



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

**DHYG 261 – Clinical Theory and Practice 4**  
**Winter 2012**

## **COURSE OUTLINE**

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The Approved Course Description is available on the web @ \_\_\_\_\_

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

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### **1. Instructor Information**

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|-------------------------|--|
| <b>(a) Instructor</b>   | Bev Jackson and Elizabeth Morch                        |
| <b>(b) Office hours</b> | By appointment   |
| <b>(c) Location</b>     | Room 004 JG and 004 EM Dental                          |
| <b>(d) Phone</b>        | 370-3507 ( BJ) 370-3215 (EM) <b>Alternative:</b> _____ |
| <b>(e) E-mail</b>       | jacksonb@camosun.bc.ca      morch@camosun.bc.ca        |
| <b>(f) Website</b>      | _____  |

### **2. Intended Learning Outcomes**

On 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, client's 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 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 client's 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

Dental Hygiene Theory and Practice 3<sup>rd</sup> edition, Darby M, Walsh., St Louis Missouri, Saunders 2010

Handbook of Local Anesthesia 5<sup>th</sup> edition Malamed, S.F., St. Louis: C.V. Mosby, 2004

Clinic Manual, Camosun College Dental Hygiene Program 2011/12

Clinical Periodontology, 10<sup>th</sup> Edition, Newman, Takei, Klokkevold & Carranza. W.B. Saunders, 2006

The Dental Hygienist's Guide to Nutritional Care, 2<sup>nd</sup> Edition, Stegeman & Davis. WB Saunders, 2005

### Reference Materials

Clinical Aspects of Dental Materials Theory, Practice, and Cases, 3<sup>rd</sup> Edition. Gladwin & Bagby. Lippincott Williams & Wilkins 2009

Dental Management of the Medically Compromised Patient, 7<sup>th</sup> Edition. Little, Falace, Miller and Rhodus. Mosby and Evolve 2008

Articles TBA

### 4. Course Content and Schedule

|               |          |
|---------------|----------|
| Class hours:  | 6 hours  |
| Clinic hours: | 12 hours |
| Out of Class: | 6 hours  |

### Performance Indicators

#### 1. Demonstrate professional behavior

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Integrates professionalism into the delivery of dental hygiene care when treating all clients with consideration to those clients with special needs

#### 2. Use clear and accurate written, oral and visual communication with peers, client's staff and faculty

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162, 260
- Consistently demonstrates ability to record dental hygiene services and report these findings in written form to allied professionals.
- Consistently demonstrates clear communication with various health care professionals especially in the delivery of care with clients with special needs

#### 3. Demonstrate responsibility and accountability for own actions

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162, 260

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

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Works effectively with peers during dispensary and reception rotations
- Works effectively with other dental hygienists and allied health professionals to provide care in a variety of practice settings

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

##### Accident/Injury Prevention

- Consistently demonstrate knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Integrates safety precautions for instrumentation and equipment including various skills for procedures introduced in DHYG 261

##### Infection Control

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162, 260
- Consistently maintains asepsis during all clinical sessions, including lab, dispensary, and clinic assistant duties

##### Operation and Maintenance of Equipment

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162,260
- Operates and maintains any equipment or instruments introduced this semester following manufacturer's direction
- Consistently problem-solves inadequately maintained clinical or laboratory equipment

##### Positioning and Comfort

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162,260
- Consistently insures client's physical and psychological comfort during the implementation of dental hygiene services including the administration of local anesthesia
- Describes and demonstrates modifications required to positioning when treating clients with special needs in a variety of practice settings
- Consistently practices ergonomically assuring client comfort and operator safety and prevention of injury

##### Armamentarium Assembly

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Assembles required tray setups during dispensary rotation
- Describes and demonstrates the assembly and use of armamentarium required for all clinical procedures
- Consistently assembles armamentarium efficiently and appropriately for all procedures in the delivery of dental hygiene care

##### Instrument Sharpening

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162
- Identifies dull instruments and problem-solves difficulties with sharpening
- Maintains sharp instruments during clinical sessions insuring adequate sharpness for effective and efficient instrumentation
- Consistently assesses instruments for recontouring and replacement as needed

### Client Preparation

- Consistently establishes specific and realistic goals for each clinical session
- Anticipates potential difficulties when providing dental care especially for the elderly and physically compromised individuals
- Consistently meets goals established for each clinical session

## **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:

- Verbalizes an understanding of the rationale for each assessment
- Consistently demonstrates an efficient sequence and technique to ensure an accurate and thorough assessment
- Consistently follows principles of infection control
- Identifies anatomical structures and landmarks
- Uses appropriate resources to facilitate maximum efficiency and accuracy
- Documents findings accurately, concisely, legibly and logically
- Completes all assessments in two appointments

### Health History

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162, 260
- Demonstrates competence in obtaining health histories, and records observations meeting medicolegal requirements
- Problem solves difficulties completing a health history with a client including any difficulties the client may have in disclosing personal information
- Demonstrates knowledge of medically comprised clients including any implications for dental hygiene care
- Demonstrates knowledge of local anesthesia and its potential significance to health history information
- Ensures that the College of Dental Hygienists of BC recommended prophylactic antibiotic regimen is followed when necessary
- Describes modifications required when acquiring health histories for clients with special needs and with care givers if necessary
- Describes medical conditions that impact dental hygiene care. For example, cleft lip and/or palate, diabetes and oral cancer

### Vital Signs

- Consistently demonstrates knowledge, skills and attitudes learned in DH 160,161,162,260
- Obtains accurate blood pressure readings prior to the administration of local anesthetic
- Problem solves difficulties with determining vital signs, client acceptance of the procedures, recording data and sharing information with the client with special needs
- Relates vital signs to medical history when applicable

### General Appearance/Head and Neck Assessment

- Demonstrates knowledge, skills and attitudes learned in DH 160,161,162,260
- Describes physical characteristics of each age range for children, adolescents, adults, pregnant women, seniors, frail elderly and clients with special needs
- Describe changes in oral structures and common findings within each age range and special needs category
- Describe and demonstrate modified extraoral assessment for clients with special needs in a variety of practice settings

### Intra-Oral Soft Tissue Assessment

- Consistently demonstrates knowledge, skills and attitudes learned in DH 160,161,162,260
- Demonstrates competence with assessing intraoral structures on adults, children and clients with special needs in a variety of practice settings
- Accurately describes and records any abnormal findings using SLODIM

### Periodontal Assessment

- Consistently demonstrates knowledge, skills and attitudes learned in DH 160,161,162,260
- Consistently identifies periodontal conditions that can be identified radiographically
- Relates periodontal findings to conditions identified on the health history, when applicable
- Describes the interrelationship of periodontal assessment findings with data collected during the dental assessment and during radiographic interpretation
- Compares past pocket depths to current pocket depths
- Performs periodontal assessments in a variety of practice settings

### Dental Assessment

- Consistently demonstrates knowledge, skills and attitudes learned in DH 160,161,162,260
- Demonstrates knowledge of dental conditions that can be identified during radiographic interpretation.
- Relates dental findings to conditions identified on the health history, when applicable, and to knowledge regarding the client's diet
- Identifies variations from normal as seen in clients with special needs in a variety of practice settings
- Determines caries risk and makes appropriate recommendations for future caries prevention
- Assesses removable partial and full dentures for stability, esthetics and retention
- Describes care of removable partial and full dentures with care givers for clients with special needs

### Occlusal Assessment

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Describes relationship between occlusion and periodontal and dental concerns and recognizes signs and symptoms of occlusal trauma

### Dental Radiographs

- Consistently demonstrates sound knowledge and technique when exposing, processing and interpreting radiographs
- Consistently follows radiation protection guidelines
- Accurately assesses the diagnostic quality of all films taken, problem-solving any deficiencies, with guidance
- Uses appropriate interpersonal skills to increase the client's physical and psychological comfort and help control gagging
- Modifies procedures for clients with special needs
- Identifies the need for radiographs required for caries detection or periodontal assessment
- Accurately interprets radiographs, identifying normal anatomic landmarks, restored conditions of teeth, abnormal bone contour, calculus, artifacts and suspected pathologies
- Describes the use of dental radiographs during planning and dental hygiene health care (implementation)
- Processes radiographic films manually and automatically, following infection control guidelines, with minimal guidance

### Impressions

- Demonstrates technique for acquiring a satisfactory impression of the maxillary and mandibular arches, modifying the procedure as needed and following precautions
- Ensures impressions are prepared for pouring, following infection control guidelines

### Study Models

- Recognizes types of study models and their uses in dentistry
- Satisfactorily pours and trims study models

### Temporary Restorations

- Demonstrates the ability to successfully place a temporary restoration if required

### Diagnostic Testing

- Perform a variety of tests used to determine the health of the pulp (ice, percussion, heat, electric vitality testing)

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

### Dental Hygiene Health Care Planning

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Describes the importance of effective interpersonal skills needed to identify the special needs of every client
- Collaborates with the client in planning and providing dental hygiene care
- Plans dental hygiene care to improve clients' oral health as well as meet the clients' expressed wants, needs and expectations
- Integrates knowledge of short term goals and long term goals in the development of a care plan
- Implements modifications that may be required to the sequence of debridement in order to incorporate local anesthesia
- Describes and implements planning for a client with special needs in a variety of practice settings
- Identifies the need for referrals when necessary

- Consistently sets realistic time frames for all procedures
- Follows the plan during dental hygiene health care, modifying it when necessary

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

In addition to the performance indicators outlined, the student must also successfully demonstrate the following universal performance indicators embedded in all learning outcomes.

- Verbalizes an understanding of the rationale for each procedure
- Demonstrates an efficient sequence and technique to ensure accurate and thorough implementation of clinical procedures
- Follows principles of infection control
- Identifies anatomical structures and landmarks to ensure proper implementation of clinical procedures
- Uses appropriate resources to facilitate maximum efficiency and accuracy
- Documents findings and all associated data accurately, concisely, legibly, and logically
- Problem-solves difficulties encountered during the implementation phase, and modifies as needed
- Adapts delivery of care when modifications are required for clients with compromised mobility and other special needs

#### Self-care

- Demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Develops and implements a comprehensive self care plan based on assessment findings
- Describes and demonstrates self care techniques incorporating modifications for clients with special needs, including the need to educate care givers
- Individualizes the explanation of the disease process for both periodontal disease and caries utilizing assessment data for each client seen during this semester with any necessary modifications for clients with special needs
- Identifies client's values, beliefs, and stage of change and appropriately incorporates these into self care instruction
- Collaborates with the client to set goals and determine incremental steps to reach the goals
- Recalls knowledge about dental prostheses and their care
- Reviews self-care regimens for clients with dental prostheses and special needs
- Describes the relationship of smoking to oral disease
- Describes tobacco cessation strategies
- Implements tobacco cessation strategies with clients, when appropriate

#### Debridement

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162,260
- Problem solves difficulties with debridement including client acceptance, instrument selection and use, and pain control
- Integrates knowledge of dental anatomy into practice
- Adapts instrumentation skills to meet the needs of clients with special needs in a variety of practice settings
- Effectively utilizes ultrasonic inserts
- Utilizes client assessment data, including radiographs, as a guide to instrumentation
- Demonstrates ability to assess end point of debridement
- Utilizes effective pain management during debridement when necessary, e.g. local anesthesia
- Consistently debrides without causing soft tissue trauma, following sound principles of instrumentation

- Recontours and marginates restorations as needed ensuring original morphology/contour of tooth is reproduced or maintained when possible

### Polishing

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG 160,161,162, 260
- Polishes selected clinical crowns systematically, competently, and atraumatically and following principles of instrumentation
- Performs proper air polishing technique including advantages and disadvantages, contraindications

### Fluorides

- Consistently demonstrates knowledge, skills and attitudes learned in DHYG160, 161,162,260
- Determines need and utilizes appropriate method of fluoride application
- Explains benefits of topical fluoride application to clients of various ages
- Demonstrates competence with topical fluoride application on a variety of clients
- Provides post-fluoride instructions
- Recommends alternative sources of topical fluoride for clients as needed

### Emergency Care

- Demonstrates knowledge, skills and attitudes learned in DH 160,161,162
- Identifies potential client emergencies by reviewing a client's health history and vital signs, and by using effective listening and observation skills
- Recognizes signs and symptoms of impending emergencies
- Demonstrates appropriate care in emergency situations

### Pain Management

- Consistently demonstrates and applies knowledge, skills and attitudes learned in DH 160,161,162, 260, & 210
- Effectively integrates the use of pain control into all aspects of dental hygiene care insuring client comfort and safety
- Determines the appropriate techniques and sequences for achieving effective anesthesia within a comprehensive dental hygiene care plan
- Applies local and topical anesthetics in a safe and effective manner with minimal guidance on clients and in student pairs
- Demonstrates a knowledge of insertion points, landmarks, anesthetic volumes, needle sizes, structures anesthetized, depths and angles of insertion, for all the various local anesthetic techniques
- Problem solves difficulties and variations in client anatomy when necessary

### Prevention and Emergency Management of Dental Trauma

- Demonstrates knowledge of the prevention of dental trauma and integrates necessary procedures into the delivery of dental hygiene care
- Discuss evidence of family violence/abuse
- Discuss evidence of abuse/neglect of the frail elderly

### Subgingival Irrigation

- Demonstrates knowledge, skills and attitude learned in DH 160,161,162,260
- Irrigates subgingivally, avoiding tissue trauma
- Integrates and apply knowledge of periodontal disease from DHYG 225 when selecting appropriate chemotherapeutic agents



### Sealants

- Recall knowledge of rationale for sealant placement and effective technique learned in DHYG 260
- Demonstrates the ability to place a satisfactory sealant in an efficient effective manner following manufacturer's instructions on children without assistance
- Provides accurate postoperative instructions

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

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162,260
- Integrates knowledge from other didactic courses into the clinical environment
- Contributes to problem solving difficulties in own learning and clinical performance
- Utilizes critical thinking and problem solving when treating clients with special needs in a variety of practice settings

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

- Consistently demonstrates the knowledge, skills and attitude learned in DHYG 160,161,162, 260
- Recognizes areas of clinical skill requiring improvement and develops strategies to improve performance with minimal assistance
- Develops self evaluation reports considering daily clinical feedback

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

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162, 260
- Discusses expected outcomes for dental hygiene interventions planned for each client
- Discusses the meaning of "supervised neglect" and its impact on dental hygiene care
- Consistently demonstrates ability to establish short term and long term goals for improving client knowledge and oral health
- Recommends an appropriate continuing care interval based on client's needs
- Consistently compares baseline and re-assessment data, analyzing client's current oral health needs
- Consistently evaluates the expected outcomes against actual outcomes to determine the success of dental hygiene care
- Discusses findings with clients and/or care givers taking into consideration the clients special needs, including the need for referrals, and areas requiring self monitoring
- Explains the need for referral to client
- Describe the difference between consultation and referral
- Identifies medical specialists the dental team may need to consult
- Consults with social agencies on behalf of dental patients when appropriate
- Consistently provides appropriate information in referral letters
- Consistently records specific areas that require monitoring at subsequent appointments

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

### Dental Records

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162, 260
- Accurately records all critical data in dental records
- Maintains confidentiality of all client records including images
- Utilizes the Exan computer system to maintain client records

### Inventory Control

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162, 260
- Replaces supplies as needed

### Appointment Scheduling

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162, 260
- Consistently problem solves difficulties with booking dental hygiene appointments or managing broken appointments
- Describes appointment scheduling for clients with special needs
- Consistently records all appointments in the appointment book

### Accounts Receivable

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162, 260
- Collects all fees from clients
- Utilizes strategies to collect overdue accounts

### Continuing Care Systems

- Consistently demonstrates knowledge, skills and attitude learned in DHYG 160,161,162, 260
- Consistently sets appropriate continuing care intervals for clinic clients
- Utilize the Exan computer system to track continuing care intervals

### Time Management/Organization

- Demonstrates knowledge, skills and attitudes in all aspects of care delivery in order to complete tasks in a efficient manner
- Consistently demonstrates the ability to provide dental hygiene care in an organized, efficient and time effective manner

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

- Consistently demonstrates knowledge, skills and attitude learned in DHYG Courses
- Participates in integration seminars
- Demonstrates the ability to apply theoretical knowledge into clinical practice

## 5. Basis of Student Assessment (Weighting)

### Clinical:

Evaluating students in an authentic environment presents challenges in that each client is different and therefore no two experiences are identical. However, the benefits of authentic evaluation (ie learning in a “real work environment”) far outweigh the challenges by providing students with a range of experiences similar to the variety of clients a hygienist would see in a clinical setting.

Instructors meet regularly to review student performance. Mid-term and End of Term clinical evaluations will be conducted to assess and discuss student progress.

### End of Term Requirements

1. Satisfactorily meets all course outcomes
2. Satisfactorily completes selected clinical exercises (see handout)
3. Satisfactorily completes summative evaluations

### Theory Component: Test and Assignments:

### Weighting

- |  |     |
|--|-----|
| 1. Special Needs Research and Presentation.....                      | 25% |
| 2. Proposal for Learning .....                                       | 30% |
| 3. Mid Term Self Evaluation .....                                    | 10% |
| 4. Final Comprehensive Exam .....                                    | 30% |
| 5. Class Attendance Participation, Preparedness & PDC questions..... | 5%  |

Note: Must attain a 70% pass in both the assignments and the final exam.

## GENERAL INFORMATION FOR DHYG 261:

### Clinics:

Complete clinic dress is required. Refer to the Dental Hygiene Student Handbook for details.

### Student Rotations for Clinic

The class is divided into teams 1, 2, 3 and 4. Units will be assigned to each student. Reception and CA rotations are assigned to each student. Students may exchange dates with peers and must communicate the change to Ada or Melissa at least a day prior to the exchange.

### Attendance

Students are encouraged to attend all clinical sessions as this will contribute to the successful completion of the course.

### Daily Preparation for Class and Clinic

It is the student's responsibility to be prepared 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 any 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.

When guest speakers are scheduled, it is a professional responsibility of students to attend.

### 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.

### Instruments

Instruments must remain in good working condition. Instructors will assist in evaluating your instruments. Any unsafe instruments will be immediately removed from student's cassette.

## **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) Classroom

☒ Competency Based Grading System Clinic

## **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-    | <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. |