



CAMOSUN COLLEGE
School of Health & Human Services
Dental Programs

DHYG 281
Clinical Practice 2
Semester 2 – WINTER 2018

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

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

2. Course Description

- a. This course builds on DHYG 271 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 260 , DHYG 210, DHYG 220, 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, 4th edition
- Nield-Gehrig, Fundamentals of Periodontal Instrumentation, 8th edition
- Camosun College Dental Hygiene Clinic Manual, 2017/18 edition
- Course Prezi/powerpoints and handouts will be uploaded to D2L and available for student downloading.

(b) Other: Kilgore teeth

4. Intended Learning Outcomes

| Learning Outcomes for DHYG 281 Clinical Practice 2 | 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. Demonstrate consistent professional behaviour in a clinical setting (A) 2. Demonstrate effective written, oral and expressive communication skills in dental hygiene practice. (B) 3. Demonstrate practices that ensure the health, safety and well-being of self and others in the clinical setting. (C,F,E) 4. Collaboratively and independently begin to apply assessment, diagnosis, planning and implementation and evaluation processes to client care. (F) 5. Develop and practice instrumentation and psychomotor skills to ensure quality client care. 6. Begin to use evidence based practice, critical thinking and problem solving skills in working with clients and the team. (F) 7. Integrate basic behavioural, biological and dental sciences into clinical situations. (F) | <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</i> |

| | |
|--|---|
| | <i>health of individuals, families and community.</i> |
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5. Course Elements and DHYG 281 Session Outcomes

Introduction orientation to the Course

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

1. Understand the overall layout of DHYG 281.
2. Demonstrate the ability to think critically and apply the problem-solving process to dental hygiene decisions.
3. Develop specific and realistic goals in all learning contexts.
4. Identify problems that are blocking goal achievement, with guidance.
5. Plan basic strategies, considering alternative solutions and their consequences, with guidance.
6. Identifies limits of own learning.

Instrument practice

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

1. Practice as a professional in a clinical setting with guidance.
2. Assess strategies that support balanced positioning.
3. Select instruments based on their design parameters to best achieve planned outcomes.
4. Adapt and activate instruments in balanced, safe and atraumatic manner.
5. Provide evidence-informed rationales for the selection and adaptation of instruments.
6. Evaluate balanced positioning and instrumentation approaches of peers.
7. Assess instruments for original design characteristics and sharpness.
8. Compare and contrast methods for sharpening instruments.
9. Sharpen instruments if indicated.
10. Make recommendations about tip or instrument replacement.
11. Provide evidence-informed rationale for decisions made and actions taken.

Mock clients continued

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

1. Accurately gather assessment data.
2. Analyse assessment data to create a diagnosis and care plan.
3. Implement a care plan.
4. Perform post care evaluation based on the process of care.

Concepts for instrument sharpening demo and practice

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

1. Assess instruments to determine if sharpening is required.
2. Utilize armamentaria to support sharp instruments.
3. Effectively demonstrate the moving stone technique for sharpening instruments.
4. Evaluate the outcome of the sharpening approach.
5. Recognize when instruments need to be replaced.

Instrument practice including files and Sharpening practice

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

1. Practice as a professional in a clinical setting with guidance.
2. Assess strategies that support balanced positioning.
3. Select instruments based on their design parameters to best achieve planned outcomes.
4. Adapt and activate instruments in balanced, safe and atraumatic manner.
5. Provide evidence-informed rationales for the selection and adaptation of instruments.
6. Evaluate balanced positioning and instrumentation approaches of peers.
7. Assess instruments for original design characteristics and sharpness.
8. Compare and contrast methods for sharpening instruments.
9. Sharpen instruments if indicated.
10. Make recommendations about tip or instrument replacement.
11. Provide evidence-informed rationale for decisions made and actions taken.

Stain removal using a slow speed hand piece

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

1. Practice as a professional in a clinical setting with guidance.
2. Analyze client data to support stain removal with a slow speed handpiece.
3. Provide client with evidence based information about the use of abrasives to remove stain.
4. Gain informed consent in simulation as applicable.
5. Prepare armamentarium for procedure.
6. Adapt handpiece and attachment to provide atraumatic and safe care.
7. Evaluate outcomes of stain removal.
8. Document intervention in medicolegal and ethical manner based on Camosun protocols.
9. Provide evidence based rationale for actions taken during simulation exercise.

Fluoride application: tray and fluoride varnish

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

1. Practice as a professional in a clinical setting with guidance.
2. Postulate possible rationales for fluoride therapy in relationship to client data.
3. Assemble armamentarium for fluoride intervention.
4. Prepare for fluoride application.

5. Apply fluoride based on manufacturer's protocols.
6. Evaluate effectiveness of procedure.
7. Explain how the outcome would be evaluated in a client context.
8. Document intervention in medicolegal and ethical manner based on Camosun protocols.
9. Provide evidence based rationale for actions taken during practice.

Dentinal Hypersensitivity

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

1. Practice as a professional in a clinical setting with guidance.
2. Postulate possible rationales for sensitive teeth in relationship to client data.
3. Assemble armamentarium for desensitizing intervention.
4. Prepare intra oral sit for desensitizing product.
5. Apply agent based on manufacturer's protocols.
6. Evaluate effectiveness of procedure.
7. Explain how the outcome would be evaluated in a client context.
8. Document intervention in medicolegal and ethical manner based on Camosun protocols.
9. Provide evidence based rationale for actions taken during simulation exercise.

Ultrasonic instrumentation:

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

1. Practice as a professional in a clinical setting with guidance.
2. Prepare ultrasonic unit for client care.
3. Assess student assessment data for precautions and contraindications for the use of ultrasonic instruments.
4. Simulate basic adaptation of ultrasonic instrument working with student partners in a simulation setting.
5. Manage client comfort during ultrasonic instrumentation.
6. Evaluate adaptation strategies to promote client safety and operator balanced positioning.
7. Document intervention in medicolegal and ethical manner based on Camosun protocols.
8. Provide evidence based rationales for positions taken.

Client Clinics

Upon completion of these sessions you need to be able to:

1. Practice as a professional in a clinical setting with guidance.
Integrate the ADPIE process to provide basic dental hygiene services for clients with guidance.
2. Provide basic dental hygiene services for clients with guidance.

3. Manage the practice environment to support safe and positive oral health outcomes.
4. Participate as an active team member to support client care.
5. Document services in medicolegal and ethical manner based on Camosun protocols.
6. Self-assess dental hygiene services provided using instructor and peer input.
7. Provide feedback to peers about their dental hygiene services.

Radiography sessions

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

1. Apply concepts related to safety code 30 (dental radiographic safety requirements).
2. Discuss the use of dental radiographs during the planning and implementation phases of dental hygiene care.
3. Identify the number and types of radiographs needed for individual clients and documentation required.
4. Describe contraindications for radiographic exposure of clients.
5. Apply procedures for obtaining radiographs using the appropriate techniques while ensuring to follow infection control guidelines.
6. Problem-solve difficulties with dental radiographs, including placement of intraoral radiographs.
7. Record exposures to meet medicolegal requirements.
8. Recall knowledge of processing, mounting and interpretation – see course objectives from DHYG 231.
9. Apply processing protocols and dark room quality assurance procedures.
10. Discuss characteristics of radiographs that make them diagnostically acceptable and unacceptable.
11. Problem-solve difficulties in processing, sorting and mounting radiographs.
12. Identify artifacts and normal anatomic landmarks on exposed radiographs.

MADH visit from Japan

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

1. Effectively interact with international dental hygiene students in a clinical environment.
2. Demonstrate various procedures related to ADPIE.

Client requirements:

Students are required to complete a minimum of **four** clients. Two clients must be moderate classification and two of light classification. If the minimum number of clients is not achieved, it will impact the student's eligibility to progress in the dental hygiene program.

Clinical Evaluations:

All clinical evaluations must be successfully completed by week 15. Each student will be given an evaluation form outlining the clinical requirements for DHYG 281. Students may attempt summative evaluations a maximum of 2 times. If a student is unsuccessful twice, the student's advisor will arrange for remedial assistance. Once the remedial assistance is completed, the student will have the opportunity to attempt the summative evaluation a third time. If the student is unsuccessful a third time, the clinic faculty will meet to review student progress.

NOTE: Clinical faculty other than the student's advisor or team lead must observe the third attempt of a summative evaluation.

If a student does not successfully complete all clinical requirements for DHYG 281 he/she will not be able to continue in the dental hygiene program.

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 to complete the required number of clinical hours needed to meet course outcomes.

Professionalism and Department

- Students must demonstrate professionalism and deportment at all times.
- Students must come to midterm meetings prepared (ex. Binders are organized according to tabs, tracking is up to date, all documentation is completed including appropriate signatures, etc.).
- 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.

- Clinic Utilization Form
- Non Client Clinic Day sheets
- Summative and Formative Forms with associated skill forms
- CA and Reception Forms
- Client Requirements Form
- Client Care Tracking Sheets for Light and Moderate Clients
 - Summary of Client Care for each client
 - Summary of Client Care comments for each client
- Midterm and End of Term Evaluations

Binders must be kept either in the file cabinet located at the end of the clinic or in the student locker between clinical sessions. During clinic, the binders must be chairside. Binders may be signed out through advisors to assist students in completing self-evaluations and term evaluations. Binders must be available upon instructor request.

Process of care (ADPIE)

- Students must complete new forms for all assessment procedures (ex. Oral exam, dental assessment, periodontal assessment, etc.). Note: Erasable pens must be used to record data on periodontal/dental/occlusion form and once data is confirmed by an instructor, the information must be transferred to permanent ink (see clinic manual p 121).
- Students must complete comprehensive periodontal assessments with full mouth probing on 2 clients and PSR on 2 clients (of low classification). Students should be prepared to discuss what codes a PSR would have indicated and the appropriate course of action (ex. Preventive therapy versus health promotion versus non-surgical periodontal therapy). See clinic manual p 129-130 for information on PSR.
- Regardless of the PSR findings, all students must complete assessment of mobility, recession, furcations and minimally attached gingiva on all clients.
- GM to CEJ to determine CAL is completed when a comprehensive periodontal assessment is indicated in any or all areas of the dentition (full mouth or sextant).
- A bleeding index is to be completed during the continuing care appointment (preferably in conjunction with the periodontal assessment). A second bleeding index is completed at a re-evaluation appointment or at the next continuing care.
- At least 2 plaque indices should be completed within the series of appointments for new clients or at continuing care.
- If a student receives a “C” grade, remediation must occur. The remediation will be directed by the instructor who issued the grade. Remediation may be completed in a number of different ways including but not limited to:
 - - review of information in a text and the submission of a paragraph summarizing the information found
 - - creation of a table for student use in clinic
 - - answers to questions created by faculty, etc.
- Tissue checks are to be completed after each appointment

Deadlines for checks:

- LAST ASSESSMENT- 30 MINUTES PRIOR TO INSTRUMENTS IN
- LAST DEBRIDE- 15 MINUTES PRIOR TO INSTRUMENTS IN
- CLIENT COMPLETE PROCEDURES- 30 MINUTES PRIOR TO INSTRUMENTS IN

6. Basis of Student Assessment (Weighting)

- Students must meet all course learning outcomes.
- Satisfactory completion of 2 self-evaluations as described on D2L.
- Successful completion of all formative and summative clinical evaluations by the end of week 15.
- Demonstration of clinical competency consistently after week 8 (ex. Minimal errors during assessment checks, minimal detectable deposits at debridement checks, etc. completing tasks in a timely manner, demonstrate consistent professionalism, etc.).

- Accurate and thorough tracking and documentation (including instructor signatures).
- Each scheduled clinic requires a completed day sheet (including student absences).
- Completion of all client requirements.

7. Grading System

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

| CC Grade | Course Grade | Description |
|-------------|-----------------|---|
| DST | A | Distinguished performance for the expected abilities during this term of the program (standard met) |
| COM | B | Solid performance with some improvable areas for the expected abilities during this term of the program (standard met) |
| | B- | Performance that meets criteria in a very minimal/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 meet the program standard. |
| NC | C | Incomplete performance for the expected abilities during this term of the program (standard not met) |

Grading System

Note a B- grade is required to pass this course

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

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

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 |
|--------------------|-------------|
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| 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>

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>