

CLASS SYLLABUS



COURSE TITLE:	DHYG 371 Clinical Practice 3	
CLASS SECTION:	X01(A)	Mondays & Wednesdays 1:00-4:50pm Tuesdays 8:00-9:50am Thursdays 9:00-11:50am Fridays 8:00-11:50am
	X01(B)	Mondays & Wednesdays 1:00-4:50pm Tuesdays 10:00-11:50am Thursdays 9:00-11:50am Fridays 8:00-11:50am
TERM:	Fall 2022	
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 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: Tika Brown
EMAIL: brownt@camosun.ca
OFFICE: DNT 003
HOURS: Please email me at the above address to set up appointments

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

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 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 371

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

The schedule for DHYG 371 will be posted on D2L.

Also see Course Guidelines & Expectations below for more information.

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

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 2022-23 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 19, 2022 (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 19, 2022.**
- 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 12, 2022 (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 and identify the correct working end without looking at the numbers printed on the instrument 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 Standard & Slimline S/R/L tips: Due: September 14, 2022 (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 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.

Advanced Instrumentation and Ergonomics: Due September 15, 2022 (Teaching Clinic)

- a. Students will identify appropriate areas for use of advanced instrumentation
- b. Students will demonstrate correct use of extended and mini Langers, 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.

Air Powder Polishing and Guided Biofilm Therapy on a Peer. Due September 16, 2022 (Teaching Clinic).

- a. Students will identify the methods of delivery of guided biofilm therapy 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

Local Anesthetic: Due October 26, 2022 (Teaching Clinic)

- a. Student will provide injections to designated student partner in teaching clinic.
- b. Students will demonstrate the PSA, MSA, ASA, IO, GP, IANB, LB, INB, NP, 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 and non-resin): Due November 17, 2022 (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 and non-resin fissure sealant.
- c. Students will demonstrate appropriate preparation, isolation, conditioning, placement, evaluation and adjustment as needed for light-cured sealant material and glass ionomer.
- 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 timeframe determined by the instructor in collaboration with the student.
- g. Process and product will be evaluated on a manikin and/or peer.

Subgingival Irrigation, Salivary Flow Rate, Adjunctive Caries Screening (Canary™): Due November 24, 2022 (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 technique for performing salivary flow rate test, accurately identify significant findings and document appropriately on a peer.
- c. Students will demonstrate correct set-up and technique for performing adjunctive caries screening.
- d. Students will accurately identify demineralized areas using adjunctive caries screening and document appropriately on a peer.

Margination, Pulp-vitality Testing, Margination and Amalgam Polishing and Finishing. Due: November 25, 2022 (Teaching Clinic):

- a. Students will practice margination using burrs, finishing strips and discs on a manikin.
- b. Students will practice polishing and finishing amalgams on a manikin.
- c. Students will demonstrate set-up and use of an air-powder polisher on a manikin.
- d. Students will demonstrate professional subgingival irrigation on a manikin.
- e. Students will demonstrate the use of an electric pulp tester, Tooth Sleuth[®], and ice on a manikin or peer.

IRM Restoration, Rubber Dam Placement and Instrument Transfer: Due December 2, 2022 (Teaching Clinic with CDA students)

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

Mentorship with Junior Dental Hygiene Students: Due December 5, 2022 (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 the fundamentals of instrumentation with junior students during teaching clinic.
- d. Students will write a reflective summary of both experiences and dropbox to their advisor by Monday, December 5, 2022.

Sports Guard: Due December 9, 2022 (Teaching Clinic):

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

Whitening Tray: Due December 9, 2022 (Teaching Clinic):

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

Quizzes: Due date is outlined on Clinic Schedule

- a. Students will complete the quiz associated with the learning activity to be performed on specific dates.

- b. Quizzes may be attempted three times and must be passed in order 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.

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 2021-22 Clinic Manual for the complete performance indicators and criteria specific to each formative. This identifies evaluation criteria for each summative.**

Air Powder Polishing/Guided Biofilm Therapy on a Client. Due December 4, 2022).

- a. Students will identify the methods of delivery of guided biofilm therapy 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 peer.

30 Minute Manual Debridement of Sextant 5 (Process and Product): Due October 23, 2022

- a. 30 minutes in length.
- b. Use of manual instruments only.
- c. Evaluation of fundamental instrumentation principles, including instrument sharpness, and instrument selection in Sextant 5 with light to moderate deposit.
- d. Product evaluation on a minimum of 3 teeth. Process will also be observed and evaluated.

60 Minute Manual Debride Evaluation on a Quadrant (Process and Product): Due November 30, 2022

- a. 60 minutes in length.
- b. Mild to moderate tissue inflammation.
- c. Moderate detectable subgingival deposit on 5-6 teeth; supragingival deposit 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. Process for manual instruments must be observed for a minimum of 20 minute during the evaluation (it is a shared responsibility between the student and instructor to ensure process is observed as required).
- h. Product will be evaluated at the end of 60 minutes.
- i. See the corresponding skill form for complete performance indicators and criteria for evaluation.

Summative Client: Light Classification: Due December 1, 2022

- a. A moderate client is selected to perform this summative evaluation on by the student and confirmed by an instructor.
- b. This client is graded in EXCEL and identified on the spreadsheet as **“Summative Client”**.
- c. The full process of care (ADPIE) is performed on this client.

- d. Each clinical procedure/skill must be performed at a satisfactory level (either an “S” or “I” grade for each procedure/skill). This **does not** include the chart audit or treatment letter but **does** include the care plan.
- e. If a “N” grade has been awarded for a clinical skill, this client will not count as their Summative Client and this will need to be performed on another eligible client.

Full Mouth Series on a Client: Due December 9, 2022

- a. Full mouth series (min 12 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 9, 2022

- 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.

Chart Audits: Due Dec 9, 2022.

- a. All chart audits must be completed and submitted to your advisor by Friday December 9 end of day.
- b. All chart audits must be satisfactorily completed, included 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.**

YEAR LONG 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, IO, ASA, NP, GP, Inf. IANB or GG, LB, 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.

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.

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.

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.

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

- a. Students must complete the evaluation of the whitening process on their peer.

- b. Students must determine next steps and recommendations with their peer.
- c. Students must accurately document the whitening process.

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.

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/5 R's approach to counselling.
- f. Students will submit the Tobacco Cessation Counselling Skill Form with the chart for evaluation and approval.

Adjunctive Caries Detection Assessment

- a. Students will accurately identify the need to perform an adjunctive caries detection assessment.
- b. Students will correctly perform the adjunctive caries detection assessment and document findings in the treatment record.
- c. Students will identify the need for referrals.

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 series of radiographs (minimum of 12 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.

SCHOOL OR DEPARTMENTAL INFORMATION

If assessments are missed due to illness, alternative arrangements may be made.

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

[DHYG Student Handbook](#)

[HHS Student Handbook](#)

STUDENT RESPONSIBILITY

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

SUPPORTS AND SERVICES FOR STUDENTS

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

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid

Support Service	Website
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

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

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

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

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

Academic Integrity

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

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

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

Grading Policy

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

Grade Review and Appeals

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

Mandatory Attendance for First Class Meeting of Each Course

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

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at

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

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