



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

**DHYG 370**  
**Clinical Theory 3**  
**Fall 2013**

**COURSE OUTLINE**

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

<http://www.camosun.bc.ca/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>	Liz Morch
<b>(b) Office hours</b>	Posted on door
<b>(c) Location</b>	Dental Building Room 004
<b>(d) Phone</b>	250-370-3215 <b>Alternative:</b> 250-812-8893
<b>(e) E-mail</b>	<a href="mailto:morch@camosun.ca">morch@camosun.ca</a>
<b>(f) Website</b>	

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**2. Course Description**

Calendar Description

- a. This course builds on DHYG 280 with a focus on the integration of clinical theory, professional practice and dental science into complex care planning for clients of a variety of ages and those with diverse dental and medical conditions. This course prepares learners for increased responsibility in managing assessment, planning, diagnosis, implementation and evaluation of dental hygiene client care.
- b. Pre/Co-requisites  
Pre-requisites: DHYG 221, DHYG 222, DHYG 231, DHYG 246, DHYG 280, DHYG 281, BIOL 260  
Pre/Co-requisites: DHYG 321
- 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

#### Texts

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

Malamed SF. Handbook of Local Anesthesia. 6<sup>th</sup> Ed. St. Louis: C.V. Mosby. 2013.

Newman, Takei, Klokkevold , Carranza.Clinical Periodontology. 11<sup>th</sup> Ed. St. Louis: W.B. Saunders. 2012.

Stegeman, Davis. The Dental Hygienist's Guide to Nutritional Care. 2<sup>nd</sup> Ed. St. Louis: WB Saunders. 2005.

#### Reference Materials

Clinic Manual. Camosun College Dental Hygiene Program. 2013-2014.

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

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

Articles TBA

Other: Kilgore teeth

### 4. Intended Learning Outcome

<b><i>Learning Outcomes for DHYG 370 Clinical Theory 3</i></b>	<b>Program (Global) Outcomes (FYI)</b>
<p>Upon successful completion of this course a student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the possible oral implications of diverse dental conditions for dental hygiene services.</li> <li>2. Analyze the elements of comprehensive dental hygiene care for clients with diverse dental and medical conditions.</li> <li>3. Explain communication and collaboration issues associated with the process of care for clients of a variety of ages and diverse backgrounds.</li> <li>4. Analyze dental hygiene educational, preventive and therapeutic services in relationship to the available evidence.</li> <li>5. Examine advocacy approaches that support access to dental and dental hygiene care for individual clients.</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>

## **Course Elements and DHYG 370 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 using learning plans.
3. Self evaluate problems that are blocking goal achievement,.
4. Plan strategies, considering alternative solutions and their consequences,
5. Identify limits of own learning.

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

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

1. Problem solve challenges associated with acquiring accurate health history information
2. Record significant deviations from normal using terminology that meet medico legal and ethical requirements.
3. Analyze electronic pharmaceutical information for relevance in client care
4. Compare assessment of functional and static occlusion

### **Session 3: Amalgam and Composite Restorations**

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

1. Recognize how dental materials and techniques used to restore the teeth and surrounding oral structures, affect the delivery of dental hygiene care.
2. Describe the interaction between the specific dental materials and the surrounding oral tissues.
3. Compare and contrast benefits and drawbacks of amalgam and composite restorative materials
4. Explain the composition, preparation, placement, and finishing of the materials.
5. Explore research pertaining to safety concerns of dental materials
6. Analyze approaches to margination of amalgam and composite materials

### **Session 4 & 5: Review of Care Planning, CAL, AAP Diagnosis, Prognosis, Evaluation, Letter Writing**

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

1. Explain the Camosun College Dental Programs' protocols for care planning and evaluation ( SOAP) , documentation and chart auditing
2. Determine relevant assessment data needed in care planning of clients
3. Employ the Human Needs theory in creation of care plans for clients of moderate complexity with diverse medical and/or dental considerations
4. Construct appropriate dental hygiene AAP diagnostic statements
5. Analyze realistic expectations of tissue response for gingivitis and periodontitis
6. Problem solve challenges in constructing communication to dental professionals
7. Audit documentation ensuring practice standards for documentation are completed

## **Sessions 6, 7, 8, 22, 23, 24: Providing Dental Hygiene Care for Children**

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

1. Apply the Infant's Act to dental hygiene practice
2. Determine modifications required to positioning, assessments and implementation when providing care to child clients
3. Analyze assessment of the oral conditions in a child's mouth of any age
4. Plan for a child client appointment
5. Generate approaches to involve parents in child care in the office and home environments
6. Identify signs and symptoms of child abuse and the dental hygienists role in advocacy for the protection of children
7. Prepare to provide care to children aged 1-16 years of age
8. Identify and examine interventions to reduce caries risk
9. Document findings on the Camosun College's Infant and Child Charts

## **Sessions 9, 11, 12, 21: Case Studies**

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

1. Develop appropriate strategies for providing comprehensive care for clients with diverse medication and dental considerations such as diabetes, cardiac conditions, dental anxiety, sensitivity, dental prosthesis, smoking,
2. Summarize the components of client case presentation
3. Individualize explanation of periodontal disease for diverse clients
4. Analyze approaches to debridement

## **Session 10: Impression and Study Models**

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

1. Explain the rationale for taking impressions and creating study models
2. Explain the composition, properties and manipulation of alginate and dental stone.
3. Describe possible tissue responses to alginate.
4. Explain rationale that influence tray selection.
5. Describe the preparation of impression trays prior to taking impressions.
6. Explain the purpose and procedure of interocclusal records (wax bites).
7. Explain conditions that modify or contraindicate obtaining impressions, including precautions.
8. Describe approaches for obtaining impressions and interocclusal records.
9. Explain the preparation of impressions and interocclusal records for pouring in the laboratory
10. Explain the procedure for pouring impressions
11. Explain chart entry for impressions including appropriate symbols, abbreviations and terminology to meet medicolegal requirements.
12. Develop criteria for acceptable impressions and study models based on intended purpose
13. Describe uses of study models during dental and dental hygiene care.

## **Session 13: Midterm exam – care plan**

### **Session 14: Porcelain, Gold, Aesthetic Dentistry**

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

1. Explain the composition, preparation, placement, and finishing of the materials.
2. Explain the relationship of dentistry to periodontal conditions including impingement of biologic width
3. Analyze the benefits of prosthetic and aesthetic dentistry
4. Describe how to discuss dental procedures to clients

### **Session 15: Dental Trauma and Mouthguards**

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

1. Explain common causes of dental trauma and the importance of prevention of injury to the dentition
2. Describe basic emergency treatment of dental trauma including fractures and avulsed teeth
3. Analyze trends in sports-related injuries including the relationships of dental trauma to concussions
4. Describe the fabrication steps and types of mouthguards

### **Session 16: Implants**

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

1. Explain the components parts and surgical single step and two step placement techniques of implants
2. Describe the benefits, challenges and success rates of implant placement
3. Describe relative contraindications to implant placement
4. Describe techniques for debridement of dental implants
5. Describe self care protocols for dental implants
6. Explain rationale for continuing care intervals for clients with dental implants

### **Session 17: Ergonomics**

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

1. Compare ergonomic positioning to traditional positioning during the provision of care
2. Describe how to provide constructive feedback to peers
3. Compare and contrast acceptable and improvable fundamentals of manual instrumentation
4. Describe strategies to support long term clinician health during the provision of hygiene care

### **Session 18: Temporary Restorations, Dental Dam and Instrument Transfer**

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

1. Explain the composition, mixing, placement, and finishing of IRM restorations
2. Discuss the benefits of dental dam use in dentistry
3. Discuss the materials and instruments used in rubber dam placement
4. Discuss the procedure of placing a rubber dam
5. Discuss the benefits of successful instrument transfer

### Session 19: Tobacco Cessation

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

1. Analyze how addictions develop and the challenges of managing and treating addictions
2. Apply change theory to tobacco cessation
3. Explain a variety of strategies available to assist clients with tobacco cessation based on the 5 A's process
4. Explain pharmaceutical therapies and government programs available in BC

### Session 20: Whitening

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

1. Explain the chemical process of whitening
2. Analyze options available for whitening internal and external staining
3. Describe relative contraindications and safety of whitening
4. Describe the fabrication and benefits of bleaching trays

### Session 25: Exam Review

## 5. Bases of Student Assessment (Weighting)

1. Assignments
  - A) Literature Review of major project topic 30%
  - B) Child Case presentation 20%
2. Exams
  - A) Midterm care plan 20%
  - B) Final 30%

#### 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. 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.

## 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>