

# Clinical Dental Hygiene I

DH1110 001

## Course Description

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Students will demonstrate basic dental hygiene skills and procedures. Skill development is attained through practice sessions and performance evaluations.

Prereq: Accepted and enrolled in the Dental Hygiene program.

Coreq: DH 1100

Semester: Fall

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## Course Student Learning Outcomes

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- Prepare and demonstrate procedures for the different types of dental and medical emergencies.
- Demonstrate the use of appropriate infection control, OSHA and exposure control guidelines during all procedures.
- Demonstrate use of various barriers for infection control for the patient and dental personnel.
- Demonstrate knowledge of chemical hygiene safety guidelines and procedures and use of appropriate sterilization techniques.
- Demonstrate appropriate positioning of the light, chair, patient, and operator in the clinical setting.
- Perform and assess a patient's medical history, vital signs, and usage of medical references.
- Demonstrate proper and appropriate instrumentation techniques on typodonts and student partners using the mirror, air/water evacuation, probe, explorer, and universal cures.
- Demonstrate the ability to complete the following planned procedures: Medical history and vital signs, Intraoral/Extraoral examinations.
- Complete and maintain accurate records of clinical assignments and faculty evaluations.
- Utilize appropriate terminology to describe and record oral inspection findings.
- Complete patient records and clinical forms accurately, legibly, and return to secured file storage upon end of clinic session.
- Assess his/her own clinical work and utilize problem-solving techniques.
- Complete an Assessment Competency Evaluation with a score of 75% or higher.

## College Wide Student Learning Outcomes

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- 1. Communicate effectively

- 2. Develop quantitative literacies necessary for their chosen field of study
- 3. Think critically & creatively
- 4. Develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners
- 5. Develop knowledge and skills to work with others in a professional & constructive manner
- 6. Develop computer & informational literacy
- 7. Develop the attitudes and skills for lifelong wellness

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Clinic Service-Learning Protocols</a>	Assignment	
	<a href="#">Clinical Service-Learning Details</a>	Assignment	
	<a href="#">Introduce Yourself</a>	Discussion	0
8/20	<a href="#">Homework Week 1</a>	Assignment	0
8/27	<a href="#">Homework Week 2</a>	Assignment	25
9/3	<a href="#">Homework Week 3</a>	Assignment	25
9/3	<a href="#">Hand Hygiene PE</a>	Assignment	40
9/3	<a href="#">Personal Protective Equipment (PPE) PE</a>	Assignment	88
9/10	<a href="#">Homework Week 4</a>	Assignment	25

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/10	<a href="#">Patient/Operator Positioning PE</a>	Assignment	56
9/10	<a href="#">Post-Appointment Infection Control PE</a>	Assignment	84
9/10	<a href="#">Pre Appointment Infection Control PE</a>	Assignment	40
9/13	<a href="#">HIPAA Training (PLEASE WAIT TO DO THIS- until I give you the go-ahead)</a>	Assignment	0
9/17	<a href="#">Homework Week 5</a>	Assignment	25
9/17	<a href="#">Webinar: "Probing the Depths to Enhance Your Clinical Results"</a>	Assignment	50
9/17	<a href="#">Air/Water Oral Evacuation PE</a>	Assignment	68
9/17	<a href="#">Finger Rests/Fulcrums PE</a>	Assignment	36
9/17	<a href="#">Instrument Grasp PE</a>	Assignment	44
9/17	<a href="#">Use of the Dental Mirror PE</a>	Assignment	64
9/17	<a href="#">Pre-Clinical Service-Learning Reflection</a>	Assignment	50
9/24	<a href="#">Homework Week 6</a>	Assignment	25
9/24	<a href="#">Instrument Movement PE</a>	Assignment	48

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/24	<a href="#">Patient Care Infection Control PE</a>	Assignment	48
9/24	<a href="#">Procedure for Topical Fluoride Varnish Application</a>	Assignment	0
9/24	<a href="#">Sterilization PE</a>	Assignment	116
10/1	<a href="#">Homework Week 7</a>	Assignment	25
10/1	<a href="#">Webinar: "Explore to Enhance Your Clinical Results "</a>	Assignment	50
10/1	<a href="#">Medical, Dental and Psychosocial Histories PE</a>	Assignment	44
10/8	<a href="#">Homework Week 8</a>	Assignment	25
10/8	<a href="#">Periodontal Probe PE</a>	Assignment	56
10/8	<a href="#">Periodontal Examination/Charting PE/Learning Experiences #1, #2</a>	Assignment	72
10/8	<a href="#">Orientation/Angulation and Adaptation to Tooth Surface PE</a>	Assignment	32
10/15	<a href="#">Homework Week 9</a>	Assignment	25
10/15	<a href="#">Webinar: "The Oral Cancer Screening Exam: The Urgent Need for Change!"</a>	Assignment	50
10/15	<a href="#">11/12 Explorer PE</a>	Assignment	60

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/15	<a href="#">Detecting and Documenting Dental Biofilm/Plaque PE</a>	Assignment	36
10/22	<a href="#">Midterm Corroborative Practicum</a>	Assignment	100
10/29	<a href="#">Homework Week 11</a>	Assignment	25
10/29	<a href="#">Head and Neck Examination PE</a>	Assignment	112
10/29	<a href="#">Instrument Design and Classification PE</a>	Assignment	52
10/29	<a href="#">Intra-Oral Examination PE</a>	Assignment	112
10/29	<a href="#">TalEval Clinical Grade</a>	Assignment	100
10/29	<a href="#">Vital Signs PE</a>	Assignment	96
11/1	<a href="#">Post-Clinical Service-Learning Reflection</a>	Assignment	50
11/5	<a href="#">Homework Week 12</a>	Assignment	25
11/12	<a href="#">Homework Week 13</a>	Assignment	25
11/19	<a href="#">Homework Week 14</a>	Assignment	
11/26	<a href="#">Homework Week 15</a>	Assignment	
11/26	<a href="#">Documentation PE</a>	Assignment	80
11/26	<a href="#">Hard Tissue Examination/Charting of Dentition PE/Learning Experiences #1, #2</a>	Assignment	52

Due Date	Assignment Name	Assignment Type	Points
11/26	<a href="#">Patient Assessment Competency</a>	Assignment	100
11/26	<a href="#">Scalers and Supragingival Calculus Removal PE</a>	Assignment	72
12/3	<a href="#">Curets and Subgingival Calculus Removal PE</a>	Assignment	68
12/3	<a href="#">Homework Week 16</a>	Assignment	0

## Communication Plan

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- I will respond to email within 1-3 days.
- I will offer feedback on major assignments within a week.
- The best way to contact me is via my slcc.edu email, as I will prioritize this email over other modes of communication.
- If you need an immediate response, you are welcome to text me.

## Brief Description of Assignments/Exams

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- [TalEval](#) is the clinical online grading/tracking system used by the SLCC Dental Hygiene Program. This program enables students and instructors to track clinical progress and the student to view feedback by instructors to adjust learning as needed. TalEval training will be provided to students. See Clinic Manual for additional TalEval information.
- [Hu-Friedy Webinars](#) (3) will be used for continued learning on the clinic procedures of probing, exploring, and oral cancer screening. By completing the webinars, the students will receive a certificate of completion that will be submitted by the posted due date for each webinar.

- Weekly Homework assignments (14) will strengthen the student's critical thinking skills and knowledge through assigned reading in the clinic texts. Homework is due before clinic the following week and will be discussed as a class or at the beginning of clinic in team huddles with the team clinical instructor. Participation in the discussion is required to receive full points on the assignment.
- Clinical Service-Learning Reflections (2) will combine clinical service-learning and critical reflective thinking. The first assignment will be to write a two-page pre-clinical reflection using provided writing prompts. It is due by September 10, 2024. Upon completion of the clinical service-learning experience in second-year clinic, a three-page post-clinical reflection will be submitted through Canvas by the Friday immediately following the service-learning experience. Writing prompts and a rubric are provided.
- Learning Experiences (LE's) (26) are purely educational and are designed to provide feedback on foundational clinical procedures. The student will receive instruction on a clinical procedure and then the following week will demonstrate the LE to the team clinic instructor (CI) for feedback. The student is required to understand the concepts and receive minimal prompts from the CI. If the student passes off the LE, they may complete the PE the next week. Nine (9) of the 26 clinical procedures require two LE's before a PE can be passed off.
- Process Evaluations (PE's) (27) are observatory practical assessments that involve demonstration and knowledge of assigned objectives. The student must understand the clinical procedure completely. CI's may not guide, prompt, or give hints. The PE's require the student to show competence to be passed off. Students must pass with a 75% to be considered competent.
- Corroborative Midterm Practicum (1) will allow the student to demonstrate the clinic knowledge and skill practiced up until that point. The practicum will be completed on a student partner and demonstrate skills and knowledge of clinical procedures learned thus far.
- Patient Assessment Competency (1) will be completed on a scheduled clinic patient and be considered the final assessment for DH 1110 Clinic I. The student will utilize a combination of skills and knowledge to demonstrate preparation and competence.

Grading	Possible Points	Percent of Grade
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Grading	Possible Points	Percent of Grade
TalEval/Professionalism		5%
Hue-Friedy Webinars		10%
Weekly Homework Assignments		10%
Clinical Service-Learning Reflections		10%
Learning Experiences/Process Evaluations		20%
Corroborative Midterm Practicum		20%
Patient Assessment Competency		<u>25%</u>
		100%

## Grading Scale

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A = 100 – 95 %	B = 86 – 83 %	C = 77 – 75 %	D = 66 – 64%
A- = 94 – 90 %	B- = 82 – 80 %	C- = 74 – 71%	D- = NA
B+ = 89 – 87 %	C+ = 79 – 78 %	D+ = 70 – 67%	E = 63 – and below

A : For outstanding work which demonstrates exceptional mastery of course material

B : For good work which is clearly beyond simple mastery of material

C : For acceptable work indicating a mastery of the basic concepts of a course (75% and above)

D : For unacceptable work that fails to meet course requirements

E : For unacceptable work that fails to meet course requirements

**REQUIREMENT FOR SUCCESSFUL COMPLETION OF THIS COURSE:**

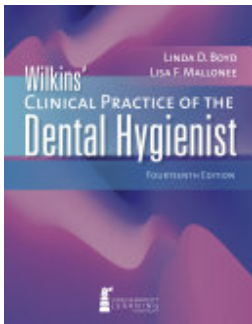
A minimum passing grade of a C or 75% is required for successful completion of this course.

## How to Navigate to Canvas

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## Required Text or Materials

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**Title:** Wilkins' Clinical Practice of the Dental Hygienist

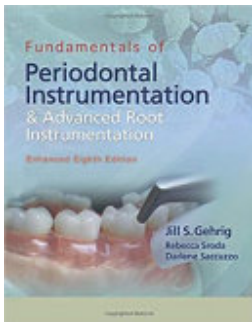
**ISBN:** 9781284295726

**Authors:** Linda D. Boyd, Lisa F. Mallonee

**Publisher:** Jones & Bartlett Learning

**Publication Date:** 2023-06-05

**Edition:** 14th Edition



**Title:** Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, Enhanced

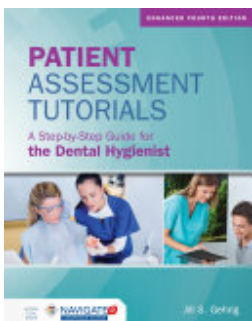
**ISBN:** 9781284242515

**Authors:** Jill Gehrig, Rebecca Sroda, Darlene Saccuzzo

**Publisher:** Jones & Bartlett Publishers

**Publication Date:** 2018-08-13

**Edition:** 8th Edition



**Title:** Patient Assessment Tutorials: A Step-By-Step Guide for the Dental Hygienist

**ISBN:** 9781284240924

**Authors:** Jill S. Gehrig

**Publisher:** Jones & Bartlett Learning

**Publication Date:** 2020-06-09

**Edition:** 4th Edition

For more information on textbook accessibility, contact Accessibility & Disability Services



## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Course Outline and Calendar

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COURSE	TOPIC/ACTIVITY AND EXAMS	CLINIC LEARNING EXPERIENCES (LE's) & PROCESS EVALUATIONS (PE's)	HOMEWORK/ ASSIGNMENTS
	<p><b>WEEK ONE</b> (ch. #W- Wilkins, #P- Perio Inst., #A- Assess.)</p>		
<p>Aug. 20<sup>th</sup> DH 1110</p>	<p><b><u>Introduction: Welcome to Dental Hygiene School!</u></b> Dental Hygiene Process of Care: ADPIED <b>Video:</b> ADA Effective Infection Control <b>Video:</b> OSHA Training for Dental Professionals <b>Class Discussion</b></p> <p><b>AM Clinic Orientation:</b></p> <ul style="list-style-type: none"> <li>-Operator Assignment</li> <li>-Locker</li> <li>-Sterilization Box</li> <li>-Keys, etc.</li> </ul> <p>-----</p> <p><b>Video:</b> OSAP "If Saliva were RED" <b>Syllabus/Canvas</b> Clinical Service-Learning (pre- post-reflections) Clinic Notebooks/Requirements Learning Experiences (LE's)/Process</p>		<p><b><u>Review</u></b> DH 1110 Clinic I Syllabus Material</p> <p><b><u>Read</u></b> SLCC Student Handbook and Clinic Manual</p> <p><b><u>Sign</u></b> Course Verification Agreement</p> <p><b><u>Complete</u></b> DH 1100 Theory I Dental Hygiene Pretest</p> <p><b><u>Sign-up</u></b></p>

	<p>Evaluations (PE's)  Midterm Practicum/Patient Assessment  Competency  Student Appointments/Sign-ups  <b>Video: Hand Hygiene</b>  <b>Video: Personal Protective Equipment (PPE)</b></p> <p><b>PM Clinic Team Learning Sessions:</b>  <i>Hand Hygiene</i>  *Germ Glow Demonstration  <i>Personal Protective Equipment</i></p> <p>Instrument Kit Review 2:30 PM - 4:30 PM  (HTC 165)  Organization of Clinic Drawers</p>		<p><a href="#">Student Conferences</a></p> <p><b>Sign-up</b>  <a href="#">Clinic Service-Learning</a></p>
	<p><b>WEEK TWO</b></p>		
<p>Aug. 27<sup>th</sup>  DH 1110</p>	<p><b><u>Reading Preparation:</u></b></p> <p><b>*Infection Control: Transmissible Diseases (ch. 5W)</b></p> <p><b>*Exposure Control: Barriers f/ Pt. &amp; Clinician (ch. 6W)</b></p> <p><b>*Infection Control: Clinical Procedures (ch. 7W)</b></p> <p><b>*Patient Reception and Ergonomic Practice (ch. 8W)</b></p> <p><b>*Ergonomics and Periodontal Instrumentation (m. 1P)</b></p> <p><b>*Clinician Positioning in Treatment Area (m. 2P)</b></p> <p><b>PowerPoint Discussion: First Things</b>  <b>Wilkins' Video: Exposure Control</b>  Operator Barriers</p>	<p><i>Hand Hygiene LE</i></p> <p><i>Personal Protective Equipment (PPE) LE</i></p>	<p><b>*Gehrig</b>  <b>Periodontal Instrumentation</b>  Skill Application: p. 66-67  Practical Focus 1 &amp; 2  Photos 1-8</p>

	<p><b>Sterilization/Instrument Protocol</b>  <b>Training:</b> Clinic Mngr.  <b>AM Clinic Team Learning Sessions</b>  <b>(Typodont):</b>  <i>Pre-Appointment Infection Control</i>  <i>Patient Care Infection Control</i>  <i>Post-Procedure Infection Control</i></p> <p>-----  ---  <b>Election of Class Officers</b></p> <p><b>Video:</b> <i>Active Shooter Training</i>  <b>Wilkins' Video:</b> <i>Pt. Reception and Ergonomic Practice</i>  <b>Gehrig Video:</b> <i>Clock Positions</i>  <b>Class Discussion</b></p> <p><b>PM Clinic Team Learning Sessions</b>  <b>(Typodont):</b>  <i>Patient/Operator Positioning</i>  <i>Clock Positions</i></p> <p><b>Sterilize Two (2) Instrument Sets:</b>  <i>Dental Mirror</i>  <i>A/W Syringe</i>  <i>11/12 Explorer</i>  <i>UNC Probe</i></p>		
	<p><b>WEEK THREE</b></p>		
<p>Sept. 3<sup>rd</sup>  DH 1110</p>	<p><b><u>Reading Preparation:</u></b>  <b>*Perio. Exam: Mirror; A/W Syringe (ch. 20W, p. 366-367)</b>  <b>*Instrument Grasp (m. 3P)</b>  <b>*Use of the Dental Mirror (m. 4P)</b>  <b>*Finger Rests in Anterior Sextants (m.</b></p>	<p><i>Hand Hygiene PE</i></p> <p><i>PPE PE</i></p> <p><i>Pre-Appointment Infection Control LE</i></p>	<p><b>*Gehrig Periodontal Instrumentation</b>  Exercises for Improved Hand Strength</p>

	<p><a href="#">5P)</a></p> <p><b>*Finger Rests in Mandibular Posterior Sextants (m. 6P)</b></p> <p><b>*Finger Rests in Maxillary Posterior Sextants (m. 7P)</b></p> <p><b>Gehrig Video:</b> Instrument Grasp</p> <p><b>PowerPoint Discussion:</b> Air/Water Syringe &amp; Evacuation</p> <p><b>Gehrig Video:</b> Mirror Use</p> <p><b>Class Discussion</b></p> <p><b>AM Clinic Team Learning Sessions (Typodont):</b></p> <p><i>Instrument Grasp Using Periodontal Probe</i></p> <p><i>Air/Water Syringe Evacuation</i></p> <p><i>Mirror Use</i></p> <p>-----</p> <p><b>Gehrig Video:</b> Finger Rests</p> <p><b>Gehrig Video:</b> Laying Down vs. Standing Up on Fulcrum</p> <p><b>PM Clinic Team Learning Sessions (Typodont):</b></p> <p><i>Finger Rests and Fulcrums</i></p>	<p><i>Patient Care Infection Control LE</i></p> <p><i>Sterilization LE</i></p> <p><i>Post-Appointment Infection Control LE</i></p> <p><i>Patient/Operator Positioning LE</i></p>	<p>p. 82-84</p> <p><b>*Gehrig Periodontal Instrumentation</b></p> <p>Skill Application: p. 86-87</p> <p>Practical Focus: 1 &amp; 2 Figure 14-22</p> <p><b>*Gehrig Periodontal Instrumentation</b></p> <p>Skill Application: p. 145 Practical Focus: a &amp; b Photo 1-4</p> <p><b>*Gehrig Periodontal Instrumentation</b></p> <p>Skill Application: p. 166-167</p> <p>Practical Focus: a &amp; b Photo 1-3</p> <p><b>Complete</b></p> <p>Online HIPAA Training</p>
	<p><b>WEEK FOUR</b></p>		
<p>Sept. 10<sup>th</sup> DH 1110</p>	<p><b><u>Reading Preparation:</u></b></p> <p><b>*Hard Tissue Examination of the Dentition (ch. 16)</b></p> <p><b>*Perio. Exam: Periodontal Probe (ch. 20W, p. 370-374)</b></p>	<p>Pre-Appointment Infection Control <b>PE</b></p> <p>Sterilization <b>PE</b></p>	<p><b>*Gehrig Periodontal Instrumentation</b></p> <p>Skill Application: p. 284 Practical Focus:</p>

	<p><b>*Tech. Essentials: Movement/Orientation (m. 9P, p. 215-224)</b></p> <p><b>Periodontal Probes and Basic Technique (m. 12P)</b></p> <p>Instrument Movement</p> <p>Hard Tissue Examination/Charting of Dentition Handout</p> <p><b>Class Discussion</b></p> <p><b>AM Clinic Team Learning Sessions:</b>  <i>Hard Tissue Examination and Dental Charting</i></p> <p>-----      ---</p> <p><b>Wilkins' Video:</b> Probes</p> <p><b>Gehrig Video:</b> Periodontal Probe</p> <p><b>Gehrig Video:</b> Technique with a Periodontal Probe</p> <p><b>Class Discussion</b></p> <p><b>PM Clinic Team Learning Sessions (Typodont):</b>  <i>Periodontal Probe</i></p>	<p>Patient/Operator Positioning PE</p> <p>Air/Water Syringe/Oral Evacuation LE</p> <p>Instrument Grasp LE</p> <p>Finger Rests/Fulcrums LE</p> <p>Dental Mirror LE</p>	<p>1, 1 &amp; 2 Figure 42-45</p> <p><b>Coming Up:</b>      Clinical Service-Learning Pre-Reflection</p>
	<p><b>WEEK FIVE</b></p>		
<p>Sept. 17<sup>th</sup>          DH 1110</p>	<p><b><u>Reading Preparation:</u></b></p> <p><b>*Medical, Dental, and Psychosocial Histories (ch. 11W)</b></p> <p><b>*Periodontal Examination (ch. 20W)</b></p> <p><b>*Motivational Interviewing f/ Info Gathering (m. 4A)</b></p> <p><b>*Medical History (m. 5A)</b></p> <p><b>*Ready References: Medical History (m. 6A)</b></p> <p><b>*Dental Health History (m. 7A)</b></p>	<p>Patient Care Infection Control PE</p> <p>Sterilization PE</p> <p>Post-Appointment Infection Control PE</p> <p>Air/Water Syringe/Oral Evacuation PE</p>	<p><b>*Gehrig Patient Assessment</b></p> <p>Human Element: p. 122-123</p> <p>Complicated Med HHX HHX Sensitive Information</p> <p><b>Complete</b></p> <p>Hu-Friedy Webinar:</p>

	<p><b>PowerPoint Discussion:</b> Medical, Dental, and Psychosocial Histories</p> <p><b>Class Discussion</b></p> <p><b>AM Clinic Team Learning Sessions (Student Partner):</b>  Create a SLCC Clinic Patient Chart  Interview Student Partner to complete Medical, Dental, and Psychosocial Histories (paper chart/Dentrix)</p> <p>-----</p> <p><b>PM Clinic Team Learning Sessions (Student Partner):</b>  Create a Paper Periodontal Chart</p>	<p>Instrument Grasp <b>PE</b></p> <p>Finger Rests/Fulcrums <b>PE</b></p> <p>Dental Mirror <b>PE</b></p> <p>Instrument Movement <b>LE</b></p> <p>Periodontal Probe <b>LE #1</b> (typodont)</p> <p>Hard Tissue Examination/Charting <b>LE #1</b> (paper)</p>	<p><a href="#">Probing</a></p> <p>Submit Completion Certificate</p> <p><b>Complete</b></p> <p>Clinical Service-Learning Pre-Reflection</p>
	<p><b>WEEK SIX</b></p>		
<p>Sept. 24<sup>th</sup> DH 1110</p>	<p><b>Reading Preparation:</b></p> <p><b>*Perio. Exam: Explorers (ch. 20W, p. 367-370)</b></p> <p><b>*Indices and Scoring Methods (ch. 21W, p. 388-396)</b></p> <p><b>*Tech. Essentials: Movement/Orientation (m. 9P, p. 225-230)</b></p> <p><b>*Tech. Essentials: Adaptation (m. 10P)</b></p> <p><b>*Explorers (m. 13P)</b></p> <p><b>Gehrig Video:</b> Introduction to Adaptation  <b>Gehrig Video:</b> Rolling the Instrument  Handle f/Adaptation  <b>Gehrig Video:</b> Maintaining Adaptation of Working End</p> <p><b>Class Discussion</b></p> <p><b>Gehrig Video:</b> ODU 11/12 Explorer  <b>Class Discussion</b></p>	<p>Medical, Dental, Psychosocial Histories <b>LE</b></p> <p>Periodontal Probe <b>LE #2</b></p> <p>Periodontal Charting <b>LE #1</b> (paper)</p> <p>Hard Tissue Examination and Charting <b>LE #2</b> (electronic/Dentrix)</p> <p>Instrument Movement <b>PE</b></p> <p>Topical Fluoride Vanish Application</p>	<p><b>*Gehrig Periodontal Instrumentation</b></p> <p>Skill Application: p. 243 Practical  Focus:  Case 2:1 &amp; 2  Figure 20</p> <p><b>Bring</b>  pencil with marked eraser and felt marker; Practice rolling, pivoting, and adapting exercises</p> <p><b>*Gehrig Periodontal Instrumentation</b></p>



	<p><b>AM Clinic Team Learning Sessions (Typodont):</b>  <i>Instrument Orientation/Angulation and Adaptation</i>  <i>Explorer</i>  Practice Maintaining Adaptation to Curved Surfaces</p> <p>-----</p> <p>Detecting and Documenting Biofilm</p> <p><b>Class Discussion</b></p> <p><b>PM Clinic Teams Learning Sessions (Student Partner):</b>  <i>Biofilm Detection/Documentation</i>  <i>Explorer</i>  <i>Calculus Detection Pros</i>  <i>Probing</i></p>	<p><b>PROCEDURE</b></p>	<p>Student Self Evaluation: p. 320  Explorers</p>
	<p><b>WEEK SEVEN</b></p>		
<p>Oct. 1<sup>st</sup>  DH 1110</p>	<p><b><u>Reading Preparation:</u></b>  <b>*Vital Signs (ch. 12W)</b>  <b>*Vital Signs: Temperature (m. 8A)</b>  <b>*Vital Signs: Pulse and Respiration (m. 9A)</b>  <b>*Vital Signs: Blood Pressure (m. 10A)</b></p> <p><b>Wilkins' Video: Vital Signs</b>  <b>Gehrig Video: Korotkoff Blood Pressure Sights/Sounds</b>  <b>Class Discussion</b></p> <p><b>AM Clinic Team Learning Sessions (New Partners):</b>  <i>Vital Signs</i>  <i>Oral Health Risk Assessment</i></p> <p>-----</p>	<p>Medical, Dental, and Psychosocial Histories  <b>PE</b>  Detecting/Documenting Biofilm LE #1  Orientation/Angulation and Adaptation to Tooth Surface LE  Explorer LE #1  Periodontal Probe <b>PE</b>  Periodontal Charting LE #2 (electronic/Dentrix)</p>	<p><b>*Gehrig Patient Assessment</b>  Human Element: p. 281-282  Medical Emergency Including Patient</p> <p><b>*Gehrig Patient Assessment</b>  Human Element: p. 323-326  Man Behind BP Importance of Vital Signs  Patient Starting New Job</p>

	<p><b>PM Clinic Team Learning Sessions (New Partners):</b>  <i>Vital Signs</i>  <i>Oral Health Risk Assessment</i></p>		<p>Tension vs. Hypertension</p> <p><b><u>Complete</u></b>  Hu-Friedy Webinar:  <a href="#">Exploring</a>  <i>Submit Completion Certificate</i></p>
	<b>WEEK EIGHT</b>		
<p>Oct. 8<sup>th</sup>  DH 1110</p>	<p><b><u>Reading Preparation:</u></b>  *<b>Extraoral and Intraoral Examination (ch. 13W)</b>  *<b>Head and Neck Examination (m. 13A)</b></p> <p><i>Wilkins' Video: Extraoral/Intraoral Examinations</i>  <b>Gehrig Video: Head and Neck Examination Technique</b>  <b>Class Discussion</b></p> <p><b>AM Clinic Team Learning Sessions (Student Partner):</b>  <i>Putting the Dental Hygiene Process of Care Together</i>  <i>Head and Neck (Extraoral) Exam</i>  -----  <b>PM Clinic Team Learning Sessions (Student Partner):</b>  <i>Putting the Dental Hygiene Process of Care Together</i>  <i>Head and Neck (Extraoral) Exam</i></p>	<p>Vital Signs LE #1</p> <p>Detecting/Documenting Biofilm LE #2</p> <p>Explorer LE #2</p> <p>Orientation/Angulation and Adaptation to Tooth Surface <b>PE</b></p> <p>Periodontal Charting <b>PE</b> (student partner)</p>	<p>*<b>Gehrig Patient Assessment</b></p> <p>Human Element:  p. 461-462  Just a Beauty Mark  Head and Neck Exam</p> <p>*<b>Gehrig Patient Assessment</b></p> <p>Practical Focus:  Patient Cases A-E  p. 465-480</p> <p><b>Self-Assessment Images/Video:</b>  <i>Students record one another for feedback with ergonomics, grasp, fulcrum, probing, and exploring.</i></p>
	<b>WEEK NINE</b>		
<p>Oct. 15<sup>th</sup>  DH 1110</p>	<p><b><u>Reading Preparation:</u></b>  *<b>Extraoral and Intraoral Examination (ch. 13W)</b></p>	<p>Vital Signs LE #2</p>	<p>*<b>Gehrig Patient Assessment</b></p> <p>Human Element:</p>

**\*Soft Tissue Lesions (m. 12A)**

**\*Oral Examination (m. 14A)**

**\*Mathematical Principles/Anatomic Descriptors (m. 1P, [found online in Canvas](#))**

**\*Instrument Design and Classification (m. 8P)**

**\*Tech. Essentials: Instrumentation Strokes (m. 11P)**

***Gehrig Video: Oral Exam Technique***  
Soft Tissue Lesions

***\*Practical Focus: Pt. Cases A-E (m. 14A, p. 519-534)***

***Class Discussion***

**AM Clinic Team Learning Sessions (Student Partner):**

*Intraoral Examination*

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***PowerPoint***

***Discussion: Mathematical Principles, Instrument Design and Classification, Instrument Strokes***

***Gehrig Video: Selecting the Correct Working End***

***Class Discussion***

**PM Clinic Team Learning Sessions (Student Partner):**

***\*Evaluation of Instrument***

***Design/Classification Exercise***

*Intraoral Examination*

***Sterilize One (1) Instrument Set for Midterm Pract:***

Head and Neck  
(Extraoral) Exam LE  
Detecting/Documenting  
Biofilm PE  
Explorer PE

p. 403-404  
Tobacco Use/Oral  
Exam  
Questioning Skills

***\*Gehrig Patient Assessment***  
Human Element:  
p. 514, 516  
My First Oral Exam  
Adolescent/Oral  
Lesion

***\*Gehrig Periodontal Instrumentation***  
Skill Application: p.  
210 Practical  
Focus:1 & 3

***Complete***  
Hu-Friedy Webinar:  
[Oral Cancer Screening](#)  
*Submit Completion Certificate*

	<p>Dental Mirror A/W Syringe 11/12 Explorer UNC Probe</p>		
	<b>WEEK TEN</b>		
Oct. 22 <sup>nd</sup> DH 1110	<p><b><u>Midterm Corroborative Practicum</u></b> AM: Teams 4, 5, &amp; 6 PM: Teams 1, 2, &amp; 3</p> <p><b>AM Clinic Team Learning Sessions</b> <i>Practice Dental Hygiene Process of Care</i> <i>Add Whiteout to Typodonts</i> -----<b><u>Colgate Product Presentation</u></b>-----</p> <p><b>PM Clinic Team Learning Sessions</b> <i>Practice Dental Hygiene Process of Care</i> <i>Add Whiteout to Typodonts</i></p>		
	<b>WEEK ELEVEN (Happy HallOween)</b>		
Oct. 29 <sup>th</sup> DH 1110	<p><b><u>Reading Preparation:</u></b> <b>*Gingival Description (m. 15A)</b> <b>*Tech. Essentials: Adaptation (m. 10P)</b> <b>*Supragingival Calculus Removal (m. 14P)</b> <b>*Sickle Scalers (m. 15P)</b></p> <p><b><i>Gehrig Video: Anterior Scalers/Posterior Scalers</i></b> <b><i>Gehrig Video: Calculus Removal/Sheet Calc.</i></b> <b><i>Wilkins Video: Supragingival Scaling</i></b> <b><i>Class Discussion</i></b></p> <p><b>AM Clinic Team Learning Sessions (Typodont):</b> Scalers and Supragingival Calculus Removal</p>	<p>Head and Neck (Extraoral) Exam <b>PE</b></p> <p>Intraoral Exam <b>LE</b></p> <p>Instrument Design and Classification <b>LE</b></p> <p>Vital Signs <b>PE</b></p>	<p><b>*Gehrig Periodontal Instrumentation</b> Skill Application: p. 243 Practical Focus: Case 1</p> <p><b>*Gehrig Periodontal Instrumentation</b> Skill Application: p. 359 Practical Focus: Task 1 &amp; 2</p>

	<p>-----</p> <p><b>Class Discussion:</b> <i>Gingival Description</i></p> <p><b>PM Clinic Team Learning Sessions (Student Partner):</b> <i>Gingival Description</i></p>		
	<b>WEEK TWELVE</b>		
Nov. 5 <sup>th</sup> DH 1110	<p><b><u>Reading Preparation:</u></b></p> <p><b>*Documentation for Dental Hygiene Care (ch. 10W)</b></p> <p><b>*Dental Hygiene Diagnosis (ch. 22W)</b></p> <p><b>*Tech. Essentials: Adaptation (m. 10P)</b></p> <p><b>*Tech. Essentials: Subgingival Calc. Removal (m. 16P)</b></p> <p><b>*Universal Curettes (m. 17P)</b></p> <p><b>Gehrig Video:</b> <i>Universal Curets</i></p> <p><b>Gehrig Video:</b> <i>Handle for Adaptation (Anterior Curet)</i></p> <p><b>Gehrig Video:</b> <i>Calculus Removal/Subgingival Calc.</i></p> <p><b>Wilkins' Video:</b> <i>Subgingival Scaling</i></p> <p><b>Class Discussion</b></p> <p><b>AM Clinic Team Learning Sessions (Typodont):</b> <i>Curets and Subgingival Calc. removal</i></p> <p>-----</p> <p><b>Class Discussion:</b> <i>Dental Hygiene Diagnosis, Documentation of Patient Care</i></p> <p><b>PM Clinic Team Learning Sessions (Student Partner):</b> <i>Dental Hygiene Process of Care</i> <i>Oral Health Risk Assessment</i></p>	<p>Intraoral</p> <p>Examination <b>PE</b></p> <p>Instrument Design and Classification <b>PE</b></p> <p>Scalers and Supragingival Calc. Removal LE #1 (typodont)</p>	<p><b>*Gehrig Periodontal Instrumentation</b></p> <p>Student Self Evaluation: p. 245 Adaptation</p> <p><b>*Gehrig Periodontal Instrumentation</b></p> <p>Skill Application: p. 412 Practical Focus: Figures 62-66</p>

	<p><i>Formulating a Dental Hygiene Diagnosis</i> <i>Documentation of Patient Care</i></p> <p><b>Sterilize Two (2) Instrument Cassettes:</b> <i>Dental Mirror</i> <i>A/W Syringe</i> <i>11/12 Explorer</i> <i>UNC Probe</i> <i>Anterior Scalers</i> <i>Posterior Scalers</i> <i>Anterior Curets</i> <i>Posterior Curets</i></p>		
	<b>WEEK THIRTEEN</b>		
Nov. 12 <sup>th</sup> DH 1110	<p><b><u>Reading Preparation:</u></b> *Documentation for Dental Hygiene Care (ch. 10W) *Dental Hygiene Diagnosis (ch. 22W) *Tech. Essentials: Supragingival Calc. Removal (m. 14P) *Sickle Scalers (m. 15P) *Tech. Essentials: Subgingival Calc. Removal (m. 16P) *Universal Curets (m. 17P)</p> <p><b>AM Clinic Team Learning Sessions (Student Partner):</b> <i>Dental Hygiene Process of Care</i> <i>Oral Health Risk Assessment</i> -----</p> <p><b>PM Clinic Team Learning Sessions (Student Partner):</b> <i>Dental Hygiene Process of Care</i> <i>Oral Health Risk Assessment</i></p>	<p>Scalers and Supragingival Calc. Removal LE #2 (student partner)</p> <p>Curets and Subgingival Calc. Removal LE #1</p> <p>Documentation of Patient Care LE #2</p>	
	<b>WEEK FOURTEEN</b>		
Nov. 19 <sup>th</sup>	<b><u>Patient Assessment Competency</u></b>	Hard Tissue	<b><u>Complete Outcome</u></b>

<p>DH 1110</p>	<p><b>AM Clinic Team Learning Sessions (Student Partner):</b>  <i>Dental Hygiene Process of Care</i>  <i>Oral Health Risk Assessment</i>  -----  <b>PM Clinic Team Learning Sessions (Student Partner):</b>  <i>Dental Hygiene Process of Care</i>  <i>Oral Health Risk Assessment</i></p>	<p>Examination and Charting <b>PE</b>  <i>(Clinic Patient)</i></p> <p>Documentation of Patient Care <b>PE</b>  <i>(Clinic Patient)</i></p> <p>Scalers and Supragingival Calc. Removal <b>PE</b>  (student partner)</p> <p>Curets and Subgingival Calculus Removal LE #2</p>	<p><i>Integrate knowledge and skill acquired over the semester to provide initial patient care with safety and competence without direct supervision or guided instruction.</i></p>
<p><b>WEEK FIFTEEN</b></p>			
<p>Nov. 26<sup>th</sup> DH 1110</p>	<p><b><u>Patient Assessment Competency</u></b></p> <p><b>AM Clinic Team Learning Sessions (Student Partner):</b>  <i>Dental Hygiene Process of Care</i>  <i>Oral Health Risk Assessment</i>  -----  <b>PM Clinic Team Learning Sessions (Student Partner):</b>  <i>Dental Hygiene Process of Care</i>  <i>Oral Health Risk Assessment</i></p>	<p>Hard Tissue Examination and Charting <b>PE</b>  <i>(Clinic Patient)</i></p> <p>Documentation of Patient Care <b>PE</b>  <i>(Clinic Patient)</i></p> <p>Scalers and Supragingival Calc. Removal <b>PE</b>  (student partner)</p> <p>Curets and Subgingival Calculus Removal LE #2</p>	<p><b><u>Complete Outcome</u></b>  <i>Integrate knowledge and skill acquired over the semester to provide initial patient care with safety and competence without direct supervision or guided instruction.</i></p>

	<b>WEEK SIXTEEN</b>		
	<b><u>Last Day of Clinic!</u></b>		
<b>Dec. 3<sup>rd</sup></b> DH 1110	<b>AM Clinic Team Learning Sessions (Student Partner):</b> <i>Dental Hygiene Process of Care</i> <i>Update HHX, Vital Signs, Instructor Check-in</i> <i>EO/IO, Disclosing, Biofilm Index, OHE</i> <i>Periodontal Charting, Oral Health Risk Assess.,</i> <i>Gingival Observations, Calc. Detection, DHDXHand Scaling</i> <i>Oral Health Risk Assessment</i> <p>-----</p> <b>PM Clinic (Close Down Clinic) Happy Holidays!</b>	Curets and Subgingival Calculus Removal <b>PE</b>	
	<b>FINALS WEEK</b>		

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Additional Policies

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## **LATE WORK POLICY:**

Late work will not be accepted in this course. Students will show organization, responsibility, and accountability. Excuses will not be accepted to invalidate the policy. Late assignments, quizzes, or exams will be given a '0' grade.

## **PLAGIARISM POLICY:**

Students are expected to reference all sources of information. Any plagiarism will result in failure of the assignment and possible failure of the course. Information must not be copied from other students work, textbooks or internet sources.

## Teaching Methods and Learning Activities

- Hands-on learning
- Application of didactic learning
- Lecture learning activities
- Assigned reading
- Audio visuals
- Group discussion
- Problem solving
- Civic engagement

## Professionalism

Professionalism is expected and includes at a minimum the following capabilities and traits :

1. **Appearance:** Displays appropriate professional appearance and is appropriately groomed as defined in the SLCC Dress Code.
2. **Attitudes:** Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback to improve performance.

3. **Dependability:** Completes tasks promptly and well. Arrives on time for online lectures and actively participates in clinical and didactic activities. Follows through and is reliable.
4. **Function under stress:** Maintains professional composure and exhibits good personal and clinical judgment in stressful situations. Recognizes the importance of maintaining professional behavior in the clinical setting, in spite of inappropriate action on the part of others.
5. **Initiative:** Independently identifies tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance.
6. **Integrity:** Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.
7. **Interpersonal relationships:** Provides support and is empathetic and considerate in interactions with peers, patients, faculty, and staff. Interacts effectively with "difficult individuals." Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect.
8. **Tolerance:** Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect patient care or contribute to inappropriate interactions with others.

## Rules and Requirements

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- **Student participation** in class and during group assignments is critical for maximum learning.
- Students are required to demonstrate high levels of **integrity and professionalism** at all times. Failure to show professionalism and integrity will lower the overall grade by one letter grade or could result in more severe consequences as outlined in the SLCC Honor Code and the Dental Hygiene Policies and Procedures Handbook.
- **Participation in lectures** is imperative for student success. If for any reason you are not able to attend the lecture, it is your responsibility to let the course instructor know via email/text prior to the beginning of the class session. One unexcused

**absence or tardy** more than fifteen (15) minutes in either lab or lecture constitutes academic probation. More than one absence or tardy results in dismissal from the dental hygiene program as explained in the dental hygiene policy and procedures manual.

- An absence from class or a missed exam requires notification of the course instructor and department coordinator. It is also the students' responsibility to obtain missing readings and lecture notes, as well as arrange **make-up exams** with the course instructor. Only legitimate reasons will be considered for make-up exams. Failure to follow these guidelines will result in a grade of "0" for missed exam, quiz or homework assignment.
- The student is responsible to discuss any grading **discrepancy** with the instructor within 10 days from the posting of the grade.
- **Cell phone** usage (incoming or outgoing) is not allowed during lecture or lab. Important messages may be checked during breaks and before or after class time.
- Personal **laptop computers** are a benefit to some students. During lectures, please refrain from reading emails, surfing the web, or engaging in other activities not related to the lectures. If the student is found participating in distracting activities for themselves or others the student will lose that privilege.
- Any information obtained from this course may not be published or copied without written permission from the instructor. Any form of **plagiarism** in this course may result in failure of the course.

## Electronic/Wireless Devices in the Classroom

The advent of technology use in the classroom as an instructional tool has caused both opportunities and distractions. The expectations for this course are that you are engaged and present during class time, which means that you will be free from technological distractions. Research has shown that these distractions cause individual inattentiveness and can make it difficult for others to stay focused on the immediate discussions. The following policies are in effect during our time together:

1. Cell phones, iPods, pagers, High-Resolution DVR Spy Pens with webcam and microphone or any device (excluding ADA authorized devices) that may distract from the class should be silenced before entering the classroom and may not be on the desk

during class or exams. If you have an emergency and must use your cell phone, please exit the classroom to take the call. If you are discovered reading/sending text messages during class, you could be asked to leave the class and will be counted absent for that class session.

2. You are expected to engage in discussion for the class. You may use your computer to access your textbook, take notes, and research the discussion topic. However, some students may find it difficult to refrain from reading emails, surfing the web, and engaging in other activities not related to the class. Therefore, if you are discovered engaging in computer activities not directly related to the class, you will be asked to leave the class and will be counted absent for that class session.

3. You may not record or publish information from the class without written authorized use from the instructor. If used without authorization you have violated PRIVACY/INTELLECTUAL PROPERTY RIGHTS.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional->

[syllabus](#). Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.