



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

**DHYG 280**  
**Clinical Theory 2**  
**Semester 2 – WINTER 2014**

**COURSE OUTLINE**

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**The Approved Course Description is available on the web @** <http://camosun.ca/learn/calendar/current/web/dhyg.html>

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*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**

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

**2. Course Description**

- a. This course builds on DHYG 270 with a focus on applying clinical theory and psychomotor skills to clinical practice with clients in the onsite clinic. Learners are mentored as they navigate the increased complexity of dental hygiene practice in applying assessment, planning diagnosis, implementation, evaluation, professionalism, health and safety to client care.
  
- b.
  - i.) Pre-requisites: n/a
  - ii.) Co-requisites: see below
  - iii.) Pre/Co-requisites: BIOL 160 , DHYG 220, Dhyg 219, Dhyg 245, Dhyg 270, Dhyg 271, DHYG 281
  
- c. Course Particulars:
  - i.) Credits: 4.0
  - ii.) Components: Class Hours: 12 hours
  - iii.) Course is not available by distance.
  - iv.) Prior learning is not available for this course.

A weekly schedule of class and will be distributed separately.

### 3. Required Materials

(a) Texts

- Darby/Walsh, Dental Hygiene Theory and Practice, 3rd edition
- Nield-Gehrig, Fundamentals of Periodontal Instrumentation, 7th edition
- Nield-Gehrig, Patient Assessment Tutorials, 2nd edition
- Camosun College Dental Hygiene Clinic Manual, 2013 edition
- Additional handouts/articles may be given throughout the Term

(b) Other: Kilgore teeth

### 4. Intended Learning Outcomes

<b>Learning Outcomes for DHYG 280 Clinical Theory 2</b>	<b>Program (Global) Outcomes (FYI)</b>
<p>Determine the elements necessary to apply the fundamental instrumentation and self-care skills required in clinical practice (F)</p> <p>Upon successful completion of this course a student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe professional dental hygiene practices, ethics, guidelines and standards as they relate to the clinical practice setting.</li> <li>2. Use effective written, oral, and expressive communication skills.</li> <li>3. Describe practices for ensuring the health, safety and well-being of self and others when working with clients.</li> <li>4. Discuss assessment, diagnosis, planning, implementation, and evaluation required for the provision of clinical dental hygiene services to clients.</li> <li>5. Describe the management of the clinical and reception environment to ensure optimal delivery of care.</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>Function as a professional dental hygienist.</i></li> <li>B. <i>Communicate and collaborate effectively with individuals, family, community and interdisciplinary teams.</i></li> <li>C. <i>Demonstrate critical thinking and use evidence based decision-making to provide optimal dental hygiene services to individuals, families and community.</i></li> <li>D. <i>Advocate to improve oral health and access to oral health services for individuals, families and community.</i></li> <li>E. <i>Coordinate and contribute to the effective management of the practice environment to ensure quality care and services.</i></li> <li>F. <i>Function as a competent clinician using the dental hygiene process of care.</i></li> <li>G. <i>Educate individuals, families and community about oral health including its relationship to general health.</i></li> <li>H. <i>Apply health promotion principles to improve the health of individuals, families and community.</i></li> </ol>

## 1. Course Elements and DHYG 280 Session Outcomes

### **Session 1: Introduction and Orientation to the Course**

*Upon completion of this session you need to be able to:*

1. Demonstrate the ability to think critically and apply the problem-solving process to dental hygiene decisions.
2. Develop specific and realistic goals in all learning contexts.
3. Identify problems that are blocking goal achievement, with guidance.
4. Plan basic strategies, considering alternative solutions and their consequences, with guidance.
5. Identifies limits of own learning.

### **Session 2: Assessments— Review**

*Upon completion of this session you need to be able to:*

1. Recall knowledge as it applies to oral assessments for clients.
2. Explain how to develop a systematic approach for oral assessments (including but not limited to health history and dental history, client concerns, vital signs, and head and neck, intra-oral exam, dental, occlusal, periodontal exams, and self care findings).
3. Explain how to record significant deviations from normal using terminology that meet medico legal and ethical requirements.
4. Examine communication approaches for sharing assessment data with the client.

### **Session 3: Care planning**

*Upon completion of this session you need to be able to:*

1. Analyze legal and professional responsibilities related to planning for dental hygiene care.
2. Compare and contrast a biomedical versus a human needs approach to diagnosis and treatment planning.
3. Examine the benefits and challenges of a client-centered approach to treatment planning.
4. Analyze treatment priorities that would reflect different diagnostic elements and client goals.
5. Explain the Camosun College Dental Programs' protocols for treatment planning (including but not limited to fees for the services planned for the client).
6. Analyze strategies for gaining and maintaining informed consent.

### **Session 3: Management of Dental Hygiene Practice**

*Upon completion of this session you need to be able to:*

1. Problem solve challenges in the clinical practice setting.
2. Compare and contrast best practice guidelines with regard to the management of client records (including but not limited to appointment scheduling, documentation of care, changes in care plans, client consent and refusal of consent, and financial aspects of care.
3. Analyze approaches to the evaluation of care and their implications for dental hygiene services.
4. Analyze best practice standards for care intervals related to periodontal and dental conditions.

### **Session 4 & 6: Phase 1- Periodontal Therapy**

*Upon completion of this session you need to be able to:*

1. Differentiate between different phases of periodontal therapy.
2. Explain the basic concepts and principles related to periodontal health and disease
3. Compare and contrast different aspects of periodontal debridement including but not limited to scaling and root planning
4. Analyze factors to consider when planning for periodontal debridement (including but not limited to tooth and root morphology.
5. Explain strategies to support client comfort during periodontal debridement. Identify factors that for potential client discomfort or in pain during scaling and root planning

### **Session 5: Ultrasonic instrumentation:**

*Upon completion of this session you need to be able to:*

1. Explain mechanized instrumentation techniques used in nonsurgical periodontal therapy and periodontal maintenance therapy.
2. Compare and contrast magnetostrictive, piezoelectric, and sonic instrumentation.
3. Analyze indications and contraindications for mechanized instrumentation
4. Explain strategies for appropriate insert or tip selection based on client needs.

### **Session 7: Practice management and post care evaluation:**

*Upon completion of this session you need to be able to:*

1. Explain the role of a professional in the reception area and dispensary duties ensuring optimal delivery of care.
2. Explain the role of a professional while performing dispensary and reception duties
3. Discuss the use of Exan Software in generating client's final records and letters.
4. Problem solve how to make accounts receivable record entries including medicolegal and ethical parameters following Camosun protocols.
5. Problem solve challenges related to accounts relievable aspects of practice.
6. Explain best practices for continuing /maintenance care for dental hygiene services.
7. Analyze best practice standards for continuing care appointments including the Camosun protocols.

### **Session 8: Fixed and Removable Prosthesis**

*Upon completion of this session you need to be able to:*

1. Explain the psychological comfort and discomfort of wearing dental prostheses and having them out of the mouth in public.
2. Explain construction and function of various types of removable prostheses and/or appliances.
3. Document (chart and write) information about various removable prostheses based on Camosun protocols.
4. Examine the advantages and disadvantages of various home and office products used to care for removable prostheses and appliances.
5. Analyze self-care regimens for clients with dental prostheses and appliances including care of edentulous areas.

### **Session 8: Stain removal using a slow speed hand piece**

*Upon completion of this session you need to be able to:*

1. Explain the composition and properties of agents used for polishing.
2. Analyze the therapeutic versus non-therapeutic aspects of polishing teeth and explain the information required to obtain informed consent from clients with regard to the use of polishing agents.
3. Analyze factors to control the abrasiveness and traumatic aspects of polishing methods and agents.
4. Compare and contrast application and effectiveness of different agents and armamentaria.

## **Session 9 & 10: Caries risk assessment and management**

*Upon completion of this session you need to be able to:*

1. Explain how to assess caries risk based on assessment data.
2. Explain the occurrence, distribution and sources of fluoride.
3. Explain the theories related to the biochemistry of topical and systemic fluoride action on oral tissues.
4. Explain vehicles for the delivery of fluoride.
5. Explore the benefits and controversies concerning the use of fluorides.
6. Analyze best practice regimes of fluoride throughout the life span.
7. Analyze the evidence to support various caries preventive procedures.
8. Explain the information required to obtain informed consent from clients with regard the use of fluorides.

## **Session 11: Dentinal Hypersensitivity and Pulp vitality**

*Upon completion of this session you need to be able to:*

1. Explain sources of tooth sensitivity.
2. Explain the theories of dentinal hypersensitivity including the influence of oral biofilm.
3. Analyze assessment approaches to gain data related to areas of tooth sensitivity.
4. Compare and contrast approaches used to determine the health of the pulp (including but not limited to ice, percussion, heat, radiographs, electric vitality testing).
5. Explain common interventions for tooth sensitivity.
6. Analyze the evidence to support at-home and in-office products and procedures to minimize dental hypersensitivity.
7. Explore precautions and contraindications for the application of desensitizing products.
8. Explain the information required to obtain informed consent from clients with regard the use of desensitizing agents.

## **Session 12 (Reading Break):**

*Upon completion of this session you need to be able to:*

**Session 13 (term test)** care planning, removable prosthesis, emergency care and evaluation.

## **Session 14: Guest speaker on Dentinal hypersensitivity management**

1. Gain data related to products available for dentinal hypersensitivity.
  2. Assess strength of evidence for different products and procedures.
- Make recommendations about the integration of products into practice

## **Session 15: Instrument sharpening**

*Upon completion of this session you need to be able to:*

1. Describe various methods of instrument sharpening

### **Session 17: Chemotherapeutic Mouthrinses**

*Upon completion of this session you need to be able to:*

1. Describe mouth rinses available, how they are classified, and what types are recommended for specific clients
2. Explain common ingredients in mouthrinses and their function.
3. Differentiate between therapeutic and cosmetic mouthrinses.
4. Compare and contrast the effectiveness of therapeutic agents using an evidence based approach.
5. Explain conditions that modify or contraindicate the use of mouthrinses.

### **Session 18 and 19: Pacific Dental Conference**

*Upon completion of this session you need to be able to:*

1. Collect relevant and credible data from PDC sessions.
2. Evaluate data based on peer-reviewed literature.
3. Summarize strength of evidence provided through the PDC sessions.
4. Report on key issues presented at PDC sessions.

### **Session 20: PDC reports in class**

### **Session 21: Automated devices**

*Upon completion of this session you need to be able to:*

1. Analyze the evidence to differentiate between the effectiveness of different powered toothbrushes and their different motions.
2. Analyze the strength of evidence to differentiate between the effectiveness of powered toothbrushes versus manual brushing.
3. Explain unanswered questions that remain about the effectiveness of different types of toothbrushes.

### **Session 23: MADH visit from Japan**

*Upon completion of this session you need to be able to:*

1. Gain information about dental hygiene practice in Japan.
2. Share perspective of dental hygiene education in Canada.
3. Make thoughtful reflections about the impact of the exchange on students, faculty and the program.

## **Session 21 & 22: Providing Dental Hygiene Care for Children**

*Upon completion of this session you need to be able to:*

1. Describe the impact of the Infant's Act on dental hygiene practice
2. Discuss modifications required to positioning, assessments and implementation when treating child clients
3. Compare and contrast permanent and primary dentition
4. Describe dental materials commonly used in pedodontic dentistry
5. Plan for a child client appointment
6. Involve parent in child care
7. Identify signs and symptoms of child abuse
8. Discuss sports-related injuries including mouth guards

## **Session 24: Pit and Fissure Sealants or( Dhyg 222 lecture)**

*Upon completion of this session you need to be able to:*

1. Describe sealants and their role in a comprehensive oral health care program
2. Discuss research findings regarding sealant retention and caries reduction
3. Describe sealant materials and kits
4. Explain the steps of sealant application, following the manufacturer's directions
5. Explain information to discuss with the client and parent/guardian regarding sealants including the need for follow up visits

## **Session 26: Debridement and fluoride review**

*Upon completion of this session you need to be able to:*

## **Session 27: Child case study**

*Upon completion of this session you need to be able to:*

1. Analyze child client records / case study.
2. Analyze the strength and limitations of the dental hygiene diagnosis.
3. Assess the relationship between the dental hygiene diagnosis and the treatment plan as it applies to the child client.
4. Examine the strength of evidence to support planned interventions.
5. Provide possible rationale for the treatment priorities (i.e. what rationale might the clinician have been considering?).
6. Evaluate the child client goal as reported by the parent/guardian.(e.g. realistic, understandable, and measurable.)
7. Evaluate the prognosis and its relationship to the client data.
8. Examine the internal consistency of the ADPIE elements (i.e. are there gaps or inconsistencies in the information presented? Do the ADPIE phases flow from one element to the other?)
9. Examine the consistency of the documentation in relationship to the Camosun protocols.

## **Session 28: Term Test #2; Fluoride, desensitizing and stain removal.**

## **Session 29: DHYG 221 Caries Development. Refer to DHYG 221 outcomes**



### **Session 30: Adult case study**

*Upon completion of this session you need to be able to:*

1. Analyze client records / case study
2. Analyze the strength and limitations of the dental hygiene diagnosis.
3. Assess the relationship between the dental hygiene diagnosis and the treatment plan.
4. Examine the strength of evidence to support planned interventions.
5. Provide possible rationale for the treatment priorities (i.e. what rationale might the clinician have been considering?).
6. Evaluate the client goal (e.g. realistic, understandable, and measurable.)
7. Evaluate the prognosis and its relationship to the client data.
8. Examine the internal consistency of the ADPIE elements (i.e. are there gaps or inconsistencies in the information presented? Do the ADPIE phases flow from one element to the other?)
9. Examine the consistency of the documentation in relationship to the Camosun protocols.

### **Session 31: Complete Case study**

**Session 32: TBA**

**Session 33: Review for Final exam**

**Session 34: Exam Week**

## 7. Basis of Student Assessment (Weighting)

### (a) Assignments

Self-care with focus on dentifrice and oral rinses 25% Mar 4, 2014

### (b) Exams – Written term and final exams

1. Term Test #1 20% Feb 18, 2014
2. Term Test #2 25% Apr 8, 2014
3. Final Exam 30% TBA

### (c) Other

## 8. Grading System

**Note a B- grade is required to pass this course**

Standard Grading System (GPA)

Competency Based Grading System

**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

## 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.

## 9. 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>