



CAMOSUN COLLEGE

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



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

DHYG 270 Clinical Theory 1 Fall 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/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, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** Margit Strobl
- (b) **Office hours** Posted on office door
- (c) **Location** Dental building 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 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.

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

- a) identify and describe professional dental hygiene practices, guidelines and standards as they relate to the clinical setting and practice.
- b) identify and apply effective communication skills in all aspects of the learning environment.
- c) recognize and describe behaviors and processes that contribute to the delivery of safe, effective and efficient dental hygiene services in the clinical environment.
- d) describe the fundamental concepts needed to perform dental hygiene assessment, care planning and evaluation processes in the clinical setting.
- e) describe the elements of fundamental instrumentation and self-care skills required in clinical practice.

3. Required Materials

a) Darby, M, Walsh, M. (2020). Dental Hygiene Theory and Practice. 5th Ed. St Louis Missouri: Saunders.

Gehrig, J, Sroda, R, Saccuzzo, D. (2017). Fundamentals of Periodontal Instrumentation. 8th Ed. Philadelphia PA: Lippincott Williams & Wilkins

b) Camosun College Dental Hygiene Clinic Manual, 2019/20 Edition

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

Additional handouts/articles may be handed out throughout the Term

4. Course Content and Schedule

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.

Infection Control and Introduction to the DH Care Environment

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

1. Describe the goal of an infection control program and the steps necessary to achieve that goal.
2. List and briefly describe the “6 links of disease transmission and give examples on how the oral health professional can break the chain of disease transmission in a dental hygiene care environment.
3. Explain routes of disease transmission in oral health care settings.
4. List 3 major reasons to practice infection control in dentistry.
5. Distinguish between routine practices, standard precautions, “body substance isolation procedures” and universal precautions and state what is currently used as a standard of practice in dental hygiene in Canada.
6. Relate the importance of hand hygiene and distinguish between “non-surgical” and “surgical” hand hygiene techniques, as well as when each should be used.
7. Discuss the effectiveness of various percentages of alcohol based hand rubs and state which is more effective for use in a dental hygiene care environment.
8. List and describe the 3 levels of asepsis and disinfection (ie. Cleaning/disinfection/sterilization and low/medium/high).
9. Describe the 3 different “risk” classes which need to be considered in choosing the appropriate sterilization/disinfection method with respect to dental instruments and give examples of items included in each risk class.
10. Discuss the advantages and limitations of various sterilization processes in dentistry.
11. Name and describe the three tests for evaluating the effectiveness of the sterilization process.
12. Define “critical variables” with respect to the sterilization process.
13. Explain the benefits and limitations of disinfecting agents that support oral health care, including characteristics of an ideal disinfectant.
14. Explain strategies to reduce the risk of transmission of microbes including vaccinations for oral health care workers.
15. State the client’s role in infection control.
16. Explain post exposure protocols related to oral health care with a particular emphasis on Camosun College protocols.
17. Describe best practice standards in oral health care.
18. Describe the guidelines for safe/appropriate waste management
19. Explore the Dental Hygiene Care Environment.

Ergonomics

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

1. Explain the principles of ergonomics including environmental and equipment factors.
2. Describe the concept of neutral positioning and its importance in preventing musculoskeletal injuries.
3. Explain the steps in achieving neutral positioning.
4. Relate the five categories of motion and state, classes to which the dental hygienist should limit movements.
5. Discuss the importance of person-level factors in supporting dental hygiene career longevity.
6. List and distinguish between common repetitive strain injuries (RSI) in terms of signs, symptoms and risk factors.
7. Explain the role of surgical magnification in supporting the health of clinicians.

Instrumentation – Basic Instrumentation Principles

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

1. Describe general characteristics of dental hygiene instruments including design and classification.
2. Describe foundational principles of instrumentation including grasp, fulcrum, finger rest, and stroke.
3. Explain basic principles of instrument insertion, adaption, angulation and activation.
4. Describe situations that require modifications in grasp, fulcrums and finger rests.
5. Describe the different strokes and stroke directions used for instrumentation.
6. Explain the importance of basic instrumentation principles as they relate to the health of clinicians and the safety of the client.

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, probes, curettes, sickles and files.
2. Differentiate between curettes and sickle scalers.
3. State features of universal and area specific curettes, files and sickle scalers.
4. Compare similarities and differences of different instrument classifications.
5. Compare the similarities between ultrasonic inserts and manual instruments.
6. Explain ways of organizing instruments for safe storage.

Implementation – Principles of deposit removal

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

1. Define the concept of fine motor skills/ psychomotor skills in relation to activation.
2. Define lateral pressure as it relates to deposit removal.
3. Explain problems associated with using angulation less than 45 degrees or greater than 90 degrees for calculus removal.
4. Describe the correct approach for removing a large calculus deposit and differentiate between this approach and one that leads to burnishing the deposit.
5. Discuss all aspects of activation including rolling the handle and pivoting on the fulcrum.
6. Relate how angulation of the teeth affects orientation and angulation of the instrument for effective deposit removal.
7. Discuss factors that influence instrument selection and describe sequencing considerations for effective instrumentation

Accident and Injury Prevention

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

1. Identify and 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 the importance and responsibilities of a dental hygienist to have a working knowledge of WHMIS 2015.
6. Explain Camosun College Dental Program protocols in place for reporting accidents/injuries.

Emergency Prevention and Management

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

1. List common medical emergencies encountered in a dental hygiene care environment.
2. Describe management strategies to handle common medical emergencies in the dental hygiene care environment.
3. Explain how a thorough health history helps to prevent medical emergencies.
4. Describe strategies to obtain comprehensive health information from clients in order to prevent an emergency.
5. Explain the protocols of the Camosun College's Dental Clinic in case of an emergency (PERT).
6. Identify the location of clinical emergency equipment in the clinical setting.
7. Identify supplies in the medical emergency kit in the clinic and describe how they are used.

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.
2. Discuss the relevance of health history findings and their potential impact on dental hygiene care.
3. Indicate common medical conditions that require modifications to dental hygiene care.
4. Describe the management of significant health history findings to reduce the risk to the client's overall health.
5. Describe the approach to achieving an accurate health history and dental history according to medico legal requirements.
6. Discuss reasons for including a dental history as part of an overall health history.
7. Discuss the rationale for obtaining vital signs for dental hygiene care.
8. Practice documentation relative to health histories according to medico-legal requirements and Camosun College protocols.

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 the importance of a systematic method of assessing the extra oral and intraoral area of the head and neck.
3. Describe the format for recording significant and atypical findings utilizing terminology that meets medico-legal requirements and Camosun College protocols.
4. Recognize significant and atypical findings and discuss management options.

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. List and describe the use of diagnostic tools utilized to identify dental findings.
3. Explain the purpose of and describe a systematic sequence for assessing the dentition.
4. Discuss management options for significant dental findings
5. Apply accurate documentation principles in recording dental findings in simulation.

6. List Angles classifications of occlusion.
7. Describe methods of determining centric, protrusive and functional occlusion.
8. Describe signs and symptoms clients may present with, relative to occlusal trauma.

Periodontal assessment: (Risk assessment, gingival, MFR and CAL)

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

1. List components of a periodontal examination and the procedures to assess each component.
2. Describe descriptors commonly used to document periodontal assessments.
3. List and describe the use of diagnostic tools utilized to identify periodontal findings.
4. Explain the purpose of and how the PSR is used.
5. Discuss the importance of completing a periodontal risk assessment as it relates to the dental hygiene process of care.
6. Discuss management of common periodontal findings.
7. Distinguish between gingivitis and periodontitis.
8. Explain clinical manifestations associated with inflammation.
9. Apply accurate documentation principles in recording periodontal findings.
10. Describe systematic sequences for assessing the periodontium and the importance to quality of care.
11. Explain how the AAP guidelines informs the periodontal diagnostic statement.

Deposit Assessment:

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

1. Review dental plaque biofilm, its formation and the impact on oral health.
2. Explain the process of calculus formation.
3. Differentiate between soft and hard oral deposits with regard to etiology, significance and management.
4. Apply accurate documentation principles in recording findings.
5. Explain how the assessment of soft and hard deposits informs client education.

Caries risk assessment and management

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

1. Distinguish between historical treatment methods for caries versus the newer paradigm of caries risk management.
2. Describe the concept of CAMBRA.
3. Explain how to assess caries risk based on assessment data.
4. Describe components of each level of caries risk.
5. Discuss therapeutic options for caries risk management including fluoride and non-fluoride options.

Self-care: Health promotion/disease prevention and aids:

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

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

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.

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. Differentiate between 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.

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.

Class hours: Monday and Wednesday, 5 hours per week for 14 weeks. Course schedule posted on D2L.

5. Basis of Student Assessment (Weighting)

(a) Oral self-care assignment	20%
(b) WHMIS 2013 online course	5%
(c) Exams: term and final	
Term exam #1	20%
Term exam #2	20%
Final exam	25%
(d) Pre-quizzes	10%

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
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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.

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.