



**CAMOSUN COLLEGE**  
**School of Health and Human Services (HHS)**  
**Department: Dental Programs – Dental Hygiene**

**DHYG 280 Clinical Theory 2**  
**Winter 2019**

**COURSE OUTLINE**

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**The course description is available on the web:**  
**<http://camosun.ca/learn/calendar/current/web/dhyg.html#dhyg280>**

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

- (a) **Instructor** Margit Strobl
- (b) **Office hours** Posted on office door
- (c) **Location** Dental Building Room D006
- (d) **Phone** 250-370-3255 **Alternative:** N/A
- (e) **E-mail** stroblm@camosun.bc.ca
- (f) **Website** N/A

**2. Course Description & Intended Learning Outcomes**

This course builds on DHYG 270 and presents the theory related to the increased complexity of providing dental hygiene services in a more authentic environment. Assessment, planning diagnosis, implementation, evaluation, professionalism, health and safety are discussed in terms of providing clinical services to a diverse population of clients in the on-site clinic.

Upon successful completion of this course a student will be able to:

- a) describe professional dental hygiene practices, ethics, guidelines and standards as they relate to the clinical practice setting.
- b) use effective written, oral, and expressive communication skills.
- c) describe practices for ensuring the health, safety and well-being of self and others when working with clients.
- d) discuss assessment, diagnosis, planning, implementation, and evaluation required for the provision of clinical dental hygiene services to clients.
- e) describe the management of the clinical and reception environment to ensure optimal delivery of care.

**3. Required Materials**

- (a) Darby, M, Walsh, M. (2015). Dental Hygiene Theory and Practice. 4<sup>th</sup> Ed. St. Louis Missouri: Saunders.

(b) Prezi presentation and information sheets will be uploaded to D2L for students to view prior to class

Additional handouts may be given throughout the term

Camosun College Dental Hygiene Clinic Manual, 2018/19 edition

#### **4. Course Content and Schedule**

Classes are twice weekly. Monday and Wednesday 10:00 am -12:20 pm

Course topics

##### **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.

##### **Assessments/Diagnosis/Care plan/Forms— Review**

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

###### Assessments

1. Integrate 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. Discuss communication approaches for sharing assessment data with the client.

###### Care planning

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.

## **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.

## **Management of the 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.

## **Chart audits and Quality assurance**

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

1. Define and explain the purpose of quality assurance.
2. Recall a brief history of quality assurance.
3. Discuss the components of a comprehensive quality assurance program.
4. Discuss why client satisfaction is not a good measure of quality assurance.
5. Discuss how the cost of care factors into quality assurance.
6. Relate how regulatory and association standards influence quality assurance.
7. Discuss how evaluation plays a role in the measure of quality assurance
8. Discuss the role of chart audit as it relates to quality assurance.
9. Demonstrate accurate and effective chart audit and quality assurance processes.

## **Non-surgical 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. Analyse factors to consider when planning for periodontal debridement (including but not limited to tooth and root morphology.
5. Apply principles of a systematic, efficient, sequence for periodontal debridement,
6. Explain strategies to support client comfort during periodontal debridement.
7. Identify factors that influence potential client discomfort or pain during debridement.

8. Explain the expected outcomes of non-surgical periodontal therapy and the influence of various risk factors.
9. Explain clinical endpoints that illustrate a positive tissue response.
10. Explore approaches to documentation of debridement procedures.

### **Concepts for instrument sharpening**

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

1. Explain the importance of maintaining sharp blades for deposit removal.
2. Describe armamentaria to support sharp instruments.
3. Explain how to assess instrument sharpness.
4. Explain and demonstrate the moving stone technique for sharpening instruments.

### **Client Education**

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

1. Review the basic elements of the communication process.
2. Review factors that influence interpersonal communication.
3. Recall the forms of communication.
4. Describe professional dental hygiene relationships including the CARE principle.
5. Review therapeutic communication techniques.
6. Review factors that inhibit communication.
7. Identify communication techniques appropriate throughout the life span.
8. Demonstrate how to discuss information with a client in a clinical setting.

### **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.

### **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.

## **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).
5. Discuss development of a differential diagnosis with respect to dentinal hypersensitivity.
6. Explain common interventions for tooth sensitivity.
7. Analyze the evidence to support at-home and in-office products and procedures to minimize dental hypersensitivity.
8. Explore precautions and contraindications for the application of desensitizing products.
9. Explain the information required to obtain informed consent from clients with regard the use of desensitizing agents.

## **Tobacco cessation intervention including a guest speaker**

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

1. Discuss the Transtheoretical Model.
2. Describe the systemic and oral effects of tobacco use.
3. Describe addiction and how it works.
4. Explain the challenges to successful tobacco cessation.
5. Discuss the different aspect of nicotine addiction.
6. Discuss how to help clients become tobacco free.
7. Describe the five A's and the brief intervention.
8. Explain the dental hygienists role with respect to tobacco use/cessation in clinical and community settings.

## **Power scaling**

*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 need.

## **Automated self-care 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

## 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.

## 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

## 5. Basis of Student Assessment (Weighting)

### (b) Assignments

Research paper      20%

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

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|-----------------|-----|
| 1. Term Test #1 | 15% |
| 2. Term Test #2 | 20% |
| 3. Final Exam   | 25% |

### (d) Quizzes and post topic questions 20%

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

N/A

## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or  
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

## College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

## College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

## 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 website.

## A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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-	Minimum passing Grade for Dental Courses	4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F		0

### 2. 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
COM	The student has met the goals, criteria, or competencies established for this course practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, 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.
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## 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#page=4> 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.