

CLASS SYLLABUS



COURSE TITLE: DHYG 280 Clinical Theory 2
CLASS SECTION: X01 – Mondays 8:30-10:50am
& Wednesdays 9:30-11:50am
TERM: W2022
COURSE CREDITS: 4.0
DELIVERY METHOD(S): Synchronous class to be delivered on-site whenever possible

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit: <https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Margit Strobl
EMAIL: stroblm@camosun.ca
OFFICE: DNT 006
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 will practice integrating theories and principles of the components of the dental hygiene process of care. Students will build on the assessment process, while dental hygiene diagnosis, care planning, implementation, and evaluation are emphasized. Students will prepare for client care in the on-site clinic.

PREREQUISITE(S): B- in BIOL 161, B- in DHYG 219, B- in DHYG 220, B- in DHYG 270, COM in 271
CO-REQUISITE(S): n/a
PRE/CO-REQUISITE(S): B- in BIO 260, B- in DHYG 221, B- in DHYG222, B- in DHYG 231

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	5	17	85

Seminar		
Lab / Collaborative Learning		
Supervised Field Practice		
Workplace Integrated Learning		
Online		
	TOTAL HOURS	85

COURSE LEARNING OUTCOMES

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

1. Describe practices for ensuring the health, safety, and well-being of self and others when working with clients.
2. Describe client and inter-disciplinary communication and collaboration associated with the process of care.
3. Discuss assessment, diagnosis, planning, implementation, and evaluation required for the provision of clinical dental hygiene services for clients with basic oral and medical conditions.
4. Explain the process of referral as a component of dental hygiene care.
5. Discuss evidence-informed dental hygiene educational, preventive and therapeutic services for individuals.
6. Describe the components of effective practice management.
7. Describe the role of dental specialists in relation to dental hygiene practice.
8. Recognize dental materials and related techniques used to restore dentition and the implications for dental hygiene care.
9. Identify and explain various dental materials for the provision of dental hygiene care.
10. Identify approaches to advocate for the best outcomes to support access to dental and dental hygiene care for individual clients.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Darby, M, Walsh, M. (2020). Dental Hygiene Theory and Practice. 5th Ed. St. Louis Missouri: Saunders.
 Powerpoint presentations and information sheets will be uploaded to D2L for students to view prior to class
 Additional handouts may be given throughout the term

Camosun College Dental Hygiene Clinic Manual, most current edition

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.

ACTIVITY

1. Describe practices for ensuring the health, safety, and well-being of self and others when working with clients.

1.1 Discuss expectations of the dental hygienist and strategies to prevent and manage medical emergency situations in the clinical setting including broken instrument tips and jaw dislocation.

- List common medical emergencies and describe management strategies of how to handle them in the dental hygiene care environment.
- Describe documentation and incident reporting as part of managing medical emergencies.
- Explain how an accurate and comprehensive health history helps minimize risk and prevents medical emergencies.
- Explain Camosun College's Dental Clinic protocols in the event of an emergency (PERT).
- Identify the location of clinical emergency equipment in the Camosun College dental clinic.
- Identify and describe the supplies in the medical emergency kit and how they are used.
- Discuss the dental hygienist's role in preventing breakage of instruments and the process for retrieving a broken instrument tip.
- Define jaw dislocation and describe strategies to manage client comfort during dental hygiene care in clients with a tendency for jaw dislocation.
- Describe the process of jaw dislocation reduction.

1.2 Discuss the importance and process of instrument sharpening.

- Explain the importance of maintaining sharp blades for deposit removal.
- 2. Describe armamentaria to support sharp instruments.
- 3. Explain how to assess instrument sharpness.
- 4. Explain and demonstrate the moving stone technique for sharpening instruments.

2. Describe client and inter-disciplinary communication and collaboration associated with the process of care.

2.1 Discuss the importance of effective communication with clients and other healthcare providers during the process of care.

2.2 Discuss the implications of ineffective communication with clients and other healthcare providers during the process of care.

2.3 Discuss the necessity to collaborate with the client and other healthcare providers during the process of care.

2.4 Describe the process for sending communications to clients and other healthcare providers as per Camosun College protocols and implications when not completed appropriately.

2.5 Describe the chart audit process to ensure documentation standards are met.

3. Discuss assessment, diagnosis, planning, implementation, and evaluation required for the provision of clinical dental hygiene services for clients with basic oral and medical conditions.

3.1 Recall elements of assessment, diagnosis and planning in relation to the process of care.

3.2 Discuss how to determine the order of completing assessments to ensure efficiency and efficacy in the delivery of the process of care.

3.3 Discuss the necessity for additional inquiry in relation to assessment data to ensure comprehensive dental hygiene diagnoses.

3.4 Discuss how to ensure client-centered care and SDOH are considered in the development of the dental hygiene diagnoses and a comprehensive care plan.

3.5 Discuss implementation and management strategies for a comprehensive dental hygiene care plan.

3.6 Differentiate between the different phases of periodontal therapy.

3.7. Explain the purpose of the evaluation phase of client care, its significance to the process of care and practitioner liability.

- Explain ways of measuring outcomes.
- Explain factors that may influence outcomes of care and impact client goal achievement.
- Discuss the process for determining continuing care intervals and prognosis as part of evaluation-
- factors to consider that
- Define re-evaluation and discuss when re-evaluation should take place during the process of care.
- Relate goal progress and ongoing goal process to re-evaluation.
- Discuss how evaluation plays a role in the measure of quality assurance.

3.8 Discuss Camosun College protocols for client completion-CCF, blue chit, summary of client care, client survey, EXAN, QA submits, , etc.

4. Explain the process of referral as a component of dental hygiene care.

4.1 Discuss the process of referrals to other healthcare providers.

4.2 Discuss the importance of accuracy when completing referrals and implications of inaccurate information.

5. Discuss evidence-informed dental hygiene educational, preventive and therapeutic services for individuals.

5.1 Discuss various types of therapeutic services that may be provided during dental hygiene care.

Dentinal hypersensitivity:

- Explain sources of tooth sensitivity.
- Explain the theories of dentinal hypersensitivity including the influence of oral biofilm.

- Explore assessment approaches to gain data related to areas of tooth sensitivity.
- Discuss development of a differential diagnosis with respect to dentinal hypersensitivity.
- Explain common interventions for tooth sensitivity.
- Explore the evidence to support at-home and in-office products and procedures to minimize dental hypersensitivity.
- Discuss precautions and contraindications for the application of desensitizing products.
- Explain the information required to obtain informed consent from clients with regard to the use of desensitizing agents.

Therapeutic polishing, air polishing and extrinsic stain removal:

- Discuss extrinsic stain management including the goal of and rationale for rubber cup polishing.
- Compare air polishing to conventional rubber cup polishing including technique and client management.
- Explain the composition and properties of agents used for rubber cup and airpolishing.
- Discuss factors to control the abrasiveness and traumatic aspects of polishing methods and agents.
- Discuss the therapeutic versus non-therapeutic tooth polishing and explain the information required to obtain informed consent from clients when using therapeutic agents.
- Discuss armamentaria, application and effectiveness of different agents, as well as expected outcomes once therapeutic polishing is performed.

Guided biofilm therapy

- Explore the paradigm of guided biofilm control.
- Discuss armamentarium used during supra- and subgingival air polishing.
- Describe set up and maintenance of supra- and subgingival air polishing equipment.
- Describe techniques for supra- and subgingival air polishing using various types of agents, tips, and delivery systems.
- Discuss indications and contraindications for supra- and subgingival air polishing.
- Discuss additional precautions for the use of air polishing during a pandemic.
- Problem solve challenges arising with air polishing.

5.2 Discuss the principles of periodontal debridement.

- Discuss the goals of periodontal debridement.
- Discuss different aspects of periodontal debridement including sequencing, debriding to completion, considerations for integrating dental hygiene care into the overall dental treatment plan, etc.
- Discuss factors to consider when planning for periodontal debridement (including but not limited to tooth and root morphology).
- Identify factors that affect client comfort during debridement and explain strategies to support the client.
- Explain clinical endpoints that illustrate a positive tissue response.
- Discuss expectations of the healing process.
- Discuss documentation of debridement procedures.

5.3 Discuss the concept of powered instrumentation and its role in periodontal therapy.

- Describe magnetostrictive, piezoelectric, and sonic instrumentation.

- Explain mechanized instrumentation techniques used in preventive, nonsurgical periodontal therapy and periodontal maintenance therapy including strokes, coronal to apical approach, etc.
- Discuss indications and contraindications for mechanized instrumentation.
- Compare powered instrumentation tips to manual instrument tips.
- Explain strategies for appropriate insert or tip selection based on client need.
- Discuss additional precautions for powered instrumentation during a pandemic.
- Discuss maintenance and assessment of working order of powered instrument equipment including tips, filters, and o-rings.

5.4 Fixed and removable prostheses- check performance indicators

- Explain the construction and function of various types of fixed and removable prostheses and/ or appliances.
- Discuss the advantages and disadvantages of various fixed and removable prostheses.
- Explain psychological and physiological factors that influence the comfort and discomfort of wearing dental prostheses.
- Describe the Camosun College removable prostheses cleaning protocols.
- Explain the rationale and process of cleaning various removable prostheses in the office.
- Discuss the advantages and disadvantages of various home and office products used to care for removable prostheses and appliances.
- Document (chart and write) information about various removable prostheses based on Camosun protocols.
- Discuss the impact of denture adhesives on tissues and implications for dental hygiene care.
- Discuss how to assess the fit of removable prostheses.
- Describe typical lesions associated with denture wearing clients.

5.5 Explain the process for assessing and integrating oral malodor into the diagnosis and care plan.

6. Describe the components of effective practice management.

6.1 Problem solve challenges in the clinical practice setting.

6.2 Discuss the management of client records (including but not limited to appointment scheduling, screening etc.).

6.3 Describe the process when performing reception duties during the Camosun College dental clinic sessions.

6.4 Describe the process for filing charts, following up when charts are placed in the return box, and due dates to complete these tasks.

6.5 Discuss the concept and process of quality assurance and its importance to dental hygiene care.

- Recall a brief history of and explain the purpose of quality assurance.
- Discuss the components of a comprehensive quality assurance program.
- Discuss why client satisfaction is not a good measure of quality assurance.
- Discuss how the cost of care factors into quality assurance.
- Describe the process for completing a quality assurance.

7. Describe the role of dental specialists in relation to dental hygiene practice. – focus on specialties.

- 7.1 Describe the different disciplines that encompass dental specialties, including general dentistry, pediatric dentistry, oral surgery, periodontics, prosthodontics, endodontics, orthodontics, etc.
- 7.2 Discuss the various dental procedures performed by dental specialist and the implications to dental hygiene care.
- 7.3 Describe situations during dental hygiene practice where referral to a dental specialist would be considered.

8. Recognize dental materials and related techniques used to restore dentition and the implications for dental hygiene care.

- 8.1 Discuss the characteristics of various direct and indirect dental restorative materials.
- 8.2 Explain the composition of restorative materials including IRM.
- 8.3 Describe the interaction between specific dental materials and the surrounding oral tissues.
- 8.4 Explain the use, benefits, drawbacks and safety of amalgam, composite, porcelain, and gold restorative materials.
- 8.5 Discuss products to treat root caries.

9. Identify and explain various dental materials for the provision of dental hygiene care.

9.1 Identify and discuss the following dental materials including indications for use and contraindications:

- Sealants- BPA and other types
- Alginate- Describe possible tissue responses to alginate
- Bite material
- Blue goo- contraindications and indications
- Desensitizing agents
- Abrasives for polishing, air polishing, etc
- IRM
- Gypsum
- Waxes
- Acrylic
- Hard and soft reline materials for removal dental prostheses.

9.2 Describe sealant materials and kits for various applications- GI vs resin cure as well as bonding agents.

9.3 Define galvanism and the impact on client comfort.

9.4 Discuss care of thermoplastics including brux guards, athletic mouthguards and whitening trays including the importance of having them checked regularly.

10. Identify approaches to advocate for the best outcomes to support access to dental and dental hygiene care for individual clients.

- 10.1 Discuss government programs available to support access to dental and dental hygiene care, including: KoolAid, Healthy Kids, BCDP, FNHA, access for those with mobility issues (Handydart), Wheely Clean, Low cost dental clinic at CC, student society dental plan.

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| 10.2 | Describe the process to assist clients in attaining access to government programs for dental and dental hygiene care to improve oral health care outcomes. |
| 10.3 | Recognize the need for referral to community agencies as part of care planning. |

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](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

STUDENT EVALUATION

NOTE: minimum passing grade for this course is B- or 70% OR COM

Note: Students must receive 70% in both the assignment and the examination portions of the overall class mark for successful completion of this course

DESCRIPTION	WEIGHTING
Assignment	20%
Term test #1	20%
Term test #2	25%
Final exam	35%
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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Please refer to the student handbook for information regarding supplemental exams.

SCHOOL OR DEPARTMENTAL INFORMATION

See D2L for more 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 <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

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 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:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/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: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

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.