



Dental Hygiene
Program

DH 2210 Clinical
Dental Hygiene III

Fall Semester
2023

Instructor:

Table of Contents

Table of Contents	2
Course Introduction	3
Course Director Information	3
Course Description	3
Student Learning Outcomes	4
Textbooks and Resources	6
Course Requirements	6
Grading Scale and Policy	6
Dental Hygiene Competencies	7
Student Code of Conduct	11
Evacuation	11
Plagiarism	11
Electronic/Wireless Devices in Classroom	11
Professionalism	12
Course Calendar	13
Verification Agreement	15

COMMUNICATION

I welcome you to contact me outside of class and student hours if needed. Email is preferred and will receive a response within 24 hours. In an emergency, or a situation needing immediate response, feel free to text me on my cell phone.

COURSE DESCRIPTION

Continued application of preventive and therapeutic service to the public. Advanced aspects of hygiene care are applied through learning sessions/performance evaluations for local anesthesia, nitrous oxide, ultrasonic/sonic and case management.

- *Due to the uncertainties of Covid-19, course delivery (such as moving to Online) is subject to change at any point during the semester if recommended or mandated by State/National Government Officials.*

MY INCLUSIVITY STATEMENT: My intent for this class is to create a space where students feel included, heard, and respected, and that students' diverse identities and backgrounds are valued and viewed as an asset to our shared learning community. We all come to this course with unique life experiences, and there will be diversity of perspectives

in our discussions. This diversity is our strength as we strive to communicate and connect across differences and build an inclusive and equitable learning environment. If you have a conflict with a class or assignment and a religious/cultural/spiritual event, please notify me beforehand and we will make arrangements.

COMMUNITY ENGAGED LEARNING

Community engaged learning is a **high-impact practice** that enhances course learning outcomes and student engagement while also addressing community-identified needs. Community engaged learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Community engaged learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their community. **Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners.** This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement courses for community building and an enhanced academic experience.

While there are various definitions of community engaged learning, we should keep I mind the various ways it has been misunderstood. Community engaged learning is *NOT*

- Taking pity on others
- An internship to boost your resume
- A short-term service project, such as serving soup or planting trees one weekend
- Simply volunteering
- An opportunity to show others the “right” way to do things
- Proselytizing

BENEFITS OF COMMUNITY ENGAGED LEARNING

In the last decade, academic studies have suggested that service-learning encourages substantial benefits for students. Those benefits include:

- A more complex understanding of communal, societal, and global issues
- Developed critical thinking and problem-solving skills
- Increased involvement and connection with the community
- Enhanced learning due to practical application of skills
- Heightened empathy for others
- Developed ability to help and serve others
- Practice in analyzing and implementing public action
- Increased personal development, including confidence and self-esteem

COMPLIO CLINICAL PREPARATION REQUIREMENTS

For a student to participate in clinical settings (SLCC clinic and all off-site rotations) certain preparation requirements, set by each site, must be met by the required dates. Students are responsible for ensuring complete Complio compliance by the dates indicated by each site and maintain compliance until graduation of the program. Students are required to maintain updated contact information within their Complio account. Students that fail to meet these requirements by the designated date will be ineligible to participate in the clinical setting until compliant set forth by the clinical site. Most common reasons that a submitted document is denied by Complio includes; missing information such as missing students name, doctors name or clinic, date of administration, students date of birth, and vaccination/titer results. Questions concerning a student’s Complio status should be directed to 1-800-200-0853.

Course Rationale

This course is designed to engage the student clinical experience to treat patients requiring advanced clinical skills and more complex medical problems. The student will need to integrate all elements of the dental hygiene process of care including: assessment, diagnosis, planning, implementation and evaluation (ADPIE) in the patient with periodontal disease and involved systemic condition(s) and other risk factors. Comprehensive patient care will be required in various periodontal classifications. A specific number of case types and treatment plans will be required (see patient requirement sheet). Students are assigned rotations in various off campus clinical enrichment sites.

STUDENT LEARNING OUTCOMES

Upon completion of DH 2210 student will be able to:

1. Prepare, explain, and evaluate a comprehensive dental hygiene treatment plan for a patient with an advanced periodontal case type and involved systemic conditions, including risk assessment, treatment modifications, periodontal debridement, administration of pain control agents, patient-specific periodontal oral hygiene education, and professionally applied chemotherapeutic agents, using assessment data.
2. Analyze verbal & written patient responses to the health questionnaire to anticipate & initiate the needed modifications in the treatment plan & warranted medical/dental referrals.
3. Analyze, interpret, and complete comprehensive findings from the periodontal chart, appraise the findings and determine the dental hygiene diagnosis based on periodontal and radiographic findings including problem/evidence-based treatment-planning with a minimum of 75% accuracy.
4. Interpret and classify periodontal disease classification, caries type & location, anatomical landmarks & other pathologies by utilizing a full mouth series of radiographs.
5. Develop patient-centered goals for periodontal treatment outcomes including risk prevention, dietary evaluation, oral hygiene techniques and home applied chemotherapeutic agents as needed utilizing the information from the patient's socioeconomic status, education and ethnicity.
6. Evaluate the outcome of dental hygiene therapy during active and maintenance treatment phases and facilitate referral to appropriate health care provider(s) to attain and maintain optimal health.
7. Demonstrate correct ergonomic principles in patient, operator and equipment positioning for maximal efficiency and minimal risk of developing musculoskeletal problems during prolonged, advanced procedures.
8. Determine and apply appropriate instrument selection and technique, including the use of advanced fulcrums, periodontal files, area specific curettes for periodontal debridement on patients with moderate to heavy calculus.
9. Demonstrate and provide rationale for appropriate sonic/ultrasonic tips including Triple Bend and Right and Left tips for the debridement process based on patient risk factors, need, root morphology and accessibility.
10. Determine the most effective desensitizing products for professional use and self-care for a periodontal involved patient and apply the desensitizing agent along with determining which patients would benefit from Isolite, Identifi3000 and Air-Powder Polishing and use them to competency level.
11. Evaluate, assess, and treat complex patient cases from various age groups to demonstrate clinical skills at the stated competency level.
12. Demonstrate ability to assess the criteria and treat a patient with the appropriate requirements for a mock board patient to prepare for WREB examination.
13. Demonstrate and comply with the use of appropriate OSHA infection control and exposure guidelines.
14. Evaluate risk assessment needs of patients and provide counsel as necessary for tobacco cessation and nutrition.
15. Evaluate, analyze, and maintain instrument sharpening needs to work efficiently/ergonomically and reduce tissue trauma.
16. Demonstrate emergency preparedness during mock emergency drills.
17. Administer pain control including Local Anesthesia and Nitrous Oxide Sedation and systemic and local drug

delivery systems during periodontal treatment instrumentation, when competency has been achieved and approved.

ADDITIONAL COURSE INFORMATION

The course requirements outlined herein are consistent with those mandated by the Commission on Dental Accreditation (CODA). They represent the minimum education, training, and experience required to prepare second-year dental hygiene students to meet industry standards. All requirements must be completed on Monday and Wednesday clinic and scheduled off-site rotation days between August 25 and December 6, 2023.

SLCC STUDENT LEARNING OUTCOMES

SLCC is committed to fostering and assessing the following College-wide student learning outcomes in its programs and courses:

1. Communicate effectively
2. Develop quantitative literacies
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

TEXTBOOKS AND RESOURCES

Required Text:

- **Clinical Practice of the Dental Hygienist 12th Edition.** Wyche & Wilkins. 2016. Wolters Kluwer.
- **Foundations of Periodontics for the Dental Hygienist 5th Edition.** Jill S. Gehrig, Daniel E. Shin, Donald E. Willmann, Jones & Bartlett.
- **Fundamentals of Periodontal Instrumentation 8th Edition.** Gehrig, Jill S. 2011. Wolters Kluwer.

Resource Text: **Spanish in A Pinch.** Debby Jones. www.2ndlanguagesuccess.com

COURSE REQUIREMENTS

All course assignments (including requirements) must be completed to pass this course.

Task Competencies: Air Powder Polishing (Universal and Perio), Case Study Patient, Advanced Ultrasonics, Advanced Fulcrums, Oral Health Education, Identafi 3000, Intraoral Camera, Isolite, Piezoelectric, Intraoral Camera, Skills Assessment, Calculus Detection and Stage I Perio patient.

LATE WORK POLICY

Late work will not be accepted due to the inability to re-create the clinic environment beyond the scheduled days. This includes all requirements.

Note: All course requirements must be completed by December 6, 2023 to pass this course. All Competencies need to be completed by November 29, 2023 to receive full credit. After the November 29th deadline, a 10% deduction will be taken from each competency performed past this date.

ASSIGNMENT WEIGHT PERCENTAGES

Taleval/Professionalism	25%
Task Competencies	20%
Stage I Perio Competency	30%
Radiology	15%
Skills Assessment OSCE	10%

ATTENDANCE AND PARTICIPATION

Attendance is mandatory and expected at each class session. Refer to Student Manual for attendance policy. Participation is expected and may be reflected in the student's grade.

GRADING SCALE AND POLICY

A = 95 – 100 %	B = 83– 86 %	C = 75 – 77 %	D = 64 – 66%
A- = 90 – 94 %	B- = 80 – 82 %	C- = 71 – 74%	D- = None
B+ = 87 – 89 %	C+ = 78 – 79 %	D+ = 67 – 70%	E = 63 -- and below

In the Dental Hygiene Program, no letter grade below “C” is considered passing. This third semester clinical course requires a minimum passing grade of 75%.

Dental Hygiene Competencies That Have a Major Focus In This Course:

COMPETENCY		ASSESSMENT METHOD(S)
<p>I. Core Competencies (C) reflect the ethics, values, skills, and knowledge integral to the profession of dental hygiene. The entry level dental hygienist must be capable of discerning and managing oral health therapy and ethical issues in a rapidly changing environment influenced by regulatory action, economics, social policy, health care reform, cultural diversity, scientific discovery and emerging technologies. Consequently, dental hygienists must be able to acquire and synthesize information in a systematic and critical manner. As oral health professionals, dental hygienists are required to respect and adhere to the state and federal laws, regulations and established standards that govern their practice.</p>		
C.1	<p>Apply a professional code of ethics in all endeavors.</p> <p>a. Apply principles of ethical behavior in decision-making, in interactions with patients, staff, and peers, in personal conduct.</p> <p>b. Provide ethical dental hygiene care to promote patient health and wellness, and assume responsibility for dental hygiene interventions.</p>	<p>Competency patient Learning experiences Requirements</p>
C.2	<p>Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.</p> <p>a. Apply provisions of the Utah State Dental Practice Act and other appropriate state and federal laws, recommendations, and regulations in the provision of dental hygiene care.</p> <p>b. Apply provisions of the American Dental Hygienists' Association Code of Ethics.</p>	<p>Competency patient Learning experiences Requirements</p>
C.3	<p>Use critical thinking and comprehensive problem-solving to provide oral health care that promotes</p>	<p>Competency patient Learning experiences Requirements</p>

	patient health and wellness in the provision of evidenced-based practice.	
C.4	Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.	Competency patient Learning experiences Requirements
C.5	Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.	Competency patient Learning experiences Requirements
C.6	Continuously perform self-assessment for lifelong learning and professional growth.	Competency patient Learning experiences Requirements
C.7	Integrate emerging technologies, accepted scientific theories and research into educational, preventive, and therapeutic oral health services.	Competency patient Learning experiences Requirements
C.8	Promote the values of the dental hygiene profession through leadership service-based activities, positive community affiliations, and active involvement in local organizations.	Competency patient Learning experiences Requirements
C.9	Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.	Competency patient Learning experiences Requirements
C.10	Accurately document recommended, planned, and provided oral health services and maintain patient records as confidential, legal entities.	Competency patient Learning experiences Requirements
II. Health Promotion and Disease Prevention (HP). The entry level dental hygienist must be competent in the performance and delivery of oral health promotion and disease prevention services in private practice, public health and other alternative settings. Dental hygienists play an active role in the promotion of optimal oral health and its relationship to general health.		
		ASSESSMENT METHOD(S)
HP.1	Promote positive values of overall health and wellness to the public and organizations within and outside the profession.	Competency patient Learning experiences Requirements
HP.2	Communicate respect for the goals, values, beliefs and preferences of all patients while promoting optimal oral and general health.	Competency patient Learning experiences Requirements
HP.3	Identify individual and population oral health needs and risk factors and assist in the development, implementation and evaluation of appropriate health promotion strategies.	Competency patient Learning experiences Requirements
HP.4	Evaluate factors that can be used to promote patient adherence to disease prevention and encourage patients to assume responsibility for health and wellness.	Competency patient Learning experiences Requirements
HP.5	Evaluate and implement methods to ensure the health and safety of the patient and the oral health professional in the delivery of care.	Competency patient Learning experiences Requirements

<p>III. Community Involvement (CM). The entry level dental hygienist is prepared to promote the values of oral and general health to the public and organizations within and outside the profession, which could include consumer groups, businesses and government agencies. As oral health professionals, dental hygienists support health care initiatives and facilitate access to care and services for diverse populations.</p>		ASSESSMENT METHOD(S)
CM.1	Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.	Competency patient Learning experiences Requirements
CM.2	Promote access to care through screening, referral and educational services to bring individuals into the health care delivery system.	Competency patient Learning experiences Requirements
CM.3	Provide dental hygiene services in a variety of settings, which could including but not limited to, nonprofit community clinics, extended care facilities, community programs, and schools.	Competency patient Rotations

<p>IV. Patient Care (PC). The entry level dental hygienist is prepared to provide safe, culturally competent, comprehensive patient centered care for members of diverse populations. These populations include; child, adolescent, adult, geriatric, medically compromised, and special needs patients. Program graduates are capable of effecting all steps in the dental hygiene process of care which includes; Assessment, Diagnosis, Planning, Implementation, and Evaluation.</p>		ASSESSMENT METHOD(S)
PC.1	<p>Assessment – Systematically collect, analyze and record data on the general, oral and psychosocial health status of a variety of patient populations using methods consistent with medico legal principles. This component of the dental hygiene Process of care includes:</p> <ol style="list-style-type: none"> a. Identify predisposing and etiologic risk factors that require intervention to prevent disease. b. Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes. c. Manage patients identified as at risk for a medical emergency in a manner that prevents an emergency; be prepared to handle an emergency situation. 	Competency patient Requirements
PC. 2	Dental Hygiene Diagnosis - Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis. In collaboration with other oral health professionals reach conclusions about the patient's oral health care needs.	Competency patient Requirements
PC. 3	Planning- Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.	Competency patient Requirements

	<p>This aspect of the dental hygiene process of care involves:</p> <ol style="list-style-type: none"> a. Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan is patient-centered and based on the best scientific evidence and professional judgment. b. Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for the patient’s oral healthcare. c. Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan. d. Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant. e. Using a problem-based approach, formulate a planned sequence of educational and clinical services to facilitate optimal oral health. f. Obtain the patient’s informed consent based on a thorough case presentation. 	
<p>PC. 4</p>	<p>Implementation - Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals. This step in the dental hygiene standard of care includes:</p> <ol style="list-style-type: none"> a. Provide selected adjunct preventive and therapeutic dental hygiene services that can be legally performed. b. Efficiently deliver effective preventive and therapeutic dental hygiene care. 	<p>Competency patient Learning experiences Requirements</p>
<p>PC. 5</p>	<p>Evaluation – Measure the effectiveness of services provided, and modify care plans as needed, including the patient’s satisfaction with oral health care received and oral health status achieved. This aspect of the dental hygiene standard of care involves:</p> <ol style="list-style-type: none"> a. Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques and patient self-reports as specified in patient goals. b. Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, 	<p>Competency patient Learning experiences Requirements</p>

	<p>and services when expected outcomes are not achieved.</p> <p>c. Develop and maintain a continuing care program.</p>	
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STUDENT AFFAIRS CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

Students are expected to follow all provisions of the Student Code of Conduct available here:

http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

EMERGENCY EVACUATION PROCEDURE

When instructed to evacuate the building, always leave immediately. The Dental Hygiene Department will meet in front of the LDS Institute (northeast corner of the building) for a head count and further instructions. As a rule, it is recommended that you evacuate the building at a distance of one and a half times the size of the building to avoid harm.

Any question, please contact (801) 957-4963 www.slcc.edu/riskmanagement/docs/2011

PLAGIARISM

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.

PROFESSIONALISM:

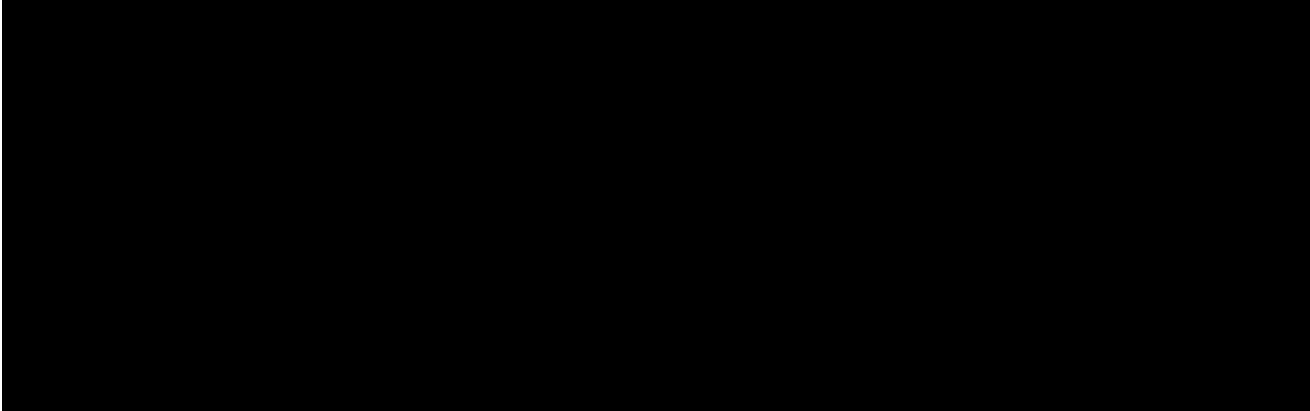
Professionalism is expected and includes at a minimum the following capabilities and traits:

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 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.

The Disability Resource Center

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center:

Although pregnancy is not a disability, our DRC advisors are trained to assist with pregnancy related accommodations in addition to disability related accommodations. We strongly recommend any student who is pregnant or becomes pregnant while in the program notify the DRC. This will allow preventative measures to be taken, safety process in place to protect the student and the unborn child and allow for accommodations.



DH 2210 Clinical Dental Hygiene III Fall Course Calendar 2023

W Aug 23	Orientation 8:00am Room HTC 105 CBC Orientation 4:00pm
M Aug 28	AM Learning Session: Study models/Pano review, Radiology, Intraoral camera PM Learning Session: Dentrax Review
W Aug 30	Peer Partnering
M Sept 4	LABOR DAY
W Sept 6	AM Learning Session: Arestin/CariVu, Piezo, Isolite3 PM Learning Session: Ultrasonics, Sharpening, Identafi3000
M Sept 11	Peer Partnering
W Sept 13	Peer Partnering
M Sept 18	Patient Care Team Support: Sariah J & Brooklyn G
W Sept 20	Patient Care Team Support: Shirsti S & Devyn L
M Sept 25	Patient Care Team Support: Elise P & Sophia R
W Sept 27	Patient Care Team Support: Abby J & Natalie C
M Oct 2	Patient Care Team Support: Olivia K & Lily T
W Oct 4	Patient Care Team Support: Shelby P & Madi K PM Learning Session: Advanced Fulcrums/Graceys, Staging/Grading/Implants, Sharpening, L/R Ultrasonics, Radiology
M Oct 9	Patient Care Team Support: Rebekah J & Kevin C
W Oct 11	OSCE (no patient care)
M Oct 16	Patient Care Team Support: Annika B & Aubrey S Waterpik lunch-n-learn 12:00-12:45pm
W Oct 18	Patient Care Team Support: Kaylee L & Zara A
M Oct 23	Patient Care Team Support: Chiemi B & ChristyAnn S
W Oct 25	Patient Care Team Support: Rochelle B & David S
M Oct 30	Patient Care Team Support: Kendra C & Jaycee J
W Nov 1	Patient Care Team Support: Shirsti S & Brooklyn G
M Nov 6	Patient Care Team Support: Elise P & Natalie C
W Nov 8	Patient Care Team Support: Olivia K & Sophia R
M Nov 13	Patient Care Team Support: Shelby P & Kevin C
W Nov 15	Patient Care Team Support: Rebekah J & Lily T
M Nov 20	Patient Care Team Support: Annika B & Zara A
W Nov 22	THANKSGIVING BREAK
M Nov 27	Patient Care Team Support: Kaylee L & Aubrey S
W Nov 29*	Patient Care Team Support: Chiemi B & David S
M Dec 4	Patient Care Team Support: Rochelle B & ChristyAnn S
W Dec 6	Patient Care Team Support: Kendra C & Devyn L

*Course content and assessment methods may vary from this outline
to meet the needs of this particular group.*

*Student failure to complete ALL assignments & coursework contained herein or
assigned by the course director will result in a failing grade in this course.*

Salt Lake Community College Dental Hygiene Program
Course Verification of Agreement

DH 2210 Clinic III

I _____ have read the DH 2210 Fall
(Print your name)

Syllabus for Clinical Dental Hygiene III. I have been given the opportunity to have any questions I had regarding the contents of this syllabus answered; thus, I understand that I am responsible for ALL the material contained in this syllabus.

I understand that I must comply with all policies contained within this document.

Student Signature: _____ Date: _____