

CLASS SYLLABUS



COURSE TITLE: DHYG 370 Clinical Theory 3
CLASS SECTION: X01 – Mondays 8:30-10:20am, Fridays 1:00-2:50pm
TERM: F2022
COURSE CREDITS: 3.0
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: Erin Di Battista / Leta Zaleski
EMAIL: dibattistae@camosun.ca
OFFICE: DNT111
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 integrate clinical theory, professional practice, and dental science for clients of a variety of ages, and those with diverse dental and medical conditions. The students will apply their knowledge and skills with increasing independence in the provision of the dental hygiene process of care for individuals and families with more complex needs.

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

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	4	15	60

Seminar
 Lab / Collaborative Learning
 Supervised Field Practice
 Workplace Integrated Learning
 Online

TOTAL HOURS 60

COURSE LEARNING OUTCOMES

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

1. Discuss dental restorative procedures in order to assist clients to make informed treatment decisions.
2. Analyze the elements of comprehensive dental hygiene care for clients with diverse dental and medical conditions.
3. Explain communication and collaboration issues associated with the process of care for child clients.
4. Analyze evidence-informed dental hygiene educational, preventive, and therapeutic services for individuals and families.
5. Discuss the process of and determine the need for inter-professional communication and collaboration in the provision of dental hygiene care.
6. Examine advocacy approaches to negotiate the best outcomes to support access to dental and dental hygiene care for individual clients.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Bowen, D.M., &* Pieren, J.A. (2020). Darby and Walsh Dental Hygiene Theory and Practice. 5th ed. Elsevier.
 Camosun College Dental Hygiene Program Clinic Manual, 2022-2023
 Selected Readings posted to D2L

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.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
A weekly schedule will be posted to D2L and is subject to change.	<p>Advanced Manual Instrumentation and Ergonomics</p> <ul style="list-style-type: none"> • Recall strategies to support long-term clinician health during the provision of clinical dental hygiene care. • Discuss debridement around oral appliances. • Explain characteristics and uses for accessory instruments needed for complex periodontal debridement. • Discuss advanced fulcruming techniques used during debridement. 	Assigned pre-reading will be identified in the course schedule posted to D2L

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	<ul style="list-style-type: none"> • Discuss ergonomic positioning for reinforced periodontal instrumentation, including standing position. <p>Dental Implants</p> <ul style="list-style-type: none"> • Describe the characteristics of implants in health and disease. • Describe indications, contraindications and techniques for debridement around dental implants. • Recall self-care protocols for dental implants. • Discuss current recommendations and rationale for establishing continuing care intervals for clients with dental implants. • Discuss clinical indications for referrals <p>Air Polishing</p> <ul style="list-style-type: none"> • Explore the paradigm of guided biofilm control. • Compare and contrast the agents, equipment and techniques used in supra-and sub-gingival air polishing. • Describe the set-up, take-down and maintenance of supra-and subgingival air polishing equipment. • Describe the armamentarium used during supra- and subgingival air polishing. • Discuss indications and contraindications for sub and supra-gingival air polishing. • Discuss possible complications associated with air polishing and who to avoid and problem solve these challenges. • Discuss additional precautions for the use of air polishing when additional respiratory precautions are in place. • Compare and contrast stain removal with a rubber cup vs. an air polisher. <p>Pit and Fissure Sealants and Resin Infiltration</p> <ul style="list-style-type: none"> • Describe sealants and their role in a comprehensive preventive oral health care program. • Discuss research findings and current position statements regarding indications, contraindications, sealant retention and caries reduction. • Describe sealant materials and decision making for various applications. • Explain the steps for sealant application for resin and GI sealants, following manufacturer’s directions. 	

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	<ul style="list-style-type: none"> • Discuss the use of resin infiltration within the dental hygiene scope of practice. • Describe resin infiltration and its role in a comprehensive preventive oral health care program. • Explain the process for placing a resin by infiltration on interproximal and facial surfaces. • Describe information that must be provided to the client/representative to obtain informed consent related to sealants and resin infiltration. • Explain post-care instructions and continuing care recommendations following sealant placement for both resin-based and GI sealants, and resin infiltration. <p>Orthodontics</p> <ul style="list-style-type: none"> • Discuss the dental hygienist’s role in orthodontics and client’s unmet needs. • Assess and determine the need for referral for orthodontic care. • Discuss how orthodontics affect dental care and the need for collaboration between preventive, restorative, periodontal and implant needs. • Describe the biomechanics of tooth movement. • Explore a variety of orthodontic appliances used to address the main categories of orthodontic treatment. • Recall oral self-care recommendations for clients in the pre-, active and retention phases of orthodontic treatment. • Identify risk associated with orthodontic treatment and ways to mitigate these risks. <p>Impressions and Study Models</p> <ul style="list-style-type: none"> • Discuss the purpose and common uses for dental impressions. • Explain the rationale for creating models of various types and purposes. • Discuss the composition, properties and manipulation of alginate and other impression materials. • Describe possible concerns related to the use of alginate for impressions and common tissue responses when taking impressions. • Discuss conditions that contraindicate or modify obtaining impressions and how to mitigate if possible. • Outline the procedural steps in preparation and for obtaining a satisfactory dental impression. 	

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	<ul style="list-style-type: none"> • Describe infection control procedures related to impressions, inter-occlusal records, and casts. • Discuss gypsum and dental stone products, including precautions. • Discuss the procedural steps to fabricate and trim a diagnostic and working cast. • Discuss criteria for acceptable impressions and casts depending on intended purpose. • Explain the purpose and procedure for obtaining an inter-occlusal record using various materials. • Discuss CDHBC and Camosun College requirements for documentation related to impressions and models. • Explore digital impressions. <p>Obstructive Sleep Apnea (OSA)</p> <ul style="list-style-type: none"> • Describe the dental hygienist’s role in screening and protocol for referral of clients at risk for OSA. • Describe the risk factors and health consequences associated with OSA. • Recognize the signs and symptoms of OSA in adults and children, and how they constitute an unmet need. • Describe common diagnostic techniques for OSA and options for treatment, including oral appliance therapy. <p>Oral Cancer Risk Assessment</p> <ul style="list-style-type: none"> • Recall BC Cancer protocols for lesion monitoring and referral. • Discuss the use of Toluidine Blude in assessing tissue changes in the oral cavity. • Outline the procedural steps in using Toluidine Blue as an adjunctive aid when determining oral cancer risk. <p>Dental Restorations and Dental Hygiene Practice</p> <ul style="list-style-type: none"> • Discuss the characteristics, benefits, drawbacks and safety of various direct and indirect dental restorative materials. • Explain the composition, preparation, placement, and finish of common restorative, prosthetic, esthetic, and preventive materials. • Discuss the dental hygienist’s role in educating clients on the indications and rationale for a dentist to recommend various materials and techniques to restore a compromised dentition. 	

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	<ul style="list-style-type: none"> • Describe methods used to protect the integrity of various dental materials during assessment and implementation. • Discuss and recognize the effect of various dental materials and restorative techniques on surrounding oral tissues. • Explain the effect of defective restorations on the periodontium and the client's ability to maintain oral health. • Discuss the purpose, contraindications, armamentarium, and technique for margination of amalgam and composite filling materials. • Discuss the rationale, contraindications, armamentarium, and technique for polishing amalgam fillings. <p>Pulp Vitality Testing</p> <ul style="list-style-type: none"> • Recall sources of tooth sensitivity. • Analyze assessment approaches to gain data related to areas of tooth sensitivity. • Compare and contrast approaches used to determine the health of the pulp • Discuss causes, diagnosis and treatment of reversible and irreversible pulpitis. <p>Adjunctive Caries Detection</p> <ul style="list-style-type: none"> • Discuss various technologies available for dental caries detection. • Discuss the dental hygienist's scope of practice related to the use of adjunctive caries detection devices. • Compare the various devices currently on the market for caries detection. • Explain information to discuss with the client regarding findings associated with an adjunctive detection device, including the need for follow-up and/or referral. • Discuss the armamentarium and process for using the Canary® caries detection device. <p>Nutritional Counseling</p> <ul style="list-style-type: none"> • Describe the dental hygienist's role in nutrition counselling. • Identify nutritional requirements for optimum health using the recommendations and guidelines for healthy eating from Canada's Food Guide (CFG). 	

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	<ul style="list-style-type: none"> • Describe the process of involving and guiding a client in the completion of a food record, written details of diet and patterns, and non-directive nutritional counselling techniques. • Analyze personal food choices and eating patterns and recommend client-centered modifications to promote general and oral/dental health. • Provide/develop comprehensive written communication that would best inform clients on the relationship between their personal diet/nutrition and risk for oral and systemic disease. • Discuss food factors such as culture, budget, preparation and patterns that affect nutritional choices for individuals across the lifespan. • Recall information on the relationship between form and frequency of fermentable carbohydrates and dental caries to determine acid exposure time and inform oral health education. <p>Tooth Whitening</p> <ul style="list-style-type: none"> • Discuss the dental hygiene process of care related to tooth whitening. • Compare internal and external staining and bleaching. • Explain the chemical process, common side effects, and contraindications of tooth whitening. • Describe the procedural steps in assessing, preparing, and delivering a whitening system to a client. • Explain information to discuss with the client regarding expectations and continuing care recommendations. <p>Custom Trays</p> <ul style="list-style-type: none"> • Differentiate between custom trays, sports guards, bruxism guards, and occlusal splints. • Discuss the dental hygiene scope of practice related to various mouthguards. • Discuss physical properties of materials used for the fabrication of various custom trays. • Describe the process to fabricate a whitening tray. • Describe the rationale and process for fabricating a custom fluoride tray. • Describe the steps to fabricate a custom sports mouthguard. <p>Sports Mouthguards</p>	

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	<ul style="list-style-type: none"> • Explain the role of sports mouthguards in promoting oral health. • Describe the types of sports guards and determine the appropriate type for various classifications of static occlusion. • Analyze trends in sport-related injuries including the relationships of dental trauma to concussions. <p>Professional Applied Subgingival Irrigation</p> <ul style="list-style-type: none"> • Discuss indications for use of professional subgingival irrigation, equipment, and technique in the prevention and treatment of inflammatory periodontal disease. • Distinguish between the various modes of delivery available for the application of chemotherapeutics in the professional setting. • Explore various agents used for subgingival irrigation and current research on efficacy. <p>Case Studies</p> <ul style="list-style-type: none"> • Discuss the rationale for developing case studies, and appropriate content. • Utilize appropriate strategies to present a case study on the dental hygiene process of care for a child client. <p>Dental Hygiene Process of Care of Children and Youth</p> <ul style="list-style-type: none"> • Describe the impact of the Infant’s Act on dental hygiene practice. • Discuss specific documentation requirements when providing care for mature minors. • Explore the process of care for child and youth clients at various developmental stages. • Explore modifications to the dental hygiene process of care for children of various ages, including assessment, dental hygiene diagnosis, care planning, positioning, and behaviour management. • Discuss nutritional and dietary recommendations for children of various ages. • Discuss assessing nutritional and dietary practices for child clients and the need to incorporate into care. • Discuss approaches to involve parents/caregivers in oral self-care for children when required. • Discuss providing oral self-care instruction and expectations for children of various ages and stages of development. 	

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	<ul style="list-style-type: none"> Assess caries risk and determine appropriate interventions based on CAMBRA for children with primary, mixed dentition, and permanent dentition. Discuss and apply appropriate communication strategies applicable to children of various ages. Identify signs and symptoms of suspected child abuse and neglect. Explain the dental hygienist's legal and ethical responsibilities and role in advocating for the protection of children. 	

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

DESCRIPTION	WEIGHTING
Assignment: Child Case Study Presentation	20%
Exams: Term Test 1	25%
Exams: Term Test 2	25%
Exams: Final Exam	30%
<p>NOTE: Students must receive a passing grade of B- or 70% in both the Assignment and Exam portions of the Student Evaluation plan to achieve a passing grade for this course.</p>	
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

Students are expected to attend all classes/group sessions, and engage sufficiently in order to safely apply theoretical content and concepts from this course to the clinical environment. Students must be prepared to participate and share knowledge and ideas with others. Pre-reading/preparation and attendance is essential in order to integrate the knowledge, skills and expectations for professional behaviour into clinical practice.

Absence from class and lack of preparation increases the risk for students to be unsuccessful in meeting the learning outcomes for this course as well as the clinical practice component of the program. This course follows the principles of student-led learning.

SCHOOL OR DEPARTMENTAL INFORMATION

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

[DHYG Student Handbook](#)

[HHS Student Handbook](#)

STUDENT RESPONSIBILITY

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

SUPPORTS AND SERVICES FOR STUDENTS

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

Support Service	Website
Academic Advising	<u>http://camosun.ca/advising</u>
Accessible Learning	<u>http://camosun.ca/accessible-learning</u>
Counselling	<u>http://camosun.ca/counselling</u>
Career Services	<u>http://camosun.ca/coop</u>
Financial Aid and Awards	<u>http://camosun.ca/financialaid</u>
Help Centres (Math/English/Science)	<u>http://camosun.ca/help-centres</u>
Indigenous Student Support	<u>http://camosun.ca/indigenous</u>
International Student Support	<u>http://camosun.ca/international/</u>
Learning Skills	<u>http://camosun.ca/learningskills</u>
Library	<u>http://camosun.ca/services/library/</u>
Office of Student Support	<u>http://camosun.ca/oss</u>

Support Service	Website
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.