



CAMOSUN COLLEGE
School of Health & Human Services
Dental Programs

DHYG 260 Clinical Theory and Practice IV
Fall 2012

COURSE OUTLINE

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

<http://camosun.ca/learn/calendar/current/web/dhyg.html>

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

1. Instructor Information

(a) Instructor	Elizabeth Morch
(b) Office hours	By appointment
(c) Location	D002
(d) Phone	370-3215 Alternative:
(e) E-mail	morch@camosun.bc.ca
(f) Website	D2L for postings https://online.camosun.ca/

2. Course Content and Schedule

a. Calendar Description

The student continues to study and apply aspects of client assessment, planning, implementation and evaluation on selected clients and through case study. Dental imaging and administration of local anaesthetic are applied in a clinical setting. Students are introduced to the fundamentals of case presentation.

b. Prerequisite(s): "B-" in DHYG 162.

Co-requisite(s): DHYG 210, DHYG 230.

Pre or Co-requisite(s): DHYG 226, DHYG 228, DHYG 250, DHYG 290.

c. Course Particulars

i) Credits: (8.0)

ii) Components: Class and Clinic Hours per week: Class - 4 hours / Clinic - 12 hours / Out of class hours - 6 hours.

iii) Is the course available by distance education? No

iv) Is prior learning available for this course? No

A class and clinic schedule will be provided the first week of class and updated information will be provided in class and on the D2L site.

3. Required Materials

(a) Texts:

Darby and Walsh, (3rd Ed.). 2010. *Dental hygiene theory and practice*. Saunders.

Clinic Manual, Camosun College Dental Hygiene Program 2012 (* **Note: revised version**)

(b) Other: **Reference Texts from other courses will be utilized for this course**

Iannucci and Jansen. 2012. *Dental radiography: principles and techniques*. (4th Ed.). Elsevier Saunders.

Malamed, Stanley F. (2013). *Handbook of local anesthesia*, (5th Ed.). St. Louis: C.V. Mosby
Carranza, Newman, Takei, & Klotze. 2006. *Clinical periodontology*. (11th Ed). (or most recent). W.B. Saunders.

Stegeman, C., and Davis, J. (2005). *The Dental Hygienists Guide to Nutritional Care*, (2nd Ed.) (or most recent) Saunders

Daniel & Harfst (2nd Ed.) 2008. *Dental hygiene concepts, cases, and competencies*. Mosby, Inc. (optional)

4. Intended Learning Outcomes

Learning Outcomes DHYG 260	Program (Global) Outcomes (FYI)
<ol style="list-style-type: none">1. Demonstrates professional behavior2. Uses clear and accurate written, oral and visual communication with peers, client's staff and faculty.3. Demonstrates responsibility and accountability for own actions4. Work effectively as a member of the dental team to provide oral health care5. 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 health8. 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 hygiene11. 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.	<ol style="list-style-type: none">A. Function as a professional dental hygienist.B. Communicate and collaborate effectively with individuals, family, community and interdisciplinary teams.C. Demonstrate critical thinking and use evidence based decision-making to provide optimal dental hygiene services to individuals, families and community.D. Advocate improving oral health and access to oral health services for individuals, families and community.E. Coordinate and contribute to the effective management of the practice environment to ensure quality care and services.F. Function as a competent clinician using the dental hygiene process of care.G. Educate individuals, families and community about oral health including its relationship to general health.H. Apply health promotion principles to improve the health of individuals, families and community.

5. Course Elements

1. Demonstrate professional behavior

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Consistently demonstrate professional behavior when working with children, parents and guardians

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

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Demonstrate use of language and style appropriate for developmental age of child client
- Describe the impact of the Infant's Act on dental hygiene practice
- Demonstrate effective communication skills when dealing with parents, guardians, or client representatives
- Demonstrates proficiency in written documentation to dentists and para professionals as needed

3. Demonstrate responsibility and accountability for own actions

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162

4. Works effectively as a member of the dental team to provide oral health care

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Work effectively with peers during dispensary and reception rotations

5. Prepare environment ensuring safe and efficient delivery of care

Accident/Injury Prevention

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Anticipate and discuss the prevention of accidents/injuries that are more likely to occur when providing dental hygiene health care for both adult and child clients
- Discuss safety precautions for instruments/equipment including new equipment introduced this semester e.g. local anaesthetic, air polisher, sealants, & irrigation etc.
- Discuss and demonstrate laboratory safety including pouring and trimming study casts
- Provide a safe environment for all client care

Infection Control

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Discuss and implement modifications to universal precautions that might be necessary for treating extremely infectious diseases
- Maintains infection control during dispensary rotations
- Identify and problem-solve breaks in asepsis chain during all clinical and laboratory sessions

Operation and Maintenance of Equipment

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Discuss laboratory equipment required for pouring and trimming study casts
- Problem-solve inadequately maintained clinical or laboratory equipment
- Operate and maintain any equipment or instruments introduced this semester following manufacturer's direction
- Problem-solve difficulties with using laboratory equipment, maintaining the cleanliness of the lab and handling saliva/blood contaminated

Positioning and Comfort

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Discuss ways of increasing a client's physical and psychological comfort during the implementation of dental hygiene services and the administration of local anesthesia
- Discuss and demonstrate modifications required to positioning when treating child clients
- Practice ergonomically assuring client comfort

Armamentarium Assembly

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Describe the assembly and use of armamentarium required for procedures including those introduced this semester
- Assemble armamentarium for clinical sessions with minimal guidance
- Problem-solve assembling armamentarium for each clinical, dispensary and laboratory session

Instrument Sharpening

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Discuss difficulties identifying dull instruments and when sharpening instruments
- Compare and contrast sharpening and recontouring
- Recall a variety of techniques for sharpening and recontouring instruments
- Maintain sharp instruments during clinical sessions

Client Preparation

- Establish specific and realistic goals for each clinical session
- Anticipate potential difficulties when providing dental care

6. Perform assessments that ensures 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.

- Verbalize an understanding of the rationale for each assessment
- Internalize and consistently demonstrate an efficient sequence and technique to ensure an accurate and thorough assessment
- Consistently follow principles of infection control
- Identify associated structures and anatomical landmarks
- Use appropriate resources to facilitate maximum efficiency and accuracy
- Document findings accurately, legibly and logically
- Complete all assessments (and have them checked) in two appointments
- Can complete all assessments at a competent level on light classification (up to 2.2) clients.

Health History

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Discuss difficulties completing a health history with a client including client acceptance of disclosing personal information
- Recall knowledge about medically comprised clients including implications for dental hygiene care
- Recall knowledge about pharmacology and the significance of pharmacological agents on dental hygiene health care from DHYG 210
- Recall knowledge about local anesthetics and the significance of various health history responses for the administration of local anesthesia from DHYG 210
- Utilize the College of Dental Hygienists of BC recommended prophylactic antibiotic regimen
- Discuss the significance of the responses for the planning, implementation and evaluation of dental hygiene health care
- Demonstrate consistent competence with health histories, and with recording observations to meet medicolegal requirements
- Discuss modifications required when acquiring health histories on children

Vital Signs

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162
- Acquire accurate blood pressure readings prior to the administration of local anesthetic
- Discuss difficulties with determining vital signs, client acceptance with having them taken, recording data and sharing information with the client
- Describe normal and abnormal ranges for vital signs of children and adults
- Relate a client's vital signs to information on the health history, when applicable

General Appearance/Head and Neck Assessment

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162
- Discuss and demonstrate modified extra oral assessment for child clients

Intra-Oral Soft Tissue Assessment

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162
- Demonstrate competence with assessing intra oral structures on adult and child clients with minimal guidance
- Describe any abnormal lesions found using SLODIM
- Discuss common lesions found in children

Periodontal Assessment

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162
- Recall knowledge about periodontal conditions that can be identified during radiographic interpretation
- Relate periodontal findings to conditions identified on the health history, when applicable
- Discuss the interrelationship of periodontal assessment findings with data collected during the dental assessment and during radiographic interpretation
- Compare past pocket depths to current pocket depths
- Compare and contrast the gingival contour of adults to children
- Discuss differences in the inflammatory response seen in children

Dental Assessment

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162
- Recall knowledge learned in DHYG 140
- Recall knowledge learned in DHYG 120
- Recall knowledge about dental conditions that can be identified during radiographic interpretation
- Relate dental findings to conditions identified on the health history, when applicable, and to knowledge about the client's diet
- Determine if child's eruption sequence is consistent with age or delayed
- Compare and contrast permanent and primary dentition
- Discuss dental materials commonly used in pedodontic dentistry
- Determine caries risk for adult and child clients
- Assess removable partials and dentures for stability, esthetics and retention

Occlusal Assessment

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Recall knowledge of terminal step from DHYG 120
- Discuss relationship between occlusion and periodontal and dental concerns and symptoms of occlusal trauma
- Discuss the impact of common habits including thumb and finger sucking on the development of a child's occlusion
- Assess spacing and determine need for orthodontic consults when treating child clients

Dental Radiographs

- Recall knowledge about radiographic theory and techniques from DHYG 130
- Successfully expose a full mouth series of radiographs with minimum of 12 films in one hour on a client following all protocols
- Complete the following dental radiographs: periapical (bisecting angle technique), occlusal, localization exercise and distal oblique with assistance following infection control guidelines
- Expose a pedodontic full mouth series on a manikin
- Follow radiation protection guidelines
- Assess the diagnostic acceptability of all films taken, problem-solving any deficiencies, with guidance
- Use appropriate interpersonal skills to increase the client's physical and psychological comfort and help control gagging
- Recall knowledge about film processing and mounting
- Identify when radiographs are required for caries detection or periodontal assessment with assistance
- Interpret radiographs, identifying normal anatomic landmarks, restored conditions of teeth, abnormal bone contour, calculus, artifacts and suspected pathologies
- Discuss the use of dental radiographs during planning and dental hygiene health care (implementation)
- Process radiographic films manually and automatically, following infection control guidelines, with minimal guidance

Impressions

- Discuss and demonstrate technique for acquiring a satisfactory impression of the maxillary and mandibular arches
- Discuss techniques to maximize client comfort including controlling gagging
- Explain the purpose of interocclusal records (wax bites) and obtain an interocclusal record, with guidance
- Explain conditions that modify or contraindicate obtaining impressions
- Ensure impressions are prepared for pouring, following infection control guidelines
- Obtain impressions, modifying the procedure as needed and following precautions

Study Models

- Recall of the composition, properties, and manipulation of gypsum from DHYG 140
- Recognize types of study models and their uses in dentistry
- Demonstrate a procedure for pouring impressions
- Describe and demonstrate steps for pouring trimming and finishing maxillary and mandibular study models including safety measures
- Mix gypsum following manufacturer's directions, problem-solving any difficulties with mixing or the consistency
- Label study models
- Use study models during client care as needed

Dental Imaging

- Explain the uses of dental imaging for dental and dental hygiene health care
- Describe the components and use of clinical imaging systems including digital camera parts, intra oral mirrors and retractors, storage case and record-keeping book
- Describe file management and the protocol for transferring images for presentations
- Describe types of dental photographs including the purpose and characteristics of common views (portrait, lateral head view, full anterior view, full occlusal views - maxilla and mandible, buccal and lingual views, and close-ups)
- Discuss information that needs to be recorded in a clinic or office dental photography recordkeeping book
- Describe proper infection control procedures during imaging procedures
- Describe and demonstrate care for camera system, retractors and mirror
- Label slides or photos and store in client's chart
- Take dental photographs as needed, using proper infection control procedures, with some guidance

Diagnostic Testing

- Recall knowledge of pulp pain from DHYG 126
- Identify rationale for pulp vitality testing
- Explain and perform a variety of tests used to determine the health of the pulp (ice, percussion, heat, electric vitality testing)
- Discuss possible implications of results of vitality testing (ie: referrals, etc)
- Recall microbiological tests used to aid in the diagnosis of periodontal, dental, and orofacial pathologies (DHYG 280, 281)

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

Dental Hygiene Health Care Planning

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Integrate knowledge of nutrition from DHYG 228 into care planning
- Discuss and implement modifications that may be required to the sequence of debridement in order to incorporate local anesthesia
- Discuss and implement planning for a child client appointment
- Identify the need for referrals if necessary
- Plan dental hygiene care to improve all client's oral health as well as meet the client's expressed wants, needs and expectations
- Utilize relevant assessment data to identify needs that require interventions
- Determine measurable outcomes for client care
- Recognize changes in oral health status and plan accordingly
- Set realistic time frames for all procedures
- Follow the plan during dental hygiene health care, evaluate (re-assess) it and modify if required
- Competently complete a care plan for a moderately complex client

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 also be able to successfully demonstrate the following performance indicators that are consistent in all the procedures

- Verbalize an understanding of the rationale for each procedure
- Internalize and demonstrate 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 clinical 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, and modify as needed
- Integrate theoretical knowledge to practice
- Completes debridement summative evaluations

Self-care

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Based on assessment findings, develop and implement a comprehensive self care plan
- Discuss self care techniques beneficial for children and their parents
- Identify client's values and beliefs and appropriately incorporate these into self care instruction
- Discuss the impact of financial restraints, esthetics and low dental knowledge on self care instruction
- Develop and utilize appropriate instructional aids or pamphlets during self care instruction
- Discuss appropriate parent involvement in oral care based on the skill level and age of a child
- Individualize the explanation of the disease process for both periodontal disease and caries utilizing assessment data for each client seen during this semester -
- Compare electric toothbrushes to conventional manual tooth brushes
- Recall knowledge of nutrition (from DHYG 228) and oral health self-care promotion (from DHYG 250)
- Discuss incorporating health promotion changes into a client's self-care regimen
- Collaborate with the client to set goals and determine incremental steps to reach the goals
- Utilize the phase contrast microscope as a motivational tool if applicable
- Recall knowledge about dental prostheses and their clinical care
- Review self-care regimens for clients with dental prostheses
- Discuss relationship of smoking to oral disease
- Discuss tobacco cessation strategies
- Implement appropriate tobacco cessation strategies with clients

Debridement (including margination)

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162 for debridement and instrumentation principle
- Recall non specific and specific plaque theories as they apply to debridement
- Integrate theory of plaque retentive factors from DHYG 125
- Discuss difficulties with debridement including client acceptance, instrument selection and use, and pain control
- Recall knowledge of root anatomy from DHYG 120
- Demonstrate secondary fulcrums utilized to access difficult areas
- Discuss incorporating local anesthesia with debridement
- Discuss design and utilize slimline ultrasonic inserts
- Utilize client assessment data, including radiographs, as a guide to instrumentation
- Discuss how to assess end point of debridement
- Discuss and demonstrate the ability to modify debridement/endpoint based on tissue response
- Discuss pain management during debridement
- Debride, removing calculus and root roughness, with minimal assistance, minimizing hard and soft tissue trauma, following sound principles of instrumentation (clients with at least moderate deposit)
- Discuss and implement strategies to maximize the efficiency of debridement strokes
- Evaluate the need for replacement of worn instruments with minimal assistance
- Discuss the rationale, indications and contraindications for recontouring restorations
- Discuss the armamentarium used to recontour restorations including various sizes and shapes of finishing burs, stones, discs, finishing strips appropriate for each restorative material
- Ensure original morphology/contour of tooth is reproduced or maintained and that the restoration is now cleansable
- Marginate restorations requiring recontouring avoiding soft and hard tissue trauma
- Debride children's teeth as required

Polishing

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Polish selected clinical crowns of adults and children, systematically and competently, avoiding trauma and following principles of instrumentation
- Discuss the rationale for polishing the dentition of child clients
- Discuss and demonstrate air polishing including pros/cons, contraindications and technique

Fluorides

- Demonstrate knowledge, skills and attitude learned in DHYG160, 161,162
- Determine the need for use of tray and varnish fluoride applications
- Utilize appropriate fluoride use for caries risk identified
- Discuss modifications to fluoride application needed for children
- Explain benefits of topical fluoride application to clients of various ages
- Demonstrate competence with topical fluoride application on a variety of clients
- Provide post-fluoride instructions
- recommend other sources of topical fluoride for clients as needed

Emergency Care

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162
- Discuss emergency care related to the administration of topical local anaesthetic
- Given signs and symptoms and situational information, describe appropriate emergency care
- Identify potential client emergencies by reviewing a client's health history and vital signs, and by using effective listening and observation skills
- Recognize signs and symptoms of impending emergencies

Dental Prostheses

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162 with minimal assistance
- Clean removable prostheses manually or ultrasonically

Suture Removal

- not introduced this semester

Periodontal Dressing

- not introduced this semester

Temporary Restorations

- not introduced this semester

Pain Management

- Demonstrate knowledge, skills and attitude learned in DH 160,161,162
- Recall knowledge about the physiology of pulpal pain (from DHYG 182)
- Identify hypersensitive teeth using client assessment data and information from the client, with guidance
- Discuss and utilize signals clients can use to feel in control during debridement
- Select a product and procedure for desensitizing, rationalizing your choice
- Apply desensitizing agent to specified teeth, following manufacturer's directions
- Recommend at-home procedures to help care for hypersensitive teeth
- Recommend mild analgesics for controlling discomfort following debridement if necessary
- Apply local and topical anesthetics safely within student pairs and for clients when required
- Take and record blood pressure immediately before applying local anesthesia, and monitor the client throughout the procedure
- Accurately record in the progress notes the names of the techniques, areas of the mouth, types and volumes of anesthetics in mg and ml, and the client's response

Prevention and Emergency Management of Dental Trauma

- Discuss the importance of prevention of injury to the dentition
- Discuss common causes of dental trauma
- Discuss basic emergency treatment of dental trauma including fractures and evulsed teeth
- Recall knowledge of elder abuse from DHYG 162
- Discuss signs and symptoms of child abuse
- Discuss legal responsibility to report suspected child abuse and protocol to follow
- Discuss sports-related injuries including mouth guards
- Recall knowledge of mouth guard materials and fabrication from DHYG 140
- Fabricate a mouth guard with assistance

Subgingival and Home Irrigation

- Demonstrate knowledge, skills and attitude learned in DH 162
- Irrigate subgingivally, avoiding tissue trauma
- Integrate knowledge of periodontal disease from DHYG 225 to decide on use of chemotherapeutic agents
- Discuss rationale for use of home irrigation

Sealants

- Recall knowledge of crown and fissure morphology (from DHYG 122)
- Recall knowledge about preventive dentistry (from DHYG 150, 151, 250, 280)
- Describe sealants and their role in a comprehensive health care program
- Discuss research findings regarding sealant retention and caries reduction
- Describe sealant materials and kits (from DHYG 140)
- Explain and demonstrate the steps of sealant application, following the manufacturer's directions
- Explain information to discuss with the client and parent/guardian regarding sealants including the need for follow up visits
- Place a sealant
- Assess the placed sealant, checking occlusion and contacts, with guidance

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 DHYG 160,161,162
- Integrate knowledge from didactic courses this semester into the clinical environment
- Identify obvious problems that are blocking goal achievement, with guidance
- Identify limits of own learning

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

- Demonstrate and improve the knowledge, skills and attitude learned in DHYG 160,161,162
- Recognize areas of clinical skill requiring improvement and develop strategies to improve performance
- Develop learning plan

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

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Discuss expected outcomes for dental hygiene interventions planned for each client
- Discuss the meaning of “supervised neglect” and its impact on dental hygiene care
- Discuss short term and long term goals for improving client knowledge and oral health
- Recommend a continuing care interval to the client, with assistance, rationalizing the time span
- Compare original and re-assessment data, analyzing client's current oral health needs
- Evaluate the expected outcomes against actual outcomes to determine the success of dental hygiene care
- Discuss findings with clients including the need for referrals, areas requiring self monitoring
- Record specific areas that must be monitored by the hygienist at the next continuing care appointment

12. Manage clinical environment to ensure optimal delivery of care

Client Care

- Manages clinical setting to ensure client comfort
- Efficiently manages time while providing client care

Dental Records

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Maintain confidentiality of all client records including images
- Describe components of a complete case documentation
- Use dental records to prepare a simple case presentation
- Utilize the Exan computer system to maintain client records

Inventory Control

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Maintain instrument in good working condition including self evaluating the need for replacement

Appointment Scheduling

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Discuss difficulties with booking dental hygiene appointments or managing broken appointments
- Discuss appointment scheduling for child clinic
- Assure all appointments are recorded in the appointment book

Accounts Receivable

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Collect all fees from clients
- Utilize strategies to collect overdue accounts

Continuing Care Systems

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

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

- Demonstrate knowledge, skills and attitude learned in DHYG 160,161,162
- Participate during integration Seminars while knowledge relationships are discussed
- Identify behavioral, biological, dental and professional rationale for dental hygiene procedures
- Relate basic theoretical knowledge to the application and the provision of dental hygiene care

6. Basis of Student Assessment (weighting)

DHYG 260 consists of a clinical portion and a didactic portion. The final grade for the course is based on the didactic portion. Students will be graded on all procedures in clinic. At the end of term, students must receive a satisfactory in the clinical portion as well as a 70% in the didactic portion. Ensure to thoroughly read the below (under #6) and note additional information on the last page of this document.

Clinic Portion: The student must satisfactorily:

1. Meet all course learning outcomes
2. Complete selected clinical exercises – see handout
3. Complete summative evaluations – see handout

To help students better understand their level of performance on the various learning outcomes of the clinical component of the course, they will receive midterm and end of term evaluations. Students may be given either a M (Minimal), C (competent) or a D (distinguished). All of these grades are acceptable and are provided to assist students with identifying areas of focus in the next course. An M indicates that the student has minimally met the competency and should develop strategies to significantly improve performance to meet the expectation for the next level course. A "D" indicates that the student has consistently exceeded the expectation for this phase of the program. An N/C (not yet competent) in the clinical component indicates that the student has not met the criteria for this semester and will not be eligible to continue in the clinical courses.

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. Students are assigned clinical advisors. Advisors are available to assist students in understanding their clinical feedback.

Didactic Portion: Assignments and Tests:

Students must attain a minimum of 70% on both the assignment and examination sections.

Assignments

- | | |
|--|-----|
| 1. Oral health education pamphlet/website review..... | 15% |
| 2. Child Case Study presentation TBA..... | 25% |
| 3. Self Evaluation/Learning Plan development (mid/end of term) | 20% |
| 4. Care plan in-class assignment..... | 10% |

Note: late assignments will be subject to grade reduction of one mark per day.

Tests

- | | |
|-------------------------------|-----|
| Final Comprehensive Exam..... | 30% |
|-------------------------------|-----|

Note: The minimum grade for successful completion of DHYG 260 is B- or 70%.

7. Grading System

- ☒ Standard Grading System (GPA)
- ☒ Competency Based Grading System

A. **GRADING SYSTEMS** <http://camosun.ca/learn/calendar/current/pdf/academic-policies.pdf>

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-	<i>Minimal passing grade for DHYG 260</i>	4
69-0	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://camosun.ca/learn/calendar/current/pdf/academic-policies.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.

8. 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>
Also, refer to the resources for learning section of the DHYG student handbook.

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. Additional information regarding the dental hygiene program is in the student handbook
<http://camosun.ca/learn/calendar/current/pdf/academic-policies.pdf>

GENERAL INFORMATION FOR DHYG 260:

Clinic Department

Complete clinic attire is required any time students are in the clinic. Refer to the Dental Hygiene Student Handbook and clinic manual for details.

Student Rotations for Clinic

The class is divided into teams 1, 2, and 3. Units will be assigned to each student. Students are required to utilize assigned units whenever possible. Clinic assistants will be assigned to most clinics. Reception duties are also assigned. Students may exchange scheduled dates with peers but are required to record all changes on the master list in the dispensary.

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 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 invited to present to the class, it is expected that students attend.

Assignments

Written assignments and class presentations are expected on the date specified unless special arrangements are made with the instructor. One mark per day will be deducted for late assignments.

Instruments

Instruments must remain in good working condition. Instructors will assist in evaluating your instruments and may require immediate instrument replacement. Unsafe instruments must be immediately removed from student kits.