

CLASS SYLLABUS



COURSE TITLE: DHYG 271 Clinical Practice 1
CLASS SECTION: X01 - Tuesdays & Thursdays 8:00am-11:50am
and Fridays 1:00pm-4:50pm
TERM: Fall 2022
COURSE CREDITS: 6.0
DELIVERY METHOD(S): Synchronous class to be delivered on-site whenever possible

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit: <https://camosun.ca/about/covid-19-updates>

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.

INSTRUCTOR DETAILS

NAME: Donna Ferguson
EMAIL: fergusond@camosun.ca
OFFICE: DNT 004
HOURS: By appointment

CALENDAR DESCRIPTION

Learners apply dental hygiene practice and skills at an introductory level with peers in a mentored clinical setting. Students will apply the foundational theory of professional and ethical dental hygiene practice in the clinical setting.

PREREQUISITE(S): n/a
CO-REQUISITE(S): DHYG 270
PRE/CO-REQUISITE(S): n/a

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar			
Lab / Collaborative Learning	12	15	180
Supervised Field Practice			

	TOTAL HOURS	180

COURSE LEARNING OUTCOMES

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

1. Demonstrate professional behaviour and practice.
2. Use ethical and safe practices that ensure the health and well-being of self and others in the clinical setting.
3. Use problem-solving skills in the practice setting.
4. Communicate and collaborate with individuals at an introductory level.
5. Contribute to the management of the practice environment at an introductory level.
6. Educate peers about oral health, including its relationship to overall health, at an introductory level.
7. Apply the basic principles of disease prevention to enhance the health of peers.
8. Apply dental hygiene assessment processes while working with peers.
9. Demonstrate fundamental instrumentation with peers.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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

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

Additional handouts/articles may be given throughout the Term. Camosun College 2022/23 Instrument Kit to be purchased by the student prior to the end of week 1 of the semester.

Clinic Manual; Camosun College Dental Hygiene Program; 2022/23 edition

Each week will build on foundational knowledge acquired in the previous weeks; therefore, it is important to continue to review readings as you move through the semester.

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

Schedule will be posted on D2L

LO #1 - Demonstrate professional behavior:

1. Demonstrate professional appearance and conduct according Camosun College's Policies and Protocols.
2. Maintain confidentiality, privacy, and security of information and records.
3. Follow Camosun College Dental Hygiene Program's policies and protocols
4. Practice according to the Practice Standards of the College of Dental Hygienist of British Columbia
5. Treat others with respect, empathy, compassion, recognizing individual needs and values
6. Integrate new knowledge and skills into practice
7. Reflect on one strengths, challenges and opportunities for improvement through continual evaluation
8. Demonstrate governability through actions at a beginning level
9. Demonstrate accountability to the health, and wellness or peers, faculty and staff
10. Manage biases, perspectives and world views
11. Manage conflicts of interest

12. Maintain wellness and fitness to practice
13. Enhance effective and sustainable practice through self-care and lifestyle strategies
 - Ergonomics
 1. Apply principles of balanced positioning and zones of activity for dental hygiene care
 2. Demonstrate principles of optimal physical comfort for the client and practitioner
 3. Self-assess risk factors and patterns for possible musculoskeletal symptoms (MSS).
14. Contribute as a team member in a clinical setting by performing clinic support duties
15. Integrate new knowledge and skills into practice
16. Engage in mentorship activities with senior students

LO 2 - Use ethical and safe practices that ensure the health and well-being of self and others in the clinical setting:

Infection Control and Accident and Injury Prevention

1. Use CDHBC and Camosun College's protocol for hand hygiene.
2. Apply information about hazardous materials including precautions for handling and using the Safety Data Sheets as part of the Workplace Hazardous Materials Information System (WHIMIS 2015).
3. Report accidents and injuries as required.
4. Handle all instruments, equipment and hazardous materials in a safe manner
5. Utilize appropriate personal protective equipment in the clinical setting
6. Utilize proper donning and doffing protocols

LO # 3 - Use problem-solving skills in the practice setting:

1. Explain the importance of establishing specific and realistic goals for each clinical setting.
2. Identify obvious problems that are blocking goal achievement, with guidance.
3. Plan basic strategies, considering some alternative solutions and their consequences, with guidance.
4. Identify limits and responsibility of own learning.
5. Use basic concepts of problem-solving during clinical practice and initial stages of self-evaluation.
6. Access reliable sources of information.
7. Use evidence and other knowledge sources to draw conclusions.
8. Evaluation outcomes of decisions.

LO #4 - Communicate and collaborate with individuals at an introductory level:

1. Demonstrate beginning use of basic interpersonal skills during interactions with peers, faculty and staff.
2. Use language and style appropriate for purpose
3. Demonstrate therapeutic communication skills at an introductory level.
4. Identify elements preventing effective communication
5. Collaborate effectively with peers, faculty and staff at an introductory level.
6. Document written communication using medico-legal standards for records at an introductory level
7. Use electronic technologies appropriately and responsibly

LO #5 - Contribute to the management of the practice environment:

1. Accurately complete own chart including Health History, Dental History and chart folder.
2. Return and file charts in accordance with established protocol.
3. Prepare for clinic “huddle” with team leaders
4. Ensure operatory is closed appropriately at the end of each clinical session.
5. Ensure unit is fully restocked at the end of each clinic session.
6. Ensure Exam entries are completed as per established protocol
7. Ensure the reception door and window are closed if last student out.
8. Use effective organizational and time/resource management skills.
9. Apply current infection prevention and control measures in the clinical setting using routine practices during opening and closing of a dental unit.

LO #6 - Educate peers about oral health, including its relationship to overall health, at an introductory level.

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

1. Use oral hygiene assessments to determine peer’s current self-care and incorporate findings during client education, motivation, re-assessment, and evaluation.
2. Discuss the concept of self-care as it relates to general and oral health of peers.
3. Utilize self-care techniques and aids to promote general and oral health.
4. Reflect on the role and limitations of the dental hygienist while promoting oral health for a client/peer.
5. Recognize the appropriate circumstances for recommending various dentifrices, floss, toothbrushes and other self-care aids compliant with the ADA Seal of Acceptance Program.
6. Modify peer self-care techniques when needed in simulation.

LO #7 - Apply the basic principles of disease prevention to enhance the health of peers.

1. Discuss the importance of assessing oral healthcare needs
2. Review peer medical and dental histories at an introductory level
3. Discuss the health and status of the periodontium of peers
4. Demonstrate proper oral care techniques
5. Discuss rationale for providing information and referrals to other health professionals
6. Discuss the importance of periodic screening for disease prevention

LO #8 - Apply dental hygiene assessment processes while working with peers.

Health History, Dental History and Vital Signs

1. Obtain health history information at an introductory level.
2. Explain conditions that require a “medical alert”.
3. Explain the rationale for obtaining vital signs for dental hygiene care.
4. Document the health history, dental history and findings according to medico legal requirements.

Assessments—General Head and Neck Assessment and oral soft tissue examination

1. Use a systematic method of assessing the head and neck and intraoral area.
2. Record significant deviations from normal using terminology that meets medico legal requirements.
3. Examine communication approaches for sharing assessment data with the client.
4. Apply the use of Velscope and Toluidine blue as an adjunct to assessing changes in the oral cavity.

Identification of oral landmarks

1. Identify oral landmarks based on anatomy.
2. Explain the relevance of oral landmarks for dental hygiene care.

Dental and Occlusal examinations

1. Apply a systematic sequence for assessing the dentition.
2. Observe the benefits of assessing the dentition utilizing a systematic sequence.
3. Apply accurate documentation principles in recording dental findings in simulation.
4. Identify characteristics of occlusion.
5. Utilize a systematic method for determining the classification of occlusion.
6. Record Angles classification of occlusion.
7. Observe the impact of occlusal trauma including subjective and objective signs and symptoms.

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

1. Utilize probing skills to assess the periodontium.
2. Recognize clinical manifestations associated with inflammation.
3. Collect complete information about the periodontium based on AAP guidelines.
4. Apply accurate documentation principles in recording periodontal findings
5. Utilize a systematic sequence for assessing the periodontium.
6. Utilize the AAP guidelines to support the periodontal diagnostic statement.

Deposit Assessment:

1. Differentiate between different soft deposits.
2. Assess and describe the location and quality of dental plaque biofilm and calculus
3. Assess presence of contributing factors to the presence of deposits.
4. Apply accurate documentation principles in recording findings.
5. Explain how the assessment of soft and hard deposits informs client education.
6. Assess the presence of stain and the significance to client.

LO #9 - Demonstrate fundamental instrumentation with peers.

Instrumentation – Basic Instrumentation Identification

1. Explore general characteristics of dental hygiene instruments.
2. Differentiate between different types of instruments according to design and classification.
3. Recognize the design features of instrument handles and shanks and relate to the instruments use.

Instrumentation technique –Mirror, Probe and Explorer

1. Apply principles of modified pen grasp, fulcrums and finger rests on manikin and peer with mirror, probe and explorer.
2. Apply basic principles of instrument insertion and activation utilizing a walking stroke and exploratory stroke.
3. Explore topography of various tooth surfaces and begin to identify various findings on peer.

Instrumentation – Introduction to Anterior and Posterior Sickles and Area Specific Curettes, Universals and Files

1. Apply principles of modified pen grasp, fulcrums and finger rests, on manikin with mirror, anterior and posterior sickles and area specific curettes, universals and files.
2. Adapt principles of insertion, adaptation, angulation and activation of anterior and posterior sickles and area specific curettes, universals and files.
3. Apply principles of a systematic, efficient, sequence when following basic instrumentation principles.

Implementation – Angulation and activation for deposit removal

1. Apply principles of angulation and a working stroke that would be utilized during debridement.
2. Observe the limitations and strengths of curettes and scalers in supporting periodontal debridement.
3. Apply principles of a systematic, efficient, sequence for periodontal debridement, following basic instrumentation principles in simulation.
4. Explore approaches to documentation of debridement procedures.

In addition to the performance indicators included in each subject heading, the student must be able to also successfully demonstrate the following performance indicators that are consistent in all of the implementation procedures.

1. Verbalize an understanding of the rationale for each procedure.
2. Develop an efficient sequence and technique to ensure an accurate and thorough implementation of clinical procedures.
3. Follow principles of infection control
4. Identify associated structures and anatomical landmarks to ensure proper implementation of procedures.
5. Use appropriate resources to facilitate maximum efficiency and accuracy
6. Document findings and all associated data accurately, legibly, and logically
7. Manage discomfort when performing procedures
8. Integrate theoretical knowledge to practice

Clinical Evaluations:

Note: All clinical evaluations (summative) must be completed by week 14.

ATTENDANCE AND CLINICAL EXPECTATIONS:

Attendance is required for all scheduled clinics and rotations.

- **Notification if away:** Students who must be absent due to health or other emergency reasons are to notify the respective DH2 Lead clinic instructor first thing in the morning, cc the Instructional Assistant (email) and their clinical advisor.
- Students may be assigned additional clinical duties to complete the required number of clinical hours or skills needed to meet course outcomes; however, make-up clinic time is not assured.
- **Students must come prepared to all clinical sessions.** If students are demonstrating otherwise or are a risk to themselves, peers, or clients, they will be asked to leave the clinic floor. Coming prepared to clinic entails that necessary pre-reads are completed, department is appropriate for the clinical situation, and all clinic policies are adhered to.

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, binder is organized according to tabs).

Student Clinic Binder

Each student is responsible for maintaining his/her own up to date clinic binder containing the following information.

- CA and Reception Forms
- Remediation information
- Feedback as required
- Clinical notes

Binders must be stored in the filing cabinet at the back of the clinic. During clinic, the binders must be chairside. Binders may be signed out through advisors to assist students completing journaling and term evaluations.

Use of cellphones and other electronic devices in the clinical environment.

Professional decorum is required on the clinic floor at all times. This includes the use of electronic devices such as cell phones and personal laptops.

- Use of cell phones is highly disruptive to instruction in the classroom, clinic and in reception. If necessary, an emergency contact can be arranged through the Instructional Assistant (reception office at 250 370-3184). Cell phones may be used for client communication before and after clinical sessions. Cell phones must be on 'silent' and out of sight during clinical sessions unless specifically used for client care.
- Personal use of music devices or other electronics by students is not permitted on the clinic floor, dispensary or reception.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

STUDENT EVALUATION

The student must satisfactorily:

1. Meet all course learning outcomes by the end of the semester.
2. Provide sufficient evidence of learning that supports meeting learning outcomes.
3. Complete all documentation required in clinical exercises.
4. Satisfactory bi-weekly journaling.
5. Satisfactorily complete all clinical requirements/evaluations (that include instructor signatures) by the due dates. Students must contact advisors prior to clinical requirement due dates if he/she cannot complete the requirement by the due date.

Clinical Requirements: Each student will be given a summative evaluation form outlining the clinical requirements for DHYG 271. Formative/Summative evaluations will be scheduled throughout the semester in order for students to complete these requirements. Students may attempt summative evaluations a maximum of 2 times. If the student is unsuccessful twice, the student 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 and decide on further remediation.

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, he/she will not be eligible to continue in the dental hygiene program.

Self-assessment: There will be two parts to self-assessment in DHYG 271; bi-weekly journaling and evidence of learning to support meeting the learning outcomes.

Students will reflect bi-weekly on their clinical experience by developing STAR stories posted on D2L in the DHYG 271 site. Students are encouraged to set goals with appropriate strategies to support attainment of the goals and achieve success in the clinical course. A template is posted on D2L.

Advisors will review the journaling on a regular basis and provide feedback as needed. Students are expected to act on the feedback if requested. At midterm and end of term, advisors will be grading the journaling and quality of evidence to determine whether students are meeting or have met the clinical learning outcomes. Further instructions are posted in DHYG271 on D2L.

Midterm and Finals due dates: week 6 and week 14.

NOTE: minimum passing grade for this course is B- or 70% OR COM

Competency Based Evaluation

COM	Complete: The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
NC	Not Complete: The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

More information available on D2L

SCHOOL OR DEPARTMENTAL INFORMATION

More information available on D2L

Students are required to read and are accountable for following College policies and guidelines as described in the DHYG and HHS Student Handbooks.

[DHYG Student Handbook](#)

[HHS Student Handbook](#)

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.

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/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your

courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

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.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of

when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (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 Misconduct 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.

Changes to this 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.