



Course Syllabus

SEMESTER XXXX
School of Nursing and Health Professions

Course Name: Preclinic

Course & Section Number: DHY 101-002 and DHY 101 B02

Meeting Day(s) & Time(s): Lecture

Lab

Clinic

Credits: 1 Lecture; 3 Lab

Contact Hours: 1 Lecture; 9 Lab

Instructor's Name:*

Office Hours & Location:

OCC Phone:

OCC Email:**

Additional Contact Information:

*Please call me (name); it is my preferred name. If you have a preferred name, please let me know so that I can use it.

**Please only use your student OCC email to contact me.

Catalog Description:

This preclinical course focuses on the development of clinical skills and the Dental Hygiene Process; assessment, dental hygiene diagnosis, planning, implementation, evaluation and documentation of dental hygiene care.

Prerequisites:

Admission into Program, BIO 211 and DHY 122

Co-requisite: DHY 100, DHY 110, DHY 120, and DHY 138.

Course Materials:**Required Text(s):**

Pieren, J. A., Gadbury-Amyot, C.C. (2025). *Darby and Walsh Dental Hygiene Theory and Practice* (6th Edition). Elsevier, Inc.

Gehrig, Jill S., Sroda, Rebecca, and Saccuzzo, Darlene. (2026). *Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation* (9th ed.) Burlington, MA: Jones & Bartlett Learning.

Gehrig, Jill S. (2018). *Patient Assessment Tutorials* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Videos are available from Jones and Bartlett Learning. See code on inside flap of Jill Gehrig texts:

Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, and *Patient Assessment Tutorials* as listed in daily reading assignments. ***It is HIGHLY RECOMMENDED that you do NOT purchase used texts, as the videos are only available with text purchases and are a key component of this course.***

Additional Texts/Reference Texts:

Boyd, Linda D., Mallonee, Lisa F., and Wyche, Charlotte J. (2021). *Wilkins' Clinical Practice of the Dental Hygienist* (13th ed.) Burlington, MA: Jones & Bartlett Learning.

MANUALS

Owens Community College Dental Hygiene Program. *Safety Manual*. Owens Community College.

Owens Community College Dental Hygiene Program. *Preclinic Manual*. Owens Community College.

REQUIRED PHYSICAL EXAM REPORTS

The students' medical file must be complete prior to preclinic sessions utilizing partners.

This includes the physical examination, eye exam (corrective lenses purchased), all requested lab reports and immunizations (or waivers if applicable) as well as CPR certification.

INTERNET RESOURCES

Dentalcare.com Periodontal Chairside Guide: <https://www.dentalcare.com/en-us/professional-education/student-resources>

American Dental Hygienists' Association (ADHA): www.adha.org

American Dental Association (ADA): www.ada.org

The Ohio State Dental Board: <https://dental.ohio.gov/>

Crest Dental Resource Net Proctor and Gamble: www.dentalcare.com

Hu-Friedy: <https://www.hufriedygroup.com/en>

Colgate: www.colgate.com

Oral B: www.oralb.com

Teledyne Water Pik: www.waterpik.com

Dentsply: www.dentsply.com

Ohio Department of Health quit smoking line: 1-800-QUIT-NOW

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
1. Demonstrate professional behavior.	Weeks 1-16 Labs; Midterm and Final Exams, Quizzes 1-10; All Skill Evaluations, All Affective Behavior/Daily Grades, OSCE Exam
2. Demonstrate proper infection control.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam
3. Demonstrate the Dental Hygiene Process of Care at an introductory level [Assessment, Dental Hygiene Diagnosis, Planning, Implementation, Evaluation and Documentation]	Weeks 1-16 Labs; All Skill Evaluations, All Affective Behavior/Daily Grades, OSCE Exam
4. Interact effectively, orally and in writing with patients, peers, faculty, employees and other health professionals at an introductory level.	Weeks 1-16 Labs; All Skill Evaluations, All Affective Behavior/Daily Grades, OSCE Exam
5. (IPE—Inter-professional Education) Identify the knowledge, skills, abilities, and experience of other professions- appropriate to the specific care situation---- to inform care decisions that provide care that is ethical, safe, timely, efficient, and useful.	Week 13 IPE Presentation

Program Outcomes:

The following program outcomes are assessed in this course

Outcome	Where Assessed
Collect comprehensive patient data to identify the physical and oral health status.	Weeks 1, 2, 3, 4, 7, 8, 9, 11, 12 Lectures Quizzes 1, 2, 3, 4, 6, 7, 8, 9, 10 Midterm and Final Exams OSCE Exam All Affective Behavior/Daily Grades
Analyze assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs	Weeks 3, 4, 7, 8, 9, 11, 12, 13 Lectures Quizzes 3, 4, 6, 7, 8, 9, 10 Midterm and Final Exams OSCE Exam All Affective Behavior/Daily Grades
Assemble a dental hygiene care plan that reflects the realistic goals and treatment	Week 15 – Student partner treatment Final Exam OSCE Exam
Measure to what extent goals identified in the dental hygiene care plan are achieved.	Week 15 – Student partner treatment Final Exam

Outcome	Where Assessed
	OSCE Exam
Document complete and accurate findings and/or treatment relevant to patient care.	Weeks 3-15 Lab chart notations Week 15 – Student partner treatment Final Exam OSCE Exam All Affective Behavior/Daily Grades
Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health.	Week 15 – Student partner treatment Final Exam OSCE Exam All Affective Behavior/Daily Grades
Utilize interpersonal and communication skills to effectively interact with diverse population groups (including cultural influences) and other members of the health care team.	Weeks 1-15 Labs - All Affective Behavior/Daily Grades and Skill Evaluation Grades
Apply the principles of ethical reasoning, ethical decision-making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.	Weeks 1-15 Labs - All Affective Behavior/Daily Grades and Skill Evaluation Grades Quizzes 1-10, Midterm and Final Exams, OSCE Exam
Utilize problem-solving strategies related to comprehensive patient care and management of patients.	Weeks 1-15 Labs - All Affective Behavior/Daily Grades and Skill Evaluation Grades Quizzes 1-10, Midterm and Final Exams, OSCE Exam
Model self-assessment skills to prepare them for life-long learning.	Weeks 1-15 Labs - All Affective Behavior/Daily Grades and Skill Evaluation Grades OSCE Exam SBAR Journaling
Apply legal and regulatory concepts to the provision and/or support of oral health care services.	Weeks 1-15 Labs - All Affective Behavior/Daily Grades and Skill Evaluation Grades Quizzes 1-10, Midterm and Final Exams, OSCE Exam

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Where Assessed
Communicate effectively.	Behavior/Daily Grades and Skill Evaluation Grades
Act with professional responsibility.	Behavior/Daily Grades and Skill Evaluation Grades
Demonstrate sensitivity to others' beliefs and values.	Behavior/Daily Grades and Skill Evaluation Grades
Think analytically, critically, and creatively.	Weeks 1-15 Labs - All Affective Behavior/Daily Grades and Skill Evaluation Grades Quizzes 1-10, Midterm and Final Exams, OSCE Exam

Course Objectives:

This course will...

1. define the Dental Hygiene Code of Ethics.
2. demonstrate the Dental Hygiene Process of Care.
3. detail basic information about the cause, effect, treatment, and prevention of dental disease.
4. demonstrate the clinical principles and mathematical principles of instrumentation.
5. provide detailed demonstrations / evaluations on correctly performing/ recording an examination of the head and neck area, and oral cavity, identify normal from abnormal, and how to record information on appropriate forms.
6. provide detailed demonstrations and evaluations on correctly performing / recording a periodontal evaluation and identifying abnormal conditions.
7. provide detailed demonstrations and evaluations on correctly identifying and charting existing hard tissue conditions and abnormal conditions.
8. provide detailed demonstrations and evaluations on the correct use of explorers, scalers and curets.
9. provide detailed demonstrations and evaluation on correct utilization of plaque removal with a toothbrush, floss, slow speed handpiece, rubber cup and prophylaxis paste.
10. allow the student to demonstrate Dental Hygiene Process of Care on a fellow student.
11. provide an IPE experience for the students which will exemplify a team approach to recognizing ways to uphold dignity, privacy, identity, and autonomy of vulnerable and underrepresented populations; identify ways to work together to facilitate provision of timely delivery of necessary care, and identify how the IPE team will gain an understanding of the importance of the shared information.

Technology, Lab Requirements, & Files:

All tests and quizzes will take place in class and will require you to have your own personal laptop or tablet, with Respondus Lockdown Browser downloaded for testing and quizzing purposes. Directions on downloading Respondus Lockdown Browser are available in the left-hand column of the DHY 110 Preventive Dentistry course shell, under the "Books & Tools" heading.

Student Data Files:

Student data files links are in the Blackboard.

Academic and Student Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct:

All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct:

All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations:

A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a **written email** notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. **Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy***. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu

*The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection:

Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of general education or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI:

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

Health & Safety Information:

Please note that while unlikely, there is a possibility courses might need to change the delivery method due to public health concerns. If this happens, the college will communicate any changes via email and/or other communication methods.

If you are not able to come to class because you are ill, please let me know as soon as possible. When possible, class materials will be available through Blackboard, Teams or Zoom. I will do my best to make special arrangements for you to make up the work you missed, if practicable.

Currently, masks are permitted to be worn on campus and in the classroom, but not required; however, this requirement may change depending on circumstances. If changes to the course delivery method are made, you will be informed via email and/or other communication methods as appropriate.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Methodology:

This course includes 1 hour of synchronous lecture. Didactic learning outcomes may be achieved through the use of lecture, PowerPoint slides (or similar), group activities, discussion boards, homework, and

appropriate reading assignments. Additionally, this course includes 9 hours of preclinic laboratory practice. Lab learning outcomes are generally achieved by passing required skill evaluations.

Email response:

I check my email several times a day, and whenever possible, respond within 24 hours. If you need to contact me immediately, you may text or call between the hours of 8 AM and 8 PM. While my office phone is the preferred method of communication, any urgent/emergency situation can be communicated via my cell phone.

Office Hours: as posted outside office **133E**

Student Expectations:

Required Reading:

Reading assignments are taken from the required textbook(s). Please complete the reading assignment **prior to the class time**. Reading Assignments are listed in the Assignment Calendar of this syllabus. It is highly suggested to read material prior to class. Each chapter includes review questions which can be obtained through the respective texts online resources. Answering these questions prior to each lecture will best prepare you for class discussions/quizzes/tests.

Grading Procedure:

Any late assignment will result in a zero grade. All assignments are required and must be submitted to pass DHY 101 regardless of the earned grade. Exceptions may be made on a case-by-case basis at the discretion of the course instructor.

All P/F assignments are required to pass DHY 101 and are due by 12.5.25 (11:50 a.m.)

All skill evaluations must be passed by 12.5.25 (11:50 a.m.) or a failing grade will be given in DHY 101.

All course work must be completed by 12.5.25 (11:50 p.m.) with a composite grade of at least 77% or better in order to pass DHY 101 and continue on in the dental hygiene program. (Third exam retake Monday, December 15, 2025, by 5:00 p.m.)

- **Written tests and quizzes** will include multiple choice, T/F, matching, short answer and case study questions.
 - If a student fails a test, the original failing grade is the recorded grade.
 - If a failing grade is recorded, students are required to pass the same test in order to remain in the course.

- The retake must be successfully completed within one week of receiving the failing grade.
- Any retakes are not recorded in the final grade.
- After the second failing attempt, the student must have remediation with the Department Chair prior to the third attempt (within one week).
- Failure of the third attempt will result in failure of the course.

Tests/Quizzes/Skill Evaluations/Other Requirements:

COMPREHENSIVE EXAMS 45%

Three (3) comprehensive examinations covering the “Study Guide Questions” in the course syllabus will be scheduled in class. **To pass DHY 101, students must obtain at least a 77% average on the three (3) written exams. The second and third exam will be comprehensive.**

Written exams or quizzes will include multiple choice, T/F, matching, slide identification, and case study questions.

- If a student receives a “D” or “F” on a quiz, the original grade is the recorded grade.
- If a “D” or “F” grade is recorded, students are required to retake tests only, not quizzes
- The retake must be successfully completed and passed within one week of receiving the original (D or F) grade.
- Any retakes are not recorded in the final grade.
- After the second attempt, the student must have remediation with the Department Chair prior to the third attempt (within one week).
- Receiving a “D” or “F” grade on the third attempt will result in failure of the course.

Absence from an examination will result in a zero for the examination with the only exception being prior permission from the course director. Prior permission will be given only in extenuating circumstances. It is the student's responsibility to contact the instructor for any make-up sessions. Exceptions may be made on a case-by-case basis at the discretion of the course instructor.

FYI-Comprehensive Final Exams will be given in DHY 103, 205 and 211 which will include content from all of the required courses in the Dental Hygiene curriculum, including pre-requisites. The National Board Exam covers all courses in the Dental Hygiene Curriculum (including non-dental hygiene subjects). On reserve at Library: Blue, Christine M. (2017) *Darby's comprehensive review of dental hygiene (8th ed.)*. St. Louis, Mo.: Mosby's Elsevier.

OSCE EXAM – 10%

Objective Structured Clinical Exams (OSCEs) represent a method of measurement that is valid, reliable, and fair. OSCEs are standardized and diverse in nature, often including stimulus materials such as radiographs, photographs, and/or physical or 3-D models that provide candidates with an opportunity to demonstrate their knowledge, skills, and abilities for evaluation purposes. Standardized patients (i.e., trained actors) have been used in medical OSCEs.

The final OSCE Exam for this course will consist of one question per student (total # of students = total # of questions). Students will rotate through clinical cubicles or “stations” and answer questions or demonstrate clinical skills that are appropriate for a first-year, first semester dental hygiene student. Content will include but is not limited to: instrumentation, tooth morphology, head and neck anatomy, radiology, infection control, and preventive dentistry. A study guide will be provided to students one week prior to the OSCE Exam.

QUIZZES & ASSIGNMENTS 20%

Quizzes are utilized to stress critical course content as well as to reinforce the student’s responsibility of class preparation and retention of information. There will be ten quizzes covering the previous week’s lecture material. Quizzes generally take place every week, with the exception of exam weeks or the week following an exam. Quizzes are in class during the first 10 minutes of class. Quizzes may consist of but are not limited to short answers, matching and/or multiple choice test items. You will be required to take quizzes using a personal device such as a laptop or iPad, utilizing Respondus Lockdown Browser.

Quizzes are NOT retaken if failed. It is the student’s responsibility to review missed items or meet with course instructor for clarification. All quiz scores are kept, no scores are “dropped.”

SKILL EVALUATIONS 15%

Students must pass all skill evaluations to pass the course.

Skill evaluations (SE’s) are listed below, but are detailed further in the DHY 101-B02 BB Shell via the skill evaluation rubrics. Skill evaluations are taken through the DHY 101-HB2 BB shell. Passing criteria for each skill evaluation is printed on each rubric, and can be referenced in the Preclinic Manual or in the DHY 101-B02 BB shell. The average grade for all skill evaluations is included in this course’s final grade (DHY 101). A scale of Satisfactory, Improvable, and Unacceptable is used to measure proficiency; criterion for each is detailed within the rubric. It is the expectation of the clinical faculty that students are prepared to take the skill evaluations on the assigned dates. Any student who is not prepared will be dismissed from clinic and will go to the lab in order to review the skill that is being assessed. This dismissal will be considered the student’s “first attempt.” Subsequent attempts will be graded at 85% (2nd attempt) and 77% (3rd attempt) respectively. It will then be the student’s responsibility to schedule a time to make up the missed skill evaluation during scheduled Preclinic hours. Preclinic time is extremely limited; making up missed skill

evaluations will be difficult. Preclinic runs Wed, Thurs, Fri for 3 hours each day, following the Commission on Dental Accreditation's Standards for clinic hours.

DHY 101 Skill Evaluations (SE's):

- Instrument Grasp
- Patient/Operator Positioning
- Maxillary and Mandibular Mirror Retraction
- Extra and Intraoral Exam
- 11/12 Explorer
- H6/H7 Anterior Sickle Scaler
- S204 Posterior Sickle Scaler
- Nevi 4 Posterior Sickle Scaler
- ½ Gracey Curet
- 11/12 Gracey Curet
- 13/14 Gracey Curet
- 4R/4L Universal Curet
- Hard Tissue Charting
- Clinical Attachment Level
- Periodontal Probing & Recording
- Polishing/Flossing
- Landmarks

AFFECTIVE BEHAVIOR/DAILY GRADE - 5%

The Pre Clinic and Lab Daily Evaluation (viewable under the Grade Sheets tab in the DHY 101-B02 BB shell) will be completed by an instructor during all Pre Clinic lab sessions unless a skill evaluation is taken that day. The form gives feedback to the students on the progress of their affective behavior. The average of the daily grades must be 77% or higher to pass DHY 101 and will constitute 5% of the final course grade. A Violation of Academic/Professional Standard Student Incident Report (refer to the Student Procedure and Safety Manual for details), will be given when a student portrays unprofessional behavior. Failure of the student to take required action will result in failure of the course. Students will individually be sent a link to their "Virtual Clinic Book" which provides access to view their Daily Grade.

SBAR JOURNALING - 5%

"Journaling" using the "SBAR" format on preclinical experiences will be assigned and submitted via Blackboard . A prompt is provided. These are due every Monday by 9 AM. A "0" grade will be given for any missed SBAR posts. SBAR journaling is used as a reflection tool and as a tool to help foster development of critical thinking skills.

CLINICAL PATIENT REQUIREMENT P/F

All Dental Hygiene first-year students are required to be patients for second year Dental Hygiene students (at no cost) in the Owens Dental Hygiene Clinic during Fall Semester 2024. Dental Hygiene care services must be completed as soon as reasonably possible depending on the second-year student's schedule and must include: All assessment exams, patient education, oral hygiene skills, prophylaxis, fluoride and referral. Make appointments in the first week of the semester. (It could take up to three appointments). ***A copy of the referral must be submitted to the course instructor when treatment is completed.***

ATTENDANCE:

- **Attendance for all class sessions is mandatory and** highly recommended.
 - Any absence or tardiness must be reported to the course instructor via email (or text at course instructor's discretion)
- **Late or Tardy/ Leaving Early:**
 - Any student arriving more than 30 seconds past the scheduled time for a course to begin will be considered tardy. (This includes resuming lecture after a break).
 - Three "tardy days" and/or partial attendance will be construed as one undocumented absence.
 - Tardiness is disrupting to faculty and other students in the class. Students who repeatedly miss classes or attend partial classes jeopardize their success in the program.
- **Clinic Lecture Material missed due to absence or tardiness:**
 - Students are responsible for the material presented in any lecture session from which the student has been absent or late. It is the student's responsibility to contact the instructor for missed material due to tardiness or absence.
- **Absence during any quiz or exam:**
 - A zero (0) grade will be entered for any missed assignment, Exam, Test or Quiz.
 - If a student fails to take an exam/test/quiz during the appointed time, the student may take whatever time is left to complete the exam or quiz, but no additional time will be allotted.
 - In the event of extreme circumstance (serious illness or accident for example) a documented absence will be considered but not guaranteed.
 - i. In the event of an extenuating circumstance, it is the student's responsibility to contact the course instructor immediately.
 - ii. Appropriate documentation must be provided to the course instructor within 72 hours of the student's return.
 - iii. Owens realizes that circumstances beyond one's control may occasionally cause a late arrival or early departure; the student may avoid being penalized for being absent or late with appropriate documentation.
 - Planned absence during any test or exam (**this does not apply to quizzes**):
 - i. Arrangements for a makeup exam must be made with the course director prior to the exam date and retake must occur within 48 hours.
 - ii. It is up to the course director to deny or grant this request.

Absence policy:

Excused and Unexcused Absences:

- **Excused Absence:** sick with physician excuse, court date, ODHA/ADHA Annual Session, immediate family funeral with obituary.
- **Unexcused absence:** sick with no physician excuse, weddings, other absences. Attending class virtually without a physician excuse will be considered unexcused.
- **One** unexcused absence per semester.
- Second unexcused absence will lower course grade by 5%. Third unexcused absence will lower grade by 10%.
- Arriving late or leaving early for class sessions will be considered an unexcused absence, and each late arrival/departure after will be considered ONE ADDITIONAL unexcused absence.
- Consideration will be given on a case-by-case basis. Exceptions may be made with prior arrangements with course instructor.

INCLEMENT WEATHER, SCHOOL DELAYS AND CLOSING:

- **RULES FOR LECTURE:** If the college has a morning delay due to weather, the college may reopen at either 10 am or 12 noon. In the event of a delay due to inclement weather and the college announces it will reopen at 10 a.m., lecture class will proceed at 11 a.m. as scheduled. If the college reopens at 12 noon or closes for the day, the lecture class will be cancelled and a recorded lecture will be available. It will be OPTIONAL to attend lecture virtually, but not required. The student WILL be responsible for accessing the recorded lecture at their earliest convenience.
- **RULES FOR CLINIC/PRECLINIC LAB:** If the college is closed until 10:00 a.m. and a 9:00- 12:00 noon clinic session is scheduled, the clinic session will be **CANCELLED** due to insufficient time. If the situation does not warrant an opening by noon, then most likely the college will stay closed for the entire day. If the college is closed until noon and a 1-3 p.m. clinic session is scheduled, the clinic session will proceed as scheduled.
- If the student is in a level 3 area and cannot attend lecture or lab classes, a make-up option may be offered. This may come in the form of a(n) recorded lecture, online assignment, learning experience in an open lab, rescheduled lab, etc. Please review the college's inclement weather protocols: <https://faq.owens.edu/faq/unscheduled-college-closings-inclement-weather>
- All students and faculty should update their Ozone accounts to get alerts re: delays/closings.

What Will Our Classroom Environment Be Like?

Respectful Class Communication:

This instructor is committed to the following, and encourages you to be as well:

- respect for the dignity and essential worth of all individuals
- promotion of a culture of respect throughout the college community
- respect for the privacy, property, and freedom of others
- rejection of bigotry, discrimination, violence, or intimidation of any kind
- practicing personal and academic integrity and expecting it from others
- promotion of diverse opinions, ideas, and backgrounds that are the lifeblood of the college

Inclusion Statement:

The Dental Hygiene Department embraces the goal of an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We are committed to increasing the representation of those populations that have been historically excluded from participation in U.S. higher education and/or in the dental hygiene profession.

How Grades and Determined and Major Assignments

Evaluation Measure	Student Learning Outcomes Assessed	Value (percentage of final grade)
Quizzes (10)	SLO's 3-4	20%
Exam 1	SLO #3-4	15%
Exam 2	SLO's 3-4	15%
Exam 3 (Written Final Exam)	SLO's 3-4	15%
Final OSCE (Clinical) Exam	SLO's 2-4	10%
Skill Evaluations (17 Total)	SLO #1-4	15%
Affective Behavior/Daily Grade (Average of all submitted Daily Grades)	SLO #1-4	5%
SBAR Journaling (14 Posts)	SLO #4	5%
Clinical Patient Requirement	SLO #1-4	P/F - mandatory
IPE Event Attendance/Participation	SLO #5	P/F - mandatory
Total		100%

Final Grading Scale

Grade	Percentage
A	100-92
B	91.99-85
C	84.99-77
D	76.99-60
F	59.99 and below

NOTE: Both a D and F are considered a failing grade; requiring the student to repeat the course.

NOTE: Grades are not ‘rounded up.’ Example: if your grade is a 91.99, you have earned a “B”

*FALL SEMESTER CALENDAR**

August 25, 2025	DHY101 Classes Begin
September 1, 2025	Labor Day – No Classes
November 7-9 2025	Ohio Dental Hygienist’s Association Annual Session, (Student delegates excused to attend)
November 11, 2025	College closed for Veterans Day
November 26-30, 2025	Thanksgiving Break
December 7, 2025	Last Day of Classes
December 8-11, 2025	Final exam week/ OSCE Exam

Guest speakers may be scheduled for Webinar presentations only as their schedules and company policies allow. Attendance for guest speaker webinars is

MANDATORY. If you have a conflict, please see course director for alternate arrangements

Course DHY 101 Content with Tentative Timetable 2025:

- **Blackboard Power Points available**
- **Study Guide questions attached to this syllabus**

WEEK	TOPIC
1	Introduction to Course Content Affective Behavior Assessment Ergonomics Patient/Operator Positioning
2	Instrument Design Intra Oral Access and Visibility Principles of Instrumentation Quiz 1: Positioning
3	Extra / Intra Oral Exam Quiz 2: Mirror and Grasps
4	Design and Use of Explorers/Cotton Pliers Seminar: Fulcrum, Pivot Quiz 3: Intra and Extra Oral Exam
5	**Academic Assessment Form Due** Design and Use of Scalers Quiz 4: Explorers
6	EXAM I Design of Universal Curets
7	Saliva & Dental Biofilm Quiz 5: Design of Universal Curets
8	Periodontal Probe Quiz 6: Saliva and Dental Biofilm
9	**Academic Assessment Form Due** Gingivitis

	Quiz 7: Periodontal Probing
10	Area Specific Curets Quiz 8: Gingivitis
11	EXAM II Hard Tissue Charting
12	Periodontal Evaluation (Gingival Margin, MGJ, etc.) Tissue Description (Blackboard), Quiz 9: Hard Tissue Charting
13	Deplaquing/Engine Polishing and Flossing Quiz 10: Periodontal Evaluation
14	
15	EXAM III
16	OSCE Exam

“SBAR”

DHY 101

JOURNALING HOMEWORK

Each week, (due every Monday by 9 a.m.) you will be required to “SBAR” something from the previous week in clinic. The SBAR format will be found under the assignments tab in Blackboard and can be submitted from there.

S: Situation – Describe the situation or event that you are choosing to analyze; ie: “I seem to always be disorganized when I get to clinic”

B: Background – What is the background for this situation? ie: “I work nights, and sometimes I don’t prepare for the next day before I collapse into bed because I’m too exhausted to lay things out that I will need or organize my things for the next day.”

A: Assessment – what is your assessment of the situation? ie: “I need to get organized in some way because this is negatively affecting my grades.”

R: Recommendation – what is your recommendation to address the situation? ie: “I usually have time on Sunday evenings, and I can use that time to organize and prepare for my week in advance.”

You do not have to journal about a negative situation! You can journal about a positive one:

S: Situation: “I totally aced my probing skill evaluation on the first attempt this week!”

B: Background: “I have been failing my first attempts on skill evals, but passing on the second attempt.”

A: Assessment: “I decided to reach out to Sally, who almost always passes her skill evals on the first attempt to see what she was doing differently. I followed her advice to use my clinic time more efficiently and also spend 15 minutes a day reviewing the procedure.”

R: Recommendation: “Sally’s advice was really helpful for me, especially the 15 minutes a day of review. I’m going to do this from now on for upcoming skill evaluations.”

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
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Assignment Calendar

WEEK 1 AM-lecture 1 hour - syllabus review and procedure manual review	1 2 3 4	Introduction to the course Syllabus and Behavior Assessment forms	After the lecture / demonstration, the student will be able to.... 1. Identify professional behaviors acceptable in the OCC Dental Clinic as defined in the Dental Programs Safety Manual 2. Identify disciplinary actions that can be taken if professional behavior is not presented. 3. Access the Daily Grade Form for review 4. Access Daily Grade Data Summary in Google Sheets using assigned link. • Thyroid gland · • Thyroid cartilage · • Hyoid Bone · • Sternocleidomastoid Muscle · • Angle of the jaw · • Submental region · • Submandibular Region · • Parotid gland · • Submandibular gland · • Temporomandibular joint		DHY 101 Syllabus Dental Programs Safety Manual: “Professionalism and Discipline” Review “Daily Grade Form” in DHY 101-HB2 BB shell Gehrig (Instrumentation): Modules 1 & 2	Landmarks Check Off
WEEK 2	1 2 3	Intra Oral Access and Visibility	Intra Oral Access and Visibility:	HAVE DENTAL	Intra Oral Access and Visibility; Instrument Design and Classification:	Quiz 1: Positioning (Wednesday) -

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
40 minute in-class discussion HAVE DENTAL MIRROR FOR CLASS!	4	A. Positioning B. Lighting C. Mouth Mirror D. Reduce Patient Discomfort E. Maintain Mirror Instrument Design and Classification A. Working End B. Handle C. Shank	1. Explain the difference between direct and indirect vision. 2. Name the factors that affect good vision. 3. Describe adequate lighting for proper vision. 4. Identify the parts of the mouth mirror. 5. Explain the four (4) uses or purposes of the mirror. 6. Describe the grasp for using the mouth mirror. 7. Discuss three (3) measures which assure client comfort while you use the mirror. 8. Describe methods of preventing moisture condensation in order to maintain clear vision while you use the mirror. 9. Describe four (4) steps in the maintenance of the mirror. 10. Explain the type of vision used for each area of the mouth and the corresponding operator position, patient position and finger rest. 11. State the uses of air. 12. State appropriate technics of using the air syringe. Instrument Design and Classification: 1. Identify and describe three parts of a dental instrument. 2. State the three different types of working ends.	MIRROR FOR CLASS!!	Gehrig: (Instrumentation), pp. 69-192. (omit pp. 124-126, 137-140) Gehrig: Videos- Mirror Use Darby: Chapter 12 <i>Preclinic Handbook, "Seating and Positioning Charts"</i> <i>Blackboard Powerpoint : Landmarks</i>	Patient Head Position & Visibility (online) 10 minutes at the start of class Skill Evaluation Patient/Operator Positioning Landmarks Check Off

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			3. Discuss the different types of instrument handles. 4. Discuss the different types of instrument shanks. 5. Explain the characteristics of an instrument handle in terms of shape in cross-section, diameter, weight, location of the working end and surface texture. Review and Identify the following landmarks: • Labial nasal sulcus • Lateral commissure of the mouth • Philtrum • Vermillion border			
WEEK 3 40 minute in-class discussion Have Preclinic Handbook and Darby text available for lecture.	1 2 3 4	Extra and Intra Oral Exam A. Rationale B. Palpation C. Sequence D. Extra-oral exam E. Intraoral exam F. Documentation of Findings G. Referral	1. Discuss the role of the extra- and intra-oral examination in providing early detection of systemic diseases 2. Define the terms “lesion” and “atypical/abnormal finding(s)” 3. Describe the 6 palpation methods 4. Discuss the need for an assessment sequence 5. Define the terms: observation, palpation, auscultation, and olfaction	Have Preclinic Handbook and Darby Text available for lecture.	Primary Sources: <i>Preclinic Handbook</i> , “Extra and Intraoral Exam” Darby, Chapter 16 Gehrig, (Assessments), Modules 12, 13 Video- Rolling the Instrument Handle Video: https://www.youtube.com/watch?v=fTy4jhbJCqI Powerpoint: Landmarks	QUIZ 2 Mirror & Grasps 10 minutes at the start of class Skill Eval Grasp Landmarks Check-off

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			6. Describe the procedural step and typical, atypical and abnormal findings for each extraoral region 7. Define the “oral region” and the “oral cavity” 8. Describe the procedural step and typical, atypical and abnormal findings for each intraoral region 9. Differentiate between the terms “differential diagnosis” and “definitive diagnosis” 10. Define the terms: atrophy, bulla, macule, nodule, papule, plaque, pustule, ulcer, and vesicle 11. In terms of location, differentiate between “well circumscribed” and “coalescing.” 12. Describe the use of “size” and “shape” in lesion identification 13. Discuss the significance of color changes 14. Identify texture terms such as: corrugated, cratered, crusted, fissured, indurated, papillary, pseudomembrane, smooth, verrucous, and match terms to examples 15. Differentiate between the terms “sessile” and “pedunculated”			

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			16. Differentiate between “soft,” “firm or rubbery,” and “hard” consistency. 17. Define “mobility” 18. Differentiate between a “sign” and a “symptom” 19. Discuss two common risk factors for development of oral cancer 20. Identify the most common sites in the US for Oral Squamous Cell Carcinoma 21. Discuss the importance of early detection and referral when identifying oral cancers. 22. Describe and identify the soft tissue landmarks: • Anterior Cervical Lymph Nodes • Submandibular Lymph nodes • Submental lymph nodes • Preauricular lymph nodes • Facial Lymph Nodes • Postauricular lymph nodes • Occipital lymph nodes • Posterior cervical lymph nodes			
WEEK 4 Have practice	1 2 3 4	Explorers and Cotton Pliers A. Types of Explorers	1. Identify the function of explorers as an assessment instrument.	Bring practice instruments.	Gehrig, Module 14 Gehrig video: 11/12 explorer and 17/23 Orban explorer	Quiz 3: Intra- and Extra-oral Exam

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
cassette for class 40 minute in-class discussion		B. Detection C. Technique D. Cervical Sensitivity	2. Describe characteristics of the sulcus, periodontal pocket and cementum. 3. Identify the working-end design for the various explorer designs, including the pigtail/cowhorn explorers, the Orban-type explorer, and the 11/12 type explorer 4. Describe the assessment stroke with the explorer in terms of tactile sensitivity 5. Explain why supragingival deposits can easily be detected by vision and drying the tooth. 6. Identify the 6 common “natures” of calculus formation 7. Recognize that cervical sensitivity may be present where gingival recession, abrasion or erosion are present and why exploration or air blasts should be avoided. 8. Describe the steps for subgingival exploration using the 11/12 explorer. 9. Describe the technic for using the 11/12 explorer in anterior and posterior regions, including correct end selection		Darby, Ch. 28 through pg. 435 – “Explorer” <i>Preclinic Handbook</i>, “Instrumentation Competency”	Skill Eval E/I Exam Landmarks Check-off (

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			10. Discuss the limitations of the cowhorn and shepherd's hook explorers for effective exploration of a deep pocket 11. Identify technique errors that may result in undetected calculus 12. List the uses of the cotton pliers. 13. Demonstrate correct use of the 11/12 explorer on a typodont. Identify landmarks: • Labial Mucosa • Marginal gingiva • Free gingival line or groove • Attached Gingiva • Mucogingival line • Alveolar mucosa • Interdental papilla • Interdental groove • Parotid papilla • Fordyce spots • Vestibule • Minor Salivary Glands • Linea Alba • Mucobuccal Fold • Maxillary buccal frenulum			
WEEK 5 Wednesday	1 2 3 4	Design and Use of Scalers A. Description	1. Analyze the function of the sickle scaler.	Have practice cassette for class.	Scalers: Gehrig, (Instrumentation) pp. 193-212, 355-362, 377-402.	Quiz 4: Explorers

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
Have practice cassette for class 40 minute in-class discussion		B. Characteristics C. Design D. Uses E. Adaptation F. Stroke G. Technique H. Limitations I. Supplemental Scalers	2. Identify the working-end design of the scaler 3. Describe the types of sickle scalers, noting differences in construction and areas of use. 4. Review the instrument grasp for a sickle scaler 5. Identify the characteristics of a calculus removal stroke 6. State the correct angle of the face of the scaler to the tooth during instrumentation. 7. Identify the sequence of instrumentation for the sickle scaler in anterior and posterior applications 8. Recognize how to correctly adapt the tip of the sickle scaler to avoid tissue trauma 9. Describe the position of the lower shank when correctly adapting a posterior sickle scaler 10. Demonstrate correct use of the sickle scalers on a typodont/student partner. 11. Discuss common instrumentation problems that beginning clinicians encounter and		Darby Ch. 28, pp. 443-448 and Procedure 28.3 pg. 441; Table 28.9 and 28.10 pgs. 446-447 <i>Preclinic Handbook</i>, "Instrumentation Competency" Gehrig Video's: "Instrumentation- Sickles" Blackboard: Landmarks powerpoint	Skill Eval: Mirror retraction Skill Eval: Explorer Landmarks Check off

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			their solutions as stated in the Nield-Gehrig text. Identify landmarks of the floor of the mouth: • Filiform papilla • Fungiform papilla • Circumvallate papilla • Foliate papilla • Lingual tonsils • Foramen ceacum • Sublingual folds • Lingual Frenulum • Sublingual caruncle • Mandibular buccal frenulum • Mandibular labial frenulum • Torus mandibularis			
WEEK 6	1 2 3 4	EXAM I – In Class		EXAM I	EXAM I	EXAM I 30 minutes in class
WEEK 6 20 minute in-class discussion	1 2 3 4	Design and Use of Universal Curets A. Description B. Characteristics C. Design D. Uses E. Adaptation F. Stroke G. Technique H. Limitations	1. Describe the function and design characteristics of the universal curet 2. Describe the calculus removal stroke using a universal curet. 3. Identify the lower shank and inner/outer cutting edges as a visual cue for correct adaptation of the universal curet	Have practice cassette for class.	Gehrig, Module 19, "Universal Curets" pp. 429-456 Gehrig Videos - Universal Curets, Introduction to Adaptation, Maintaining Adaptation, Activation, Handle, Roll, and "Laying Down vs. Standing Up on Fulcrum", "Selecting the Correct Working End" Darby, Ch. 28; "Procedure 28.2: 'Use of Curets'" pp. 441; Universal Curet, including Table 28.6 pp. 442.	Landmarks Check-Off

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			4. State the correct angulation of the face of the universal curet to the tooth surface being instrumented. 5. Describe the application of the cutting edges of the universal curet to posterior teeth 6. Describe the sequence of application of the universal curet for a sextant 7. Recognize the correct and incorrect position of the lower shank and toe third of the universal curet when in use 8. Identify the scalers and universal curets with corresponding numbers and names. Know the following Landmarks: • Incisive papillae • Palatine rugae • Fovea palatine • Palatine Raphe • Hard Palate • Maxillary tuberosity • Hamular notch • Gingival Palatal groove • Lateral palatine space • Torus Palatinus			
Week 7	1 2 3	Saliva and Dental Biofilm	1. Define biofilm and specifically oral biofilm and		Darby, Ch. 18 – “Dental Deposits: Soft” pp. 256-260; Ch. 19 pp. 265-270; read from “Dental	QUIZ 5:

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
40 minute in-class discussion	4	A. Soft Dental Deposits B. Microscopic presentations of soft deposits C. Clinical Assessment of soft deposits D. Assessment of Saliva and salivary flow	alternative names for oral biofilm 2. Describe common supragingival microorganisms found in biofilm 3. Describe common subgingival microorganisms found in biofilm 4. Differentiate the significance between one-tone, two-tone, and three-tone disclosing agents 5. Identify the stages of biofilm formation (fig. 18-1) 6. Define acquired pellicle and it's significance in the biofilm formation process 7. Define materia alba 8. Define food debris 9. Discuss "skill," "motivation," and "compliance" in regard to oral self-care management 10. Describe 3 ways to detect oral biofilm		Caries: A Continuing Health Issue" through "Caries Bacteria Testing." Dentalcare.com Periodontal Chairsides Guide	Design and use of universal curets Skill Eval re-do's in Lab Landmarks Check-off

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			11. Describe how oral biofilm is classified 12. Explain the significance of the “water insoluble slime matrix”. 13. State the approximate time it takes for the acquired pellicle to form on the teeth after it is removed. 14. State the approximate time it takes for biofilm to collect on the pellicle. 15. Discuss how faulty restorations contribute to caries and periodontal diseases. 16. Describe saliva’s beneficial actions (Box 19.1) 17. Describe the effects of oral biofilm on oral pH and the demineralization process 18. Discuss the importance of salivary flow in the caries process. ID Landmarks: • Retromylohyoid fossa • Uvula • Pterygomandibular raphe • Palatine tonsil • Pharyngeal tonsil • Waldyer’s ring • Tonsillar Pillar • Anterior tonsillar pillar			

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			• Posterior tonsillar pillar • Posterior pharyngeal wall			
Week 8 40 minute in-class discussion	1 2 3 4	Periodontal Probing (11-12 am lecture) A. Rationale B. Gingival Descriptions C. Periodontal Probing D. Types of Probes E. Probing Technique Periodontal Charting A. Charting Probe depths B. Exudate C. Furcation Involvement D. Hemorrhage E. Tooth Mobility F. Gingival Margin G. Mucogingival junction H. Attached gingiva I. Charting Tooth Malpositions Homework Assignment	1. Identify the 4 physical components and associated subcomponents of the periodontium 2. Identify the type of probe used in the OCC dental hygiene clinic and the millimeter markings associated with this probe. 3. Identify the parts of the periodontal probe 4. Discuss the 11 uses for the periodontal probe 5. Describe the correct grasp and pressure when using the periodontal probe 6. Identify correct insertion, application, and angulation of the periodontal probe 7. Describe the activation, stroke direction, and efficiency when using the periodontal probe 8. Discuss the rationale for assessing periodontal health at each dental hygiene appointment. 9. Explain the rationale for needing a comprehensive	Have practice cassette for class.	Darby, Chapter 20: "Components of the Periodontium" pp. 288-291; Chapter 28: "Periodontal Probe" pp. 435, including Procedure 28.1 and Table 28.5 "UNC -12 Probe" Gehrig, Instrumentation), Module 12 Gehrig Video: Probing Technique <i>Preclinic Handbook, "Periodontal Evaluation"</i>	Quiz 6: Saliva and Dental Biofilm 10 minutes at the start of class Skill Evaluation H6/7 Skill Evaluation S204

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			periodontal examination and a radiographic examination when screening for periodontal disease 10. Describe the procedure for probing over a calculus ridge. Periodontal Charting: 1. State the requirements for an adequate oral index for use in a clinical setting. 2. Detail the procedure for obtaining and recording the patient's periodontal evaluation.			
Week 9 40 minute in-class discussion	1 2 3 4	Gingivitis/Periodontitis Clinical Features of Gingivitis and Periodontitis Plaque Induced A. Gingival Inflammation B. Description of Gingivitis C. Gingival Evaluation 1. Hemorrhaging 2. Color changes 3. Size 4. Contour 5. Texture 6. Consistency 7. Position	1. Describe the clinical characteristics of healthy vs. inflamed gingiva 2. Identify the two distinct causative components of periodontal destruction 3. Identify the four characteristic signs of biofilm-induced gingivitis 4. Identify the seven signs of periodontal disease progression (periodontitis). 5. Differentiate between a suprabony and infrabony periodontal pocket 6. Explain an inflammatory response.		<i>Preclinic Handbook</i>, "Classification of Periodontal Disease" Gehrig, <i>Patient Assessment Tutorials</i>, Module 14. "Immunopathologic Responses in Dental Biofilm-Induced Gingivitis and Periodontitis" pp. 296-306;	Quiz 7: Periodontal Probing Skill Evaluation 4R/4L

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			7. Describe the degrees of severity in gingivitis. 8. Compare the terminology used to describe the course and duration of gingivitis. 9. Compare the terms used to describe the distribution of gingivitis.			
Week 10 40 minute in-class discussion	1 2 3 4	Design and use of Area Specific Curets A. Characteristics B. Design C. Uses D. Technique E. Limitations F. Gracey Curets G. Debridement H. Gross Scaling vs. Channel Strokes I. Improper Instrumentation J. Means to complete removal	1. Identify the parts of an area-specific curet that differentiate it from a universal curet 2. Discuss the influence of shank design on adaptation. 3. Describe a contra-angled shank. 4. Identify, from a given list of areas of the mouth, where instruments of a particular shank design are generally used. 5. Discuss the rationale for the "offset" Gracey curet face for periodontal debridement. 6. Discuss various design elements of extended-shank curets, mini-bladed curets, micro mini-bladed Gracey cuerts, and Langer curets. 7. Discuss the relationship between "spot identification" of	HAVE PRACTICE CASSETTE	Curets –Gehrig, Module 20 pg. 462-504 <i>Darby, pp. 438, Table 28-7 and 28-8 and Procedure 28-2</i> Gehrig Video's: Area Specific Curets, Use of the Gracey 11/12 Curet, The Gracey 13/14 area specific curet, Rolling the Instrument Handle for Adaptation <i>Preclinic Handbook, "Instrumentation Competency"</i>	Quiz 8: Gingivitis and Periodontitis Skill Evaluation: Periodontal Probing

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			instruments and the performance efficiency of the clinician. 8. Select from a given list, the advantages and disadvantages of stainless steel, carbon steel and tungsten carbide instruments. 9. Describe or list four (4) uses of the curet. 10. Discuss the advantages of the curets over other scaling instruments 11. Identify, by labeling a diagram, the cutting edge of the curet. 12. Describe the motion of the stroke for the curet. 13. Describe the correct position of the blade to the tooth surface and state the corresponding angle. 14. Explain the three (3) results of root planing. 15. Describe the root planing stroke in comparison to the scaling or channel stroke 16. Identify the instrument of choice for given areas of instrumentation.			

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			17. Describe the establishment and location of a reinforced finger rest. 18. Discuss the precautions that must be taken when using the curets. 18. Demonstrate the correct use of curets on a student partner/typodont. 19. Discuss the importance “Channel Strokes” when using a curet.			
Week 11		EXAM II – In Class	Exam II – 30 minutes	EXAM II	EXAM II	EXAM II
Week 11 20 minute in-class discussion	1 2 3 4	Hard Tissue Charting lecture A. Rationale B. Armamentarium C. Sequence D. Shepherd’s Hook E. Technique F. G.V. Black’s Classification of Caries/Restorations G. Verbalizing Dental Charting	HT Charting Lecture: 1. Identify the permanent teeth using the Universal Numbering System and relate this numbering system to the proper names of the permanent teeth. 2. Identify primary teeth using the Universal Numbering System (A – T) and relate this letter system to the proper names of the primary teeth. 3. Discuss three (3) methods used to examine for dental caries. 4. Explain the cavity classification according to G.V. Black. 5. Demonstrate correct use of charting symbols to record the	Have Dentrax training manual for class and lab (found in Preclinic Handbook)	Darby, Ch. 17 Gehrig, (Instrumentation) p. 347-349	Exam II: 30 minutes in class Skill Evaluation Gracey ½, 11/12, and 13/14

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			following on paper charts and on Dentrrix: A. To be extracted. B. Extracted tooth. C. Missing tooth. D. Impacted tooth. E. Questionable prognosis. F. Overhanging restoration. G. Dental caries. H. Amalgam/ tooth colored restorations. I. Questionable prognosis. J. Cast restorations (Gold, PVC, etc.) K. Fixed bridges L. Removable partial dentures M. Dentures N. Full crowns O. Fractured tooth P. Endodontic Therapy Q. Periodontal Abscess R. Open contact S. Drifting tooth Paper charts only: Marginal ridge discrepancy, poor contact, rotation, intrusion/extrusion, facial/lingual version, food impactions. 6. Demonstrate/describe the angle of the explorer to the tooth surface when detecting caries.			

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			7. Discuss the sites that favor biofilm retention and are particularly prone to caries. 8. Discuss the 5 types of dental caries based on disease progression. 9. Differentiate between compound and complex caries. 10. Discuss the 4 types of dental caries based on location. 11. State the correct sequence for verbalizing a restoration or area of decay. 12. Demonstrate the procedure for identifying fremitus. 13. Identify occlusal relationships and the following terms: • Centric occlusion • Overjet • Overbit • Centric relation • Normal Occlusion • Malocclusion • Class I malocclusion • End-to-end bite • Crossbite • Class II malocclusion • Class III malocclusion			

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
Week 12 40 minute in-class discussion	1 2 3 4	Periodontal Evaluation A. Exudate B. Furcation Involvement C. Hemorrhage D. Tooth Mobility E. Gingival Margin F. Mucogingival junction G. Attached gingiva H. Charting Tooth Malpositions Paper charting (perio) Homework Assignment	1. Differentiate between “probing depth” and a “periodontal pocket” 2. Compare and contrast a suprabony and an infrabony pocket 3. Describe the procedure / technique for examining and recording the following in Dentrix : a. gingival margin. b. mucogingival junction. c. clinical attachment level 4. Discuss the clinical significance of gingival recession in terms of periodontal health 5. Describe the type of probe used to determine furcation involvement 6. Identify the four classes of furcation involvement 7. Explain the technique used for examining and recording tooth mobility in Dentrix. 8. State the formula to determine Clinical Attachment Level/Loss. 9. State the formula to determine the amount of attached gingiva. 10. State the landmarks to determine “total gingiva”.		Darby, CH 20: “Signs of Disease Progression,” pp. 303-309 <i>Preclinic Handbook, “Periodontal Evaluation”</i>	Quiz 9: Hard Tissue Charting Skill Evaluation Hard tissue charting Skill Evaluation CAL

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			11. Demonstrate the correct use of the periodontal probe when determining CAL on a student partner.			
Week 13 40 minute in-class discussion IPE Event Mandatory	1 2 3 4 5	Deplaquing /therapeutic /engine polishing/flossing A. Different Methods of Deplaquing B. Therapeutic Engine Polishing/Flossing C. Equipment D. Rationale E. Negative Effects F. Contraindications G. Technique H. Sequence I. Abrasion J. Abrasive K. Manual Polishing L. Mechanical Polishing M. Preparation N. High Volume Evacuation	1. Define “rubber cup polishing”/”coronal polishing” 2. Discuss the rationale for selective polishing/selective stain removal 3. Discuss prophy paste choices based on abrasion. 4. Define the 5 variables that influence efficiency, effectiveness and tooth structure loss during extrinsic stain removal procedures 5. Describe the effects of rubber cup polishing on oral and dental tissues 6. Discriminate between contraindications and precautions to rubber cup polishing 7. Recall the correct surfaces on which to use a rubber polishing cup versus a bristle brush. 8. Demonstrate the grasp used when using the polishing handpiece and prophy angle attachment.	Darby, CH 32; pp. 519-522 <i>Preclinic Handbook, “Coronal Polishing”</i>		Quiz 10 Periodontal Evaluation

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
			9. Demonstrate the correct stroke used when rubber cup polishing. 10. Demonstrate the correct fulcrum when rubber cup polishing 11. Demonstrate the correct adaptation of the rubber cup to the tooth surface during rubber cup polishing 12. Discuss the correct sequence to follow during rubber cup polishing 13. Recall types of saliva/aerosol evacuation recommended during rubber cup polishing 14. Demonstrate handpiece preparation and maintenance of the polishing handpiece. 15. Recognize when to use hand instruments for stain removal and when to employ rubber cup polishing 16. Demonstrate correct flossing technique following selective polishing.			
Week 14	1 2 3 4	EXAM III – In Class		EXAM III	EXAM III	EXAM III 50 minutes Skill Evaluation Polishing and Flossing

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
						Skill Evaluation Landmarks SE final attempts
Week 16	1 2 3 4	No AM Class, PM OSCE Exam		No AM Class, PM OSCE Exam	No AM Class, PM OSCE Exam	PM OSCE Exam 3 hours

Date SLO Course Content Guide for Evaluation Assignment Class Activity Evaluation

DHY 101 Preclinc

	Topics	Information Literacy	Mathematical Reasoning	Written Communicati on	Oral Communicati on	Critical Thinking	Social Responsibility
Week 1	Course Introduction: Operator Positioning & Ergonomics Patient Positioning		√			√	
Week 2	Intra Oral Access & Visibility Instrument Design Principles of Instrumentation		√			√	
Week 3	Extra and Intra Oral Exam		√	√	√	√	√
Week 4	Explorers & Cotton Pliers Fulcrum, Pivot		√			√	√
Week 5	Scalers: Design & Use		√		√	√	√
Week 6	Universal Curets: Design & Use		√		√	√	√
Week 7	Dental Biofilm Saliva				√	√	√
Week 8	Perio Probing/recording Technique		√	√	√	√	√
Week 9	Clinical Features of Gingivitis		√	√	√	√	√

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation

Week 10	Design and Use of Area-Specific Curets; Scaling vs. Root Planing		√		√ √	√ √	√ √
Week 11	Hard Tissue Charting		√		√	√	√
Week 12	Periodontal Evaluation (GM/MGJ) & Recording		√	√	√	√	√
Week 13	Deplaquing / Engine Polishing and Flossing		√	√	√	√	√
Week 14	Complete all Skill Evaluations; Patient treatment forms review		√	√	√	√	√
Week 15	Thanksgiving Break						
Week 16	Final – OSCE Exam	√	√	√	√	√	√

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.

**** Please refer to Blackboard on a weekly basis ****

Date	SLO	Course Content	Guide for Evaluation	Assignment	Class Activity	Evaluation
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