

CLASS SYLLABUS



COURSE TITLE: DHYG 381 Clinical Practice 4
CLASS SECTION: X01 – Tuesdays & Thursdays 8:00-11:50am
& Fridays 1:00-4:50pm
TERM: W2023
COURSE CREDITS: 6.0
DELIVERY METHOD(S): Synchronous class to be delivered on-site whenever possible

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](#).

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: Tika Brown
EMAIL: brownt@camosun.ca
OFFICE: DNT 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 at an entry-to-practice level with clients in a variety of practice settings. Students will develop the ability to practice professionally and independently with individuals, families, and communities with complex needs throughout the lifespan.

PREREQUISITE(S): B- in DHYG 310, B- in DHYG 390, B- in DHYG 370, COM in DHYG 371
CO-REQUISITE(S): n/a
PRE/CO-REQUISITE(S): B- in DHYG 328, B- in DHYG 380

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar			

Lab / Collaborative Learning	12	17	204
Supervised Field Practice			
Workplace Integrated Learning			
Online			
	TOTAL HOURS		204

COURSE LEARNING OUTCOMES

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

1. Practice professionally as a dental hygienist in a variety of dental settings.
2. Practice ethically, safely, and competently in a variety of dental settings.
3. Demonstrate critical thinking and use evidence-informed decision-making to provide comprehensive dental hygiene care to individuals, families, and communities.
4. Communicate and collaborate competently as dental hygienists with individuals, families, communities, and interdisciplinary teams.
5. Independently coordinate and contribute to the effective management of the dental practice environment to ensure quality care.
6. Educate individuals, families, and communities 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, families, and communities.
8. Provide the dental hygiene process of care for individuals, families, and communities with complex oral and overall health conditions.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Dental Hygiene Clinic Manual 2022/23
Dental Programs Safety Manual 2022/23
Dental Hygiene Lab Manual 2022/23
Health History Manual 2022/23
Reception Manual 2022/23
Content on D2L for DHYG 381

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

The schedule for DHYG 381 will be posted on D2L.

Learning Outcomes and Performance Indicators for DHYG 381:

A. Practice Professionally as a Dental Hygienist in a variety of dental settings.

1. Consistently 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 in a variety of clinical settings.
2. Consistently 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. Effectively manage conflicts of interests related to clinical practice.
4. Consistently maintain confidentiality, privacy and security of client information.
5. Consistently maintain a professional distance and respect the autonomy of clients during decision-making and care.
6. Consistently integrate new knowledge and skills into practice.
7. Consistently maintain wellness (personal health and well-being) and fitness to practice (sound cognitive, physical, psychological, emotional abilities).
8. Consistently engage in self-care and lifestyle practices to sustain practice including body positioning and ergonomics.
9. Consistently reflect on one's strengths, challenges and opportunities for improvement through continual evaluation.
10. Consistently formulate specific, measurable and realistic learning goals and implement strategies for improvement.
11. Consistently demonstrate a commitment to lifelong learning.
12. Effectively engage in mentorship activities with peers.

B. Practice ethically, safely and competently in a variety of dental settings.

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

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

1. Consistently access and evaluate reliable sources of information using relevant tools in the provision of comprehensive care to individuals, families and communities.
2. Consistently use critical thinking skills and a problem-solving approach to reach conclusions/solutions when providing dental hygiene care with individuals, families and communities.
3. Consistently develop approaches for managing ambiguities and uncertainty when providing comprehensive care to individuals, families and communities.
4. Consistently apply an evidence-informed decision-making process in the analysis of information and current practices to ensure comprehensive care to individuals, families and communities.
5. Consistently explore complex issues from many points of view and how research findings may impact practice with individuals, families and communities.
6. Consistently transfer knowledge to individuals, families and communities in the delivery of comprehensive care.
7. Consistently follow up appropriately on treatment decisions, clinical procedures, and referrals for individuals, families and communities.

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

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

E. Independently coordinate and contribute to the effective management of the dental practice environment to ensure quality care.

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

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

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

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

1. Consistently incorporate holistic health promotion strategies and interventions to enable individuals, families and communities increase control over, and to improve their health.
2. Consistently advocate for individuals, families and communities to promote oral and overall health.
3. Consistently engage in health promotion activities that consider the individuals, families and communities' current skill, knowledge, attitudes, values, determinants of health, culture and history.
4. Consistently utilize effective motivational interviewing techniques to facilitate healthy behavior changes and innovation for individuals, families and communities.
5. Consistently evaluate the outcomes of prevention, education and health promotion interventions for individuals, families and communities.
6. Consistently use knowledge of culture and history for goal attainment for individuals, families and communities.

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

1. Consistently perform oral and general health assessments to accurately diagnose and formulate a plan appropriate for individuals, families and communities with increasingly complex oral and overall health conditions.
2. Consistently plan appropriate care for individuals, families and communities based on diagnoses with increasingly complex oral and overall health conditions using a client centered approach.
3. Consistently implement appropriate care for individuals, families and communities with increasingly complex oral and overall health conditions.
4. Consistently revise dental hygiene care plans in partnership with individuals, families and communities as needed.
5. Consistently evaluate the effectiveness of care provided to individuals, families and communities with increasingly complex oral and overall health conditions.

ATTENDANCE AND CLINIC EXPECTATIONS:

Attendance is required for all scheduled clinics and rotations. Follow up may include:

- **Notification if away:** Students who are absent due to health or other emergency reasons are to notify the respective DH2 or DH3 lead clinic instructor, their Clinic Advisor and the Instructional Assistant (reception) first thing in the morning by phone or email. They must also notify the Clinic Supervisor if scheduled for a clinic support duty for the missed clinical session.
- The lead instructor may request a physician's note for any clinical absences
- Students may be assigned additional clinic duties to complete the required number of clinical hours or skills needed to meet course outcomes; however, make-up clinic time is not assured
- **Students must come prepared to all clinical sessions.** If students are demonstrating otherwise or are a risk to themselves, peers, or clients, they will be asked to leave the clinic floor. Coming prepared to clinic entails that necessary pre-reads are completed, deportment is appropriate for the clinical situation, and all clinic policies are adhered to.

Use of cellphones and other electronic devices in the clinical environment:

- Professional decorum is required on the clinic floor at all times. This includes the use of electronic devices such as cell phones and personal laptops.
- Use of cell phones is highly disruptive to instruction in the classroom, clinic and in reception. If necessary, an emergency contact can be arranged through the Instructional Assistant (reception office at 250 370 -3184). Cell phones may be used for client communication before and after clinical sessions. Cell phones must be on 'silent' and out of sight during clinical sessions unless specifically used for client care.
- Personal use of music devices or other electronics by students is not permitted on the clinic floor, dispensary or reception.

Minimum client requirements to meet the learning outcomes for DHYG 381:

2 Child care requirements (0-5 or 6-14 yrs with a total of 4 completed by the end of 381)

- 1 Low classification client (may be PT or PM) – **CDA** Student (this will be assigned to you)
- 1 Low classification client (may be PT or PM) – **DH2** Student (this will be assigned to you)
- 1 Moderate classification clients (may be PT, PM or NSPT) (consolidated documentation or full documentation)
- 1 Moderate Consolidated Documentation Summative (NSPT) New or Continuing Care Client
- 2 Difficult classification clients (NSPT) (full documentation)
- 3 Private Practice Clients – Low PT or PM Continuing Care Clients (consolidated documentation)
- 2 Complex Care Clients (seen during external rotations)

B. FORMATIVE EVALUATIONS:

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 2022-23 Clinic Manual for the complete performance indicators and criteria specific to each formative. This identifies evaluation criteria for each formative.**

1. Instrument Review (Teaching Clinic). Due: January 27, 2023

- a. Obtain the Instrument Review Form
- b. Assess instruments to determine the need for replacement.
- c. Review and confirm with the instructor the need for replacement; document on instrument review form
- d. Replace instruments so that two completed sets are ready for use by February 10, 2021.
- e. Instructor must sign off the Instrument Review Form to confirm that instrument sets are complete, and all instruments are in safe, working condition.

2. 10 Coached Local Anesthetic Injections on a client. Due: March 7, 2023

- a. Students will demonstrate correct tray set-up for provision of local anesthetic
- b. Students will demonstrate knowledge of correct landmarks, volumes and injections techniques for administration of local anesthetic
- c. Students will demonstrate and maintain safety during injections, recapping and disposal in sharps container
- d. Students will document appropriately.
- e. These are not graded and may be assisted if required.

3. Power Scaling with Piezo Units on Manikin using Standard, Perio, Perio Slim, PL1 and PL2 Tips (Teaching Clinic). Due Jan 17, 2023.

- a. Students will demonstrate the correct set-up of the Piezo units
- b. Students will demonstrate correct protocol for client comfort, safety and aerosol reduction
- c. Process evaluation on a manikin
- d. Students will select and demonstrate use of each instrument tip appropriate to the clinical situation, including power selection and water volume
- e. Students will demonstrate adequate water control 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 timeframe determined by the instructor in collaboration with the student.

4. Wheel Chair Transfers, Perio Dressings, Suture Removal, TMJ Dislocation Reduction, Medical Emergencies (Teaching Clinic) Due: April 4, 2023

- a. Students will demonstrate correct technique and safety when transferring clients from a wheel chair to dental chair.
- b. Students will demonstrate correct technique and documentation of suture removal from a manikin.
- c. Students will place a periodontal dressing on a peer using correct technique and document appropriately.
- d. Students will demonstrate correct techniques for TMJ dislocation reduction.
- e. Student will participate in mock medical emergency scenarios.

8. Use of Diamond Files, Extended and Mini-blade instrument on a client. Due March 21, 2023.

- a. Students will correctly identify need for use of advanced instrumentation.
- b. Students will demonstrate correct technique with advanced instrumentation on a suitable client.

9. Blended Debridement Evaluation with Piezo on a Quadrant (Process and Product): Due Apr 21, 2023

- a. 60 minutes in length
- b. Use of piezo power scaler and manual instruments.
- c. Mild to moderate tissue inflammation.
- d. Moderate detectable subgingival deposit on 5-6 teeth; supragingival deposit may or may not be present
- e. Minimum of two posterior teeth, including a molar
- f. Pocket depths should include 5 mm pockets but should not be greater than 6 mm
- g. Student must identify suitability of client selection prior to initiating debridement.
- h. Process for manual and piezo instruments must be observed for a minimum of 15 minute
- i. during the evaluation (it is a shared responsibility between the student and instructor to
- j. ensure process is observed as required).
- k. Product will be evaluated at the end of 60 minutes.
- l. Equipment set-up, efficient sequence, power and water levels, evacuation, tip and instrument selection will be evaluated.
- m. See the corresponding skill form for complete performance indicators and criteria for evaluation.

10. CDA Assist Clinics: Due April 28, 2023

- a. CDA students will assist DH3 students during client care.
- b. DH3 students will be partnered with CDA students and are responsible for arranging this session.
- c. CDA students are required to do one session with a DH3 student, however more can be scheduled if desired.

11. Client for CDA Public Dental Clinics: Due April 27, 2023

- a. DH3 students will be required to be clients for CDA students in reciprocation
- b. DH3 students are to schedule their appointments in one of the two clinical sessions:
 - Tuesday, April 25, 2023 from 1:00-5:00
 - Thursday, April 27, 2023 from 1:00–5:00

C. SUMMATIVE EVALUATIONS:

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 2022-23 Clinic Manual for the complete performance indicators and criteria specific to each formative. This identifies evaluation criteria for each summative.**

1. 10 Competent Local Anesthetic Injections on a client. Due: April 20, 2023

- a. Students will demonstrate correct tray set-up for provision of local anesthetic
- b. Students will demonstrate knowledge of correct landmarks, volumes and injections techniques for administration of local anesthetic
- c. Students will demonstrate and maintain safety during injections, recapping and disposal in sharps container
- d. Students will document appropriately.
- e. These are graded and unassisted.

2. 60 Minute Blended Debride Evaluation on a Quadrant (Process and Product) with Magneto: Due March 21, 2023.

- 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 use of each instrument tip appropriate to the clinical situation, including power selection and water volume.
- e. Students will demonstrate adequate water control 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 timeframe determined by the instructor in collaboration with the student.

3. ADPIE: Moderate Summative Consolidated Client (new or continuing care). This includes Chart Audit and Treatment Letter: Due April 21, 2023.

- a. Student will provide complete client care independently using consolidated paperwork for a moderate adult client as their summative client.
- b. If the client is a new client a hybrid of abbreviated and full paperwork (baseline) will be used.
- c. The student will declare this client as their Moderate Consolidated Summative Client **prior** to the initiation of care (before the health history assessment).
- d. Students may declare more than one moderate consolidated summative client at any time.
- e. Instructors will check client care at **4 points**:
 - i. following Health History
 - ii. following assessments, DH diagnosis and care planning
 - iii. following completion of implementation
 - iv. following evaluation, prior to client dismissal
- f. Grades will be awarded for health history, consolidated assessments, DH diagnosis and care planning, implementation and evaluation, treatment letters and chart & quality assurance, totalling 5 grades.

- g. Radiographs, as required must be taken, interpreted and results provided to the client
- h. Standard protocols apply for the completion of the treatment, referral letters and chart and quality assurance audits.
- i. This client counts toward overall client care requirements for DHYG 381.

D. YEAR 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 of various exposure types (BW, PA, panorex).

Local Anesthetic

- b. Minimum of 20 competent injections, including PSA, MSA, IO, ASA, NP, GP, Inf. IAN, LB, GG, INC.
- c. First 10 injections will be coached.
- d. Subsequent 10 injections must be performed independently.

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 assesses the result.
- c. Discussion of results with client and documentation will be evaluated.
- d. See the corresponding skill form for complete performance indicators and criteria for evaluation.

Desensitization

- a. Student accurately identifies area requiring desensitization.
- b. Student selects appropriate equipment and materials for desensitization.
- c. Student satisfactorily applies agent in accordance with manufacturer's directions.
- d. Student provides appropriate post-care instructions to client.
- e. See the corresponding skill form for complete performance indicators and criteria for evaluation.

Subgingival Irrigation

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

Sealants

- a. Must be completed on eligible child clients up to the age of 15.
- b. An instructor must 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 complete performance indicators and criteria for evaluation.

Whitening on Eligible Client/Peer

- a. Student will select an appropriate client (peer) and include process in care plan.
- b. Student must take a suitable impression and fabricate a model appropriate for tray construction.
- c. Student must determine starting shade and discuss process and expectations with the client.
- d. Student must select the appropriate whitening agent and discuss its use.
- e. Student must discuss and manage sensitivity before and during the procedure.
- f. Student must evaluate and document the whitening process.
- g. Student will advise client of cost for whitening services (additional \$50.00).

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 use and all findings of Velscope in the treatment record.

Tobacco/Smoking/Vaping Counselling

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

3-Day Nutritional Counselling

- a. Students will identify a client for whom a 3-day diet assessment is warranted.
- b. Student will provide appropriate nutrition counselling based on a 3-day diet assessment that addresses caries risk and systemic health, suggesting changes for health promotion in accordance with Canada's Food Guide.
- c. Students will submit the Nutritional Counselling Skill Form with the chart for evaluation and approval.
- d.

Toluidine Blue

- a. Students will identify the need for further testing with Toluidine Blue.
- b. Students will correctly perform the Toluidine Blue test.
- c. Students will document use and all findings in the treatment record.
- d. Students will identify the need for referrals.

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.

E. ADDITIONAL REQUIREMENTS: Clinic support Duty. Students must be familiar with and perform duties on each corresponding Support Duty skill forms.

1. Reception, Clinical Assistant, Rad CA/Peer Assessor and Screener Duties (must complete at least 3 rotations of varying nature).

- a. Students will attend review sessions for reception and dispensary in preparation for rotations.
- b. Students will be evaluated during rotations in reception, screening and dispensary during both teaching and client clinics.
- c. Inconsistent or not competent (“N”) marks will result in the student repeating the unsatisfactory rotation during a scheduled client clinic.
- d. See the corresponding skill form for complete performance indicators and criteria for evaluation.

2. Satisfactory Completion of the following:

- a. All chart audits by April 28, 2023.
- b. All prox cards must be returned by May 5, 2023 to Liz Morch. If not returned by this date an “I” grade for Incompletion will be awarded as a final grade for DHYG 381 which results in an inability to graduate. If a prox care is lost or not returned, a \$20.00 replacement fee will be charged to the student. Once fees are collected or the card is returned, the “I” grade will be reconciled.
- c. Lab kits must be returned by April 28, 2023 to Liz Morch. If any items have been lost or damaged, the student is responsible for replacement fees. Fees are listed on the original Lab Kit Assignment Forms. If lab kits are not returned, an “I” grade for Incompletion will be awarded as a final grade for DHYG 381 which results in an inability to graduate.
- d. Any items in the lab and/or fridge (including impressions, impression trays, fabrication materials and items) must be properly cleaned and checked by faculty prior to receiving a grade for DHYG 381. The same applies to the Lab itself. If outstanding items remain, an “I” grade for Incompletion will be awarded as a final grade for DHYG 381 which results in an inability to graduate.
- e. All client information has been deleted off storage devices.
- f. Lockers have been cleaned and all contents have been removed

Students must satisfactorily meet all learning outcomes for this clinical course as outlined in Section A: Grading, in the 2022-23 Dental Hygiene Clinic Manual. Students must also satisfactorily complete scheduled summatives, formatives, yearlong requirements, rotations, support duties, client care requirements and additional requirements as outlined here.

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 noticed 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

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

Please refer to the student handbook for more information.

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.

[CDA 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>

Support Service	Website
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](http://camosun.ca/services/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.