



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

**DHYG 161 – Clinical Theory and Practice 2**  
**(Winter 2012)**

## **COURSE OUTLINE**

**The Approved Course  
Description is available on the  
web @**

<http://www.camosun.bc.ca/calendar/current/web/dhyg.html#DHYG161>

*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>	see schedule on door
<b>(c) Location</b>	D002
<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**

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

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/attitude 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 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 ensures optimal delivery of dental hygiene therapy

7. Develop dental hygiene diagnosis and care plan which contributes to optimal oral and general health
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, 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.
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

No new textbooks required. Same texts as DHYG 160.

(b) Handouts: In-class

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

Class hours: 4 hours

Lab Hours: 9 hours

### **GENERAL INFORMATION FOR DHYG 161**

#### **Dress**

Appropriate dress for each type of activity is expected:

Clinic: (with manikins or partners)

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 Integration Seminars.

### Assignments

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

### Activity Instructions

When instruments are being used in clinic on partners, please ensure they are in cassettes 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**

- Maintain skills/knowledge/attitude learned in DH 160

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

### **Dental Records**

- Demonstrate knowledge, skills, and attitudes learned in DH 160
- Discuss and problem-solve difficulties with dental records including writing appropriate progress notes and maintaining confidentiality
- Understand the medicolegal importance of accurate, factual and comprehensive progress notes
- Discuss and understand the value of radiographs as legal client records
- Explain how dental records are used during client care
- Discuss any ethical dilemmas encountered relating to information in clients' dental records
- Maintain clean, neat, legible dental records using accepted symbols, abbreviations, and terminology, meeting medicolegal requirements
- Use dental records during client care appointments
- Maintain confidentiality of dental records
- Complete satisfactory chart audits at the completion of each client, following CC guidelines.

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

- Demonstrate knowledge, skills, and attitude learned in DH 160.

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

- Demonstrate knowledge, skills, and attitude learned in DH 160.

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

### **Accident/Injury Prevention**

- Demonstrate skills/knowledge/attitude learned in DH 160
- Anticipate and discuss prevention of accidents/injuries that are more likely to occur during direct client care clinics than during clinics with classmates
- Discuss precautions, hazards, and safety features for handling dental materials introduced (e.g. polishing agents, fluoride, dental stone, etc.)
- Recognize and correct unsafe situations in the dental hygiene clinic and lab, problem-solving difficulties
- Follow Camosun College's Dental Programs clinical policies and operations protocol for safe clinical practice
- Apply principles of radiation protection for self and others

### **Operation and Maintenance of Equipment**

- Demonstrate skills/knowledge/attitude learned in DH 160
- Discuss, recognize, and correct re-occurring problems with equipment operation or maintenance using the problem-solving model
- Recall general maintenance requirements of a dental clinic including care of sinks, walls, and floors
- Describe the maintenance of equipment used with dental materials introduced in this semester
- Operate and maintain dental radiography equipment
- Operate and maintain equipment or instruments introduced this semester, following manufacturer's directions

### **Infection Control**

- Demonstrate knowledge, skills, and attitude learned in DH 160
- Discuss and answer clients' questions appropriately relating to infection control, including appropriate terminology for clients
- Discuss the physical and legal ramifications of inadequate infection control
- Discuss and problem-solve difficulties with infection control including sterilization procedures and managing blood/saliva-contaminated lab items

### **Positioning and Comfort**

- Demonstrate knowledge, skills, and attitude learned in DH 160.
- Problem-solve access, vision or comfort problems as an operator or assistant
- Check regularly on client's physical and psychological comfort, helping to increase comfort when possible
- Modify client positioning as needed for clients of various physical sizes
- Check regularly on client's physical and psychological comfort, helping to increase comfort when possible use appropriate interpersonal communication skills when providing physical or psychological comfort to clients
- Increase clients' psychological comfort by answering questions about radiographs, explaining radiation safety measures as needed

### **Armamentarium Assembly**

- Demonstrate knowledge, skills, and attitude learned in DH 160.
- Discuss difficulties assembling armamentarium for procedures introduced in semester 1
- Discuss and properly assemble armamentarium required in this semester (eg. ultrasonic equipment, slow-speed hand piece, fluoride treatment, etc.)
- Problem-solve difficulties with armamentarium assembly
- Problem-solve obtaining additional armamentarium when needed during client clinics

### **Instrument Sharpening**

- demonstrate knowledge, skills, and attitude learned in DH 160
- demonstrate how to sharpen using the stationary and moving stone technique, including precautions
- sharpen instruments, with guidance, following principles of infection control
- sharpen instruments as needed, before and during clinical sessions, using an appropriate technique

### **Emergency Care**

- demonstrate knowledge, skills, and attitude learned in 160
- describe the most common emergencies in the dental setting and discuss protocol for each emergency
- review the location and contents of the emergency kit
- review client's medical history and vital signs, identifying potential emergency situations provide or assist with basic emergency care

### **Learning Outcome # 6: Perform assessments that ensures optimal delivery of 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 the assessments.

- Verbalize an understanding of the rationale for each assessment
- Develop an efficient sequence and technique to ensure an accurate and thorough assessment
- Follow principles of infection control
- Identify associated structures and anatomical landmarks
- Use appropriate resources to facilitate maximum efficiency and accuracy
- Document findings and all associated data accurately, legibly, and logically
- Problem-solve difficulties encountered during the assessment phase
- Integrate theoretical knowledge to practice

### **Health History**

- Demonstrate knowledge, skills, and attitude learned in DH 160.
- rationalize obtaining a comprehensive health history to a skeptical client
- pursue "yes" responses on a client's health history, using appropriate interpersonal skills and recording client's responses
- identify medical alert conditions and conditions that are potential emergency situations
- use health history information during planning and dental hygiene health care

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

- demonstrate knowledge, skills, and attitude learned in DH 160
- discuss rationalizing the head and neck examination for a skeptical client
- discuss structural differences found when examining the head and neck of clients of various ages and types
- discuss conditions that modify or contraindicate examining the head and neck, including modifications
- explain use of general appearance and head and neck examination data during dental hygiene care
- discuss sharing examination data with the client
- follow Camosun College's Dental Hygiene Clinic protocol when suspected abnormalities are detected

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

- demonstrate knowledge, skills, and attitude learned in DH 160
- discuss rationalizing the intra-oral assessment for a skeptical client
- discuss conditions that modify or contraindicate the intra-oral soft tissue assessment, including precautions
- rationalize examining the intra-oral soft tissues for a skeptical client
- follow Camosun College's Dental Hygiene Clinic protocol when suspected abnormalities are detected

## **Periodontal Assessment**

- demonstrate knowledge and skills learned in DH 160
- discuss rationalizing the periodontal assessment for a skeptical client
- relate location & amount of plaque to the NSPH and SPH theory
- discuss the relationship of inflammation, bleeding and exudate to findings from the dental assessment
- discuss conditions that modify or contraindicate the periodontal assessment, including precautions
- explain use of periodontal assessment data during dental hygiene care
- examine the periodontium systematically, modifying the procedure as needed and following precautions
- name structures and landmarks being assessed using appropriate terminology
- predict the client's oral self-care regime based on the presence of deposits
- detect obvious calculus, following principles of instrumentation
- relate inflammation, bleeding, and exudate to charted findings from the dental assessment
- discuss findings with client, using appropriate terminology
- identify abnormal conditions, based on current knowledge base

## **Dental Assessment**

- demonstrate knowledge and skills learned in DH 160
- describe difficulties in distinguishing calculus from defective margins of restorations or irregular tooth structure
- explain and record chart entries for dental assessments including appropriate symbols, abbreviations and terminology to meet medicolegal requirements
- describe types of removable partial and complete dentures
- identify observations that require consultation with a dentist
- identify tooth malpositions, restorations, obvious carious lesions, physical injuries and regressive changes of teeth
- Determine caries risk based on assessment data
- chart basic dental assessment data listed above and client complaints/comments, using appropriate symbols, abbreviations and terminology, meeting medicolegal requirements

## **Occlusal Assessment**

- Demonstrate knowledge, skills, attitude learned in DH 160
- review subjective and clinical signs and symptoms of occlusal trauma

## **Vital Signs**

- demonstrate knowledge, skills, and attitude learned in DH 160
- rationalize obtaining vital signs for a skeptical client
- follow Camosun College's Dental Hygiene Clinic protocol when suspected abnormalities are detected
- **Impressions** – not introduced this semester
- **Study Models** – not introduced this semester
- **Dental Laboratory Maintenance** – not introduced this semester
- **Dental Radiographs** – (see course outline objectives in Radiology 1)
- **Radiographic Processing/Mounting & Interpretation** – (see course outline objectives in Radiology 1)
- **Phase Contrast Microscope** 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 care plan which contributes to optimal oral and general health.**

## **Dental Hygiene Diagnosis and Health Care Planning**

- discuss the purpose of care plans in dental and dental hygiene practice
- compare and contrast a treatment-oriented approach using the Human Needs theoretical framework for dental hygiene care planning
- discuss legal and professional responsibilities related to planning for dental hygiene care
- describe components of a care-plan used for dental hygiene practice (see CC clinic forms)
- identify the client's unmet human needs using data gathered during client assessment procedures
- explain how problem-solving is used in the development of a care plan using data gathered during client assessment procedures
- formulate a care plan worksheet (problem/goal, etiology/contributing factors, interventions, expected outcomes) based on assessment findings
- explain treatment priorities
- describe and identify conditions requiring referral and those that contraindicate or require modifications in dental hygiene care
- discuss the role of the client during care planning
- discuss "informed consent" as it relates to dental hygiene health care planning
- identify the client's unmet need using data gathered during client assessment procedures
- discuss the proposed care plan and estimate with the client and modify the plan as needed
- discuss fees and estimate cost of proposed treatment based on Camosun College's Dental Programs Fee guide
- obtain informed consent
- schedule appointments for dental hygiene care according to care plan
- relate problem-oriented approaches to planning for goal achievement
- use the problem solving model to guide decision-making for treatment and preventive self care

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

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.

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

### **Self Care**

- Demonstrate knowledge and skills learned in DH 160
- Discuss the effectiveness of powered toothbrushes against manual brushing
- Describe the different motions associated with powered toothbrush
- Describe the mouth rinses, how they are classified, and what types are recommended for specific clients
- Describe the characteristics of an effective chemotherapeutic mouth rinse
- Discuss the basic ingredients of cosmetic and therapeutic mouth rinses
- Describe factors that influence the effectiveness of mouth rinsing agent
- Discuss recommendations related to use of fluoridated toothpastes by children
- Discuss mouth rinses
- Describe ways of using a plaque index as a self-care aid
- Discuss self-administration of topical fluoride
- Discuss and recommend self-care regimens for care of partial and complete dentures including care of edentulous areas, soft tissues and partial denture abutment teeth
- Discuss integrating self-care instruction into each client care appointment
- Discuss conditions that modify or contraindicate self-care instruction, including precautions
- Choose appropriate self-care aids for oral care, stating the uses, indications, contraindications and techniques for using each aid
- Help the client evaluate their effectiveness with plaque removal, using a plaque record and relating present and previous scores
- Provide self-care instruction as needed for the use of interdental aids and aids for deplaquing furcations, floss aids, mouth rinses and the self-administration of topical fluoride

### **Instrumentation Principles**

- Demonstrate knowledge, skills, and attitude learned in DH 160
- Discuss application of the principles of instrumentation to a low-speed handpiece and prophylaxis angle
- Discuss the adaptation and activation of rubber cups and brushes used for coronal polishing
- Demonstrate basic application of instrumentation principles when using all instruments (grasp, fulcrum, wrist motion, adaptation, activation, lateral pressure, etc.)
- Apply principles of instrumentation for low-speed handpiece and prophylaxis angle
- Demonstrate proper instrumentation principles during client care
- Discuss/demonstrate set up and maintenance of ultrasonic machines
- Discuss principles of ultrasonic instrumentation



## **Debridement: Scaling and Root Planing**

- Demonstrate knowledge, skills, and attitude learned in DH 160
- Understand the basic concepts and principles related to the periodontal health-disease (from DHYG 110, 120)
- Discuss the relationship of tooth adhesions to signs of inflammation and pocket depth
- Compare and contrast, in basic terms, scaling and root planing
- Explain and demonstrate the use of all instruments used for scaling and root-planing.
- Discuss factors to consider when planning for calculus removal
- Discuss advantages and disadvantages of various approaches to calculus removal including gross scaling/fine scaling and complete calculus removal tooth by tooth
- Explain information to discuss with the client regarding the need for and the process of scaling/root planing
- Understand root morphology for subgingival instrumentation
- Discuss the implications of pronounced or unusual root anatomy for effective root instrumentation
- Explain the relationship between the thickness of cementum and root instrumentation
- Locate obvious deposits and plan for calculus removal
- Use client/client assessment data, as a guide to scaling/root-planing
- Remove detectable calculus deposits, with guidance
- Minimize hard and soft tissue trauma
- Check effectiveness of scaling using explorer, probe, light and air,

## **Polishing**

- Discuss the composition and properties of agents used for polishing
- Discuss and explain the indications and contraindications for polishing teeth including the concept of selective polishing
- Explain adverse reactions that could occur during polishing
- Explain information to discuss with the client regarding polishing teeth
- Describe methods of polishing teeth and the armamentarium required for each
- Discuss factors relating to abrasiveness of polishing agents and pastes
- Select the appropriate polishing method and agent
- With assistance, remove soft deposits and extrinsic stain from clinical crowns as needed, following principles of instrumentation
- Avoid trauma

## **Fluorides**

- Describe occurrence, distribution and sources of fluoride
- Describe the biochemistry of topical and systemic fluoride uptake
- Explain theories of fluoride's mechanisms of action
- Explain the rationale for topical fluoride application
- Discuss the tray, cotton-roll isolation, and brush-on method of applying topical fluoride and the armamentarium required
- Discuss conditions that modify or contraindicate topical fluoride application, including precautions
- Discuss procedures designed to minimize toxic reactions to topical fluoride applications
- Discuss fluoride safety and management
- Explain information to discuss with the client and parent/guardian regarding topical fluoride application
- Select and prepare the appropriate armamentarium
- Explain reasons for the application of fluoride and the process to the client and parent/guardian, using appropriate terminology and interpersonal skills
- Demonstrate the proper application of the tray and painting method of application to the client, avoiding trauma
- Provide post-fluoride instructions to client and parent/guardian

## **Dental Prostheses**

- Discuss the psychological comfort and discomfort of wearing dental prostheses and having them out of the mouth in public
- Recall knowledge about recognizing and charting dental prostheses
- Discuss self-care regimens for patients with dental prostheses including care of edentulous areas
- Describe various types of removable prostheses or appliances including their use and the materials used in their construction.
- Describe deposits found on removable prostheses
- Explain the importance of keeping removable prostheses clean
- Discuss the advantages and disadvantages of various home and office products used to care for removable prostheses
- Discuss manual and ultrasonic methods for cleaning removable prostheses
- Discuss conditions that modify or contraindicate caring for removable prostheses, including precautions for handling
- Examine the client's intra-oral tissues while the prostheses is removed
- Clean the client's removable prostheses, using appropriate manual or ultrasonic methods, observing precautions and handling the prostheses in a safe manner
- Determine the client's current self-care regimen for caring for their prostheses
- Recommend changes to the regimen, with minimal guidance
- Minimize the client's psychological discomfort with having their prostheses removed by using appropriate interpersonal skills and showing respect

## **Desensitization**

- Explain reasons for hypersensitivity
  - Describe stimuli that elicits a hypersensitive response
  - Explain theories about dentin hypersensitivity
  - Discuss the role of plaque in the care for hypersensitivity
  - Describe products and procedures used to care for hypersensitive teeth at home and in-office
  - Discuss conditions that modify or contraindicate the application of desensitizing agents, including precautions
  - Identify hypersensitive teeth using client assessment data and information from client, with guidance
  - Explain the benefits of desensitizing agents to a skeptical client
  - Select a product and procedure rationalizing your choice
  - Apply desensitizing agent to a specified teeth, following manufacturer's directions, with guidance
  - Recommend at-home procedures to help care for hypersensitive teeth, with guidance
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- **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
  - **Rubber Dam:** 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.**

- Demonstrate knowledge, skills and attitude learned in DH 160
- Demonstrate the ability to problem-solve difficulties encountered in clinical practice

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

- Demonstrate knowledge and improve on skills learned in DH 160.

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

**Evaluating the Success of Dental Hygiene Health Care**

- Demonstrate knowledge, skills, and attitude learned in DH 160
- Understand the methods of evaluating client care
- Evaluate the success of procedures introduced this semester
- Discuss guidelines for maintenance intervals
- Discuss cognitive, psychomotor, affective, and oral hygiene status goals when evaluating outcomes
- Evaluate, at each appointment, the Dental Hygiene Health Care provided at the previous appointment including the client's self-care regimen
- Relate dental hygiene interventions to expected outcomes
- Discuss how to evaluate expected outcomes
- Discuss risk for developing disease when deciding on maintenance intervals
- Discuss the relationship between evaluation and professional accountability
- Discuss evaluation as a continual component of dental hygiene practice
- Identify ways dental hygienists can evaluate the effectiveness of their practice from one clinic session to the next
- Record the effectiveness of care provided and addresses all outstanding issues.
- Determine if the care provided was adequate or effective, with guidance
- Plan for further care if needed
- Provide further care, evaluating its adequacy or effectiveness during the procedure and at the next appointment
- Recommend a continuing care interval to the client, with assistance, rationalizing the time span
- Re-assess the oral health of a continuing care client, utilizing time effectively to update previous client assessment data, with assistance
- Review client's original data base and goals, comparing current data to original data
- Discuss actual outcome status with client and relate existing condition to periodontal prognosis
- Complete post-care evaluation and chart audit protocol, as outlined in clinic manual.

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

### **Inventory Control**

- Discuss the value of inventory control and maintaining inventory control
- Discuss and problem-solve difficulties with inventory control including an inventory system for self-care devices, inventory control of expendable supplies in the operator, inventory file for WHMIS information sheets and card file for dental hygiene health care information needed chairside
- Participates in the maintenance of inventory by replenishing supplies as needed

### **Appointment Scheduling**

- Discuss the value of proper appointment scheduling
- Demonstrate skills related to the scheduling of appointment
- Discuss and problem-solve difficulties with basic procedure for booking Dental Hygiene Health Care appointments.
- Discuss difficulties with booking dental hygiene appointments or broken appointments
- Assure appointments are recorded in appointment book
- Schedule appointments for clients according to clinic times available and client's requests, following the protocol established for Camosun College's Dental Clinic.

### **Accounts Receivable**

- Understand the procedures for receiving payment and providing receipts at Camosun College's Dental Clinic
- Problem-solve difficulties with receiving payment and providing receipts
- Understand the value of medicolegal importance of receipts
- Discuss any ethical dilemmas encountered related to accounts receivable
- Explain the Camosun College Dental Programs' fees for the services planned for the client
- Make accounts receivable record entries accurately and legibly, with guidance, following Camosun College's Dental Programs' policies and medicolegal requirements.

### **Continuing Care/Maintenance Systems**

- Describe purpose of recall/maintenance care in dentistry
- Discuss what it means for a client to be "recalled" or "maintained"
- Compare Dental Hygiene Health Care recall/maintenance appointments with appointments required for new clients
- Explain the relationship between long-term maintenance care and oral health
- Describe types of continuing care appointments used in dentistry and how the time interval is determined
- Explain the maintenance care system used by Camosun College's Dental Programs
- Review Dental Hygiene Health Care plan to ensure all planned care has been provided
- Determine an appropriate interval for a recall/maintenance visit, with guidance
- Discuss continuing care interval with the client, answering client's questions, using appropriate interpersonal skills
- Record client information in Camosun College's Dental Programs' recall/maintenance care system, following Program's protocol
- Record continuing care information on the client's chart

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

- Demonstrate knowledge, skills, and attitude learned in DH 160.

## **5. Basis of Student Assessment (Weighting)**

### **a. Assignments**

Assignment #1: Care Planning 20%                      due March 1, 2012

Assignment #2: Self-evaluation Reports 10%      Feb 7, Mar 6, **(End of term self evaluation. Reflect on entire semester and set goals for Spring Term)** Apr 3.

- Must be handed in by 4:00 on the due date
- **Must follow the criteria on assignment handout**

### **b. Quizzes** none

### **c. Exams**

Term Test #1: 20% Feb 21, 2012

Term Test#2: 20% Mar 22, 2012

Final Exam: 30% TBA

### **d. Other:**

### **e. Formative sessions: (peer or client)**

1. Exploring process on 2 sextants
2. Mirror/universal
3. Mirror/files x 2
4. Sharpening (moving stone technique)
5. Fluoride application using tray technique (peer or client)
6. First chart audit must be done with instructor.(by appointment with instructor for PCE)

### **Summative Evaluation:**

1. HH/DH/Cue List (product)
2. Head and Neck Exam (process/product)
3. Debridement (process/product)
4. Instrumentation with Gracey 11/12 or 15/16

f. Successful completion of 3 clients of any classification.

g. Students are expected to attend all clinical sessions.

h. All absences must be reported to the clinical instructor.

i. Day sheets must be completed for all attended/non-attended clinic sessions.

j. Clients seen in the last few weeks of the Term may be carried over in the Spring Term

A grade of C in any of the above skills or at the midterm report is an indication that the student is “not yet meeting requirements”. The Academic Progress protocol outlined in the student handbook will be followed to help the student meet clinical requirements.

## 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+		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.