



CAMOSUN COLLEGE
School of Health & Human Services
Dental Programs

DHYG 270
Clinical Theory 1
Semester 1 – Fall 2016

COURSE OUTLINE

The Approved Course Description is available on the web @ <http://www.camosun.bc.ca/calendar/current/web/dhyg.html#DHYG270>

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	Margit Strobl
(b) Office hours	Posted on door
(c) Location	Dental Building D 006
(d) Phone	250-370-3255 Alternative:
(e) E-mail	stroblm@camosun.bc.ca
(f) Website	n/a

2. Course Content and Schedule

- a. This course introduces students to the theory and principles of dental hygiene practice including assessment, diagnosis, planning, implementation, and evaluation. Best practices in health and safety as they relate to the clinical environment are discussed.
- b.
 - i. Pre-requisites: n/a
 - ii. Co-requisites: DHYG 271
 - iii. Pre-Co-requisites: Biol 160, DHYG 219, DHYG 220, and DHYG 245
- c. Course Particulars:
 - i. Credits: 4
 - ii. Components: Class hours 5
 - iii. Is the course available by distance education? No
 - iv. Is prior learning available for this course? No

Note: A weekly schedule of classes will be distributed as a separate document. Students are expected to be prepared for class by reading text chapters and completing related manual notes for each class as necessary.

3. Required Materials

(a) Texts

Darby, M. & Walsh, M. Dental Hygiene Theory and Practice. 4th Ed. St Louis Missouri: Saunders; 2015.

Nield-Gehrig, Fundamentals of Periodontal Instrumentation. 7th Ed. Philadelphia PA: Lippincott Williams & Wilkins; 2013.

Prezi presentations and information sheets will be uploaded to D2L for students to download prior to class.

Additional handouts/articles may be given throughout the Term

(b) Other

Camosun College Dental Hygiene Clinic Manual, 2016 Edition

Each week will build on foundational knowledge acquired in the previous weeks so continue to review readings as you move through semester.

4. Intended Learning Outcomes

Learning Outcomes for <i>DHYG 270 Clinical Theory 1</i>	Program (Global) Outcomes (FYI)
<p>Upon successful completion of this course a student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe professional dental hygiene practices, guidelines and standards as they relate to the clinical setting and practice. (A) 2. Identify and apply effective communication skills in all aspects of the learning environment. (B) 3. Recognize and describe behaviours and processes that contribute to the delivery of safe, effective and efficient dental hygiene services in the clinical environment. (C,F,E) 4. Describe the fundamental concepts needed to perform dental hygiene assessment, care planning and evaluation processes in the clinical setting. (F) 5. Describe the elements of fundamental instrumentation and self-care skills required in clinical practice. (F) 	<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 to improve 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 and session numbers:

DHYG 270 Session Outcomes

Session 1: Introduction and Orientation to the Course

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

1. Explore the importance of critical thinking and problem-solving process in providing optimal dental hygiene care.
2. Explain the importance of establishing specific and realistic goals in all learning contexts.
3. Identify obvious problems blocking goal achievement, with guidance from the instructor.
4. Plan basic strategies, considering some alternative solutions and their consequences, with guidance from the instructor.
5. Identify limits and responsibility of own learning.

Session 2: Infection Control and Introduction to the DH Care Environment

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

1. Describe theories of infection control including standard precautions.
2. Explain routes of disease transmission in oral health care settings.
3. Discuss the benefits and limitations of various sterilizers that support oral health care.
4. Explain the benefits and limitations of disinfecting agents that support oral health care.
5. Explain strategies to reduce the risk of transmission of microbes including vaccinations for oral health care workers.
6. Explain post exposure protocols related to oral health care with a particular emphasis on Camosun College protocols.
7. Describe best practice standards in oral health care.
8. Explore the Dental Hygiene Care Environment.

Session 3: Ergonomics

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

1. Explain principles of balanced positioning.
2. Describe the zones of activity for dental hygiene care.
3. Explain the steps in achieving balanced positioning.
4. Discuss risk factors and patterns for musculoskeletal symptoms (MSS).
5. Explain the role of surgical magnification in supporting the health of clinicians.

Session 4 & 5: Instrumentation – Basic Instrumentation Principles

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

1. Describe general characteristics of dental hygiene instruments.
2. Describe general principles of modified pen grasp, fulcrums and finger rests.
3. Explain basic principles of instrument insertion and activation of exploratory strokes, including adaptation and angulation approaches.
4. Explain situations that require modifications in grasp, fulcrums and finger rests.

Session 6 & 7: Instrumentation – Instrumentation Principles

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

1. Describe standard dental hygiene instruments and their use including mouth mirrors, explorers and probes.
2. Differentiate between curets and scalers.
3. Explain features of universal and area specific curets, and sickle scalers.
4. Explain basic principles of instrument insertion and activation for exploratory strokes and working strokes using curets and scalers.
5. Explain ways of organizing instruments for safe storage.

Session 8: Implementation – Angulation and activation for deposit removal

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

1. Explain the significance of reviewing the client's record and assessment data prior to debridement.
2. Discuss the limitations and strengths of curets and scalers in supporting periodontal debridement.
3. Explain the expected outcomes of non surgical pocket therapy and the influence of various risk factors.
4. Apply principles of a systematic, efficient, sequence for periodontal debridement, following basic instrumentation principles in simulation.
5. Explain clinical endpoints that illustrate a positive tissue response.
6. Explore approaches to documentation of debridement procedures.

Session 9: Accident and Injury Prevention

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

1. Describe common accidents/injuries/ exposure to hazards that occur in the dental environment.
2. Explain methods of preventing accidents and injuries related to the dental environment.
3. Explain how to control the risk of exposure hazards to dental personnel.
4. Describe the relevance of Workplace Hazardous Materials Information System (WHMIS) in relation to the DH environment.
5. Explain your responsibilities with regard (WHMIS).
6. Explain the protocols in place for reporting accidents/injuries.

Session 10: Emergency Prevention and Management

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

1. Explain communication approaches to elicit client information in an efficient and caring manner.
2. Explain principles of a thorough health history and its application to the prevention of medical emergencies.
3. Explain the importance of comprehensive health information in the prevention of medical emergencies.
4. Apply strategies to elicit comprehensive health information in simulation experiences.
5. Explain the protocols of the Camosun College's Dental Clinic for obtaining trained emergency care personnel (PERT).
6. Identify the location of clinical emergency equipment in the clinical setting.

Session 11 &12: Health History, Dental History and Vital Signs

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

1. Discuss the advantages and disadvantages of questionnaire and interview methods for obtaining health history information including limitations.
2. Explain conditions that require a "medical alert".
3. Describe the approach to achieving an accurate health history and dental history according to medico legal requirements.
4. Discuss the rationale for obtaining vital signs for dental hygiene care.
5. Document findings according to Camosun College protocols.

Session 13: (Term Test)

Session 14 & 15: Assessments—General Head and Neck Assessment (EO) and Intra-oral soft tissue examination

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

1. Apply knowledge of the structures and function of the head and neck in simulation exercises.
2. Explain how to develop a systematic method of assessing the head and neck and intraoral area.
3. Explain how to record significant deviations from normal utilizing terminology that meets medical legal requirements.
4. Examine communication approaches for sharing assessment data with the client.

Session 16&17: Assessment –Dental and Occlusal examinations

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

1. Describe characteristics of the dentition assessed during a dental examination.
2. Explain the purpose of and describe a systematic sequence for assessing the dentition.
3. Apply accurate documentation principles in recording dental findings in simulation.
4. Explain the purpose of recording Angles classification of occlusion.
5. Describe a systematic method for determining the classification of occlusion.
6. Describe the impact of occlusal trauma including subjective and objective observations.

Session 18 & 19: Periodontal assessment: (Risk assessment and MFR and CAL)

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

1. Explain aspects assessed during the periodontal examination.
2. Explain clinical manifestations associated with inflammation.
3. Explain descriptors commonly used to document periodontal assessments.
4. Apply accurate documentation principles in recording periodontal findings.
5. Describe systematic sequences for assessing the periodontium and the importance to quality of care.
6. Explain the AAP guidelines and how they support the periodontal diagnostic statement.

Session 20: Deposit Assessment:

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

1. Describe the concept of dental plaque biofilm and its formation.
2. Relate the process of plaque biofilm mineralization to locations where calculus is frequently found.
3. Differentiate between soft and hard oral deposits with regard to etiology, significance and treatment.
4. Apply accurate documentation principles in recording findings.
5. Explain how the assessment of soft and hard deposits informs client education.
6. Describe the effectiveness of plaque and calculus inhibitors according to research.

Session 21 & 22: Self-care: Health promotion/disease prevention and aids:

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

1. Explain how the oral hygiene assessment is used for client education, monitoring, and motivation.
2. Discuss the concept of self care as it relates to general and oral health promotion.
3. Reflect on the role and limitations of the dental hygienist while promoting oral health for clients.
4. Explain the most common circumstances for recommending various dentifrice, floss, toothbrushes and other self care aids compliant with the ADA Seal of Acceptance Program.
5. Explain how to modify client techniques when needed.
6. Explain approaches to support the documentation of changes in self-care effectiveness.
7. Explain how to record self care teaching and learning information in the clients' record.

Session 23: 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. Discuss self-care regimens for clients with dental prostheses and appliances including care of edentulous areas.

Session 24 (Term Test #2)**Session 25: Dental Hygiene diagnosis:**

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

1. Describe the evolution of the process of care with the inclusion of dental hygiene diagnosis.
2. Explain dental hygiene diagnostic approaches.
3. Differentiate between a dental hygiene diagnosis and a dental diagnosis.
4. Write dental hygiene diagnostic statements in simulation.
5. Formulate a client centered diagnosis in simulation.
6. Identify interventions that support various dental hygiene diagnosis.

Session 26 & 27: Dental Hygiene care planning:

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

1. Explain the importance of the planning phase in the dental hygiene process of care.
2. Explain the clients' role in care plan development.
3. Explain legal and professional responsibilities related to planning for dental hygiene care.
4. Discuss a biomedical versus a human needs approach to diagnosis and treatment planning.
5. Explain how to relate the diagnostic statements to the care plan.
6. Explain how treatment priorities are determined.
7. Explain approaches to generating a client-centered care plan.
8. Discuss strategies for gaining and maintaining informed consent.
9. Calculate estimates and fees for dental hygiene services based on the Camosun fee guide.

Session 28: Evaluation of care:

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

1. Explain the purpose of the evaluation phase of client care, its significance to the process of care and practitioner liability.
2. Explain ways of measuring outcomes.
3. Explain factors influencing client goal achievement.
4. Apply Camosun College protocol for clients' evaluation phase in simulation scenarios.

6. Basis of Student Assessment (Weighting)

(a) Assignments

Case Scenario	Part 1	10%
Case Scenario	Part 2	10%

(b) Exams – Written term and final exams

1. Term Test #1	10%
2. Term Test #2	20%
3. Final Exam	30%

(c) Pre-Quizzes/Post-questions 20%

7. Grading System

Note a B- grade is required to pass this course

Standard Grading System (GPA)

Competency Based Grading System

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-	PASSING GRADE	4
65-69	C+	Minimum level has not been achieved.	3
60-64	C		2
50-59	D		1
0-49	F		0

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.

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>

If you require additional support services due to a disability, please contact the disability resource center. www.camosun.ca/drc.

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>