



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Dental Programs**

**DHYG 160**  
**Clinical Theory and Practice 1**  
**Fall 2010**

**COURSE OUTLINE**

The Approved Course  
Description is available on the  
web @

<http://www.camosun.bc.ca/calendar/current/web/dhyg.html#DHYG160>

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.*

**1. Instructor Information**

|                         |   |
|-------------------------|---|
| <b>(a) Instructor</b>   | Bonnie Blank                                  |
| <b>(b) Office hours</b> | Posted on door                                |
| <b>(c) Location</b>     | Dental Building R 002                         |
| <b>(d) Phone</b>        | 250-370-3192 <b>Alternative:</b> 250-477-2662 |
| <b>(e) E-mail</b>       | blankb@camosun.bc.ca                          |
| <b>(f) Website</b>      |   |

**2. Intended Learning Outcomes**

The following learning outcomes are consistent throughout all six clinical courses in the dental hygiene program, unless otherwise stated. Performance Indicators are specific to each Term and will be reflective of the expectations required of each student at the end of every Term. Please read them thoroughly. Assessment of skills/knowledge will be based on evaluations from the theory and the clinical component of the course.

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

1. Demonstrate professional behavior
2. Use clear, appropriate, and accurate written, oral, and visual communication with peers, clients, staff, and faculty
3. Demonstrate responsibility and accountability for own actions
4. Work effectively as a member of the dental team to provide oral health care
5. Prepare environment ensuring safe and efficient delivery of care
6. Perform assessments that ensure optimal delivery of dental hygiene therapy
7. Develop dental hygiene diagnosis and care plan which contributes to optimal oral and general health (not introduced this semester)
8. Implement the dental hygiene process of care that contributes to the client's oral and general health
9. Demonstrate critical thinking skills and apply the problem-solving process in the provision of dental hygiene care

10. Apply basic knowledge, values, and skills related to self-evaluation to the practice of dental hygiene
11. Evaluate the dental hygiene process of care to ensure safety, comfort, and understanding
12. Manage clinical environment to ensure optimal delivery of care. (not introduced this semester)
13. Integrate basic behavioral, biological, dental sciences, professional courses with clinical knowledge, skills, and values into the practice of dental hygiene.

### **3. Required Materials**

(a) Texts

Dental Hygiene Theory & Practice, 3rd Edition, Darby & Walsh (text & procedures manual)

Fundamentals of Periodontal Instrumentation, 6th Edition, Jill S. Nield-Gehrig

Camosun College Dental Hygiene Clinic Manual 2010 Edition

Handout packet

(b) Other

Kilgore Model

Camosun College 2010 Instrument Kit

### **4. Course Content and Schedule**

Class hours: 5 hours

Lab/Clinic Hours: 9 hours

**A weekly schedule of class and clinic activities will be distributed separately.**

### **GENERAL INFORMATION FOR DHYG 160**

#### Dress

Appropriate dress for each type of activity is expected:

Clinic: Exercises are performed on manikins or partners

Complete clinic attire, including clinic shoes is required. Refer to Dental Hygiene Clinic Manual for details.

#### Student Rotations for Clinic

Clinic activities are outlined on the weekly schedule.

Daily Preparation for Class and Clinic

As an adult learner, it is the student's responsibility to participate in the learning process and to be prepared to ask or answer questions and participate in discussions. In order to do this, it is expected that the student will have read assigned readings.

Understanding the readings is also essential for knowledgeable practice of each procedure in the clinic as well as to achieve competence in clinical procedures.

Knowledge from the readings is also required for active participation in class and Integration Seminars.

Assignments

Written assignments and class presentations are expected on the date specified unless special arrangements are made with the instructor. 2 Marks will be deducted daily for late assignments.

Activity Instructions

When instruments are being used in clinic on partners, please ensure they are bagged and sterilized prior to the session. Instruments used on manikins need to be clean but not sterilized.

Clinical debriefing sessions are held on a regular basis. Their purpose is to allow time for each clinical group to discuss their clinical activities.

## **PERFORMANCE INDICATORS**

### **Learning Outcome #1: Demonstrate professional behavior**

- Demonstrate good personal hygiene habits and professional grooming and dress.
- Obtain informed consent prior to initiating dental hygiene care.
- Maintain confidentiality.
- Follow Camosun College's Dental Hygiene Program's rules and regulations.
- Practice according to Rules of the College of Dental Hygienists of B.C.
- Treat others with respect and empathy

### **Learning Outcome #2: Uses clear and accurate written, oral, and communication with peers, clients, staff, and faculty**

- Discuss the concept of informed consent and confidentiality
- Describe charts and records
- Explain the basic rationale for including each component of a completed record
- Describe guidelines for making progress notes for all procedures introduced this semester
- Discuss confidentiality as it relates to clinical records
- Describe medicolegal aspects of charts and records including handling and storage
- Complete consent form, dental history form, patient/client assessment charts etc.
- Use accepted symbols, abbreviations and terminology, meeting medicolegal requirements
- Maintain patient/client confidentiality
- Demonstrate beginning use of basic interpersonal skills during interactions with peers, faculty, and staff, (e.g. listening skills)
- Identify basic factors influencing interpersonal communication.
- Demonstrate respect for clients, peers, staff, and faculty

- Write logically and legibly using correct spelling, grammar, and punctuation
- Identify when conflicts or blocks are preventing effective communication
- Use language and style appropriate for purpose and client

**Learning Outcome # 3: Demonstrate responsibility and accountability for own actions**

- Demonstrate preparedness and punctuality for class, lab and clinic.
- Recognize own role in performance
- Participate in own learning.
- Demonstrate effective time management as it applies to dental hygiene education and clinical practice
- Request assistance when needed
- Request laboratory and clinical feedback and assessment on a regular basis
- Act on constructive feedback
- Maintain own oral, physical and emotional health.
- Display responsibility as a team member
- Accept consequences of decisions and actions

**Learning Outcome # 4: Work effectively as a member of the dental team to provide oral health care**

- Discuss role and responsibilities of the dental health team
- Support the learning and development of team members )
- Demonstrate flexibility in supporting team requirements
- Promote productivity and functioning of the team

**Learning Outcome #5: Prepare environment ensuring safe and efficient delivery of care**

**Accident/Injury Prevention**

- Describe common accidents/injuries that occur in the dental environment
- Discuss and demonstrate methods of preventing accidents and injuries that could occur in each area of the dental environment
- Discuss hazards dental personnel are exposed to and their control
- Discuss hazardous materials introduced this semester including precautions for handling, using Workplace Hazardous Materials Information Sheets (WHMIS)
- Protect patient/client and self during all dental procedures
- Report accidents/injuries in appropriate manner
- Handle all instruments, equipment and hazardous materials in a safe manner

**Operation/Maintenance of Equipment**

- Explain rationale for maintaining operatory and equipment in neat, aseptic and functioning manner
- Discuss and perform opening and closing routines for the dental clinic and a dental operatory
- Describe and perform basic maintenance procedures for any component of the dental operatory or piece of dental equipment
- Discuss ways of problem-solving basic mechanical or cleanliness problems associated with the dental operatory

### **Infection Control**

- Relate knowledge of infectious diseases, disease transmission, and body's defense mechanisms against infection (from BIOL 160)
- Describe methods for controlling infection in dental practice
- Explain how to establish and maintain clinical asepsis
- Introduce various forms of sterilization.
- Define droplet, fomite, pathogen, percutaneous, spatter, aerosol, vaccine, allergen, antiseptic, asepsis, broad spectrum, disinfectant, sterilization, antimicrobial agent
- Describe infectious agent, route of transmission and the communicable period associated with tuberculosis, hepatitis B and C, Herpes Simplex I-II, HIV
- Identify individuals at risk or with risk behaviors associated with the above conditions
- State the different types of materials associated with gloves and masks
- Identify the methods of exposure from latex sensitivity
- Describe the clinical manifestations & management of clients with Type I hypersensitivity
- State the classification of inanimate objects and the infection control principles associated with each category
- Rationalize the "bleeding" of waterlines
- State two preprocedural oral hygiene measures for the reduction of pathogens
- State HIV and HBV post exposure management
- Practice principles of infection control during all phases of dental hygiene care.

### **Positioning and Comfort**

- Discuss the importance of proper clinician, patient/client and assistant positioning
- Describe work positions of the dental hygienist and zones of activity
- Describe and demonstrate proper principles of body mechanics and support for optimal working conditions
- Describe ways of increasing access and visibility, while maintaining comfort, for any area of the mouth
- Discuss ways to increase the physical comfort of the patient/client and help reduce anxiety, including use of basic communication skills.
- Discuss modifications to patient/client positioning, including precautions
- Discuss ways of positioning patients of various physical types in the dental chair
- Identify at least two commonly seen work-related musculoskeletal disorder and state their ergonomic hazards.

### **Armamentarium Assembly**

- List and prepare appropriate armamentarium required for procedures introduced this semester
- Discuss appropriate aseptic techniques for obtaining supplies and assembling armamentarium
- Describe ways of organizing armamentarium for efficient and safe dental hygiene practice
- Assemble tray set ups and associated armamentarium during dispensary rotations

### **Instrument Sharpening**

- State the objectives of sharpening
- Describe stones and devices used to sharpen instruments
- Discuss and demonstrate principles of sharpening
- Describe and demonstrate the moving stone technique for sharpening instruments, with guidance
- Discuss ways of determining cutting edge sharpness

- State the advantages of using sharp instruments
- Discuss care and maintenance of sharpening stones and devices
- Follow principles of infection control

### **Emergency Care**

- Discuss and follow the protocol in Camosun College's Dental Clinic for obtaining trained emergency care personnel (PERT)
- Locate the emergency kit, oxygen equipment and emergency telephone numbers
- Describe and demonstrate proper operation and maintenance of oxygen equipment
- Describe the principal method of preventing most medical emergencies

### **Learning Outcome #6: Perform assessments that ensure optimal delivery of care**

In addition to specific performance indicators for each assessment, the student must successfully demonstrate the following performance indicators during all assessment procedures.

1. Verbalize an understanding of the rationale for each assessment
2. Develop an efficient sequence and technique to ensure an accurate and thorough assessment
3. Follow principles of infection control
4. Identify associated structures and anatomical landmarks
5. Use appropriate resources to facilitate maximum efficiency and accuracy
6. Document findings accurately, legibly and logically

### **Health History**

- Discuss and complete health history forms (e.g. consent cards, health questionnaire, dental history questionnaire) appropriately
- Describe medicolegal requirements for completing a health history form (e.g. dated, signatures)
- Compare and contrast questionnaire and interview methods for obtaining health history information
- Discuss the limitations of health history-taking
- Discuss the significance of updating health histories
- Discuss the significance of good documentation
- Discuss difficulties encountered with health histories including identifying medical alert conditions, conditions requiring information from reference sources, conditions that require consultation with members of the health team and conditions that affect dental hygiene care
- Discuss conditions that require a "medical alert" to be placed on the chart, and its implications.
- Pursue "yes" responses on a patient's health history, using appropriate interpersonal skills and recording patient's responses
- Identify conditions requiring information from reference sources and/or consultation with members of the health team

### **General Appearance/Head and Neck Assessment**

- Recall knowledge and identify structure and function of the head and neck (from DHYG 110/120)
- Explain the purpose of assessing a patient's/client's general appearance and of assessing the head and neck
- Define inspection, palpation, auscultation and percussion
- Describe and perform a systematic method for assessing the head and neck, modifying the procedure as needed and following precautions.

- Explain how to record head and neck assessment findings and patient's/client's complaints/comments, including appropriate symbols, abbreviations and terminology to meet medicolegal requirements

### **Intra-oral Soft Tissue Assessment**

- Recall knowledge of the structure and function of intra-oral soft tissues (from DHYG 110/120)
- Explain the purpose of assessing the intra-oral soft tissues
- Describe and perform a systematic method for assessing the intra-oral soft tissues, modifying the procedure as needed and following precautions.
- Explain how to record intra-oral soft tissue findings and patient's/client's complaints/comments, including appropriate symbols, abbreviations and terminology to meet medicolegal requirements
- Discuss any difficulties with intra-oral soft tissue assessments
- Discuss sharing assessment data with the patient
- Identify intra-oral soft tissue structures, landmarks and boundaries, relating them to underlying anatomical structures.
- Identify types of oral mucosa tissues

### **Periodontal Assessment**

- Recall knowledge and understand the structure and function of the periodontium (from DHYG 110/120)
- Explain the purpose of assessing the periodontium
- List components of a complete periodontal assessment
- Describe uses of the periodontal probe during the periodontal assessment
- Describe and demonstrate a systematic method for assessing the periodontium
- Describe obvious signs of inflammation
- Discuss characteristics of effective probing, and demonstrate basic probing skills
- Describe and locate soft and hard tooth deposits and stain, including their etiology and characteristics, and factors that contribute to their retention
- Explain, basically, the role of tooth deposits for oral health and disease
- Discuss ways of describing the amount and location of plaque
- Explain the function and demonstrate assessment of attached gingiva
- Explain and demonstrate assessment of recession, mobility, furcation involvement, their etiology and implications
- Explain the term gingivitis and periodontitis
- Record periodontal assessment findings, including pocket depths, bleeding, recession, gingival color, contour, consistency, texture, mobility, furcations, mucogingival defects, and short and interfering frena, deposits, patient/client complaints/comments including appropriate symbols, abbreviations, and terminology to meet medicolegal requirements
- Identify tissues of the periodontium
- Identify obvious signs of inflammation

### **Dental Assessment**

- Recall knowledge and understand dentitions, tooth identification systems and crown morphology (from DHYG 110/120)

- Explain the purpose of assessing the dentition
- Describe use of the explorer during the dental assessment and perform the dental assessment appropriately
- Describe and perform a systematic sequence for assessing the portions of the dental exam introduced this semester
- Determine if teeth are missing
- Describe and identify the appearance of amalgam and tooth-colored restorations
- Describe and record carious lesions and restorations using G.V. Black's classification system
- Explain and identify the different types of marginal irregularities and its effects
- Define and identify enamel hypoplasia, attrition, erosion, and abrasion
- Identify the appearance of amalgam, composite, gold, porcelain, prosthetic, sealants, and implant restorations
- Explain how to record dental assessment findings, including missing teeth, restorations and patient's/client's complaints/comments, including appropriate symbols, abbreviations and terminology to meet medicolegal requirements
- Identify the basic characteristics of specific teeth in a selected area of a patient's/client's dentition including tooth name and number (using various tooth identification systems), and features of tooth morphology that relate to the tooth's identification

### **Occlusal Assessment**

- Recall knowledge of occlusion and the TMJ (from DHYG 110)
- Explain the purpose of recording Angle's classification of occlusion, and record appropriately
- Describe and perform a systematic method for determining the classification of occlusion
- Explain the purpose and procedure for assessing maximum opening
- Record Angle's classification, overbite, overjet, malpositioning of teeth, contact area and embrasure space abnormalities, interferences, maximum opening and patient's complaints/comments, appropriately
- Describe the signs and symptoms of occlusal trauma, including subjective and objective observations.

### **Vital Signs**

- List and determine vital signs
- Discuss rationale for obtaining vital signs for dental hygiene care
- Discuss basic anatomy/physiology of the circulatory and respiratory systems
- Describe temperature, pulse, respiration, and blood pressure, including normal ranges and factors which may cause variances
- Describe procedures for obtaining temperature, pulse, respiration and blood pressure
- Record temperature, pulse, respiration and blood pressure, including appropriate symbols, abbreviations and terminology to meet medicolegal requirements, and inform peer of findings
- Discuss infection control and equipment maintenance pertinent to obtaining vital signs
- Describe and apply different types and sizes of blood pressure cuffs, including indications for each
- Identify abnormal vital signs, informing instructor

**Impressions** - not introduced this semester

**Study Models** - not introduced this semester



Dental Laboratory Maintenance - not introduced this semester

Dental Radiographs - not introduced this semester

Radiographic Processing/Mounting & Interpretation - not introduced this semester

Dental Photography - not introduced this semester

Pulp Vitality Testing - not introduced this semester

**Learning Outcome # 7: Develop dental hygiene diagnosis and formulate care plan which contributes to optimal oral and general health (not introduced this semester)**

**Learning Outcomes #8: Implement the dental hygiene process of care that contributes to the client's oral and general health.**

Self-care

- Recall knowledge about teaching/learning (from DHYG 150)
- Discuss the concept of "self-care" as it relates to general and oral health promotion
- Discuss what it is like to be responsible for one's own oral health
- Explain the role and limitations of the dental hygienist while promoting oral health to a patient/client
- Recall knowledge of plaque
- Describe several types of dentifrice
- Describe the advantages of filaments over natural bristles
- Describe disclosing agents
- Describe toothbrushes and toothbrushing methods
- Describe different types of floss and flossing methods
- Describe conditions that would contraindicate disclosing, brushing and flossing
- Discuss and recommend other self-care aids (ie. proxabrush, endtuft-unituft brushes, rubber tip stimulator, pipe cleaner, stimudent) when appropriate
- Describe the significance of the ADA Seal of Acceptance Program.
- Discuss how the need for a change in a patient's/client's current self-care regime would be determined
- Discuss the use of plaque descriptions (location and amount) for documenting changes in self-care effectiveness
- Discuss conditions that modify or contraindicate toothbrushing and flossing instruction, including precautions
- Describe clinical findings associated with chronic toothbrush trauma
- Describe and record self-care teaching/learning information that needs to be recorded on the patient's/client's record, including appropriate symbols, abbreviations and terminology to meet medicolegal requirement
- Use information obtained from the periodontal assessments, and patient's/client's dental history to assess a patient's/client's current self-care
- Record a description of the amount and location of plaque
- Instruct a patient/client in efficient toothbrushing, flossing, and interdental aids following principles of teaching/learning, and modify accordingly
- Record self-care recommendations and a summary of the teaching/learning session, using appropriate symbols, abbreviations and terminology, meeting medicolegal requirements

Instrumentation Principles

- Describe general characteristics of instruments used in dental hygiene practice
- Discuss basic dental hygiene instruments (mouth mirrors, periodontal probes, explorers and cotton forceps)
- Discuss Gracey curettes & sickle scalers
- Relate the design of the instruments listed above to their used
- Describe general principles of modified pen grasp, fulcrum, finger rest and wrist rock and rotation
- Recall situations that require modifications in grasp, fulcrums and finger rests, and perform modifications accordingly
- Describe adaptation, angulation, insertion and activation of exploratory and working strokes for all instruments listed above
- Explain and demonstrate how proper positioning enhances instrumentation
- Discuss differences in instrumentation procedures while working on a manikin and a classmate
- Demonstrate basic principles of instrumentation on a manikin and student partner using hand instruments

### **Debridement: Scaling and Root-planing**

- Recall knowledge about calculus
- Discuss the significance of reviewing clients' record and assessment data prior to debridement.
- Describe factors influencing instrument selection and instrumentation
- Describe various sensations associated with tooth structures when activating instruments introduced this semester (tactile, auscultation, visual)
- Define scaling
- Explain the use of instruments introduced this semester for scaling, including instrumentation principles
- Discuss what it is like to be a patient/client during the initial learning phase of scaling
- Describe the objectives of an effective, well-established finger rest/fulcrum
- Discuss the causes of infection and its role in the debridement process
- Explain the aims and expected outcomes of a nonsurgical pocket therapy
- Describe what tissue conditioning means
- State the significance of evaluation at each appointment
- Describe some of the problems associated with incomplete scaling
- Discuss and demonstrate ways of helping the patient/client maintain comfort during scaling
- Discuss difficulties maintaining a clear operating field when scaling
- Discuss writing progress notes to document scaling/root planing including appropriate symbols, abbreviations and terminology to meet medicolegal requirements
- List the endpoints of instrumentation
- Identify clinical endpoints that illustrates a positive tissue response
- Discuss factors affecting healing
- Locate obvious calculus using appropriate instruments
- Choose an appropriate instrument for scaling from the instruments introduced this semester
- Use a systematic, efficient, sequence for scaling teeth, following proper instrumentation principles
- Maintain a clear operating field
- Assist your partner in managing any discomfort they may feel
- Record scaling progress notes in the patient's/client's chart, using appropriate symbols, abbreviations and terminology, meeting medicolegal requirements
- Assess effectiveness of scaling using explorer, probe, light and air, as needed

**Polishing** -not introduced this semester

**Fluorides** - not introduced this semester

Dental Prostheses - not introduced this semester

Desensitizing - not introduced this semester

Local Anesthesia - not introduced this semester

Subgingival Irrigation - not introduced this semester

Sealants - not introduced this semester

Recontour / finish / polish Restorations - not introduced this semester

Surgical Dressing - not introduced this semester

Temporary Restorations - not introduced this semester

Suture Removal - not introduced this semester

**Learning Outcome # 9: Demonstrate critical thinking skills and apply the problem-solving process in the provision of dental hygiene care.**

- Establish specific and realistic clinical goals
- Identify obvious problems that are blocking goal achievement, with guidance.
- Plan basic strategies considering some alternative solutions and their consequences, with guidance.
- Implement chosen strategies aimed at meeting identified goals.
- Evaluate effectiveness of strategies in meeting goals, identifying obvious problems.
- Identify limits of own learning

**Learning Outcome #10: Apply basic knowledge, values and skills related to self-evaluation, to the practice of dental hygiene.**

- Relate self-evaluation to self-directed learning.
- Discuss the relationship between self, peer and instructor evaluation.
- Use basic concepts of problem-solving during initial stages of self-evaluation
- Integrate theoretical knowledge to clinical practice

**Learning Outcome # 11: Evaluate the dental hygiene process of care to ensure safety, comfort, and understanding.**

- Recall knowledge about the problem-solving process including the phases (from DHYG 150)
- Discuss evaluation in terms of re-assessment, the first phase of a new problem-solving cycle
- Discuss the use of plaque descriptions to help assess the effectiveness of changes in the patient's/client's self-care regime
- Discuss the purpose of reviewing the patient's/client's assessment findings during each clinical session and recording any changes
- Discuss the meaning of "supervised neglect" and its impact on dental hygiene care
- Describe factors influencing client goal achievement
- Discuss common problems associated with unsuccessful goal attainment
- Re-assess plaque at each clinical session, updating the patient's/client's record to document the effectiveness of self-care regime changes
- Review a patient's/client's assessment findings each clinical session, recording any changes

**Learning Outcome # 12: Manage clinical environment to ensure optimal delivery of care.**

Inventory Control - (not introduced this semester)

Appointment Scheduling - (not introduced this semester)

Accounts Receivable - (not introduced this semester)

Recall / Maintenance Systems - (not introduced this semester)

**Learning Outcome #13: Integrate basic behavioral, biological, dental sciences and professional courses with clinical, knowledge, skills and values, with guidance, into the practice of dental hygiene.**

- Participate during Integration Seminars while knowledge relationships are discussed.
- Identify behavioral, biological, dental and professional rationale for dental hygiene procedures
- Apply theoretical knowledge in the provision of dental hygiene care

In addition to the performance indicators included in each subject heading, the student must be able to also successfully demonstrate the following performance indicators that are consistent in all of the implementation procedures.

1. Verbalize an understanding of the rationale for each procedure.
2. Develop an efficient sequence and technique to ensure an accurate and thorough implementation of clinical procedures.
3. Follow principles of infection control
4. Identify associated structures and anatomical landmarks to ensure proper implementation of procedures.
5. Use appropriate resources to facilitate maximum efficiency and accuracy
6. Document findings and all associated data accurately, legibly, and logically
7. Problem-solve difficulties encountered during the implementation phase, modifying treatment when necessary.
8. Manage discomfort when performing procedures
9. Integrate theoretical knowledge to practice

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

Self-Care Assignment 20% due Nov 13  
Self-Evaluations Reports 10% due Sept 28, Oct 26, Nov 12  
(in 2011 add 5% for Exan assign)

(b) Quizzes

N/A

(c) Exams

- |                 |     |        |
|-----------------|-----|--------|
| 1. Term Test #1 | 20% | Oct 8  |
| 2. Term Test #2 | 20% | Nov 19 |
| 3. Final Exam   | 30% | TBA    |

(d) Other

To be discussed later

Formative evaluations (written and verbal feedback) of student clinical performance will be provided throughout the term. Students will receive a midterm report that will indicate their progress. At the end of term students will receive a final report that indicates whether they have met the learning outcomes of the course and whether their clinical performance is at an acceptable level for this course. They will also receive a letter grade that is reflective of their total assignment, tests and exam grades. See student handbook relating to Academic Progress Protocol.

## 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/E-2.5.pdf>

## 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-    | <b>PASSING GRADE</b>                 | 4                       |
| 65-69      | C+    | Minimum level has not been achieved. | 3                       |
| 60-64      | C     |                                      | 2                       |
| 50-59      | D     |                                      | 1                       |
| 0-49       | F     |                                      | 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. |