

COURSE SYLLABUS



COURSE TITLE: DHYG 371 Clinical Practice 3

CLASS SECTION: X01-A

TERM: Fall 2024

COURSE CREDITS: 6.0

DELIVERY METHOD(S): Lab

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](#).

INSTRUCTOR DETAILS

NAME: Tika Brown

EMAIL: brownt@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 will focus on the provision of dental hygiene care with clients in the clinical dental setting. Students will develop the ability to practice professionally as dental hygienists with individuals and families with increasingly complex needs throughout the lifespan.

PREREQUISITE(S): B- in BIO 260, B- in DHYG 221, B- in DHYG 222, B- in DHYG 231, B- in DHYG 280, COM in DHYG 281

CO-REQUISITE(S): n/a

PRE/CO-REQUISITE(S): B- in DHYG 310, B- in DHYG 321, B- in DHYG 370

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar			
Lab / Collaborative Learning	17	15	255
Supervised Field Practice			
Workplace Integrated Learning			
Online			
		TOTAL HOURS	255

COURSE LEARNING OUTCOMES / OBJECTIVES

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

1. Practice professionally in a clinical dental setting.
2. Consistently practice ethically and safely using the dental hygiene process of care in the clinical setting.
3. Demonstrate critical thinking and use evidence-informed decision-making to provide comprehensive dental hygiene care to individuals and families.
4. Communicate and collaborate effectively as dental hygienists with individuals, families, and interdisciplinary teams.
5. Coordinate and contribute to the effective management of the dental practice environment to ensure quality care in the clinical setting.
6. Educate individuals and families about oral health, including its relationship to overall health.
7. Apply the principles of health promotion and disease prevention to enhance the health of individuals and families.
8. Provide the dental hygiene process of care for individuals and families with increasingly complex oral and overall health conditions.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Dental Hygiene Clinic Manual 2024/25, Dental Programs Safety Manual 2024/25, Dental Hygiene Lab Manual 2024/25, Dental Hygiene Rad Lab Manual 2024/25, Health History Manual 2024/25, Reception Manual 2024/25, Content on D2L for DHYG 371

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.

Labs:	X01(A) Mondays & Wednesdays 1:00-4:50pm	Dental 014/107
	Tuesdays 8:00-9:50am	Dental 014/107
	Thursdays 9:00-11:50am	Dental 014/107
	Fridays 8:00-11:50am	Dental 014/107
	X01(B) Mondays & Wednesdays 1:00-4:50pm	Dental 014/107
	Tuesdays 10:00-11:50am	Dental 014/107
	Thursdays 9:00-11:50am	Dental 014/107
	Fridays 8:00-11:50am	Dental 014/107

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>

The schedule for DHYG 371 is posted on D2L.

Learning Outcomes and Performance Indicators for DHYG 371:

A. Practice Professionally in a Clinical Setting

1. Exhibit a capacity for governability by practicing within the regulations of the College of Dental Hygienists of British Columbia (CDHBC) to maintain trust in the profession.
2. Demonstrate a professional presence (attitude, behavior of a professional, respectfulness, trustworthiness, empathy, compassion, accountability, responsibility, ethical behavior, willingness to learn, proficient verbal and nonverbal communication, professional image, and positive role).
3. Manage conflicts of interests related to clinical practice.
4. Maintain confidentiality, privacy, and security of client information.
5. Maintain a professional distance and respect the autonomy of clients during decision-making and care.
6. Integrate new knowledge and skills into practice.
7. Maintain wellness (personal health and well-being) and fitness to practice (sound cognitive, physical, psychological, emotional abilities).
8. Engage in self-care and lifestyle practices to sustain practice including body positioning and ergonomics.
9. Reflect on one's strengths, challenges, and opportunities for improvement through continual evaluation.
10. Formulate specific, measurable, and realistic learning goals and implement strategies for improvement.
11. Demonstrate a commitment to lifelong learning.
12. Engage in mentorship activities with peers.

B. Consistently Practice Safely and Ethically using the dental hygiene process of care in the clinical setting

1. Use ethical principles to guide decision making and behavior.
2. Demonstrate ability to identify emergency situations and manage and administer emergency care and equipment in accordance with organizational policies (Camosun College policies and protocols).
3. Manage the practice environment to support client safety, comfort, and well-being.
4. Manage biases, perspectives, and world views in relation to clinical practice.
5. Take appropriate action when signs of abuse or neglect are identified.
6. Report unethical, unsafe, and incompetent services to the appropriate regulatory organizations.

C. Demonstrate Critical thinking and use evidence-informed decision-making to provide comprehensive dental hygiene care to individuals and families

1. Access and evaluate reliable sources of information using relevant tools in the provision of comprehensive care to individuals and families
2. Use critical thinking skills and a problem-solving approach to reach conclusions/solutions when providing dental hygiene care with individuals and families.
3. Develop approaches for managing ambiguities and uncertainty when providing comprehensive care to individuals and families.
4. Apply an evidence-informed decision-making process in the analysis of information and current practices to ensure comprehensive care to individuals and families.
5. Explore complex issues from many points of view and how research findings may impact practice with individuals and families.
6. Transfer knowledge to individuals and families in the delivery of comprehensive care.

7. Follow up appropriately on treatment decisions, clinical procedures, and referrals for individuals and families.

D. Communicate and collaborate effectively as dental hygienists with individuals, families and interdisciplinary teams.

1. Demonstrate proficiency with verbal, non-verbal, visual, written, and electronic communication with individuals, families, and interdisciplinary teams.
2. Use effective therapeutic communication techniques (honest, clear, timely, active listening and empathy) with individuals, families, and interdisciplinary teams.
3. Adjust communication approaches effectively based on the needs and values of the individuals, families, and interdisciplinary teams.
4. Practice cultural humility when communicating and collaborating with individuals, families, and interdisciplinary teams.
5. Promote cultural safety, diversity, equity, and inclusion in communicating and collaborating with individuals, families, and interdisciplinary teams.
6. Communicate at a level of independence with individuals, families, and interdisciplinary teams.
7. Promote individual, family and community autonomy and self-determination.
8. Evaluate the effectiveness of communication approaches with individuals, families, and interdisciplinary teams.
9. Prepare comprehensive and accurate health records that meets professional standards for individuals, families, and interdisciplinary teams.
10. Use electronic technologies appropriately and responsibly in communicating and collaborating with individuals, families, and interdisciplinary teams.
11. Recognize and collaborate effectively (teamwork, partnership promotion, consultations, joint decision-making) with other community partners and interdisciplinary teams in health promotion for individuals and families.
12. Share information with other professionals to promote interprofessional care for individuals and families.
13. Apply person-, family-, and community-centered approaches to care.
14. Develop relationships based on mutual trust, integrity and respect with individuals, families, and interdisciplinary teams.
15. Share knowledge, resources and responsibilities with individuals, families, and interdisciplinary teams.
16. Assist individuals and families in accessing community resources and in collaborating with their support networks.
17. Use conflict management strategies as required.

E. Coordinate and contribute to the effective management of the dental practice environment to ensure quality care in the clinical setting.

1. Follow Camosun College Dental Programs protocols with client assignment, appointment coordination and resources management.
2. Follow Camosun College Dental Hygiene Program's organizational policies (clinical policies, procedures, and protocols).
3. Exercise judgement when applying organizational policies or when practicing in their absence.
4. Manage practice resources effectively and use current technologies appropriately.
5. Demonstrate effective time and organizational management skills.
6. Contribute as a team member in a clinical setting by performing clinic support duties.
7. Implement current infection prevention and control measures.

F. Educate individuals and families about oral health, including its relationship to overall health.

1. Individualize self-care education and techniques based on values, knowledge, needs, readiness to learn and social determinants of health.
2. Discuss relationship between oral health and overall health with individuals and families based on objective assessment findings.
3. Attend to motivation, stage of change and special needs of individuals and families and adapt plans for instruction and education accordingly.
4. Use sound educational theory to educate individuals, families, and care providers about oral health, including its relationship to overall health.
5. Provide constructive, timely and appropriate feedback on self-care techniques for individuals and families.
6. Adjust learning plans according to the evaluation of outcomes for individuals and families.

G. Apply the principles of health promotion and disease prevention to enhance the health of individuals and families.

1. Incorporate holistic health promotion strategies and interventions to enable individuals and families to increase control over, and to improve their health.
2. Advocate for individuals and families to promote oral and overall health.
3. Engage in health promotion activities that consider the individual's and family's current skill, knowledge, attitudes, values, determinants of health, culture, and history.
4. Utilize effective motivational interviewing techniques to facilitate healthy behavior changes and innovation for individuals and families.
5. Evaluate the outcomes of prevention, education and health promotion interventions for individuals and families.
6. Use knowledge of culture and history for goal attainment for individuals and families.

H. Provide the dental hygiene process of care of individuals and families with increasingly complex oral and overall health conditions.

1. Perform oral and general health assessments to accurately diagnose and formulate a plan appropriate for individuals and families with increasingly complex oral and overall health conditions.
2. Plan appropriate care for individuals and families based on diagnoses with increasingly complex oral and overall health conditions using a client centered approach.
3. Implement appropriate care for individuals and families with increasingly complex oral and overall health conditions.
4. Revise dental hygiene care plans in partnership with individuals and families as needed.
5. Evaluate the effectiveness of care provided to individuals and families with increasingly complex oral and overall health conditions.

SUMMATIVES & FORMATIVE EVALUATIONS IN TEACHING CLINIC: Students must be familiar with the criteria outlined on each skill form for which they are being evaluated. **See the corresponding Skills Forms, in Section E of the 2024-25 Clinic Manual for the complete performance indicators and criteria specific to each formative. This identifies evaluation criteria for each formative.**

Instrument Review: Completed by September 16, 2024 (Teaching Clinic)

- a. Obtain the Instrument Review Form.

- b. Assess instruments to determine the need for replacement.
- c. Review and confirm with instructor the need for replacement; document on Instrument Review Form.
- d. Replace instruments so that two complete sets are ready for use in clinic **by Sept 16, 2024**.
- e. Instructor must sign off Instrument Review Form to confirm that instrument sets are complete, and all instruments are in safe, working condition.

Pre-Client Instrumentation Evaluation: Completed by September 9, 2024 (Teaching Clinic) *(note that students must satisfactorily complete this evaluation prior to moving to client care)*

- a. The goal of this evaluation is to assess the student's skill and understanding of the principles of basic instrumentation including grasp, fulcrum, adaptation, activation, angulation, sequencing, client/operator positioning and ergonomics.
- b. Students are expected to choose the appropriate instrument, identify the correct working end, and provide rationale for its use in specific areas.
- c. Appropriate mirror use will be evaluated including retraction, trans-illumination, and indirect vision.
- d. Student partners and evaluation times will be assigned during the teaching clinic. If the instructor determines that additional coaching is required to ensure the student is demonstrating minimum competency, coaching will be arranged prior to re-evaluation in a subsequent teaching clinic

Formative Magnetostrictive Power Scaling Using Powerline & Slimline S/R/L tips: Due: September 11, 2024 (Teaching Clinic)

- a. Students will demonstrate the correct set-up of the Cavitron Magnetostrictive units.
- b. Students will demonstrate correct protocol for client comfort, safety, and aerosol reduction.
- c. Process evaluation on a peer.
- d. Students will select and demonstrate the use of each instrument tip appropriate to the clinical situation, including power selection and water volume.
- e. Students will demonstrate adequate water control and aerosol evacuation using high volume evacuation.
- f. Students will answer questions and problem-solve issues regarding power instrumentation demonstrating integration of theory into practice.
- g. Students will demonstrate skills in a reasonable time determined by the instructor and the student.

Supragingival and Subgingival Air Powder Polishing on a manikin and Salivary Flow Rate. Due September 12, 2024 (Teaching Clinic)

- a. Students will identify the methods of delivery of supra and subgingival air powder polishing and select appropriate powders for use sub and supragingivally.
- b. Students will demonstrate correct set-up, use, disassembly, and cleaning of air powder polishing units.
- c. Students will correctly perform sub and supragingival air powder polishing on a manikin

Advanced Instrumentation and Ergonomics: Due September 13, 2024 (Teaching Clinic)

- a. Students will identify appropriate areas for use of advanced instrumentation
- b. Students will demonstrate correct use of extended and mini Graceys and Diamond files
- c. Students will identify alternate fulcrums and standing positions for instrumentation
- d. Students will answer questions and problem-solve issues regarding advanced instrumentation and ergonomics demonstrating integration of theory into practice.

- e. Students will demonstrate correct techniques for performing salivary flow rate test, accurately identify significant findings and document appropriately on a peer.

Local Anesthetic: Due October 23, 2024 (Teaching Clinic)

- a. Students will provide injections to an assigned student partner in teaching clinic.
- b. Students will demonstrate the PSA, MSA, ASA, IO, GP, NP, IAN, LB, INB, GG and infiltration injections.
- c. Students will be evaluated on client management, organization, and safety in preparation and during injections.

Formative and Summative Fissure Sealants (resin-filled): Due November 14, 2024 (Teaching Clinic)

- a. Students will demonstrate appropriate tooth selection for placement of a pit and fissure sealant.
- b. Students will demonstrate correct armamentarium set-up to place a resin filled fissure sealant.
- c. Students will demonstrate appropriate preparation, isolation, placement, evaluation, and adjustment as needed for light-cured sealant material.
- d. Students will demonstrate correct protocol for client comfort and safety during sealant placement.
- e. Students will problem solve issues with sealant placement demonstrating integration of theory into practice.
- f. Students will demonstrate skills in a reasonable time determined by the instructor and the student.
- g. Process and product will be evaluated on a manikin and/or peer.

Athletic Mouthguard Fabrication and Delivery: Due November 21, 2024 (Teaching Clinic):

- a. Students will acquire an impression adequate for athletic mouthguard fabrication.
- b. Students will pour and trim to specifications required for a working model.
- c. Students will fabricate and deliver an acceptable athletic mouthguard.

Whitening Tray Fabrication and Delivery: Due November 21, 2024 (Teaching Clinic):

- a. Students will trim models or create a new model appropriate for fabrication of a bleaching tray.
- b. Students will fabricate and deliver an acceptable maxillary and mandibular whitening tray.

IRM Restoration, Rubber Dam Placement, and Instrument Transfer: Due November 22, 2024 (Teaching Clinic with CDA students)

- a. Students will place a rubber dam on a manikin.
- b. Students will use an appropriate Tofflemire isolation technique
- c. Students will place an IRM class II or III restoration on a manikin.
- d. Students will practice four handed dentistry through instrument transfer techniques.

Subgingival Irrigation and 4 Handed Dentistry, Pulp-vitality Testing, Margination and Amalgam Polishing and Finishing. Due: November 29, 2024 (Teaching Clinic):

- a. Students will identify where subgingival irrigation is required, demonstrate correct technique for performing subgingival irrigation with 1% Povidone Iodine and document appropriately on a peer.
- b. Students will demonstrate correct principles involved with 4 handed dentistry.
- c. Students will demonstrate margination using burs, finishing strips and discs on a manikin.

- d. Students will demonstrate polishing and finishing amalgams on a manikin.
- g. Students will demonstrate the use of an electric pulp tester, Tooth Sleuth[®], and ice on a or peer.

Mentorship with Junior Dental Hygiene Students: Due December 2, 2024 (Teaching Clinic)

- a. Students will participate in mentorship activities with junior dental hygiene students during teaching clinics in the dispensary.
- b. Students will demonstrate and teach correct processing of instruments to junior students in the clinic dispensary
- c. Students will facilitate the learning process of instrumentation with junior students during teaching clinic.
- d. Students will write a reflective summary of both experiences and dropbox to their advisor

Quizzes: Due dates are outlined on the Clinic Schedule and Requirements Tracking Form

- a. Students will complete the quiz associated with the learning activity to be performed on specific dates.
- b. Quizzes may be tried three times and must be passed to participate in the corresponding scheduled clinical activity.
- c. Quizzes are performed on D2L under the DHYG 371 course site.
- d. Successful completion of quizzes will be monitored by the lead clinical instructor.
- e. Students will complete a rad lab quiz and a lab safety quiz to ensure safety when working independently or with a buddy without faculty supervision on the clinic floor or lab, respectively. This may be attempted one time and must be passed to work independently.

SUMMATIVE & FORMATIVE EVALUATIONS ON A CLIENT: Students must be familiar with the criteria outlined on each skill form for which they are being evaluated. **See the corresponding Skills Forms, in Section E of the 2024-25 Clinic Manual for the complete performance indicators and criteria specific to each formative.** This identifies evaluation criteria for each summative.

Formative: 60 Minute Blended Debride Evaluation on a Quadrant (Process and Product): Due October 25, 2024

- a. 60 minutes in length.
- b. Mild to moderate tissue inflammation.
- c. Moderate detectable subgingival deposit on suitable number of teeth for debridement to be completed in 60 minutes; supragingival deposit and stain may or may not be present.
- d. Minimum of two posterior teeth, including a molar.
- e. Pocket depths should not be greater than 6 mm.
- f. Student must identify suitability of client selection prior to initiating debridement.
- g. The process for manual instruments must be observed for at least 20 minutes during the evaluation (it is a shared responsibility between the student and instructor to ensure the process is observed as required).
- h. Product will be evaluated at the end of 60 minutes.
- i. See the corresponding skill form for criteria for evaluation.

Summative: 60 Minute Blended Debride Evaluation on a Quadrant (Process and Product): Due November 25, 2024

- a. 60 minutes in length.
- b. Mild to moderate tissue inflammation.
- c. Moderate detectable subgingival deposit on suitable number of teeth for debridement to be completed in 60 minutes; supragingival deposit and stain may or may not be present.
- d. Minimum of two posterior teeth, including a molar.
- e. Pocket depths should not be greater than 6 mm.
- f. Student must identify suitability of client selection prior to initiating debridement.
- g. The process for manual instruments must be observed for at least 20 minutes during the evaluation (it is a shared responsibility between the student and instructor to ensure the process is observed as required).
- h. Product will be evaluated at the end of 60 minutes.
- i. See the corresponding skill form for criteria for evaluation.

Full Mouth Series on a Client: Due December 6, 2024

- a. Full mouth series/half mouth series (min 9 films) on a client with minimal assistance during radiography lab clinic.
- b. Survey will be mounted, evaluated, interpreted, and submitted to an instructor.
- c. See the corresponding skill form for complete performance indicators and criteria for evaluation.

Reception, CA, Rad CA/Peer Observer and Screener Duties: Due Dec 6, 2024

- a. Students will attend review sessions for reception and dispensary in preparation for rotations.
- b. Students will be evaluated during rotations in reception, screening, dispensary and radiography during both teaching and client clinics.
- c. Performance at an Emergent level ("E") may result in the student repeating the rotation during a scheduled client clinic.
- d. See the corresponding skill form for complete performance indicators and criteria for evaluation.

Chart Audits: Due Dec 6, 2024.

- a. All chart audits must be completed and submitted to your advisor by Friday December 8 end of day.
- b. All chart audits must be satisfactorily completed, including revisions, by the last day of final exams.
- c. **Grades will not be released for DHYG 371 until all chart audits have been satisfactorily completed.**

PROGRAM LONG SUMMATIVE REQUIREMENTS: Students must be familiar with the criteria outlined on each skill form for which they are being evaluated; skill forms must be available to the instructor during evaluation.

Radiographs

- a. Minimum of 45 competent radiographs (P/D grades) of various exposure types (BW, PA, panorex).

Local Anesthetic

- b. Minimum of 20 competent injections, including PSA, MSA, ASA, IO, GP, NP, INF, IAN, LB, INC, GG
- c. First 10 injections will be coached.
- d. Subsequent 10 injections must be performed independently.
- e. See the corresponding skill form for criteria for evaluation.

Salivary Flow Test on an Eligible Client

- a. Students will select an appropriate client to perform this test.
- b. Students will obtain the sample and assess the result.
- c. Discussion of results with client and documentation will be evaluated.
- d. See the corresponding skill form for complete criteria for evaluation.

Desensitization

- a. Students accurately identify areas requiring desensitization.
- b. Students select appropriate equipment and materials for desensitization.
- c. Student satisfactorily applies agent in accordance with manufacturer's directions.
- d. Students provide appropriate post-care instructions to clients.
- e. See the corresponding skill form for complete criteria for evaluation.

Subgingival Irrigation

- a. Students will determine areas appropriate for subgingival irrigation.
- b. Students will use appropriate armamentarium, agent, and method of delivery.
- c. Students will evaluate tissue response after delivery and document appropriately.
- d. See the corresponding skill form for criteria for evaluation.

TMJ Assessment

- a. Students will accurately identify the need to perform a TMJ assessment.
- b. Students will correctly perform the TMJ assessment and document findings using the assessment form.
- c. Students will identify the need for referrals.
- d. See the corresponding skill form for criteria for evaluation.

Fluorescent Visualization (Velscope®)

- a. Students will identify normal versus abnormal tissue using the Velscope.
- b. Students will re-examine areas of concern using white light and use clinical judgement regarding the best course of action.
- c. Students will identify tissue needing further investigation.
- d. Students will document the use and all findings of Velscope in the treatment record.
- e. See the corresponding skill form for criteria for evaluation.

Toluidine Blue

- a. Students will identify the need for Toluidine Blue use.
- b. Students will correctly perform the Toluidine Blue assessment.
- c. Students will document use and all findings in the treatment record.
- d. Students will identify the need for referrals
- e. See the corresponding skill form for criteria for evaluation.

Sealants

- a. Must be completed on eligible child clients up to the age of 14.

- b. An instructor must prescribe and approve the tooth to be sealed in advance.
- c. Students must place the sealant independently (minimal assistance may be offered by the instructor as warranted).
- d. Acceptable sequence must be demonstrated.
- e. See the corresponding skill form for criteria for evaluation.

Whitening

- a. Students must complete the evaluation of the whitening process on their peers.
- b. Students must determine the next steps and recommendations with their peer.
- c. Students must accurately document the whitening process.
- d. See the corresponding skill form for criteria for evaluation.

Tobacco/Smoking/Vaping Cessation Counselling

- a. Students will assess client's own perception and values regarding tobacco/product use.
- b. Students will accurately assess the degree of dependency on tobacco or products based on Nicotine Use History.
- c. Students will determine the stage of readiness to change.
- d. Students will follow up to the stage of readiness to change (if applicable).
- e. Students will use the 5 A's/5 R's approach to counselling.
- f. Students will submit the Tobacco Cessation Counselling Skill Form with the chart for evaluation and approval at the time of care plan and appointment schedule submission.
- g. See the corresponding skill form for criteria for evaluation.

Supragingival or Subgingival Air Powder Polishing on a Suitable Client (Plaque Index 40% or greater, implants, moderate to severe inflammation).

- a. Students will identify the delivery for subgingival or supragingival air powder polishing and select appropriate powders for use.
- b. Students will demonstrate correct set-up, use, disassembly, and cleaning of air powder polishing units.
- c. Students will correctly isolate and perform sub and/or supragingival air powder polishing on a suitable client.

4-6 Week Post Care Evaluation (Re-evaluation).

- a. Obtains information from client regarding level of understanding, knowledge and perception of oral health status.
- b. Determines client's self-care skill level and commitment.
- c. Compares objective oral health data with expected outcomes.
- d. Determines if all goals are met, partially met or not met.
- e. Identifies barriers that continue to exist affecting client's ability to reach desired level of oral health.
- f. Records pertinent information about client's status for monitoring, referral and evaluation/ plans for continuing care.
- g. Assists client in planning for dental care and/or future treatment.
- h. Able to verbalize client's status accurately, confidently, and professionally to client and instructor

Radiographs and Imaging (during radiography lab sessions and client clinics):

1. All radiographs taken on clients' or on Dental X-ray Teaching Training Replica's (DXTTR's) require adherence to radiation safety and protection guidelines.
2. Identify when radiographs are required for caries detection or periodontal assessment with assistance.
3. Successfully expose a full mouth or half mouth series of radiographs (minimum of 9 films in one hour) on a client following clinic protocols.
4. Use appropriate interpersonal skills and strategies to increase the client's physical and psychological comfort during radiograph exposures.
5. Complete the following dental radiographs and / or exercises: pedo full mouth series (bisecting the angle technique), occlusal, localization, distal oblique, digital films and panorex with minimal assistance.
6. Process radiographic films automatically, following infection control guidelines, with minimal guidance.
7. Assess the diagnostic acceptability of all films taken, problem-solving any deficiencies, with guidance.
8. Interpret radiographs, identifying normal anatomic landmarks, restored conditions, periodontal status, artifacts, and suspected pathologies etc.
9. Describe components to set up for imaging including camera and computer and demonstrate infection control required for intraoral imaging.
10. With a high-resolution camera, take a set of images commonly used in a case presentation (i.e., portrait, lateral head view, full anterior view, occlusal). Details to be provided during lab sessions.
11. Manage digital and paper files using transfer and storage protocols, meanwhile obtaining appropriate consent from clients for any imaging (radiographic or imaging)
12. Document all exposures and/or images as required in client records.

EVALUATION OF LEARNING

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

Competency Based Evaluation

COM	Complete: The student has met the goals, criteria, or competencies established for this course, practicum, or field placement.
NC	Not Complete: The student has not met the goals, criteria or competencies established for this course, practicum, or field placement.

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

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 (Health and Human Services) Student Handbooks.

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