

COURSE SYLLABUS



COURSE TITLE: DHYG 270 Clinical Theory 1

CLASS SECTION: X01

TERM: F2024

COURSE CREDITS: 3.0

DELIVERY METHOD(S): Lecture

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Amber Chamut

EMAIL: chamuta@camosun.ca

OFFICE: Dental 003

HOURS: By appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students are introduced to the theory and principles of the dental hygiene process of care, with emphasis on assessment, diagnosis, and care planning. Students explore best practices in health and safety as they relate to the clinical environment. Students learn the foundational instrumentation principles.

PREREQUISITE(S): n/a

CO-REQUISITE(S): n/a

PRE/CO-REQUISITE(S): n/a

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	4	15	60
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
		TOTAL HOURS	60

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Describe dental hygiene practice guidelines and standards as they relate to the clinical setting.
2. Use effective communication skills in all aspects of the learning environment.
3. Recognize and describe behaviours and processes that contribute to the delivery of safe, effective, and efficient dental hygiene services in the clinical environment.
4. Discuss the fundamental concepts needed to perform dental hygiene assessment.
5. Discuss the elements of diagnosis and care planning as components of the dental hygiene process of care.
6. Discuss the elements of fundamental instrumentation and basic self-care skills required in clinical practice.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Gadbury-Amyot, C.C. & Pieren, J.A. (2025). *Darby and Walsh dental hygiene: Theory and practice* (6th ed.). Elsevier.

Gehrig, J.S., Sroda, R., & Saccuzzo D. (2017). *Fundamentals of periodontal instrumentation and advanced root instrumentation* (8th ed.). Wolters Kluwer.

Jeske, A.H. (2021). *Mosby's Dental Drug Reference*. (13th ed.). Elsevier.

Dental Hygiene Clinic Manual 2024-2025

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Lectures: Mondays 2:30pm-4:20pm Dental 015
 Wednesdays 1:00pm-2:50pm Dental 015

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	Refer to course schedule on D2L	Assigned readings are posted on the course schedule
Weeks 1-4	1. Describe dental hygiene practice guidelines and standards as they relate to the clinical setting. 1.1 Explain the concept of infection control and the impact on the dental hygiene environment when infection control is substandard. <ul style="list-style-type: none">• Discuss the concept of routine practices as it relates to infection control.	

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	<ul style="list-style-type: none"> • List and describe the 3 levels of asepsis and disinfection (ie. Cleaning/disinfection/sterilization as well as low/medium/high). • Describe the 3 different “risk” classes which need to be considered in choosing the appropriate sterilization/disinfection method with respect to dental hygiene instruments and give examples of items included in each risk class. • Discuss the advantages and limitations of various sterilization methods in dentistry. • Name and describe the three tests for evaluating the effectiveness of the sterilization process. • Define “critical variables” with respect to the sterilization process. • Explain the benefits and limitations of disinfecting agents that support oral health care, including characteristics of an ideal disinfectant. • Explain strategies to reduce the risk of transmission of microbes including vaccinations for oral health care workers in pandemic and non-pandemic situations. • Explain post exposure protocols related to oral health care with a particular emphasis on Camosun College protocols. • Describe the guidelines for safe/appropriate waste management. <p>1.2 Discuss hand hygiene as it relates to infection control.</p> <ul style="list-style-type: none"> • Relate the importance of hand hygiene as part of infection control, discuss hand hygiene techniques recommended in dental hygiene practice and situations where certain techniques are not appropriate. • Discuss the effectiveness of various percentages of alcohol-based hand rubs and state which is more effective for use in a dental hygiene care environment. <p>1.3 Describe appropriate PPE required for a clinical practice setting in a pandemic and non-pandemic year.</p> <ul style="list-style-type: none"> • List and describe appropriate personal protective equipment utilized for dental hygiene practice in pandemic and non-pandemic situations. • Describe proper donning and doffing protocols <p>2. Use effective communication skills in all aspects of the learning environment.</p> <p>2.1 Discuss the importance of communication and the impact to learning when communication is ineffective.</p> <p>2.2 Discuss methods of relaying information to the “client” relative to clinical findings outside the range of normal.</p> <p>2.3 Discuss appropriate methods of communicating with peers and others in the clinical setting.</p>	

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	<p>2.4 Discuss the appropriate methods and importance of written communication related to dental hygiene practice. Examples: CDHBC and TABCDE.</p> <p>2.5 Discuss the purpose of auditing errors and omissions of documentation.</p> <p>2.6 Discuss documentation standards for clinical care including using permanent ink, making legal corrections, using correct terminology, and documentation specific to the Camosun College Dental Hygiene Program.</p> <p>2.7 Discuss communicating as part of a team.</p> <p>3. Recognize and describe behaviours and processes that contribute to the delivery of safe, effective, and efficient dental hygiene services in the clinical environment.</p> <p>3.1 Introduce the dental hygiene treatment area.</p> <p>3.2 Explain the principles of ergonomics including the environment, the clinician and client.</p> <ul style="list-style-type: none"> • Discuss environmental and equipment factors to consider in the context of the dental hygiene treatment area. • Describe the concept of functional fitness as it relates to dental hygiene and steps taken to maintain functional fitness. • Describe the concept of neutral positioning and its importance in preventing musculoskeletal injuries. • Explain the steps in achieving neutral positioning. • Describe the different client chair positions and distinguish situations where it is appropriate to utilize each position. • Discuss the importance of person-level factors in supporting dental hygiene career longevity. • List and distinguish between common repetitive strain injuries (RSI) in terms of signs, symptoms and risk factors. • Explain methods of minimizing the risk of developing an injury while practicing dental hygiene. • Explain what surgical magnification is, and its role in supporting the health of clinicians. <p>3.3 Discuss strategies to avoid accidents and prevent injury in the clinical setting.</p> <ul style="list-style-type: none"> • Identify and describe common accidents/injuries/exposure to hazards that occur in the dental environment. • Explain methods of preventing accidents and injuries related to the dental environment. • Explain the concept of WHMIS 2015 and the importance and responsibilities of a dental hygienist to have a working knowledge of WHMIS 2015. • Complete a WHMIS 2015 course to gain an understanding of how to ensure the safety of individuals working in a dental hygiene environment. 	

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<p>Weeks 4-12</p>	<ul style="list-style-type: none"> • Explain Camosun College Dental Program protocols in place for reporting accidents/injuries. <p>4. Discuss the fundamental concepts needed to perform dental hygiene assessment.</p> <p>4.1 Discuss the rationale and describe methods to obtaining a comprehensive health/dental history and vital signs.</p> <ul style="list-style-type: none"> • Discuss the importance of obtaining a comprehensive health, dental and medication/supplement history prior to commencing dental hygiene care. <p>CAMOSUN COLLEGE CLASS SYLLABUS ver. 1.1</p> <ul style="list-style-type: none"> • Describe the approach to achieving an accurate health and dental history according to medico legal requirements. • Discuss the advantages and disadvantages of questionnaire and interview methods for obtaining health history information. • Discuss the relevance of health history findings and their potential impact on dental hygiene care. • Discuss the use of the health history to determine the need for additional precautions and identify clients for whom dental hygiene care is contraindicated. • Indicate common medical conditions that require modifications to dental hygiene care. • Describe the management of significant health history findings to reduce the risk to the client's overall health. • Discuss reasons for including a dental history as part of an overall health history. • Discuss the rationale for obtaining vital signs, factors that influence findings and the impact on dental hygiene care for findings outside the range of normal. • Discuss vital signs as an important indicator of systemic health and as a risk indicator for future morbidity. <p>4.2 Describe the rationale and process of performing an Extra-oral and Intra-oral assessment and discuss relevance of the information obtained.</p> <ul style="list-style-type: none"> • Apply knowledge of the structures and function of the head and neck in simulation exercises. • Explain the importance of a systematic method of assessing the extra oral and intraoral area of the head and neck. • Describe the format for recording abnormal and atypical findings utilizing terminology that meets medico-legal requirements and Camosun College protocols. • Recognize abnormal and atypical findings and discuss management options. • Discuss the use of Velscope and toluidine blue as an adjunct to assessing changes in the oral cavity. 	

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	<ul style="list-style-type: none"> • Describe the process for assessing tethered oral tissues, nasal breathing, mouthbreathing and Malampatti. <p>4.3 Describe the rationale and process for performing dental and occlusal assessment and discuss the relevance of the information obtained:</p> <ul style="list-style-type: none"> • Discuss documentation of dental findings using electronic charting. • Describe characteristics of the dentition assessed during a dental assessment. • List and describe the use of diagnostic tools utilized to identify dental findings. <p>CAMOSUN COLLEGE CLASS SYLLABUS ver. 1.1</p> <ul style="list-style-type: none"> • Explain the purpose of and describe a systematic sequence for assessing the dentition. • Discuss management options for significant dental findings. • Apply accurate documentation principles in recording dental findings in simulation. • Define centric, protrusive and functional occlusion and describe processes of determining each type of occlusion. • Describe signs and symptoms clients may present with, relative to occlusal trauma. • Discuss the role of the dental hygienist in identifying situations where a client presenting with malocclusion or occlusal trauma requires a referral. • Describe the clinical features and explain the process for assessing nail and foreign object biting, mouthbreathing, tongue thrust, teeth clenching, bruxism and lip biting. <p>4.4 Describe the rationale and process for performing a periodontal assessment and discuss the relevance of the information obtained:</p> <ul style="list-style-type: none"> • Discuss documentation of periodontal findings using electronic charting • List the components of a periodontal examination (including recession, inflammation, mobility, furcation involvement, attached gingiva, phenotype, step, CEJ to GM.) and describe the procedures to assess each component. • Describe commonly used terms/symbols to document periodontal findings. • List and describe the use of diagnostic tools utilized to identify periodontal findings. • Explain the purpose of and how to use PSR. • Apply accurate documentation principles in recording periodontal findings. • Describe methods to assess deposits in the oral cavity and the importance of a systematic method for detection. • Differentiate between the different types of deposits. • Apply accurate documentation principles in recording findings. 	

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<p>Weeks 12-14</p>	<p>4.5 Discuss the rationale and process for completing a variety of risk assessments as it pertains to the assessment phase of the process of care including MDAS, oral dryness, diabetes, caries, perio, oral cancer.</p> <ul style="list-style-type: none"> • Describe the process of completing risk assessments required to ensure comprehensive data gathering as part of the assessment phase of the process of care. • Identify significant findings from a risk assessment and discuss the relation to dental hygiene diagnosis. <p>4.6 Discuss the rationale and process for completing a variety of screening as part of the assessment including TMJ, OSA, BEWE, salivary flow rate.</p> <p>CAMOSUN COLLEGE CLASS SYLLABUS ver. 1.1</p> <p>4.7 Explain the procedure for assessing a client’s nutritional profile.</p> <p>4.8 Explain the procedure for assessing a client’s oral self-care.</p> <p>4.9 Explain the procedure for the social determinants of health.</p> <p>5. Discuss the elements of diagnosis and care planning as components of the dental hygiene process of care.</p> <p>5.1 Discuss the principles of the diagnosis aspect of the process of care.</p> <ul style="list-style-type: none"> • Discuss the concept of dental hygiene diagnosis and the steps required to determine a diagnosis. • Differentiate between a dental hygiene diagnosis and a dental diagnosis. • Write dental hygiene diagnostic statements in simulation. • Formulate a client centered diagnosis in simulation. • Discuss how each dental hygiene assessment is integrated and used to determine the dental hygiene diagnosis. • Discuss at a beginning level, the AAP classification system and clinical findings that assist in determining staging and grading. • Explain how the AAP guidelines informs the periodontal diagnostic statement. <p>5.2 Discuss the process of careplanning as it pertains to the process of care.</p> <ul style="list-style-type: none"> • Explain the importance of the planning phase in the dental hygiene process of care. • Explain the clients’ role in care plan development • Discuss integration of the oral-systemic link as part of careplanning as necessary. • Explain approaches to generating a client-centered care plan. • Explain legal and professional responsibilities related to planning for dental hygiene care. 	

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<p>Week 2-4</p> <p>In conjunction with other learning outcomes to initiate fine motor skills in clinical components of foundational courses.</p>	<ul style="list-style-type: none"> • Explain how to relate the diagnostic statements to the care plan. • Explain how treatment priorities are determined. • Identify interventions that support various dental hygiene diagnoses. • Discuss management of common periodontal findings. • Discuss the importance of informed consent as it relates to dental hygiene practice and the implications when informed consent is not obtained. • Discuss the elements necessary to get informed consent from the client. • Describe how an appointment schedule is developed and discuss the importance for client centered care. • Calculate estimates and fees for dental hygiene services based on the Camosun fee guide. <p>6. Discuss the elements of fundamental instrumentation and basic self-care skills required in clinical practice.</p> <p>6.1 Explore the basic principles of Instrumentation.</p> <ul style="list-style-type: none"> • Explain the importance of basic instrumentation principles as they relate to the health of clinicians and the safety of the client. • Describe general characteristics of dental hygiene instruments including design and classification. • Describe standard dental hygiene instruments and their use including mouth mirrors, explorers, probes, curettes, sickles and files. • Differentiate between curettes and sickle scalers. • Compare similarities and differences of the instrument classifications. • Describe foundational principles of instrumentation including grasp, fulcrum, finger rest, and stroke. • Explain basic principles of instrument insertion, adaption, angulation and activation. • Describe the different strokes and stroke directions used for instrumentation. • Describe situations that require modifications in grasp, fulcrums and finger rests. • Explain ways of organizing instruments for safe storage. <p>6.2 Discuss the basics of deposit removal.</p> <ul style="list-style-type: none"> • Define the concept of fine motor skills/ psychomotor skills in relation to activation. • Define lateral pressure as it relates to deposit removal. • Explain problems associated with using angulation less than 45 degrees or greater than 90 degrees for calculus removal. • Describe the correct approach for removing a large calculus deposit and differentiate between this approach and one that leads to burnishing the deposit. 	

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	<ul style="list-style-type: none"> • Discuss all aspects of activation including rolling the handle and pivoting on the fulcrum. • Relate how angulation of the teeth affects orientation and angulation of the instrument for effective deposit removal. • Discuss factors that influence instrument selection and describe sequencing considerations for effective instrumentation. <p>6.3 Discuss the techniques required to ensure effective client oral self-care skills to improve and/or maintain optimal oral health in a clinical setting.</p> <ul style="list-style-type: none"> • Discuss the importance of assessing and re-assessing client oral self-care in the clinical setting. • Discuss the importance of evaluating learned skills at the beginning of each appointment. • Explain the importance of using the client's own mouth to demonstrate existing and learned oral self-care skills. 	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Midterm exam 1	25%
Midterm exam 2	30%
Final exam	35%
WHMIS 2015	10%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

See D2L for further information

SCHOOL OR DEPARTMENTAL INFORMATION

Students are required to read and are accountable for following College policies and guidelines as described in the DHYG and HHS Student Handbooks.

[DHYG Student Handbook](#)

[HHS Student Handbook](#)

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	<u>camosun.ca/services/academic-supports/academic-advising</u>
Accessible Learning	<u>camosun.ca/services/academic-supports/accessible-learning</u>
Counselling	<u>camosun.ca/services/health-and-wellness/counselling-centre</u>
Career Services	<u>camosun.ca/services/co-operative-education-and-career-services</u>
Financial Aid and Awards	<u>camosun.ca/registration-records/financial-aid-awards</u>
Help Centres (Math/English/Science)	<u>camosun.ca/services/academic-supports/help-centres</u>
Indigenous Student Support	<u>camosun.ca/programs-courses/iecc/indigenous-student-services</u>
International Student Support	<u>camosun.ca/international</u>
Learning Skills	<u>camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</u>
Library	<u>camosun.ca/services/library</u>
Office of Student Support	<u>camosun.ca/services/office-student-support</u>
Ombudsperson	<u>camosun.ca/services/ombudsperson</u>
Registration	<u>camosun.ca/registration-records/registration</u>
Technology Support	<u>camosun.ca/services/its</u>

Support Service	Website
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.