



CAMOSUN COLLEGE
School of Health & Human Services
Dental Programs

DHYG 371
Clinical Practice 4
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>

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	Tika Brown
(b) Office hours	Posted on door
(c) Location	Dental Building Room 003
(d) Phone	Tika 250 370 3453
(e) E-mail	brownt@camosun.ca
(f) Website	D2L

2. Course Description

- a. This course builds on DHYG 281 with a focus on applying clinical theory to clinical practice with clients of a variety of ages and increased complexity. Students provide dental hygiene services in the onsite clinic assuming increasing responsibility while being mentored
- b.
 - i.) Pre-requisites: DHYG 221, DHYG 222, DHYG 231, DHYG 246, DHYG 280, DHYG 281, BIOL 260
 - ii.) Co-requisites: DHYG 370,
 - iii.) Pre/Co-requisites: DHYG 310, DHYG 321, DHYG 390
- c. Course Particulars:
 - i.) Credits: 5.0
 - ii.) Components: Class Hours: 17 hours
 - iii.) Course is not available by distance.
 - iv.) Prior learning is not available for this course.

3. Required Materials

Texts

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

Clinic Manual. Camosun College Dental Hygiene Program; 2016-2017.

Reference Materials

Gladwin & Bagby. Clinical Aspects of Dental Materials Theory, Practice and Cases. 4th Ed. Philadelphia: Lippincott Williams & Wilkins; 2013.

Little, Falace, Miller and Rhodus. Dental Management of the Medically Compromised Patient. 8th Ed. St. Louis: Mosby and Evolve; 2013.

Articles TBA

Other: Kilgore teeth

4. Intended Learning Outcome

Learning Outcomes for DHYG 371 Clinical Theory 3	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. Practice professionally in a clinical setting. (A) 2. Apply evidence based practice, critical thinking and problem solving skills in working with clients and the dental team.(C) 3. Demonstrate consistent and effective written, oral and expressive communication in dental hygiene practice. (B,E) 4. Consistently demonstrate practices that ensure health, safety, and well being of self and others within the broader clinical setting. (D,E,F) 5. Provide dental hygiene services for clients with increasingly complex oral and general health conditions, integrating biological and dental sciences.(F,G) 6. Apply knowledge of health promotion principles to individual client care.(H) 	<ol style="list-style-type: none"> A. <i>Function as a professional dental hygienist.</i> B. <i>Communicate and collaborate effectively with individuals, family, community and interdisciplinary teams.</i> C. <i>Demonstrate critical thinking and use evidence based decision-making to provide optimal dental hygiene services to individuals, families and community.</i> D. <i>Advocate to improve oral health and access to oral health services for individuals, families and community.</i> E. <i>Coordinate and contribute to the effective management of the practice environment to ensure quality care and services.</i> F. <i>Function as a competent clinician using the dental hygiene process of care.</i> G. <i>Educate individuals, families and community about oral health including its relationship to general health.</i> H. <i>Apply health promotion principles to improve the health of individuals, families and community.</i>

5. Course Elements and Outcomes

Introduction and Orientation to the Course

1. Review clinic manual protocols (department)
2. Identify drugs and potential uses of emergency kit contents.
3. Demonstrate use of oxygen in case of need in a medical emergency
4. Demonstrate Camosun College emergency protocols for earthquake, client emergency care (PERT) and needle stick injuries

Assessment, Diagnosis and Planning Review on Student Partner: Health History, Head and Neck, Oral, Dental, Occlusal, Probing, CAL, Mobility, Furcation, Recession, MAG, Gingival, Deposit, Self-care, Caries Risk, Diagnosis and Care Planning (Phase 1 and 2) and Client Education.

1. Prepare the clinic for client care
2. Explain protocols for completion of Camosun College client forms
3. Demonstrate assessment of health history, dental history and acquire accurate vital signs on a peer
4. Demonstrate sequences to perform assessments that are efficient, accurate and minimize the risk of errors
5. Explain strategies for accurate caries detection
6. Problem solve challenges during assessments
7. Record significant deviations from normal using terminology that meet medico legal and ethical requirements.
8. Discuss static and functional occlusion
9. Demonstrate assessment of static and functional occlusion
10. Develop an accurate diagnosis and care plan (phase 1 and 2)
11. Perform appropriate client education and self-care.

Instrumentation Review on Student Partner

1. Practice professionally, safely, ethically following Camosun College infection control and clinical protocols
2. Demonstrate the fundamentals of methods of instrument sharpening
3. Demonstrate the fundamentals of exploring, indirect vision and instrumentation using a variety of instruments
4. Utilize sharp instruments
5. Perform a mock screening on a peer

Review of Reception and Dispensary Duties

1. Explain best practice standards used in the Camosun clinical, dispensary and reception area.
2. Analyze the role of learners in supporting safe and effective care in the Camosun clinic including teamwork.
3. Review of Exan for treatment records.

Mass screenings

1. Practice as a professional.
2. Support the implementation of a safe and effective screening process.
3. Work collaboratively with others to gain relevant client data.

Complex Care Planning (during class 370)

1. Analyze assessment data to identify essential information relevant to a dental hygiene diagnosis.
2. Generate a dental hygiene diagnosis based on the assessment data.
3. Generate a rationale and realistic dental hygiene care plan for a client with complex medical issues.

Ultrasonic Instrumentation Review

1. Practice as a professional to support client safety and positive oral health outcomes.
2. Demonstrate preparation for the use of ultrasonic instrument integrating best practice standards.
3. Explain rationale for insert selection
4. Demonstrate fundamentals of ultrasonic instrumentation with inserts
5. Demonstrate effective water control with high volume suction
6. Compare piezoelectric ultrasonic (including set up) to magnetostrictive units
7. Document significant findings and events using terminology that meet medico legal and ethical requirements.

Rubber Cup and Air Polishing

1. Demonstrate best practice standards when using rubber cup polishing with a student partner in simulation.
2. Practice air polishing including unit set up, maintenance, and technique on a manikin.

Sealants, Children's Forms

1. Assess best practice standards with regard to sealants.
2. Demonstrate mock sealant placement on a peer.
3. Complete a mock child assessment and care planning using Camosun College children forms.

Velscope

1. Apply appropriate infection control procedures while utilizing the Velscope.
2. Demonstrate safe, accurate and effective technique to perform an oral screening with the Velscope.

Impressions

1. Demonstrate effective technique to acquire a useful impression for sport guard and whitening tray fabrication.
2. Apply strategies to maximize client comfort.
3. Demonstrate effective technique to acquire a inter-occlusal wax bite.
4. Apply appropriate infection control procedures while taking impressions and prepare the impression for pouring.

Pouring and Trimming Study Models

1. Utilize safety protocols in the laboratory setting following infection control protocols.
2. Demonstrate effective mixing and pouring of dental stone into impression.
3. Demonstrate effective horseshoe trim of study model suitable for sports guard and whitening tray fabrication.

Sport Guard Fabrication

1. Demonstrate safe lab techniques following infection control protocols.
2. Analyze best practice standards for the fabrication of sports guards.
3. Fabricate a sports guard with assistance.

Whitening

1. Demonstrate safe lab techniques following infection control protocols.
2. Analyze best practice standards for the fabrication of a custom whitening tray.
3. Fabricate a custom whitening tray.
4. Delivery of whitening system to client/peer.
5. Monitor and evaluate delivery of whitening system.

Administration of Local Anesthetic

1. Demonstrate safe and effective acceptable administration of intraoral maxillary and mandibular injections.
2. Calculate dose administered and compare to safe doses.
3. Problem-solve issues that arise with the administration of local anesthetic.

Facilitating Learning with DHYG 271 students

1. Assess the instrumentation abilities of a junior year student.
2. Provide constructive feedback to peer.
3. Support learner in self-assessment of instrumentation abilities.
4. Facilitate the acquisition of instrumentation abilities by the learner.
5. Evaluate the outcomes of the learning session with input from the learner.

IRM Temporary Restorations, Instrument Transfer, Rubber Dam, Margination

1. Demonstrate satisfactory mixing, placement and finishing of IRM in a Class II cavity preparation on a manikin.
2. Transfer instruments safely to a peer during IRM placement.
3. Place a rubber dam on a manikin with assistance.
4. Assess best practice standards with regard to margination.
5. Utilize a variety of discs, strips and instruments to marginate composites and amalgams on manikins.

Clinic Maintenance with DHYG 271 students, Chart Review, Instrument Kit Review

1. Satisfactorily complete clinic maintenance procedures with the assistance of junior students
2. Evaluate instruments for replacement
3. Review all charts of clients seen during the semester to ensure documentation is completed

During all clinical sessions when working on peers or clients students must:

- Consistently demonstrate professional behaviour.
- Demonstrate consistent accountability and responsibility for decisions and actions.
- Communicate effectively with people involved with care.
- Maintain infection control and safely operate equipment.
- Practice ergonomically to support personal health.
- Manage the practice environment to support client safety, comfort and well-being.
- Integrate evidence and theory from the behavioural, oral health and general health sciences into the dental hygiene process of care.
- Manages records using approaches and terminology that meet medico legal and ethical standards.
- Maintain confidentiality of client information and records.
- Self-evaluate clinical performance using instructor and peer input.
- Integrate the ADPIE process to provide rationale and realistic dental hygiene services.

Assessment

1. Internalize and consistently demonstrate an efficient sequence and technique to ensure accurate and thorough assessment.
2. Competently assess a client of a light to moderate classification (2.2) in a maximum of two appointments.
3. Assess clients of variety of age groups including primary and school aged children.

Diagnosis

1. Utilize relevant assessment data to create accurate dental hygiene diagnostic statements.
2. Accurately determine the American Academy of Periodontology (AAP) periodontal classifications with minimal guidance.

Planning

1. Plan dental hygiene care based on assessment data, diagnosis, prognosis, client values and expectations for clients of a variety of ages including children.
2. Utilize Human Needs Model and consider social determinants of health in the planning process.
3. Revise dental hygiene care when appropriate.
4. Determine SMART goals (specific, measurable, attainable, realistic, timely) goals for client care.
5. Utilize principles of health promotion.

Implementation

1. Provide all planned interventions.
2. Demonstrate safe and effective manual and ultrasonic instrumentation.
3. Evaluate end point based on tactile detection and tissue response on clients of light to moderate classification (2.2)

Evaluation

1. Evaluate the expected outcomes against actual outcomes to determine the success of dental hygiene care.
2. Summarize care utilizing the SOAP format, including setting appropriate care intervals and any necessary referrals.

Radiographs and Imaging (during radiography lab sessions and client clinics)

1. All radiographs taken on clients' or on Dental X-ray Teaching Training Replica's (DXTTR's) require adherence to radiation safety and protection guidelines.
2. Identify when radiographs are required for caries detection or periodontal assessment with assistance.
3. Successfully expose a full mouth series of radiographs (minimum of 12 films in one hour) on a client following clinic protocols.
4. Use appropriate interpersonal skills and strategies to increase the client's physical and psychological comfort during radiograph exposures.
5. Complete the following dental radiographs and / or exercises: pedo full mouth series (bisecting the angle technique), occlusal, localization, distal oblique, digital films and panorex with minimal assistance.
6. Process radiographic films automatically, following infection control guidelines, with minimal guidance.
7. Assess the diagnostic acceptability of all films taken, problem-solving any deficiencies, with guidance.
8. Interpret radiographs, identifying normal anatomic landmarks, restored conditions, periodontal status, artifacts and suspected pathologies etc.
9. Describe components to set up for imaging including camera and computer and demonstrate infection control required for intraoral imaging.
10. With a high resolution camera, take a set of images commonly used in a case presentation (ie., portrait, lateral head view, full anterior view, occlusal). Details to be provided during lab sessions.
11. Manage digital and paper files using transfer and storage protocols, meanwhile obtaining appropriate consent from clients for any imaging (radiographic or imaging)
12. Document all exposures and/or images as required in client records.

6. Basis of Student Assessment (weighting)

The student must satisfactorily:

1. Meet all course learning outcomes
2. Submit self-evaluation and progress report at mid-term and end-of-term on D2L
3. Complete all documentation required for client care (including chart audits)
4. Satisfactorily complete all formative and summative evaluations by due dates as indicated on summative/formative form.
5. Complete all client requirements by the end of term.

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. End of term feedback will be provided using the following format:

Clinical Expectations:

Attendance is required for all scheduled teaching and client clinical sessions.

- **Notification if away:** Students who must be absent due to health or other emergency reasons are to notify the respective DH2 or DH3 lead clinic instructor first thing in the morning and to cc the Instructional Assistant (email).
- The Clinic Lead Instructor may request a physician’s note for any clinical absences.
- Students may be assigned additional clinical duties if a clinic is missed in order to meet the learning outcomes.

Professionalism and Deportment

- Students must demonstrate professionalism and deportment at all times.
- Students must come to midterm meetings prepared (ex. Tracking is up to date, all documentation is completed including appropriate signatures).
- Students must demonstrate self-directed learning (ex. Managing clients through appropriate scheduling and planning, etc.)

Student Clinic Binder

Each student is responsible for maintaining their own complete and accurate clinic binder containing the following information. **This binder must be up to date (signatures, tracking completed, forms filled out) by Friday of each week.**

- Clinic Utilization Form
- Summative and Formative Forms with associated Skill Forms
- Radiography Requirements
- Local Anesthetic Requirements
- CA and Reception Forms
- Non Client Clinic Daysheets
- Summary of Client Care for each client (light, moderate, difficult and children)
- Summary of Client Care comments for each client
- Client Care Tracking Sheets for Light and Moderate Clients
- Midterm and End of Term self-evaluations and progress reports

Binders must be kept in the file cabinet located at the teaching end of the clinic between clinical sessions. During clinic, the binders must be chairside. Binders may be signed out through their advisors to assist students completing self-evaluations and term evaluations.

Instruments: Students must have two full sets of instruments in good condition. Instructors will assist in evaluating instruments. Unsafe instruments must be immediately removed from student kits. Instruments are available for replacement through the bookstore.

Student Rotations for Clinic

The class is divided into three teams. Sections of units will be assigned to each team. Students are required to utilize assigned units whenever possible. Clinic assistants will be assigned to all 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 pre-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 of theory to practice in the clinical setting and during classes. When guest speakers are invited to present to the class or when peers are presenting in class, it is expected that students attend.

7. Grading System

Competency Based Grading System

CC Grade	Course Grade	%	Description
DST	A+	90-100%	Distinguished performance for the expected abilities during this term of the program (standard met)
COM	A	85-89%	Solid performance with few improvable areas for the expected abilities during this term of the program (standard met)
	A-	80-84%	
	B+	77-79%	Standard met with improvable areas for the expected abilities during this term of the program.
	B	73-76%	Performance that meets criteria in a very elementary and basic manner for the expected abilities during this term of the program to the point that the learner is required to develop a learning plan to substantively improve abilities in the next term of the program (standard met with the development of the learning plan)
B-	70-72%		
NC	C+	65-69%	Performance for the expected abilities during this term of the program do not meet criteria and/or performance is incomplete (standard not met)

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

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
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement
COM	The student has met 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>