

Course Number/Title: DH 104 Dental Hygiene Process I

Department: Dental Hygiene

Required Text: Wilkins, Clinical Practice of the Dental

Hygienist, Edition: 10th, Publisher: Lippincott, Williams
& Wilkins, Year: 2009, ISBN: 0-7817-6322-6

Required:

Nield-Gehrig, Jill S, Fundamentals of Periodontal
Instrumentation and Advanced Root Instrumentation, ,
Edition: 6th Publisher: Lippincott Williams & Wilkins,
Year: 2008, ISBN: 978-0-7817-6992-1

Dental Hygiene Faculty, NTC Clinic Manual,

Publisher: NTC, Year: 2009-2010

Mosby Dental Dictionary, Publisher:

Elsevier/Mosby, Year: 2008 ISBN: 978-0-323-04963-4

Wynn Dental Drug information Handbook.Lexicom. 2011-12

Edition: 7th ISBN: 978-1-59195-296-1

Instructor: Dana Foss R.D.H.

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Course Placement: Freshman

Year: Fall 2012

Credit Hours: 2

Days/Time: Section A. Mon 8-11
Th 12-3

Section B. Wed 12-3
Th 8-11

Room#: HEA 808

Phone #: 460-5453

Pre-requisite: DH 103, 109,

Pre-Requisite: Successful completion
of Dental Health Safety; concurrent
Enrollment/completion of Oral Anatomy
Embryology & Histology; acceptance
into the NTC/CCC Dental Hygiene
Program.

Supplies

Student name tag

Protective eye wear with side shields

Dental Hygiene instrument kit

Small hand mirror

White clinic shoes

1 Print or solid lab jacket and pants for lab

2 pair solid color scrubs with jacket and pants

3 white t-shirts

3 pair white socks

Carrying case for instruments and supplies

Sheet protectors for clinic papers

RATIONALE

This course is designed to satisfy the dental hygiene curriculum at NTC in Wausau, Wisconsin.

Course description

Introduces Dental Hygiene students to the basic technical/clinical skills required of practicing Dental Hygienists including use of basic dental equipment, examination of patients, and procedures within the dental unit. Under the direct supervision of an instructor, students integrate hands-on skills with entry-level critical thinking and problem-solving skills. The course also reinforces the application of Dental Health Safety skills.

Program Outcomes

Meet the dental health needs of individuals and groups

Customize and proceed with emergency care protocol based on recognizing symptoms of medical/dental emergencies.

Utilize most current infection control guidelines and safety precautions in all laboratory, clinical, and rotation settings.

Apply principles of dental practice management as a member of a dental health team.

Demonstrate ethical and professional behavior in all roles as a dental hygienist

Course Outline:

TENTATIVE PROCESS 1 LECTURE SCHEDULE AND READING ASSIGNMENTS ITV, Monday, WITH ALL STUDENTS

<u>Lec. #</u>	<u>Topics</u>	<u>Reading Assignments</u> , 9 th ed. Wilkins & Nield-Gehrig <i>Supplemental: Mosby's Dental Hygiene</i>
Lec. 1	Medical History	Wilkins, Chapter 7, Page 360 <i>Mosby's</i> Chapter 12 & 13
Lec. 2	Instrument Design	Wilkins, pgs 608-616 <i>Mosby's</i> Chapter 9 Nield-Gehrig, pgs 149-165
Lec. 3	Principles of Instrumentation,	Wilkins, Pgs 617-627, 651-655 <i>Mosby's</i> Chapter 9 Nield-Gehrig, Pgs 1-8, 49-148, 167-216, 395-402
Lec. 4	Scaling & Follow-up	Wilkins, Chapter 44, Pgs 665-668 <i>Mosby's</i> Chapter 22 Nield-Gehrig, pgs 275-283, 411-412, 452-496-497
Lec. 5	Explorer	Wilkins, pgs 240-244 <i>Mosby's</i> pgs 170-178 Nield-Gehrig, pgs 243-272

Lec.6	Probe	Wilkins, pgs 228-240 <i>Mosby's</i> pgs 307-320
Lec. 7	Probe and Test 1	Nield-Gehrig, pgs 217-240, 441-446, 452-453
Lec. 8	DOD	Clinic Manual Course Manual
Lec. 9	Gingival Conditions	Wilkins, Chapter 12 <i>Mosby's</i> 307-314
Lec. 10	Stain Oral Care Products	Wilkins, Chapter 19, 443-450 <i>Mosby's</i> 600-607, Ch. 26, 506-518
Lec. 12	Engine Polish Sharpening <u>Topics</u>	Wilkins, pgs 724-735, 628-637 Nield-Gehrig, pgs 595-612 <u>Reading Assignments</u> , 9 th ed. Wilkins & Nield-Gehrig <i>Supplemental: Mosby's Dental Hygiene</i>
Lec. 12 Cont.	Engine Polish/Sharpening	<i>Mosby's</i> pg 607-613, Ch. 10
Lec.12 & 13	Clinic Sequencing	Study Guide Clinic Manual
Lec. 14	Patient Education	Wilkins, Chapters 23,24,25,26 Clinic Manual <i>Mosby's</i> Ch. 23
Lec. 15	Dental Charting	Wilkins, Ch. 6 Clinic Manual <i>Mosby's</i> 335-341
Lec. 16	Test 2	

TENTATIVE PROCESS 1 LAB SCHEULE AND READING ASSIGNMENTS

Directions: See individual district calendar for actual dates and sequence of labs and then look here for lab topic and reading necessary to prepare for each lab.

<u>Lab #</u>	<u>Topics</u>	<u>Reading Assignments</u>

1	Orientation		Wilkins, 1129-1151
2	Pt/Op Positioning Ergonomics Intro PPC		Clinic Manual Wilkins, Chapter 5, 413-414 Nield-Gehrig, 9-43 <i>Mosby's</i> 149-163, 455-456
3	Medical History Process/product practice Pt/op positioning		Lecture Guide Wilkins, Chapter 7, page 360 <i>Mosby's</i> Ch. 12 & 13
4	Intro Mouth Mirror Intro Toothbrush Methods		Nield-Gehrig, 67-70, 107 Wilkins, 228-232, Chapter 25 <i>Mosby's</i> 455-456, 175-176
5	Kit Inventory PPC Process Review Instrument Design		Clinic Manual Nield-Gehrig, 285 – 294 Review Principles of Instrumentation Notes
6	Intro IEOE		Clinic Manual and Evaluation Form
7	Intro Hector Intro H5/33, SH 6/7		Wilkins, Chapter 10 Clinic Manual <i>Mosby's</i> Ch. 14 & 15
8	Practice IEOE and Anterior Scaler, Intro hand <u>Lab #</u> <u>Topics</u>	Instrument ID Quiz	Wilkins, pg 96 Instrument Design Notes <u>Reading Assignments</u>
8 Cont.	And body exercises		<i>Mosby's</i> 163-168
8	Practice Lab on Peer for IEOE		
9	Anterior scaler on Hector		Nield-Gehrig, 295-303, 307-329
10	IEOE Process		Review Notes
11	Intro Posterior scaler 204S Intro Barnhart 5/6 on Hector		

12	Intro Anterior and Posterior scalers and Barnhardt on Peer	Review Clinic Manual, Eval And notes
13	Anterior Scaler Observation	Review Eval form and notes
14	Intro Gracey's	Nield-Gehrig, pgs 333-358
15	Posterior Scaler or Universal Curette Observation and Practice	Review Eval Form and Notes
16	Posterior Scaler or Universal Curette Observation and Practice	Review Eval. Form and Notes
17	Intro 11/12 Explorer	Review Notes Wilkins pg 240-244 Nield-Gehrig, 243-272
18	Gracey Process	Review Eval. Form and Notes
19	Intro Probe	Clinic Manual Wilkins, 228-240 Nield-Gehrig, 217-240, 443-446, 452-453 <i>Mosby's</i> pg 457-467
20	Intro Gingival Conditions and Adjuncts	Clinic Manual Wilkins, Chapter 12 & 26 <i>Mosby's</i> pg 457-467
21	Practice Lab	
22	Explorer Process	Review Eval Form and Notes
23	Intro Engine Polish	Wilkins, 724-735 Nield-Gehrig, 593-604
<u>Lab #</u>	<u>Topics</u>	<u>Reading Assignments</u>
24	Probe Observation	Review Eval. Form and Notes
25	Practice Lab and Re- evaluations	
26	Polish Observation	Review Eval. Form and Notes
27	Review for Clinic	Review Eval. Form and Notes
28	Intro patient ed plans	Clinic sequencing quiz
		Wilkins, Chapters 23,24,25,26

<i>Mosby's Ch. 23</i>		
29	Intro Fluoride	Wilkins, pgs 553-557 <i>Mosby's pg 486-488</i>
30	Practice Sharpening	Wilkins, 628-637 Nield-Gehrig, 403-437 <i>Mosby's Ch. 10</i>
31	Practice Dental Charting	Review Clinic Manual and Notes Wilkins, Chapter 6 <i>Mosby's 335-341</i>

COURSE LEARNING OBJECTIVES ASSESSED

Ethics and Professionalism: Incorporate into dental hygiene practice professional laws, regulations and policies established by the licensing state and regularly agencies.

Promoting Oral Health: Counsel clients/patients to reduce health risks.

Patient/Client Care: Infection Control—Manage infection and hazard control.

Patient/Client Care: Assessment—Assess data on all aspects of patient/client health using methods consistent with dental hygienist scope of practice and legal principles.

Patient/Client Care: Implementation—Provide preventive and therapeutic services that promote oral health according to the needs of the patient/client.

Patient/Client Care: Evaluation—Evaluate the effectiveness of the implemented clinical and educational services and modify as needed.

COURSE COMPETENCIES

THE LEARNING OUTCOMES AND COMPETENCIES DETAILED IN THIS SYLLABUS MEET OR EXCEED THE LEARNING OUTCOMES AND COMPETENCIES SPECIFIED BY THE KANSAS CORE COMPETENCY PROJECT FOR THIS COURSE.

1. Operate the dental unit Position patient, clinician, and equipment
2. Recognize the need for pain control
3. Manipulate the mouth mirror
4. Perform extraoral examinations
5. Perform intraoral examinations
6. Manipulate periodontal probe
7. Perform gingival examination
8. Manipulate dental explorers
9. Assess the oral hygiene status
10. Demonstrate proper tooth brushing and flossing techniques
11. Chart restoration and existing conditions of dentition.
12. Document treatment, oral findings, procedures, and hygiene services that have been performed.
13. Manipulate anterior scaler
14. Manipulate posterior scalers
15. Manipulate anterior area specific curettes

16. Manipulate posterior area-specific curettes
17. manipulate universal curettes
18. perform motor polishing procedure
19. Sharpen dental instruments
20. Expose intraoral photographs (optional)
21. Follow Clinic policies and procedures
22. Classify Instruments
23. Interpret vital signs on clinic patients
24. Interpret the collected Medical History in treatment decisions.

METHOD OF INSTRUCTION

Clinical concepts will be applied in laboratory and clinical situations. Clinical procedures must be completed in the college's educational setting during your scheduled clinic time.

METHOD OF EVALUATION

Observation—a nongraded evaluation with constructive feedback using appropriate evaluation instrument with prestated criteria. This evaluation is for feedback and is required.

Attempt—an evaluation was complete but minimum competency was not met. Redo of starred criteria, column criteria, or entire evaluation is necessary.

Starred competency—once the competency level is met and the course is passed, this evaluation is not repeated.

Process evaluation—instructor observes how the student does a certain procedure and evaluates performance according to prestated criteria. This is a graded evaluation.

Product evaluation—instructor evaluates the end result of a procedure according to prestated criteria. This is a graded evaluation.

Process/Product evaluation—instructor observes how a student does a procedure and the corresponding end result and evaluates both according to prestated criteria. This is a graded evaluation.

Graduate competency—graduate competencies are all starred objective and must be met before graduation from the Dental Hygiene Program. Once met and after successful completion of the course, the graduate competencies will not be repeated unless the student's performance in that particular area is unsatisfactory. Failure to successfully complete graduate competencies will require that they be passed in a subsequent clinic or prior to graduation from the program.

Grading Information

Grading Rationale

1. Quizzes 72 points
2. Test 1 50 points
3. Test 2 50 points
4. Process & process/product 152 points
5. Observations 40 points
6. Lab Quizzes 30 points
7. Learning Projects 16 points
8. Employability 4 points

Total 414 points

GRADING SCALE

- A. 379-360 points from all of the evaluations mechanisms listed above
- A- 359-349 points from all of the evaluations mechanisms listed above
- B+ 348-341 points from all of the evaluations mechanisms listed above.
- B 340-330 points from all of the evaluations mechanisms listed above.
- B- 329-318 points from all of the evaluations mechanisms listed above.
- C+ 317-303 points from all of the evaluations mechanisms listed above.
- C 302-284 points from all of the evaluations mechanisms listed above.
- D 283-265 points from all of the evaluations mechanisms listed above.
- F 264 points or less

ASSIGNMENT POLICY:

You achieve your grade by earning points for each requirement. Your grade is the number of points you earn divided by the total possible points. (Number you earn/total possible points for the semester is 379) Should a decimal occur for process, process/product and product evaluations, the grade will be rounded up if above .5. Final course grade will not be rounded up should a decimal occur, i.e. 74.9=74%.

TEST POLICY:

Quizzes and tests will not be rounded up. To reconfigure a percent grade to points: take the percent earned times the number of points. Example: $83.7 = 84\% \times .22 = 18.48 = 18.5$.

Guidelines for Learning Projects

- Wausau students hand in projects to your colored folder in your hanging file in the file cabinet.
- Cooperating college students mailing in materials should use the system in place at their site for material exchange.
- All clinic/lab documents will be kept in a binder at a location at your school for each Process I, II, III, IV.
- Hand in all projects to your lead lab instructor.
- Late papers will be accepted with prior approval before the due date. If a paper is late, 18 points will not be awarded in the learning projects group in Process I Requirements List.

A. Process III observation assignments-**CLINIC ATTIRE IS REQUIRED DURING OBSERVATION. DO NOT MISS CLASS TO FULFILL THIS REQUIREMENT**

1. Arrange a time block with a second-year dental hygiene student to observe in the second year clinic. The student should preferably be seeing an adult patient for the first time (new patient or recall). Exceptions to this can be made by Process III faculty. Only one first-year student per second year student and only two total in clinic at the same time unless approved by lead instructor ahead of time.
 - Take forms in from manual that have to be signed by second-year instructor.
 - Plan to be in clinic for three hours on the same day.

- Plan ahead for the best patient on a given day. If the patient does not show up, talk to the instructor to see if a different student has an appropriate patient or reschedule.
 - Children (<13 age) are not appropriate to observe due to the limited assessment and scaling required.
2. While in clinic, observe the following: actual procedures will vary based on patient availability.
 - a. Observe medical/dental history review
 - b. Observe vital signs
 - c. Observe an oral exam
 - d. Observe patient education session
 - e. Observe recording gingival conditions and probe depths, recession, and total attachment loss.
 - f. Observe class 2 or greater scaling
 - g. Observe engine polishing
 3. Submit typed report on the observation. Use the criteria below to guide you in writing your report. (Suggestion: List topic and follow with your information for each of these categories. This allows for the best organization of information for this project.) Submit evaluation sheet from manual with report.
 - a. Description of patient and sequence of procedures
 - b. Sequence of instructor/dentist evaluations; indicate if student states use of nontraditional sequence and have student tell you why and what the differences are.
 - c. Patient observation/responses, reactions, comments, demeanor, etc.
 - d. Tray setup giving specific instruments and other items included on tray
 - e. Describe infection control similarities and differences from what you learned and do. State examples.
 - f. List patients/operator positioning used for each procedure
 - g. Assessment of time and motion utilization by student operator with examples (ex., used 13/14 Gracey to completion through the whole mouth to limit changing positions)
 - h. Value of this assignment to you
 - i. Submit completed Clinic Observation Assignment form evaluation form from manual. This has to be signed at time of observation.

B. Current dental literature project—dental hygiene topic of interest

1. One purpose of this project is for you to get experience using your college library.
2. Another purpose is for you to read current information about issues, ideas, and controversies in dentistry/dental hygiene. Hopefully, this project will promote discussions among students and personal reflection to enhance the formation of values and ethics regarding your future practices in this field.
 - a. Find one professional dental/dental hygiene journal article in the library or online addressing your topic from within the past two years. Lay magazines, newspapers, abstracts, or editorials (e.g., McCalls, Readers Digest, etc.) are not acceptable. Ask library personnel for help if needed. Acceptable journals are:

* Public Health	* RDH
* Journal of Dental Hygiene	* Journal of Oral and Maxillofacial Surgeons
* Access (ADHA)	

- * JADA
- * Journal of Periodontology
- * Dimensions of Dental Hygiene
- * Contemporary Oral Hygiene
- * Journal of Contemporary Dental Practice
- * Journal of Practical Hygiene

(Your school may not have all of these)

- b. Write a report about the appropriate article including: Please submit the article summary at the same time with the evaluation form and a copy of the article to your lab instructor.
 - (1) Summary of article
 - (2) Your reactions to the article
 - (3) How does it effect you and your career as a dental hygienist?
 - (4) New points you learned
 - (5) Complete reference documentation of source and library call numbers of journal, if applicable. See APA citation style document for help in reference documentation.
- c. Submit copy of the article and written paper by October 30
- C. Toothbrush Method Project—due September 20**
Demonstrate to peer the different toothbrushing methods on all surfaces on a typodont. If a method is demonstrated incorrectly, it must be repeated at a different time with an instructor.
- D. Instrument placement project-due October 29**
In groups or as an individual, using typodonts and instruments, complete the instrument placement project. The form is in this course manual; instructions are on the form.
- E. DOD (Degree of Difficulty) project-due Oct 29.**
In groups or as an individual, use your clinic manual to complete the DOD project worksheet.
- F. Mirror Exercises due September 20.**
Demonstrate to a peer the different toothbrushing methods on all surfaces on a typodont. If a method is demonstrated incorrectly, it must be repeated at a different time with instructor.
- G. Adjunct project-Due November 27.**
Demonstrate each adjunct on a typodont with a peer. If the adjunct is demonstrated incorrectly, it must be repeated at a different time with an instructor.
- H. Patient education plans Due Dec 6**
Participate in Lab 29 in a small group, writing and presenting your plan to the large group.

Project	Due Date	Project	Due Date
Toothbrush Check-off	September 20	Patient Ed Plan	December 6
Mirror Exercises	September 20	DOD	October 29
	Process 3 Observation	November 12	
Current Literature	October 29	Adjunct Check-off	November 27

Project			
Instrument Placement	October 29		

ATTENDANCE POLICY

Importance of class attendance: class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize your grade or even your ability to continue in this course.

Class absences: If you are absent from class for any reason you are responsible for all missed work and to contacting the instructor promptly.

Please read the course manual additional attendance requirements.

1. Attendance is required at all assigned clinics. This attendance includes being on time.
2. A clinical contract is required for one hour or more of downtime. Downtime is excused absences, patient cancellation, or situations created by the patient (arrives late, leaves early).
3. Should it be necessary to be absent, the student will notify and report reasons to lead instructor prior to the absence. It is the responsibility of the student to cancel and reschedule any patients that were scheduled.
4. When changes in health occur (pregnancy, surgeries, infections, injuries, etc.) there must be written verification form the attending physician that the student may engage in the rigors of clinical and not endanger the safety of others.
5. Absences due to official school field trips are considered permitted absences.
6. Excused absences include illness, death in the family, or other emergencies, at discretion of the lead instructor. A clinic contract should be completed for missed chair time, signed by the lead instructor, and submitted according to the usual procedures.
7. Unexcused absences will result in the withholding of affective points.

Academic Integrity

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

ASSESSMENT:

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

SYLLABUS INFORMATION DISCLAIMER

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to stay current with any changes, modifications, adjustments or amendments that are made to this document.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

EQUIPMENT

Dental Operatory Chairs/Units
Autoclaves
Ultrasonic cleaning devices
Sphygmomanometers
Stethoscopes
Dental Hygiene Kit (instruments, etc.)

BIBLIOGRAPHY:

Academy of General Dentistry <http://www.agd.org>

American Academy of Implant Prosthodontists www.inca.net/aaip/index.html

American Academy of Pediatric Dentistry www.aapd.org

The American Academy of Periodontology www.perio.org

American Associations of Dental Schools www.aads.jhu.edu

American Association of Endodontists www.aae.org

American Association of Orthodontists www.aaortho.org

American Association of Public Health Dentistry www.pitt.edu

American Dental Association www.ada.org

American Dental Assistants Association

American Dental Hygienists Association www.adha.org

American Public Health Association www.apha.org

CDC Oral Health Division www.cdc.gov/nccdp/oh

International and American Associations for Dental Research www.iadr.com

National Institute of Dental Research www.nidr.nih.gov
World Health Organization [www. who.ch](http://www.who.ch)
Hispanic Dental Association www.members.aol.com