

# COURSE SYLLABUS



Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

**TERM:** Fall 2020  
**COURSE & SECTION:** DHYG 270  
**COURSE TITLE:** Clinical Theory 1  
**SECTION DETAILS:** Monday 2:30-4:20pm and Wednesday 8:30-11:20am, 5 hrs per week for 14 weeks  
**INSTRUCTOR:** Margit Strobl | D006 | [stroblm@camosun.bc.ca](mailto:stroblm@camosun.bc.ca) | 250-370-3255  
**OFFICE HOURS:** Posted on D2L

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC and the B.C. Government to ensure the health and wellbeing of students and employees Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html> However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

## COURSE DESCRIPTION

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.

<input type="checkbox"/>	<b>Synchronous delivery:</b> Courses will be completely online with online scheduled meetings and expectations for remote student participation. There will be meeting times but not on campus. Students will be expected to manage time zone differences for scheduled online activities.	<input type="checkbox"/>	<b>Asynchronous delivery</b> Courses will be completely online with no set meeting schedules. Students may participate from any time zone or anywhere in the world. All evaluation will be managed remotely.	<input checked="" type="checkbox"/>	<b>Blended delivery:</b> A mixed delivery of both synchronous and asynchronous.
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Course Credits: 4  
Prerequisite(s):

Corequisite(s): DHYG 271  
 Pre/Corequisite(s): B- in BIOL 161, DHYG 219, 220 and 245  
 Exclusion(s):

## COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	5	14	70
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
<b>TOTAL HOURS</b>			<b>70</b>

Additional Delivery information:  
 The 15<sup>th</sup> week of this course is reserved for exams.

## LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

- Identify and describe professional dental hygiene practices, guidelines and standards as they relate to the clinical setting and practice.
- Identify and apply effective communication skills in all aspects of the learning environment.
- Recognize and describe behaviours and processes that contribute to the delivery of safe, effective and efficient dental hygiene services in the clinical environment.
- Describe the fundamental concepts needed to perform dental hygiene assessment, care planning and evaluation processes in the clinical setting.
- Describe the elements of fundamental instrumentation and self-care skills required in clinical practice.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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. 8<sup>th</sup> Ed. Philadelphia PA: Lippincott Williams & Wilkins

Camosun College Dental Hygiene Clinic Manual, 2019/20 Edition

Additional handouts/articles may be handed out throughout the Term

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

Updated Schedule will be posted on D2L

<b>Course Content</b>
The 15 <sup>th</sup> week of this course is reserved for exams
<b>Introduction and Orientation to the Course</b>

*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, 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.

**STUDENT EVALUATION**

**NOTE: minimum passing grade for this course is B- or 70%. Students must receive a minimum of 70% in both the assignment and examination components to pass this course.**

DESCRIPTION	WEIGHTING	
Oral Self-Care Assignment	20%	
WHMIS 2015 online course	5%	
Exams:	Term exam #1	20%
	Term exam #2	25%
	Final exam	30%
<i>Click or tap here to enter text.</i>		
If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. If you wish to dispute a final grade you have received, please refer to the <a href="#">Grade Appeal Policy</a> .	<b>TOTAL</b>	100%

**SCHOOL, DEPARTMENT, OR PROGRAM PROCEDURES, REQUIREMENTS, AND STANDARDS**

More information available on D2L

**SUPPORTS AND SERVICES FOR STUDENTS**

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/services/>.

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Academic Advising

<http://camosun.ca/services/academic-advising/>

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Accessible Learning	<a href="http://camosun.ca/services/accessible-learning/">http://camosun.ca/services/accessible-learning/</a>
Counselling	<a href="http://camosun.ca/services/counselling-centre/">http://camosun.ca/services/counselling-centre/</a>
D2L Support	<a href="mailto:desupport@camosun.ca">desupport@camosun.ca</a>
Financial Aid and Awards	<a href="http://camosun.ca/services/financial-aid/">http://camosun.ca/services/financial-aid/</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/services/help-centres/">http://camosun.ca/services/help-centres/</a>
Indigenous Student Support	<a href="http://camosun.ca/learn/school/indigenous-education-community-connections/">http://camosun.ca/learn/school/indigenous-education-community-connections/</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/services/writing-centre/learning-skills">http://camosun.ca/services/writing-centre/learning-skills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/services/student-support/">http://camosun.ca/services/student-support/</a>
Ombuds	<a href="http://camosun.ca/about/ombudsman/">http://camosun.ca/about/ombudsman/</a>
Registration	<a href="http://camosun.ca/services/registration/">http://camosun.ca/services/registration/</a>
Technology Support	<a href="http://camosun.ca/services/its/">http://camosun.ca/services/its/</a>
Writing Centre	<a href="http://camosun.ca/services/writing-centre/">http://camosun.ca/services/writing-centre/</a>

If you have an urgent mental health concern, please contact **Counselling**. Urgent counselling sessions are available daily at both campuses during business hours. If you have an emergency or need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## STATEMENTS: POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.



### Academic Accommodations for Students with Disabilities

The College is also committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, anxiety, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs and create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate accommodations you need without disclosing your diagnosis or condition to course instructors. If you need to request academic accommodations, you can contact CAL at: [accessible@camosun.ca](mailto:accessible@camosun.ca) or by phone at 250-370-3312 (Lansdowne) or 250-370-4049 (Interurban). Visit <http://camosun.ca/services/accessible-learning/> for more information.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Student Code of Conduct (Academic and Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Conduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

CHAIR REVIEW DATE: Sept 3, 2020 Mandy Hayre

TEMPLATE VERSION: 2020.1

**Changes to this Course Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.