



CAMOSUN COLLEGE
School of Health & Human Services
Dental Programs

DHYG 150 Principles and Issues
Fall 2009

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: This outline will not be kept indefinitely. Please keep this outline for your records.

This course introduces the profession of dental hygiene. Current concepts of practice are examined, with emphasis on roles, professional communications and deportment, responsibility and accountability, behavioural foundations, legal and ethical influences

1. Instructor Information

(a) Instructor	Dianne Gallagher
(b) Office hours	By appointment
(c) Location	004 Dental Building
(d) Phone	370-3215 Alternative: 595-2928
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(f) Website	_____

2. Intended Learning Outcomes

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

- 1. Understand dental hygiene roles and responsibilities within the oral health care system.**
- 2. Describe relevant law and current practice standards for dental hygiene practice.**
- 3. Understand the skill set of a dental hygienist.**
- 4. Understand behavioural foundations of learning.**
- 5. Describe ethics in dental hygiene practice.**

3. Required Materials

(a) Texts:

Darby and Walsh (2010) Dental Hygiene Theory and Practice, WB Saunders
Course Package (Readings): Dental Hygiene 150 2009 Available from the Camosun College Bookstore

Handbooks: CDHBC Registrants' Handbook(cost \$15) pay by cash, cheque or money order to College of Dental Hygienists of British Columbia - copies available in class

Gregoric Learning Style Survey (Cost \$4-collected in class)

Student Membership in CDHA required for access to Members only Website.

(b) Class Hours

4 hours / week

(c) Lab Hours

(d) Out of Class Requirements

4 hours /week

(a) Dates: assignments, quizzes, exams, lecture, seminars

See attached schedule

4. Course Content and Schedule

SPECIFIC OBJECTIVES

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

1. **Understand dental hygiene roles and responsibilities within the oral health care system.**

1.1 Describe the health care and oral health care systems.

- primary health care, medicare
- oral health and general health
- population health
- Canadian health policies
- Federal Dental Health Officer
- Provincial Dental Health Programs
- Canadian Association of Public Health Dentistry
- Influences on general health
- Health determinants
- dental hygienists and health promotion
- oral illnesses
- dental caries and periodontal diseases
- developmental diseases
- degenerative diseases
- socioeconomic disparities and oral health
- children, adults and seniors needs
- clients with special needs

- 1.2 Describe the discipline of dental hygiene.
 - Perceptions (own, public, professional)
 - DH definition, process of care
 - Foundation of dental hygiene practice
 - Individual and environmental factors affecting dental hygiene care.
 - Evaluating evidence for dental hygiene services
 - Responsibilities (clinician, educator, administrator/manager, client advocate, change agent, researcher)
 - National competencies in Dental Hygiene
 - Health Care Professionals 21st Century (PEW)

- 1.3 Describe the history of the dental hygiene profession.
 - history of dental hygiene in Canada and landmark events
 - paradigm (four major concepts, unique perspective)
 - historical conceptual models of dental hygiene practice
 - health paradigms and models of health care (treatment, prevention, health promotion)
 - occupational model vs conceptual model of dental hygiene practice
 - Collaborative Practice
 - Human needs conceptual Model (DW p13)
 - Roles of dental hygienists(educator, clinician, manager, advocate, researcher)

- 1.4 Discuss professional characteristics of dental hygiene.
 - Definitions (professionalism, profession, professional culture etc)
 - Characteristics of a profession
 - Professional status
 - Authority (legal framework)
 - Social responsibility
 - Community Sanction (public and professional expectations)
 - Quality Assurance (education, standards of practice, certification, registration, regulation, accreditation, continuing competence,)
 - Ethics
 - Changes impacting dental hygiene
 - Formal Education in BC (diploma, degree, masters degree, PhD)
 - Competencies for entry to the profession
 - Dental hygiene in transition (DW p11)

- 1.5 Recognize the Dental Professional Organizations
 - International organizations
 - Canadian organizations
 - British Columbia organizations
 - Victoria and District organizations
 - Accrediting agency
 - Certification agency
 - Regulatory agency
 - International organization

- 1.6 Discuss the value of membership in a professional association
 - Professional Service/ Membership
 - professional networking
 - education
 - insurance coverage
 - support
 - leadership
 - library and research

2. Describe relevant law and current practice standards for dental hygiene.

- 2.1 Explain the mandate of the regulatory authority for dental hygiene as outlined in the BC Health Professions Act.
- Self-regulation
 - Health Professions Act. (HPA)
 - Dental Hygiene Regulations under the HPA
 - Professional responsibility and accountability
 - Access to care
 - Records
 - Quality assurance
 - Consultation, collaboration, supervision, public trust
 - Professional records and referrals
- 2.2 Explain how civil law and criminal law influence dental hygiene practise.
- recognize the following terms:
 - tort law, negligence, contributory negligence, malpractice,
 - technical battery, trespassing, libel, slander
 - express contract, implied contract, quasi contract, breach of contract,
 - implied consent, express consent, informed consent,
 - reasonable care, agency relationship, jurisprudence
- 2.3 Discuss the dental hygienist's legal obligation as a professional
- responsibilities(to the client, employer, colleagues and the profession)
 - respect for colleagues
 - accountability
 - self-assessment and self-direction

3. Understand the skill set of a dental hygienist (beyond technical competence)

- 3.1 Evidence based decision making
- Identify sources of professional information
 - Recall levels of clinical evidence for practice
 - PICO process
 - Conduct computerized search to find evidence
 - Critically appraise evidence for validity and usefulness
 - Evaluate the process
- 3.2 Discuss teamwork and collaboration in dental hygiene practice
- dental team, roles
 - group members and roles
 - group development
 - group work
 - group skills (respect and commitment, competition, cooperation, planning and collaboration)
 - critical thinking and problem solving
 - conflict resolution

- 3.3 Understand elements of communication :
 - self concept
 - perceptions
 - values (DW p38)
 - knowledge
 - verbal and non verbal communication
 - effective listening
 - responding skills
 - communications skills
 - professional language, deportment

- 3.4 Understand methods to enhance communication
 - rapport and credibility
 - communication faults
 - effective feedback
 - assertiveness, aggressiveness, compromise
 - taking criticism
 - reducing defensiveness
 - managing anger/conflict
 -

- 3.5 Recognize non-verbal communication
 - interpret feelings
 - signs of lying/anxiety
 - false assumptions
 - Canadian non-verbal cues
 - body language
 - gender issues
 - professional vocabulary and deportment

- 3.5 Examine skills for creating a supportive environment
 - Introductions
 - telecommunications
 - non-biased language
 - space: personal, social and public
 - acceptance
 - managing anxiety
 - therapeutic communication: silence, active listening, humour, questioning
 - communications inhibitors: opinions, reassurance, defensiveness, approving or disapproving, ignoring

- 3.6 Discuss the influence of culture on communication.
 - Cultural identity, values
 - Barriers to effective intercultural communication
 - Understanding diversity
 - Gender differences
 - Cultural competence and dental hygiene care

- 3.7 Understand teamwork in the education setting.
 - Professional service
 - Function of groups
 - Class officials
 - Meeting planning
 - Meeting behaviours
 - Preparing an agenda
 - Chairing a meeting
 - Keeping time and minutes

- Communication with teachers and Program Chair
- 3.8 Understand dental hygiene presentation skills.
- assess needs of the recipient/ target group
 - plan a presentation
 - research
 - professional language and department
 - goals
 - time
 - sequencing
 - delivery
 - audio-visual materials
 - level of information
 - deliver a presentation
 - evaluate and revise a presentation
4. **Understand behavioural foundations of learning.**
- 4.1 Discuss learning in the context of dental hygiene education
- learning styles
 - learning domains: cognitive, affective and psychomotor
 - learning readiness, capability, maturity
 - resources and support groups
 - time on task
 - learning strategies
 - information finding strategies
- 4.2 Understand time management techniques to enhance learning
- Elements of health
 - Empowerment and health
 - Signs of stress
 - Time management (prioritizing, scheduling, supporting)
 - Study skills
- 4.3 Discuss the learner's perspective on learning
- stages: novice to expert
 - reflection
 - critical thinking
 - problem solving
 - evaluation
 - time management
- 4.4 Discuss self-directed learning
- responsibility of professionals
 - self- direction and evaluation
 - continuing professional education
 - evidence based practice
 - planning for success
- 4.5 Discuss the role of mentorship in professional development.
- obligations to the profession
 - professional mentors
 - professional collegiality
 - professional department

5. Describe ethics in dental hygiene.

- 5.1 Discuss theory of ethics
- major ethical perspectives (utilitarian, deontological, virtue, feminist)
 - principles (non-maleficence, beneficence, justice, veracity, fidelity)
 - paternalism
 - rights and privileges
 - core values (autonomy, confidentiality, societal trust, utility)
 - personal and professional ethics
 - conflicting values
- 5.2 Discuss ethical obligations in the process of dental hygiene care.
- provision of care
 - self assessment
 - informed consent
 - clients rights
 - consultation
 - social responsibility
 - CDHA and CDHBC Code of ethics
 - Every day ethics
- 5.3 Discuss ethical issues and public policy related to oral health care
- distributive justice
 - allocation of funds
 - care of those with special needs
 - public funding for oral health care

5. Basis of Student Assessment (Weighting) Assignments

Questions on Dental Hygiene Discourse due Oct.5 p. 71,72 5%
Annotated bibliography assignment due Nov 4, 2009 20%
Reflection on Conflict p. 264 (homework) due November 30, 2009 5%

Test1 Nov 23, 2009 Teamwork, Communications , Fear and Anxiety etc (material October 26 to November 184h)25%

Test 2 Conflict Management, Cultural Competence, Ethics and Legal Framework 25% Exam
Week Dec 14-21

Participation and Homework 10%

(c) **Participation 10%**- to receive full marks you will prepare readings for class, participate in discussions and workshops and produce acceptable assignments and homework on time.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.