the presentation.	Most of the information is presented in a logical sequence, but inconsistencies noticeably affect how well the audience follows the presentation.	The information is presented in a logical, interesting sequence the audience can follow easily.	
2. Text and Graphics				
A. Overall Visual Appeal	Slides are confusing, image and text elements are not related to each other or to the topic and do not aid the audience in understanding the topic.	There are too many or too few photos or other images and some of the slides are hard to read and understand.	Appropriate photos and other images are included and the slides are easy to read and understand.	
B. Text	There are many errors in spelling, grammar and punctuation. Bullet format is not consistent or clear. Too much information on many slides.	There are some errors in spelling, grammar and punctuation. Bullet format is not consistent on a few slides. Too much information on at least two slides.	There are no errors in spelling, grammar and punctuation. Bullets are consistent and clear. Information is clear and concise on each slide.	
3. Presentation				
A. Knowledge of Subject	The presenters demonstrate minimal knowledge of the subject. The presentation stopped more than 3 times so the presenters could get back on topic. The presenters did not explain or elaborate on the majority of the slides in the presentation; most of the slides were just read.	Presenters do not appear comfortable with their information. The presentation stopped 2 to 3 times so the presenters could get back on topic. Material in the slides is not consistently explained and elaborated on during the presentation, some slides are just read.	Presenters demonstrate an appropriate level of knowledge of the topic and progress smoothly through the presentation enhancing the material being presented. Material in the slides is fully explained and elaborated on during the presentation.	

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Area of Evaluation	Unacceptable (0-1 points)	Good (2-3 points)	Excellent (4-5 points)	Total points
B. Questions	The presenters cannot answer questions which are appropriate for this level of knowledge.	The presenters cannot answer some questions which are appropriate for this level of knowledge.	The presenters answer most questions with accurate and complete explanations.	
C. Eye Contact	Both presenters consistently look at the slides and are unable to maintain eye contact with the audience.	One presenter is unable to maintain eye contact or both presenters are looking at the slides about 50% of the time.	The presenters maintain eye contact with the audience seldom looking at the slides.	
D. Speech	The presenters did not use a clear voice or pronounce terms correctly for most of the presentation. Many in the audience had difficulty hearing the presentation	One or both presenters did not consistently use a clear voice or precise pronunciation of terms. Most of the audience could hear most of the presentation.	The presenters use a clear voice and correct, precise pronunciation of terms. The audience is able to hear the presentation in all areas of the room.	
E. Demeanor	The presenters have major lapses in professional demeanor throughout the presentation.	The presenters have a few minor lapses but demonstrate professional demeanor throughout most of the presentation.	The presenters consistently demonstrated professional demeanor throughout the presentation.	
F. Dress Code	Major infractions in the LIT clinic dress code (sweaters, jackets, jewelry)	Minor infractions in the LIT clinic dress code (name tag, hair, colored tee shirts)	LIT clinic dress code followed	
G. Time	Research project is 3 or more minutes too short or too long.	Research project is 1 to 2 minutes too short or too long.	Research project is 7 to 10 minutes long.	
Comments:			Presentation	
			Written Paper	
			Total Possible Points	
			Research project Grade	

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PEER EVALUATION FIRST YEAR RESEARCH PROJECTS

EVALUATOR _____ PRESENTERS _____

Scale	3	2	1	SCORE
Vocal Expressiveness Measures the extent to which the voice ranges from monotonous to interesting and enthusiastic	Interesting and enthusiastic	Mixture of some interesting and enthusiastic and some monotonous	Monotonous	
Vocal Clarity Measures the distinctness of speech and pronunciation of words.	Clear throughout	Generally clear	Unclear	
Volume Refers to the vocal volume of the speaker	Audible throughout	Generally audible	Difficult to hear	
Use of Disfluencies Refers to the inappropriate use of "ah", "uhm", or "you know" and others	Seldom	Noticeable, minimal distraction	Major distraction, makes the listener have to work to understand the information	
Eye Contact Measures the degree to which the speaker maintains eye contact with the listeners	Involves listeners with eye contact minimal reading from PPT or notes	Displays some inconsistent eye contact/ reads from the PPT/notes often	Avoids eye contact reads from PPT or notes more often than not	
Organization – Order Refers to sequencing of information. No order is confusing while effective order helps listeners follow and anticipate ideas	Effective order	Some order	No order	
Purpose The extent to which the purpose of the presentation is clear and the sub-points are related to this purpose	Purpose is clearly stated and the sub-points are well related to the purpose	Purpose clear but the sub-points are occasionally not clearly related to the purpose	Purpose is unclear and the sub-points are generally not clearly related to the purpose	
Support, Clarification and Documentation Does the speaker provide proof, data and evidence sufficient to support and clarify the purpose and sub-points in the presentation	Reasoning is clear and effective throughout	Reasoning is generally clear but there are minor points that are not supported in the presentation	Reasoning is generally unclear and the purpose of the presentation is not thoroughly supported	
Language Skills To what extent does the presenter use appropriate professional language with few discernible grammatical errors	Generally appropriate language with few grammatical errors	Occasionally uses inappropriate terms and has some minor, noticeable grammatical errors	Unprofessional terminology used consistently, grammatical errors noticeable and distract from the presentation and the listeners ability to follow the presentation	
			TOTAL	

Appendix 3

Class Participation Requirements

Contemporary Dental Hygiene Care I (DHYG 2301)
Spring 2009

Class Participation Requirements

Points	
10	Attendance: 5 point deduction per incident after free pass is used. If late more than 2 times the 5 points will be taken from the total remaining class participation points at the end of the semester
25	Participate in class activities such as role plays, rise and shine, asking and answering questions, etc. One point per day so be sure you contribute something on a daily basis.
30	Participate in 3 discussions on Blackboard. Blackboard discussion instructions and evaluation rubric will be given in class
20	Completion of 4 chapter summary case studies on Blackboard from <i>Preventing Medical Emergencies: Use of the Medical History</i> , 5 points each
10	Freshman Research Project self-evaluation and peer evaluation of partner (written paper)
5	Participate in peer evaluation of the Freshman Research Project (oral presentation)
100	Total

Appendix 4

Grade Computation Sheet

Grade Computation Sheet

Student _____

(.5x_____)	_____	Article reports
(.5x_____)	_____	Class participation
(.15x_____)	_____	Research project report and presentation
(.55x_____)	_____	Major examinations
(.20x_____)	_____	Final Examination
	_____	DHYG 2130 Course Grade