



**Course Syllabus
SEMESTER
School of Nursing and Health Professions**

Introduction Information

Course Name:	Preventive Practice I Lecture
Course & Section Number:	DHY 102-XX
Meeting Day(s) & Time(s):	
Credits:	2
Contact Hours:	2
Instructor's Name:*	
Student Hours (Formerly 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. My pronouns are she and hers. Please let me know yours so that I can use them.

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

Catalog Description:

Expands on the dental hygiene practice model of assessment, dental hygiene diagnosis, planning, treatment, evaluation and documentation of care. Dental health education through the lifespan is included.

Corequisites: [DHY 103](#)

Prerequisites: [DHY 101](#) with “C” or better

Course Materials

REQUIRED TEXTS:

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.

TEXTS ON RESERVE:

Beemsterboer, P. L. (2017). *Ethics and Law in Dental Hygiene* (3rd ed.). Elsevier.

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.

Daniel, S., Harfst, S., Wilder, R. (2008). *Mosby's Dental Hygiene Concepts, Cases, and Competencies* (2nd Edition). Mosby, Inc.

Gagliardi, Lori. (2021). *Dental Health Education* (3rd ed). Waveland Press.

Harris, N. O., Garcia-Godoy, F., Nathe, C.N. (2014). *Primary Preventive Dentistry* (8th Edition). Pearson Education, Inc.

Hesperian Health Guides (2022). *Where There Is No Dentist*. en.hesperian.org. [Where There Is No Dentist - Hesperian Health Guides](#)

The following text can be used to study “prerequisites” for the Comprehensive Written Final:

Blue, C. M. (2017) *Darby's Comprehensive Review of Dental Hygiene* (8th ed.). Elsevier, Inc.

MANUALS: (All available as electronic versions in the DHY 102 BB Shell)

Dental Programs Safety Manual. Owens Community College, 2025-2027

Dental Hygiene Program Preclinic Manual. Owens Community College, 2025-2027

Dental Hygiene Clinic Manual. Owens Community College, 2025-2026

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
1. Demonstrate professional behavior.	Weeks 1-15 Classroom lectures; all assignments/homework; quizzes 1-12; Bulletin Board Presentations; midterm, final exam, school presentations
2. Explain the proper procedures for a safe and healthy treatment environment.	Weeks 1-15 Classroom Lectures, all assignments/homework; quizzes 1-12; midterm, final exam, school presentations
3. Discuss the Dental Hygiene Process of Care at an intermediate level [Assessment, Dental Hygiene Risk Assessment, Planning, Implementation, Evaluation and Documentation].	Weeks 1-15 Classroom Lectures, Care Plan/Case Study Homework assignments; Bulletin Board Presentations; quizzes 1-12; Midterm exam, Final Exam.
Demonstrate critical thinking skills relating to clinical skills and patient treatment needs.	Weeks 1-15 Classroom lectures; all assignments/homework; quizzes 1-12; Bulletin Board Presentations; midterm, final exam, school presentations
4. Examine legal and ethical considerations in dentistry and dental hygiene	Week 13 Classroom lecture; Quiz 13, Final Exam
5. Explain ODHA Annual Session Informative Poster research	Weeks 3, 4 Lectures; Week 8 Homework
6. Implement a community service experience for the student	Weeks 9, 11, 14, 15 Classroom Lectures; Week 16 School Presentations

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 Lectures Quizzes 1, 2, 3 Midterm and Final Exams Care Plan Case Studies Homework(s)

Outcome	Where Assessed
Analyze assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs	CAMBRA Patient Profile Weeks 1-15 Lectures Quizzes 1-12 Midterm and Final Exams Care Plan Case Studies Homework(s) CAMBRA Patient Profile
Assemble a dental hygiene care plan that reflects the realistic goals and treatment	Weeks 1, 2, 3, Lectures Quizzes 1, 2, 3 Midterm and Final Exams Care Plan Case Studies Homework(s) CAMBRA Patient Profile
Measure to what extent goals identified in the dental hygiene care plan are achieved.	Weeks 1, 2, 3, Lectures Quizzes 1, 2, 3 Midterm and Final Exams Care Plan Case Studies Homework(s) CAMBRA Patient Profile
Document complete and accurate findings and/or treatment relevant to patient care.	Weeks 1, 2, 3, Lectures Quizzes 1, 2, 3 Midterm and Final Exams Care Plan Case Studies Homework(s) CAMBRA Patient Profile
Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health.	Weeks 1-15 Lectures Quizzes 1-12 Midterm and Final Exams Care Plan Case Studies Homework(s) CAMBRA Patient Profile
Utilize interpersonal and communication skills to effectively interact with diverse population groups (including cultural influences) and other members of the health care team.	Weeks 4-15 Lectures Quizzes 4-12 Midterm and Final Exams Care Plan Cases Studies Homework Bulletin Board Presentations CAMBRA Patient Profile School Presentations
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 4-15 Lectures Quizzes 4-12 Midterm and Final Exams Care Plan Cases Studies Homework Bulletin Board Presentations CAMBRA Patient Profile

Outcome	Where Assessed
	School Presentations Week 8 Informative Poster References and Bibliography Homework Ethics/Professionalism Discussion Boards
Utilize problem-solving strategies related to comprehensive patient care and management of patients.	Weeks 1-15 Lectures Quizzes 1-12 Midterm and Final Exams Care Plan Case Studies Homework(s) CAMBRA Patient Profile Bulletin Board Presentations
Model self-assessment skills to prepare them for life-long learning.	Weekly Ethics/Professionalism Discussion Boards; School Presentations
Apply legal and regulatory concepts to the provision and/or support of oral health care services.	Week 13 Lecture; Quiz 13; Final 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.	Care Plan Case Studies Homework(s) CAMBRA Patient Profile Bulletin Board Presentations; Weekly Ethics/Professionalism Discussion Boards; School Presentations
Act with professional responsibility.	Weeks 4-15 Lectures Quizzes 4-12 Midterm and Final Exams Care Plan Cases Studies Homework Bulletin Board Presentations CAMBRA Patient Profile School Presentations Week 8 Informative Poster References and Bibliography Homework Ethics/Professionalism Discussion Boards
Demonstrate sensitivity to others' beliefs and	Weeks 4-15 Lectures

Competency	Where Assessed
values.	Quizzes 4-12 Midterm and Final Exams Care Plan Cases Studies Homework Bulletin Board Presentations CAMBRA Patient Profile School Presentations Ethics/Professionalism Discussion Boards
Think analytically, critically, and creatively.	Weeks 4-15 Lectures Quizzes 4-12 Midterm and Final Exams Care Plan Cases Studies Homework Bulletin Board Presentations CAMBRA Patient Profile School Presentations Week 8 Informative Poster References and Bibliography Homework Ethics/Professionalism Discussion Boards

Technology, Lab Requirements, & Files:

Quizzes and Tests/Exams will take place in class. You will need a device such as a personal laptop or tablet to take these assessments.

All quizzes and tests/exams will require the use of Respondus Lockdown Browser. Please view the following video if you need information on downloading Lockdown Browser: LockDown Browser - Student Video - Respondus

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, paraphraser, 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 2 hours 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.

Email response:

INSERT

Office Hours:

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 102 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 102 and are due by 5.1.26 (11:50 a.m.)

All course work must be completed by DATE at TIME with a composite grade of at least 77% or better in order to pass DHY 102 and continue on in the dental hygiene program. (Third exam retake DATE at TIME)

- **Written tests** will include multiple choice, T/F, matching, image identification, and case study questions.
- Test and quizzes will require **Respondus Lock down browser** to be uploaded on your computer.
 - If a failing grade is recorded for tests/exams, students are required to meet with the instructor for review of the exam. Exam must be retaken not for a grade, but for review and practice (original exam grade will stand)
 - **Quizzes will be taken in class during the first 10 minutes of class. Please be sure to have a device available that will allow you to take quizzes and tests.**
- All assignments are required and must be submitted to pass DHY 102 regardless of the earned grade.
- An assignment will be graded and returned within seven days. No assignments will be graded and returned before the due date for the assignment.
- **Homework** may be offered as a study tool and will be graded as “complete/incomplete.” It is offered as a tool to encourage reading prior to class and coming to class with a basic understanding of the concepts to be discussed during lectures.
- **Class Participation:** The class is synchronous and will require interaction. The purpose of these interactive exercises is to strengthen the communication skills of the student and their ability to use critical thinking when discussing oral health.
- **Grading Scale:** Students must receive a “C” grade or higher to pass this course. Both a D and F are considered a failing grade and the course must be repeated.

Tests/Quizzes/Skill Evaluations/Other Requirements:

COMPREHENSIVE EXAMS 45%

Two (2) comprehensive examinations (a midterm exam and a final exam) covering the “Study Guide Questions” in the course syllabus will be scheduled in class. **To pass DHY 102, students must obtain at least a 77% average on the two (2) written exams. All exams will be comprehensive in nature.**

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 NOT required to retake quizzes, but it is highly recommended to meet with the course instructor to review the failed quiz.

Absence from a quiz or test/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 102, 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

Classroom Attendance:

Face-to-Face Classes: students must attend this class in person only. Instructors will not allow a different form of instructional delivery.

Classroom Attendance:

Traditional: students must attend this class in person only. Instructors will not allow a different form of instructional delivery. Traditional classes can be either lecture, lab, or seminars.

Absence

1. Owens realizes that circumstances beyond one's control may cause late arrival, early departure, or an absence (serious illness or accident for example).
2. In the event of an unforeseen circumstance, it is the student's responsibly to contact the course instructor immediately and appropriate documentation must be provided to the course instructor within 72 hours of the student's return.
3. Late work is eligible for partial credit of 60%.
4. A planned absence may be requested for certain circumstances. If requested and granted, arrangements for a makeup test or exam must be made with the course director prior to the exam date.
5. Students can miss one (1) class session as an unexcused absence. Any additional absences will require a note from a doctor or primary care provider or other documentation as requested by course instructor. Additional unexcused absences will result in a 5% lowering of the overall course grade. If you have an issue for not being able to attend class on time and/or staying for the entire session, please meet with me to develop a plan so you are able to complete the class materials and lab assignments.

Dental Hygiene Program Technology & Academic Integrity Policy:

Cell Phone & Electronic Device Policy

To promote a professional learning environment and ensure patient safety, cell phones and personal electronic devices are not permitted during preclinical labs or clinical sessions.

Policy Details:

- Cell phones, smart watches, tablets, earbuds, and similar personal devices must be silenced and stored out of sight at all times.
- Devices may not be used during lectures, labs, or clinic sessions unless explicitly authorized by faculty for instructional purposes.
- Phones may not be kept on desks, laps, pockets, or clinical countertops.
- Photography, video, or audio recording is strictly prohibited in lab and clinical areas unless prior written approval is granted by faculty.
- In clinical settings, personal devices pose HIPAA, infection control, and professionalism concerns and are therefore prohibited.

Violations:

- Violations could result in an informal resolution, coaching & formal written warning, corrective action assignment, or immediate permanent dismissal from all health programs (see Academic/Professional Standards Student Incident Report).

Examination & Quiz Technology Policy

To ensure academic integrity, no personal electronic devices are permitted during exams or quizzes.

Policy Details:

- Cell phones, smart watches, fitness trackers, earbuds, and any other electronic devices must be:
 - o Powered off
 - o Stored in a designated area away from the testing space
- Devices may not be on the student's person during testing.
- Only program-approved materials explicitly authorized by faculty may be used.

- Faculty may require students to place phones face-down at the front of the room or in secured storage.

Violation of this policy will be treated as academic misconduct, regardless of whether the device is actively used.

Academic Integrity & Cheating Policy

The Dental Hygiene Program maintains a zero-tolerance policy for cheating.

Cheating includes, but is not limited to:

- Possession or use of unauthorized materials during exams or quizzes
- Use of electronic devices or smart technology during testing
- Sharing or receiving test questions or answers
- Copying from another student or allowing another student to copy
- Using artificial intelligence, online resources, or stored information during assessments unless explicitly permitted
- Attempting to alter grades or exam records

Consequences:

- Immediate failure of the exam or quiz
- Possible failure of the course
- Referral for disciplinary action per institutional and program policies
- Repeated or severe violations may result in dismissal from the program
- Violations could result in an informal resolution, coaching & formal written warning, corrective action assignment, or immediate permanent dismissal from all health programs (see Academic/Professional Standards Student Incident Report).

Professional Expectations

As future healthcare professionals, students are expected to demonstrate behavior consistent with the ethical and professional standards of the dental hygiene profession. Failure to comply with program policies reflects unprofessional conduct and may impact academic standing and clinical eligibility.

For any changes, students must talk with their instructor first and then their advisor.

What Will Our Classroom Environment Be Like?

Respectful Class Communication:

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

- respect the dignity and essential worth of all individuals
- promote a culture of respect throughout the college community
- respect the privacy, property, and freedom of others
- reject bigotry, discrimination, violence, or intimidation of any kind
- practice personal and academic integrity and expect it from others
- promote the diversity of opinions, ideas, and backgrounds that is the lifeblood of the college

Inclusion (or DEI) Statement:

Owens Community College 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 are Determined and Major Assignments:

Weighted Grade Scheme:

The final course grade is to be computed using the following weights:

Evaluation Measure	Value	Student Learning Outcome(s) Assessed
Midterm Examination (1)	30%	1-7
Quizzes (12)	15%	1-7
Dental Health Lesson Plan	20%	1-7
Final Examination	30%	1-7
Bulletin Board	5%	3-7
Informative Poster References	P/F	1-7
Ethics/Professionalism Discussion Boards	P/F	1-7
Homework	P/F	2-6
Elementary School Presentation	P/F	1-7

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"

EVALUATION:

WRITTEN MIDTERM EXAM

One (1) examination covering the "Study Guide Questions" in the course syllabus will be scheduled during regular class time.

Exams or quizzes will include multiple choice, T/F, matching, image identification, and case study questions.

- If a student receives a "D" or "F" on an exam, the original grade is the recorded grade.
- If a "D" or "F" grade is recorded, students are required to pass the same test with

- at least a 92% in order to remain in the course.
- The retake must be successfully completed 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.

All required courses in the Dental Hygiene curriculum, including prerequisites, must be reviewed throughout the two years in the program. Comprehensive Written Final Exams will be given in DHY 102, 204, and 210. The National Board Exam covers all courses in the Dental Hygiene Curriculum (including non-dental hygiene subjects).

Absence from an examination will result in a zero for the examination with the only exception being prior permission from the course director.

QUIZZES

Quizzes are utilized to stress critical course content as well as to reinforce the students' responsibility of class preparation. Quizzes will cover the previous week's lecture material, unless otherwise indicated. There will be twelve quizzes based on homework assignments given. Quizzes may or may not be announced, at the discretion of the course instructor. Quizzes may take place during the first ten to twenty (10-20) minutes of lecture, or may be assigned as online or take home quizzes. Quizzes may consist of but are not limited to short answers, drawings, matching and/or multiple choice test items. Absence during any quiz for any reason will result in a zero for the quiz and cannot be made up, unless previous arrangements are made with the course instructor or at the discretion of the course instructor.

HOMEWORK

Homework is graded as Pass/Fail. With the exception of week 1, all homework is due on the Monday prior to that week's lecture. Other assignments that count toward the Pass/Fail homework grade include discussion boards, CAMBRA case studies, dental charting assignments, or any other assignments not listed in this syllabus but considered necessary by the course instructor. These other assignments will have due dates indicated in the course Blackboard shell.

ASSIGNMENTS

Throughout the semester the course instructor will distribute assignments for the student to complete with specific deadlines. The assignments include but are not limited to: Lesson Plans, Informative Poster topic, references, and annotated bibliography, and Bulletin Board presentations. Any late assignment will result in a zero ("0") grade. All assignments are required and must be submitted to pass DHY 102 regardless of the earned grade. Assignment will be graded and returned within fourteen days. No assignments will be graded and returned before the due date for the assignment.

DENTAL HEALTH LESSON PLAN

Students will work in pairs so that one student has a lower elementary class and the other student has an upper elementary class. Each student will choose their own appropriate oral health topic for their grade. Each student will submit their outline to Mrs. Nichols to complete a rough draft for the chosen oral education topic. Content of the lesson plan must include a title, goal, at least five objectives, detailed outline content, activities / power points or any audio/visual content, and evaluation. Grading for the project is based on the rubric found in this syllabus and in the DHY 102 BB shell. Lesson Plans will be due two weeks before the final project presentation (4.17.26). Use the Purdue Owl APA style for reference citations:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html

FINAL EXAM

A comprehensive written final examination over **ALL** course objectives will be scheduled during the last week of the semester. The final exam may consist of but is not limited to short answers, drawings, matching, true/false and/or multiple choice test items. Please see the written exam / quiz policy regarding "D" or "F" grades stated above under "Written Midterm Exam".

BULLETIN BOARD

Students will work together in groups of four or five. Topics will be equally assigned and include dental education for expectant mothers, infants, toddlers/preschoolers, elementary school aged children, teens, adults, and geriatric patients. A list of possible topics will be provided, but other topics can be present to Mrs. Nichols for approval.

Information should be organized with script and pictures, short bulleted lines, and easy enough for a second or third grader to understand. The bulletin board project should be created on a blank Power Point slide (details will be included in the DHY 102 BB shell). Students will present Bulletin Boards in class for peer review on an assigned date (see syllabus). Students will be graded according to the Rubric found in this syllabus. Use the Purdue Owl APA style for references, PLEASE reach out to me if you are unsure of how to format your references:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

See group assignments and presentation dates in this syllabus

INFORMATIVE POSTER ANNOTATED BIBLIOGRAPHY

Students will pair up with a classmate and choose a topic for their informative poster to be presented at the ODHA Annual Session in November of 2026 (and at the TDS Spring Clinic in April of 2027 if applicable). The topic should be a **NEW** topic that has current research within the past five years. The purpose is to educate Dental Professionals (Dentists and Dental Hygienists) about a **NEW** topic of interest in dentistry. The references/annotated bibliography should be completed using the Purdue Owl APA Annotated Bibliography format, PLEASE reach out to me if you are unsure of how to format your references: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Annotations should be at least three to four sentences long.

Students should each contribute three (3) sources; one professional text; one peer-reviewed professional journal article and one online professional source/website. Each student will contribute 3 sources for a total of six sources per student pair. This assignment is due on Wednesday, March 4, 2026

Information regarding the informative poster with sample pictures can be found on the ADHA website at: <https://adha2021.org/poster-sessions/>

Tentative Class Assignments

This is just to give you a guide as to what we are going to cover in this course and when.

<u>Week</u>	<u>Topic</u>	<u>Assessment</u>
Week 1	Course Orientation DHY 102, 103; Syllabus review,	
DATE	Assessments review, DH Code of Ethics,	
	Dentrix Appointment Scheduling	
	Radiology procedures review	
	Gingival Descriptions Homework: Due DATE	
	Care Plan Case Study Due DATE	
	Instrument Sharpening Lab: DATE at TIME	
Week 2	Dental Hygiene Process of Care:	Quiz 1
DATE	Implementation	
	Patient Education	
	Topical/Local Anesthesia Procedures	
	Post Appointment Procedures	
	Saliva Testing	
	Mixed Dentition Charting #1 due DATE	
Loupes Symposium	Date/Location TBD	
Week 3	Dental Hygiene Process of Care:	Quiz 2
DATE		

Periodontal Assessment Evaluation

Sequencing of Instruments

Bibliography APA format

Bulletin Board Assignments and Information

Mixed Dentition Charting #2 due DATE

Week 4

Informative Poster Topics

Quiz 3

DATE

Phases of Life:

Prenatal/Infant Care

Incomplete Primary Dentition Patients

Child Patient

Case Studies

Brittany Moore, MDH, EFDA: Informative Poster
information: Informative Poster Annotated Bibliography
and Outline (recorded presentation)

Week 5

Phases of Life:

Quiz 4: Prenatal,
Infant, Child, Perio
Assessment,
Topical/Local
Anesthetic

DATE

The Adolescent Patient

Eating Disorders

Oral Piercings, Tongue Splitting, Dental Grills

Case Study 1: Focus on CAMBRA due DATE

Week 6 DATE	Orthodontic and Fixed and Removable Appliances and Implants	Quiz 5: Oral piercings, patient education for the Adolescent patient
Week 7 DATE	Phases of Life: Geriatric Patients Tobacco Cessation Case Study 2: Focus on CAMBRA Teen Due 3.4.26 Ultrasonic Instrumentation Lab: DATE	Quiz 6: Orthodontic, Fixed/Removable appliances and Implants Take-Home Quiz 7: Ultrasonic Scaling
Week 8 DATE	MIDTERM 1 – First Hour of Class Health Promotion and Behavioral Sciences Health Education Patient Ed Competency Group 1 Bulletin Board Presentation Informative Poster References and Annotated Bibliography Due	
3.12.25	TBD	
Week 9 DATE	School Dental Health Education Motivation	Quiz 8: Health Education

Cultural Competency

Groups 2 and 3 Bulletin Board Presentation

CAMBRA Patient Profile Due

Week 10	Identification and Reporting of Abuse	Quiz 9: Motivation, Cultural Competency
DATE	Jayne Klett, RDH: Reporting Abuse	

CAMBRA Case Study 3: Focus on the Geriatric Adult due
DATE

Groups 4 and 5: Bulletin Board Presentation

Week 11	School Dental Health Education	Quiz 10: Reporting Abuse
DATE	Lesson Planning	

Introduction to Elementary Presentations

Group 6 Bulletin Board Presentation

Week 12	Fluoride	Quiz 11: Dental Health Education, Lesson Planning
DATE	"The Great Fluoride Debate"	

Week 13	Legal Considerations	Quiz 12: Fluoride
4.15.26	Guest Speaker: Alison Foster, Waterpik	

Final Lesson Plans Due

Week 14	Review School Presentations	Quiz 13: Legal Considerations
DATE		

Week 15 Review School Presentations Quiz 12: Spelling

DATE DHY 102 School Presentations

Week 16 **Final Exam**

DATE

DATE at TIME DHY 103 First Year Objective Structured Clinical Exam (OSCE).

DATE at TIME, DHY 102 Final 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.”



OWENS STATE COMMUNITY COLLEGE

Liability Release, Indemnification Agreement and Emergency Medical Authorization

Student Participant Name: _____

Name of Activity/Trip: _____

Date of Activity/Trip: _____

In consideration of being permitted to participate in the above named activity/trip, I understand and acknowledge that:

- Participation requires an acceptance and assumption of risk of possible injury.
- Participation may expose me to hazards that may result in my illness, personal injury, or death. I understand and appreciate the nature of such hazards and risks.
- I am responsible for knowing the risks of injury associated with participation, and adhering to rules and regulations applicable to the activity/trip, including, but not limited to those employed to minimize my risk of injury.
- I am 18 years of age or older, under no legal disability, and fully competent to sign this agreement.

RELEASE

In further consideration of being permitted to participate in the activity/trip, I hereby accept all risks to my health and of my injury or death that may result from participation. I hereby release and discharge Owens State Community College, its board of trustees, officers, employees, agents and representatives from any liability to me, my personal representatives, heirs, next of kin, and assigns, from any and all claims, causes of action, damages, and costs for any and all illness or injury to myself, including death that may result from or occur during my participation, or loss of or damage to my property, to the full extent allowed by law.

CONSENT TO TREATMENT

In further consideration of being permitted to participate in the activity/trip, I hereby authorize and consent to such diagnostic, medical and/or surgical treatment as may be considered necessary or appropriate under the circumstances for the treatment of any illness or injury arising from or sustained during the activity/trip. Owens State Community College employees, staff, officers and agents, shall not be responsible in any way for any consequences from said diagnostic, medical and/or surgical treatment and are hereby released from any and all claims or causes of action that may arise, grow out of, or be incident to such diagnosis and treatment, to the full extent allowed by law.

INDEMNITY

In further consideration of being permitted to participate in the activity/trip, I agree to indemnify and hold harmless Owens State Community College and its board of trustees, officers, employees, agents and representatives from liability for any injury or death of any person or damage to property that may result from my negligent or intentional act or omission while participating in the activity/trip.

I HAVE CAREFULLY READ THIS AGREEMENT AND UNDERSTAND IT TO BE A RELEASE OF ALL CLAIMS AND CAUSES OF ACTION FOR MY INJURY OR DEATH OR DAMAGE TO MY PROPERTY THAT MAY OCCUR WHILE PARTICIPATING IN THE ABOVE LISTED ACTIVITY/TRIP, AND THAT IT OBLIGATES ME TO INDEMNIFY THE PARTIES NAMED FOR ANY LIABILITY FOR INJURY TO OR DEATH OF ANY PERSON AND DAMAGE TO PROPERTY CAUSED BY MY NEGLIGENT OR INTENTIONAL ACT OR OMMISSION. THIS AUTHORIZATION EXPIRES SIX (6) YEARS FROM THE DATE IT IS SIGNED, UNLESS REVOKED EARLIER IN WRITING.

Signature of Student

Date

Signature of Witness

Date

**Prevention of Disease, CAMBRA
Patient Profile – TO BE USED WITH
PATIENT EDUCATION COMPETENCY
DHY 102 SEMESTER
Due DATE**

NAME _____ **Possible Points:** _____/94

The purpose of this project is to provide an opportunity for the first-year students to apply the preventive concepts presented during the initial two semesters of the program to the oral health of one patient they are treating in DHY 103--- **-the caries patient who is used for the Patient Education Competency.** The information from this paper is a stepping stone to the "Human Needs Deficits," the "Care Plan," and the Patient Ed. Competency. The students are required to enter on this form: 1) **information** by asking the patient ALL of the following questions (1 point), and 2) **make recommendations** based upon the information gathered (1 point). Any missed answers within a section result in a 1-2-point reduction. Write or type the information and recommendations on this form. Submit all papers using the CAMBRA Patient Profile Assignments area in Blackboard, found in the ASSIGNMENTS tab (answers to these questions on this form, a typed 3-day diet diary, and findings from the CAMBRA form) by 3/18/26

I. CARIOGENIC FOODS / BEVERAGES / SALIVA TESTING

Have your patient complete a three (3) day diary of all the food, condiments, snacks and beverages that he/she eats, including the times that your patient eats them.

Using a red pen, **circle the food items** that are cariogenic and **label the types of sugar / acid** found in the food items. (Sugars: Sucrose, lactose, fructose, glucose, maltose. Acids: carbonic, phosphoric, citric acid, ascorbic).

Report the caries risk determined from the CAMBRA form (also, submit copy/"snip" of the CAMBRA form from Dentrax)

What are your recommendations to your patient in this area?

II. DENTAL BIOFILM CONTROL

1. What is the age of your patient? What is your patient's classification? (Perio/calculus)
2. What are your patient's plaque-free scores?
3. Has your patient ever been told that he/she has gingivitis or periodontitis? At this time, is there evidence of gingival inflammation?
4. Does your patient have xerostomia?
5. Does your patient have a systemic disease?
6. How often does your patient brush and/or floss?
7. When does your patient brush and/or floss?
8. What adjuncts does your patient use? (e.g. proxy-brush, Water-pik, Power toothbrush)
9. What chemotherapeutic agents does your patient use? (e.g. Listerine, Prevident, ACT)
10. What are your recommendations to your patient in this area?

III. SEALANTS

1. Does the patient have sealants placed on any of his/ her teeth? If so, which teeth?
2. Has a dental professional ever recommended sealants for him / her?
3. Upon visual inspection, do the teeth have deep pits or fissures that might benefit from sealant placement?
4. What are your recommendations to your patient in this area?

IV. FLUORIDE

1. Did your patient grow up in a fluoridated area?
2. Does your patient currently drink bottled water or fluoridated water?
3. Did your patient receive dietary fluoride supplements as a child?
4. Does your patient use dentifrice with fluoride?
5. Prescription or Over-the-Counter?
6. Does your patient use a fluoride mouthrinse?
7. Does your patient receive professionally applied fluoride?
8. What is the dental history of the patient in terms of restorations? (**tooth numbers and surfaces, ex. 3 MO**)
9. Are the restorations smooth surface or occlusal restorations?
10. Does your patient have areas of current decay (including incipient) or decalcification? (**tooth numbers and surfaces, ex. "3 MO"**)
11. Does your patient have any recession?
12. What are your recommendations to your patient in this area?

V. TOBACCO / VAPING USE

1. Does your patient currently use tobacco / vaping products or have a history of tobacco use (including smokeless tobacco).
2. What is the type of tobacco / vaping product?
3. How often does your patient use tobacco /vaping products?
4. Has anyone ever informed your patient that he/she had intraoral effects from tobacco/ vaping? Does your patient currently have any intraoral effects from tobacco/vaping?
5. What are your recommendations to your patient in this area?

VI. DEBRIDEMENT / MAINTENANCE

1. At what intervals does your patient seek dental / dental hygiene care?
2. When was your patient's last dental maintenance visit?
3. Was a periodontal evaluation performed (including perio probing)?
4. What was determined? Did your patient's treatment include subgingival debridement (exploring/ scaling?)
5. Does this patient require subgingival debridement at this time? What are your recommendations to your patient in this area?

VII. PREVENTIVE RESTORATIVE

1. Is the patient aware of any areas with overhanging restorations, food

impactions, voids, or where floss typically tears? Has the patient ever been treated for any of the above conditions?

2. (Have you, the student, noted any of the above conditions during charting? If so, which ones?) What are your recommendations to your patient in this area?

VIII. DENTAL IMAGE SELECTION CRITERIA

1. Has your patient ever had diagnostic dental images?
2. What is the patient's history of diagnostic dental images?
3. How many images were taken?
4. When were they taken?
5. Given the criteria, in DHY 138 what is your patient's current dental image need?
6. What are your recommendations to your patient in this area?

IX. COMPLIANCE WITH ORAL HEALTH RECOMMENDATIONS

1. Has a dental professional ever recommended a procedure to the patient that is being postponed? If so, explain.
2. Does the patient have any dental appliance that is worn to prevent or correct a problem? If so, is it being worn as instructed?
3. What are your recommendations to your patient in this area?

Lesson Plan Project Check – Off List: Review before submitting for grade!

1. Submit the rubric with your lesson plan each week as we build in the lesson plan content. Read the criteria and review what is expected for an "A" grade.
2. Remember to submit a "reflection" page with your lesson plan (after your presentation) explaining what you liked or did not like, what went well or did not go well and what you would do differently "next time".
3. The APA annotated bibliography should include at least three resources used in building your lesson plan. Be sure that you follow the APA format 7th edition (see Purdue Owl website for examples). Cite pictures by stating "The picture of "such and such" retrieved from (and then the website).

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Annotations should be at least 3-4 sentences covering "summary, assessment and reflection". See the Purdue Owl webpage for annotated bibliography examples:

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

4. Bring any props that you will be using to your in-class presentation. I need to see the presentation materials and props at the time of your in-class presentation. Remember that these can take a lot of time to complete.

5. Those of you that are teaching brushing or flossing will need to

describe how you plan to assess the general success and failures of the class as a whole in the "Evaluation" column. You will need to be very creative in this delivery format and mindful of using models and NOT relying on individual instruction, as this would present an infection control problem. Limit to 3-4 sentences. You will go into more depth in your reflection report.

6. Remember to TYPE in the results of your quiz in the evaluation column. Also submit (to me) a quiz with the correct answers circled. Some of you have the oral quiz in the "Evaluation" column. That is fine but document the number of kids that answered correctly (ie: Question 1: 22/25). Meaning you will have to count the wrong answers and subtract from the total. It will be easier and faster to count the wrong answers and subtract, then to count all of the correct answers. This can be done with a "raising your hand," "thumbs up/down" or any number of visual cues that you can use to assess and 'quiz' your class. Utilize your partner to help gather this data.

7. If you are practicing brushing and flossing with the class, you can use typodonts, but the visibility may be difficult. Think ahead about ways to creatively teach this concept. You can check out the "large" teaching models from the library. Remember: infection control and disease prevention prohibit us from teaching individualized tooth brushing and flossing in a student's mouth.

8. If you are planning on using the egg experiment, start it on Wednesday morning. It must be a white egg that is NOT organic and you should use apple cider vinegar (not white vinegar). You may want to do a brief reenactment of the 'start' of the experiment to show the students, then proceed with showing them the treated egg.

9. An "approved" final draft will have "approved" statement in your feedback. I will be grading from this when evaluating your presentation.

BULLETIN BOARD DISPLAY - stepping stone to an Informative Poster

Possible Topics:

1. Caries
2. Eruption patterns
3. Fluoride for children
4. Missing Teeth for children (why baby teeth are important)
5. The role of biofilm in periodontal disease (gingivitis)
6. The role of biofilm in the caries process
7. Sealants
8. Xylitol
9. Silver Diamine Fluoride
10. The importance of dental xrays
11. Bruxism
12. Mouthguards
13. Thumbsucking and pacifiers
14. Healthy eating/snacking for children
15. Sports drinks and dental caries
16. Vaping
17. Oral piercing
18. Orthodontics/types of orthodontic interventions
19. Treating dental emergencies
20. Xerostomia
21. Root Caries
22. Fluoride for adults
23. Replacing Missing Teeth
24. The role of biofilm in periodontal disease
25. The role of biofilm in the caries process
26. The importance of oral cancer screenings
27. Smoking effects and cessation
28. The importance of dental xrays
29. Tooth sensitivity
30. Tooth whitening
31. Perio/systemic links
32. Other appropriate topics can be used, please see Mrs. Nichols for approval
33. ACP/CCP
34. Nanohydroxyapatite

Instruction for creating your “poster:”

1. Create a blank PPT slide.
 1. Design→Slide size→Custom slide size.
 2. Slide sized for: Custom
 3. WIDTH: 48.25 inches
 4. HEIGHT: 36.25 inches
 5. Orientation: Landscape

2. Plot out your ideas for your poster.
 1. Look at the samples
 - i. What colors were visually appealing?
 - ii. How many colors were too much, how many colors made posters dull?
 - iii. Where there any colors that were difficult to look at or read?
 - iv. How were pictures used? Were there too many? Visually images help!
 - v. How many word “slides” were used? Were there too many or too few?
 2. Split your content up into 6-8 chunks of information. Sketch it out on a piece of paper. How will you organize your content? Remember we read left to right.
 - i. Include: Title, Introduction of topic, pertinent/valuable information, clear informative images, age-appropriate reading level (remember: most adults read at only a 6th grade level) and references (must include 2), clear recommendations
 3. Decide on a color theme. Be judicious in how many colors you use. Two to three colors seems to be about right for the most part.

3. Create your content power point presentation with a simple color scheme.
 1. Add your content to the power point presentation. Keep your fonts large enough to be seen. Font: 24 point font minimum with easy to read fonts such as Arial, Tahoma or Comic Sans Relief. Spell check your work!
 - i. Based off of previous Posters here are some font sizes used:
 1. Resources- 14-20 located across the bottom or in lower right corner
 2. Title- 78-110 (Depends on font choice)
 3. Sub Headings- 35-55
 4. Most information located under the sub headings- 25-42 (average 36-40)

2. Images should be larger than 4x4 in size. You want them to be a decently sized image. Your readers will be roughly 5-6 feet away from you so you don't want them too small.
 - i. Make sure they are crisp clean quality
 - ii. High resolution images
 - iii. If you import pictures, make sure you are using .jpeg files not .gif files
3. Make sure you stay inside the lines! You cannot extend your colors outside of the product. Your instructor will have to edit it and you will not be happy with your end product.
 - i. To add a color box to a template
 1. Click on a "rectangle" shape
 2. Move cursor to area of template where you want your rectangle and click and drag to create your rectangle.
 3. Locate your bucket icon for "fill color"
 4. Select your color
 - ii. To change color on color boxes on a template:
 1. Click over your shape.
 2. Locate your bucket icon for "fill color"
 3. Select your color
 4. Keep in mind on some of the templates they are multi-layered and when you start changing colors, you risk moving it or resizing it. This also means you risk "coloring outside the lines"
 - iii. DO NOT ADD YOUR NAME OR SCHOOL NAME
4. Review the Rubric for the Poster. Does it meet all of the criteria? Have you included your references? Are they cited using APA format
5. Double check your work. Is it the way you want it to look?

Save your work as a PDF. Label your work as your team name.

Bulletin Board Grading Rubric

Submit 1 rubric for your GROUP on the day of your in-class presentation. Rubric can be found under the “Course Contents” area of the DHY 102 BB shell. Place group members’ names and title of poster in comments box.

Grading scale: 0=Insufficient; 1=emergent 2=satisfactory 3=proficient 4=Exceeds 20 possible points

Grading Scale:	Insufficient: Demonstrates little understanding, awareness or knowledge	Emergent: Demonstrates some understanding, awareness or knowledge	Satisfactory: Demonstrates adequate understanding, awareness or knowledge	Proficient: Demonstrates proficient understanding, awareness or knowledge	Exceeds: Demonstrates exceptional understanding, awareness or knowledge
Audience Awareness and Purpose	Demonstrates little awareness of purpose of bulletin board presentation	Demonstrates some awareness of purpose of bulletin board presentation	Demonstrates adequate awareness of purpose of bulletin board presentation	Demonstrates proficient awareness of purpose of bulletin board presentation	Demonstrates exceptional awareness of purpose of bulletin board presentation
Thesis/Topic Sentences	Thesis/topic sentence does not support bulletin board presentation	Thesis/topic sentence shows some support of bulletin board presentation	Thesis/topic sentence shows adequate support of bulletin board presentation	Thesis/topic sentence shows proficient support of bulletin board presentation	Thesis/topic sentence shows exceptional support of bulletin board presentation
Organization of Ideas	Little organization of ideas evident	Some organization of ideas evident	Adequate organization of ideas evident	Proficient organization of ideas evident	Exceptional organization of ideas evident
Topic Development and Support	Little use of supporting evidence	Some use of supporting evidence	Adequate use of supporting evidence	Proficient use of supporting evidence	Exceptional use of supporting evidence

Grammar, Syntax, and Mechanics	Poor grammar, syntax or mechanics demonstrated	Emergent grammar, syntax or mechanics demonstrated	Adequate grammar, syntax or mechanics demonstrated	Proficient grammar, syntax or mechanics demonstrated	Exceptional grammar, syntax or mechanics demonstrated
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Week 1: DATE A: 20 minutes B: 5 minutes (C: 10) minutes D: 30 minutes E: 20 minutes F: 25 minutes	Dental Hygiene Process of Care:	ORIENTATION: ASSESSMENT EXAMS REVIEW Upon completion of reading assignments and class session, the student will be able to meet the following objectives at an accuracy level of 77%:	<i>Darby, review chapters 13-20 and chapters 22, 23 Review Assessments in the Preclinic Handbook "Care Planning" - Preclinic Handbook Procedure and Safety Manual: "Maintenance of the Radiology Equipment" Read entire Radiology Safety and Procedures and the Clinic Rotation Evaluation Clinic/Lab Guide Gehrig (Instrumentation) Modules 23 & 24</i>	Gingival Descriptions Homework Care Plan Case Study
	A. Orientation, Syllabus Review DHY 102/103			
	B. Dental Hygiene Code of Ethics			
	C. Dentrix Appointment Book (to be introduced during instrument sharpening lab)			
	D. Assessment Exams Review:	1. State the rationale for obtaining a thorough medical history		
	1. Medical and Dental History	2. Recall decision making based on interpretation of collected medical and dental history data		
	2. Extra- and Intra-Oral Exam	3. Recall legal and ethical concepts as they relate to the medical and dental histories		
	3. Hard tissue Charting	4. Identify fundamental components of the patient's pharmacologic history, including: drug side effects, toxicity and hypersensitivity reactions.		
	4. Perio Charting	5. Discuss the interpretation of vital signs as a vehicle to		
	5. CAMBRA			
	6. Care Planning			
	E. Radiology:			
	1. Forms			
	2. Procedures			
	3. Treatment Record Entry			
	F. Instrument Sharpening			

- | | |
|--|---|
| minimize risk of a medical emergency | <i>Darby pp. 437-440, including Instrument Tip Breakage</i> |
| 6. Identify specific parameters of temperature, pulse, respirations, and blood pressure for health vs. disease | <i>YouTube video: HuFriedy, It's about time"</i> |
| 7. Recall typical vs. atypical findings in the intra/extraoral exam | <i>Clinic/Lab Guide</i> |
| 8. Recall correct documentation of intra/extraoral exam findings | |
| 9. Recall the hard tissue assessment documentation methods used to identify various types of restorations, dental caries, tooth damage, occlusion, and clinically evident developmental anomalies. | |
| 10. Describe the stages of oral biofilm formation and calculus formation | |
| 11. Recall types of stains and causative factors | |
| 12. Recall components of oral biofilm, calculus, and stains | |
| 13. Discuss the significance of oral biofilm, calculus, and stains | |
| 14. Recall the significance of biofilm, pH, and saliva in the caries process | |
| 15. Assess caries risk by utilizing CAMBRA findings | |
| 16. Discuss the role of the dental hygienist in recommending fluoride supplementation | |

17. Recall fluoride supplementation guidelines
18. Recall the significance of the comprehensive periodontal examination in the Dental Hygiene Process of Care
19. Describe characteristics of the periodontium in health vs. disease
20. Recall the 2017 AAP Staging and Grading criteria
21. Contrast the Dental Diagnosis with the Dental Hygiene Diagnosis
22. Recall implementation of the Human Needs Deficits Model in developing the Dental Hygiene Process of Care
23. Defend selections of unmet human needs
24. Recall the importance of an individualized patient care plan
25. Distinguish between treatment to be completed in clinic and the treatment to be referred for completion
26. Discuss the importance of including patient education for each appointment
27. Discuss care plan presentation
28. Evaluate the methods of data collection which determine patient needs
29. Define "informed consent"

30. Recall the ethical and legal implications of informed consent and proper care planning

REVIEWS: RADIOLOGY PROTOCOL FOR ASSISTANTS AND OPERATORS

RADIOLOGY ASSISTANT

1. Describe and explain the rationales for each of the following clinic forms:
 1. Clinical Rotations Evaluation Form
 2. Rad Room Appointment Sign-up Sheet
 3. DDS Approval Card

DENTAL HYGIENE OPERATOR

1. Describe and explain the rationale for each of the following clinic forms:
 - A. Radiographic Technic Evaluation Form
 - B. Radiographic Interpretation Template
 - C. Radiographic survey Request Letter (Patient gives to DDS)
 - D. Recording Radiation Exposure
 - E. Radiography Request Letter and Postcard (DDS can request OCC's images)
2. Discuss the following assessments in determination

of need for a radiographic survey:

- A. Medical History
 - B. Dental History
 - C. Extraoral and Intraoral Examination
 - D. Periodontal Evaluation
 - E. Hard Tissue Charting
 - F. CAMBRA survey
3. Describe the protocol to document radiographic exposure in the clinical notes
 4. Discuss the protocol used to identify potential radiographic pathology on the Radiographic Interpretation
 5. Discuss the protocol used to record radiographic pathology on the referral form and in the clinical notes.

Instrument
Sharpening
Skill
Evaluation:
DATE
(whenever
you are the
operator)

INSTRUMENT SHARPENING (Introduced in Lab Orientation)

Upon completion of reading assignments and class session, the student will be able to meet the following objectives at an accuracy level of 77%:

1. Evaluate the goals for any sharpening technique
2. Compare and contrast natural sharpening stones to synthetic stones and sharpening cards

3. Describe stone selection for various sharpening needs
4. On a diagram or drawing, identify the cutting edges of the curet and sickle scaler
5. List three methods for testing instrument sharpness
6. Describe the area in which sharpening is accomplished in terms of place, light, working surface and equipment
7. Describe the advantages of unmounted stones over mounted stones
8. Discuss the method of care and sterilization for the sharpening stone
9. Analyze when instruments should be sharpened
10. State the correct angle of the face of the blade to stone or card for sharpening curets and sickle scalers
11. Describe the procedure for sharpening curets and sickle scalers
12. From a series of drawings, identify improperly sharpened instruments
13. Demonstrate the correct procedure for sharpening curets, sickle scalers and files
14. Name and describe considerations for sharpening

Instrument
sharpening lab;
BRING:
Sterilized cassette
Sharpening stone or
card
Test rod stick
Mask, gloves,
eyewear

and contouring the periodontal file

15. Name the type of file used for sharpening a file
16. Describe prevention of instrument tip breakage
17. Describe management of instrument tip breakage

Week 2:
DATE

A.30
minute
lecture

B.20
minute
lecture

C. 10
minute
lecture

D. 25
minute
lecture

E. 20
minute
lecture

Dental Hygiene Process of Care:

A. Patient Education

1. Motivation
2. Communication
3. Feedback
4. Criteria for instruction
5. Timing
6. Visual Aids
7. Topics
8. Anxiety
9. Sustaining the Effort

B. Patient Education: Saliva Testing

1. Rationale
2. Procedure
3. Dissemination of findings

C. Mixed Dentition Dental Charting Assignment review

D. Topical and Local Anesthesia

E. Post Appointment Procedures

PATIENT EDUCATION

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

1. Identify the elements of a complete case presentation to a patient
2. Identify the usual cause of patient noncompliance
3. Describe what is being addressed in each stage of the Human Needs Conceptual Model (ADPIED)
4. Identify human needs deficits commonly identified in each of the Human Needs Model's Eight human needs
5. Discuss appropriate interventions that could be employed to meet various human needs deficits and etiologies

Darby, Chapters 2, 24, 25, 26; and pgs. 1036-1037

"Oral Health Education and Promotion." *Preclinic Handbook*

"Patient Education," "Clinical Procedure – Children, Caries Risk Assessment Form," "Pedodontic Appointment," "Incomplete Primary Dentition," *Clinic Lab Guide*

Darby pp. 256-261

"Pain Control", *Clinic Lab Guide*

Quiz 1 –
Instrument
Sharpening

Homework
#1 – Mixed
Dentition
Charting

- | | |
|--|--|
| 6. Determine which unmet human needs will be addressed as a priority | <i>Darby: CH 43: p. 698-702– “Pre anesthetic Patient Assessment,”</i> |
| 7. Define “patient/client goals” | <i>“Syringe” p. 702 ;</i> |
| 8. Describe data used to evaluate whether a goal is being met, partially met, or unmet | <i>“Needle,” p. 704, “Cartridge,” p. 706, ““Supplementary Armamentarium” p. 708; Loading the Metallic or Plastic Cartridge-Type Syringe” Procedure 43.2 and “Dismantling the Armamentarium” Procedure 43.3</i> |
| 9. Evaluate dental biofilm removal strategies for knowledge, equipment and manual skill. | |
| 10. Discuss the ethical and legal implications in providing accurate educational information to the patient. | |
| 11. Describe the relationship between patient education and informed consent. | |
| 12. Distinguish between a skill deficiency and a performance discrepancy | <i>“Post Appointment Procedures,” “Patient Referral,”</i> |
| 13. Describe in detail the protocol for patient education in the Dental Hygiene clinic. | <i>“The Dental Hygiene Appointment - Appointment Procedures (From Health History to Maintenance),” Clinic / Lab Guide</i> |

TOPICAL/LOCAL ANESTHESIA

Upon completion of the reading material and class session, the students will be able to meet the following objectives at an accuracy level of at least 77%.

“Maintenance System” - Preclinic Handbook

1. Describe absolute and relative contraindications for delivery of topical or local anesthetic
2. Identify health conditions that require consideration when using topical or local anesthetic
3. Identify medications that affect the selection of topical or local anesthetic agents
4. Identify allergies that affect the selection of topical or local anesthetic agents
5. Identify parts of the syringe
6. Describe why topical anesthetic is placed prior to an intraoral injection
7. Describe how topical anesthetic is placed prior to an intraoral injection
8. Describe the correct dismantling procedure for post-anesthetic use
9. State the proper terminology for recording topical or local anesthetic use in the client's Treatment Record.

**ORIENTATION: POST
APPOINTMENT PROCEDURES**

Upon completion of the reading material, the student will be able to meet the following objectives at an accuracy level of 77%.

1. Recall the reasons for providing a post-treatment referral
2. Recall the factors which determine the maintenance appointment interval.
3. Identify items that need to be discussed with the patient at the time of referral presentation
4. State the criteria for recommending post-treatment assessment of areas treated during the dental hygiene appointment(s).
5. Compare and contrast immediate referral versus post-treatment referral
6. Discuss the importance of an accurate treatment record.
7. State the accepted method of correcting errors on a treatment record.

8. Discuss the procedure for completing the maintenance and referral forms for complete or incomplete patients/clients.
9. Recall the method in which referrals are documented on the treatment record.
10. Discuss the ethical and legal implications of keeping accurate and complete treatment records.

Week 3
DATE

A.30
minute
lecture

B.40
minute
lecture

C.20
minute
lecture

Dental Hygiene Process of Care:

A. Sequencing of Instruments

B. Perio Assessment and Evaluation

C. Bibliography APA format

D. Quiz 2 – Patient Education, Topical Anesthetic, Post-treatment procedures

Upon completion of the reading material and the lecture, the student will be able to meet the following

objectives at an accuracy level of 77%.

1. Discuss the rationale for completing the Periodontal Assessment at the beginning of subsequent scaling appointments.

2. Develop an informed consent presentation for clinical patients that explains the procedure and rationale.

“Periodontal Assessment and Evaluation,” *Clinic / Lab Guide*

Darby, Ch. 28 with focus on pp. 463-467

Quiz 2:

Patient Education, Topical Anesthetic,

Post-treatment procedures

Homework #2 – Mixed Dentition Charting – Due

F.10
minute
quiz

3. Describe procedures which must be performed in order to appropriately complete a Post-Periodontal Assessment.
4. Determine which areas of the mouth need to be re-assessed.
5. Discuss the possible alterations to treatment that could be implemented if it is determined that the clinical treatment is ineffective and/or patient compliance is lacking.
6. State the length of time needed for the restoration of the clinical attachment prior to final post probing.

Find sources for one peer reviewed

Professional journal, one text book, one professional webpage

Week 4
DATE

Table Clinic Topics – Brittany Moore

I. Phases of Life:

A.
20minute
lecture

B.30
minute
lecture

46

- A. Prenatal care
- B. Infant Care
- C. Child Patient Care
- D. Quiz 3

**PRENATALANDINFANT
CARE/INCOMPLETE DENTITION
PATIENTS**

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

Chapter 45-Through “School Aged Children”

REQUIRED READINGS:

Darby, Ch.45&46

On reserve:

Harris, Garcia-Godoy and Nathe, Chapter 23.

“Patient Education,”

Quiz 3:
Sequencing of instruments, post-assessment appt, APA citations

C.30
minute
lecture

D.10
minutes

1. Discuss the need for interprofessional collaboration in the prenatal/infant care space
2. Define “early childhood caries”
3. Define “dental home” and its significance for maternal/infant/child oral health
4. Recall the eruption pattern for the primary dentition
5. Contrast the terms “vertical transmission” and “horizontal transmission” in terms of dental caries and identify the transmitted bacteria
6. Discuss identification and preventing the spread of herpetic infections in infants and young children
7. Explain the rationale for the “lift the lip” technique.
8. Demonstrate the “knee to knee” exam positioning technique.
9. Discuss the criteria for choosing fluoride supplementation
10. Describe assessment of dietary habits, homecare, and growth and development in children 2-6 years of age.

“Clinical Procedure – Children, Caries Risk Assessment Form,” “Pedodontic Appointment,” “Incomplete Primary Dentition,” “Fluoride Varnish”
Clinic Lab Guide

Preclinic Handbook:

"Assessment of the Child Patient"
"Classification of Patients" "Oral Health Education and Promotion" Fluoride Varnish SE

AUDIOVISUAL:

Baby Oral Health Program Videos:

<https://www.babyoralhealthprogram.org/site/video>

11. Describe strategies to decrease the incidence of caries in children 2-6 years of age
12. Describe areas of significant oral health concerns in children 6-12 years of age
13. Describe situations when the parent should or should not be present in the operatory with the child.
14. Discuss ways to prepare the parent for the child's first dental appointment.
15. Describe the recommended treatment for tooth fractures, dislocations and avulsions.
16. Recall the forms in our Clinic which must be signed by a minor's parent or legal guardian.
17. Explain the rationale of requiring a minor's parent or legal guardian to be present during dental procedures.
18. Assess which radiographic series are appropriate for pedodontic and mixed dentitions.
19. Analyze patient/client management concerns of child patients, including role of parents, number of appointments, time management.

National Maternal
and Child Oral Health
Resource Center
<http://www.mchoralhealth.org>

20. Discuss ethical dilemmas associated with treating children.

CHAPTER 46-Pregnancy and Oral Health

1. Define the “prenatal” period
2. Define organogenesis
3. Discuss the safety of receiving oral healthcare during pregnancy
4. Determine recommended oral hygiene and health protocols for gravid women.
5. Discuss the significance of gestational diabetes for oral health and pregnancy outcomes
6. Identify 5 common oral manifestations seen during pregnancy
7. State the rationale for teaching new mothers/caregivers how to clean an infant’s mouth
8. Discuss the significance of oral health literacy when treating pregnant women and their children
9. Demonstrate the “teach back method”
10. Identify 3 community programs that serve pregnant women which may utilize a dental hygienist

11. Discuss teachable strategies to decrease Early Childhood Caries from birth to age 2

Week 5
DATE

I.A.55
minute
lecture

I.B.20
minute
lecture

C.10
minute
lecture
Quiz 2: 15
minutes

A. The Adolescent Patient/Eating Disorders

B. Oral Piercing/tongue splitting

C. Dental Grills

THE ADOLESCENT PATIENT

Upon completion of the reading material and class review, the students will be able to meet the following objectives at an accuracy level of 77%.

1. Identify the markers of puberty and menses
2. Identify the bacteria associated with increased estrogen levels and the disease which with they are implicated
3. Describe the host response mechanism that occurs in the presence of increased sex steroid hormones
4. Discuss therapeutic modalities that can be used to address plaque-induced gingival diseases modified by systemic factors

Darby Ch. 45
(Focusing on
the adolescent
patient)

Darby Ch. 57

**Quiz 4
Prenatal,
Infant, Child**

**Case Study
#1: Focus on
CAMBRA
Parent/Child
due**

5. Describe epidemiologic indices used for assessing caries incidence and prevalence
6. Discuss what adolescents may be susceptible to physically and psychosocially.
7. Discuss the role of the dental hygienist in addressing mental health and the treatment of eating disorders
8. Describe the oral manifestations of an eating disorder
9. Differentiate between purging and nonpurging bulimia nervosa
10. Discuss appropriate approaches to confirm and eating disorder
11. Discuss appropriate referral protocols for a person/adolescent with an eating disorder
12. Discuss ethical dilemmas associated with treating adolescent patients.

References:

ORAL PIERCINGS/TONGUE SPLITTING/DENTAL GRILLS

American Dental
Association: Oral
Piercing/Jewelry

<https://www.ada.org/en/resources/research/science-and-research-institute/oral-health-topics/oral-piercing-jewelry>

Upon completion of the reading material and the lecture, the students will be able to meet the following objectives at an accuracy level of 77%.

1. Identify the common sites for oral piercing.
2. Identify complications associated with oral piercings
3. Discuss complications associated with tongue splitting
4. Identify common forms of oral jewelry
5. Define the terms “tooth gems” and “dental grills.”
6. Describe frenulum, uvula, and gingival piercings

“Concerns with Oral Piercings,” Violante, Staci, RDH, BSDH, MSDH

<https://www.rdhmag.com/patient-care/article/16408118/concerns-with-oral-piercings>

7. Discuss the healing time for most oral piercings
8. Discuss client instructions during healing that will help prevent infections.
9. Discuss the ADA Policy on Oral Piercing, Tooth Gems/Jewelry and Tongue Splitting
10. State the dental services which require removal of oral piercing jewelry.

Week 6
DATE

I. 3minute
lecture

II. 30
minute
lecture

III. 30
minute
lecture

I. Orthodontic Appliances and Care
II. Fixed and Removable Dental Prosthesis
III. Dental Implants

I. DENTAL BIOFILM CONTROL IN ORTHODONTIC AND RECONSTRUCTIVE APPLIANCES AND IMPLANTS

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

CHAPTER 40: ORTHODONTIC CARE

Darby Chapters 40, 41, and 31

QUIZ 5:
The Adolescent Patient; Oral Piercings/Tongue Splitting/Dental Grills

Informative
Poster
Bibliography

APA
Purdue
Owl format
for one
peer

Quiz:
10minutes

1. Discuss malocclusion and the effects of malocclusion
2. Assess the need for referral for orthodontic care
3. Describe the biomechanics of tooth movement
4. Identify the following fixed orthodontic appliances:
 - A. Archwire
 - B. Twin brackets
 - C. Bands
 - D. Ligatures
 - E. Self-ligating brackets
 - F. Buccal tube
 - G. Transpalatal appliance
 - H. Temporary anchorage decide
 - I. Nance Holding Appliance
 - J. Palate Expander
 - K. Herbst appliance
 - L. Bluegrass Crib orTongue guard
 - M.Headgear
 - N. Reverse Headgear or Protraction Facemask

reviewed,
profession
al

journal, one
required text
book, one
professional
webpage due

O. Chin Cup/strap

5. Identify the following terms:

- A. Primate spaces
- B. Orthodontic expansion
- C. Orthopedic expansion
- D. Serial extraction
- E. Frontal resorption

6. Discuss orthodontic treatment options for periodontal and restorative treatment

7. Discuss oral hygiene and oral health considerations for the orthodontic patient

8. Describe appropriate use of oral hygiene aids for the orthodontic patient

9. Discuss dietary counseling for the orthodontic patient

10. Discuss the differences between fixed and removable orthodontic appliances.

11. Differentiate between Phase I and Phase II orthodontic therapy

12. Discuss orthodontic effects and treatment risks

CHAPTER 41: FIXED AND REMOVABLE DENTAL PROSTHESIS

1. Describe demographics and risk factors associated with tooth loss
2. Describe hard and soft tissue changes associated with tooth loss
3. Identify types of prosthodontic prostheses
4. Identify challenges associated with missing tooth/teeth replacement
5. Describe dental hygiene care for fixed and removable prosthesis
6. Identify common mucosal conditions associated with dentures
7. Identify the dental hygiene diagnosis deficit impacted by reactive, infectious, and mixed lesions associated with fixed and removable prosthesis
8. Differentiate between reactive/traumatic lesions/ infectious lesions, and mixed lesions associated with fixed and removable prosthesis
9. Describe professional care for removable dental prosthesis

10. Describe daily oral care recommendations for patients with removable prosthesis
11. Describe daily oral care recommendations for patients with a fixed prosthesis
12. Discuss nutritional considerations for maintenance of oral health in edentulous and partially edentulous patients

CHAPTER 31: DENTAL IMPLANTS AND PERI-IMPLANT CARE

1. Define “osseointegration”
2. Explain the basic steps in implant treatment planning, placement, and maintenance
3. Describe the role of the dental hygienist in implant maintenance
4. Discuss peri-implant tissue assessment, including probing and radiographic assessment
5. Differentiate between signs of peri-implant mucositis and peri-implantitis
6. Recommend protocols for appropriate at-home implant care
7. Recommend protocols for professional implant maintenance

Week 7
DATE

I.A.45
minute
lecture

I.B.45
minute
lecture

II.Quiz –
10
minutes

I. Phases of Life:

A. Geriatric Patients

B. Smoking Cessation

A. GERIATRIC PATIENT

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

CHAPTER 47: THE OLDER ADULT

1. Relate demographic characteristics of the aging population to implications for older adult dental/oral care
2. Discuss why and how people age
3. Describe age-related tooth changes
4. Discuss causes and effects of xerostomia
5. Discuss age-related changes to the periodontium
6. Discuss age-related changes in the mucosa, tongue, and salivary glands

REQUIRED READINGS:

Darby, Chapters 37 & 47

Quiz 6:

Orthodontic care, fixed and removable appliances, implants

Case Study #2 – Focus on CAMBRA Teen – Due

Informative Poster References

APA Purdue Owl format for 3 sources due today

7. Apply the dental hygiene process of care (ADPIED) to the older adult
8. Discuss the public health role of the dental hygienist
9. Define interprofessional collaboration as it applies to the older adult patient/client

B. Smoking Cessation

CHAPTER 37: TOBACCO CESSATION

1. Describe adverse health and oral effects of nicotine and tobacco products
2. Discuss (at a patient's comprehension level) scientific evidence to allow patients to make informed decisions regarding tobacco cessation
3. Identify aspects of addiction to nicotine
4. Discuss the "5 A's" Approach to tobacco cessation
5. Describe motivational interviewing as it relates to tobacco cessation
6. Identify state Quit lines
7. Evaluate level of dependence and recommend appropriate strategies for cessation

8. Discuss the dental hygienist's role in tobacco cessation

Week 7
AM LAB
DATE
50 minute
rotations;
lecture
content
delivered
in one of
the
rotations

I. Ultrasonic Instrumentation

- A. Modes of Action
- B. Types of Devices
- C. Indications
- D. Contraindications
- E. Unit Set-up
 - 1. Infection Control
 - 2. Unit preparation
 - 3. Patient preparation
- F. Instrumentation
- G. Risk Considerations
- H. Tissue response
- I. Healing Process

I. ULTRASONIC INSTRUMENTATION

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

1. Identify the mode of action of power-driven instrumentation.
 - a. Mechanical vibration
 - b. Cavitation
 - c. Irrigation
 - d. Variable elements -- amplitude and frequency
2. Compare and contrast sonic, magnetostrictive and piezoelectric scalers with the following:
 - a. Composition
 - b. Activation
 - c. Tip motion

READ:

Gehrig, Module 24.

*"Ultrasonic Scaling",
Clinic Lab Guide.*

Also read:

Darby, Ch. 29

**QUIZ 7: (Take
home)
Ultrasonic
Scaling**

d. Tip shape

e. Frequency

3. Identify indications for use of power-driven scalers.

4. Identify the contraindications for powered instrumentation.

5. Discuss oral conditions and Health History responses that would contraindicate use of power-driven scalers.

6. Evaluate the problems associated with biofilm contamination of waterlines.

7. Analyze occupational risks of powered instrumentation.

8. Describe and explain the essentials of unit preparation:

a. Flush lines.

b. Fill handpiece.

c. Select insert.

d. Set power level.

9. Adjust water. Discuss aerosol production when using the ultrasonic and strategies to reduce aerosols.

10. Defend universal (standard) precautions needed for ultrasonic use.
11. Discuss and demonstrate the use of the power-driven scaler employing proper grasp, fulcrum, adaptation and stroke.
12. Assess the area debrided.
13. Demonstrate correct ultrasonic tip adaptation and stroke to remove light, moderate and heavy calculus.
14. Categorize the appropriate tip based on patient need and access.
15. Compare conventional and periodontal tips including selection of power setting.
16. Name five possible reasons for ineffective calculus removal with a power-driven scaler.
17. Outline post treatment instructions for ultrasonic therapy.

18. Evaluate the need for further therapeutic intervention at the 4-6 week evaluation.
19. Compare and contrast manual scaling with ultrasonic scaling.
20. Analyze what is incorrect during a high pitched sound when utilizing ultrasonic instrumentation.
21. State the benefits of the fluid stream.
22. State the benefits of lavage in periodontal therapy.
23. Discuss water flow and power adjustments of ultrasonic use for light, moderate and heavy calculus.
24. Analyze the importance of deplaquing periodontal pockets.

MIDTERM EXAMINATION -1st hour

HEALTH EDUCATION -2nd hour

Upon completion of the reading material and the lecture, the student

Required Reading:

Darby, Chapter 4

**MIDTERM
EXAMINATION
–
COMPREHENSIVE WEEKS
1-7**

Week 8
DATE

I. Midterm Examination

Exam 1:
50
minutes

**II. Patient Education
Competency**

will be able to meet the following
objectives at an accuracy level of 77%.

II.10
minute
lecture

**III. Informative Poster
Annotated Bibliography**

1. Describe the health care continuum
for dental hygiene care
2. Define health and discuss health care
promotion

*OCC Clinic/Lab
Guide,*
“Patient Education
Competency”

Group 1
Bulletin
Board
Presentatio
n

III.5
minute
lecture

**IV. Health Promotion and
Behavioral Sciences:**

A. Community Health

3. Discuss primary, secondary, and
tertiary disease prevention
4. Identify social determinants of health
5. Define “population health”
6. Discuss “social marketing” as an oral
health concept
7. Define “health education”
8. Discuss the impact of mass media on
health education
9. Discuss the aim of a community
centered organization in terms of
improving health education
10. Define the terms:

On reserve: Gagliardi,
Lori. Chapter 1

Informativ
e Poster
Reference
and
annotated
Bibliograph
y Due

IV.35
minute
lecture

1.

- A. Advocacy
- B. Legislation
- C. Public policy

DATE

TBD

Week 9
DATE

I.A.30
minute
lecture

I.B.30
minute
lecture

Quiz: 10
minutes

Groups 1
& 2
Bulletin
Board
Presentati
on: 20
minutes

I. Dental Health Education:

A. Sustainable Health
Behavior Change

B. Cultural Competency
in Healthcare

MOTIVATION

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

CHAPTER 5: SUSTAINABLE HEALTH BEHAVIOR CHANGE

1. Compare and contrast extrinsic versus intrinsic motivation
2. Discuss motivational interviewing as it applies to dental hygiene care.
3. Define the "paradoxical effect."
4. Identify examples of open-ended versus closed-ended questions.
5. Apply "affirmations."
6. Apply "reflective listening"
7. Apply "paraphrasing"
8. Apply "clarifying"
9. Apply "focusing"
10. Apply "reflecting observations"
11. Apply "summarizing"
12. Compare and contrast the communication styles of guiding, following, and directing
13. Describe the elements of the PACE mnemonic

Darby, Ch. 5 & 6

On reserve:
Gagliardi, Lori. Ch. 2.
and pg. 5

**Quiz 8 –
Community
Health
Education**

**CAMBRA
Patient
Profile Due**

**Groups 2 & 3 -
Bulletin Board
Presentation (in
class)**

14. Identify factors that inhibit communication
15. Identify communication styles that are best applied to preschool and younger aged children, older school aged children and adolescents, and adults.

CHAPTER 6: INCLUSIVE PRACTICES IN HEALTH CARE

1. Define “culture” and “cultural competence”
2. Identify how culture can impact health
3. Discuss how the following terms can impact the development of cultural competence:
 - A. cultural knowledge
 - B. Cultural awareness
 - C. Ethnocentrism
 - D. Stereotyping
 - F. Cultural skill
 - G. Cultural encounters
 - H. Cultural desire
4. Identify factors that influence health inequalities
5. Define healthcare literacy

6. Discuss how the dental healthcare provider can exhibit cultural sensitivity
7. Describe how cultural sensitivity can improve cross-cultural communication
8. Compare and contrast verbal, nonverbal, and written communication
9. Compare instances of collective versus individualistic decision-making in healthcare
10. Apply the Dental Hygiene Process of Care in a cross-cultural environment

1.

CHILD ABUSE AND NEGLECT AND FAMILY VIOLENCE

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

1. Define “maltreatment”
2. Define “intimate partner violence”
3. Contrast abuse versus neglect
4. Describe utilization of the P.A.N.D.A. program when addressing abuse or neglect

Darby Ch. 58

**Quiz 9:
Sustainable
Health Behavior
Change and
Cultural
Competency**

**Groups 4 & 5
Bulletin Board
Presentations
(in class)**

CAMBRA
Case #3:
Adult/Geria-
tric patient
due

Week 10
DATE

I. Identification and Reporting of Abuse:

1.60minute
lecture

Guest Speaker: TBD

10 minute
quiz

Bulletin
Board
Presentati
ons - 20
minutes

5. Discuss assessment of child maltreatment, including identification of current rates of prevalence
6. Distinguish findings that may be detected during dental hygiene assessments that may be mistaken for child abuse
7. Identify other healthcare providers with whom collaboration may be indicated
8. Discuss parental approach and patient education for suspected abuse situations
9. Identify correct documentation for suspected cases of abuse
10. Identify the association between child abuse and family violence
11. Define “bullying”
12. Identify patient screening and identification tools for intimate partner violence
13. Identify patient screening and identification

tools for older and vulnerable adult abuse and neglect

14. Identify elements of human trafficking
15. Discuss clinical interventions when abuse is suspected
16. Describe laws in effect for reporting abuse

Week 11
DATE

I. Lesson Planning

LESSON PLANNING

REFERENCE MATERIALS:

**Quiz 10:
Reporting
Abuse (in
class)**

I.45
minute
lecture

II. Introduction to Elementary Presentations

Upon completion of the reading material and the lecture, the students will be able to meet the following objectives at an accuracy level of 77%.

1. "Some Things to Remember about Teaching Aids."

II.35
minute
lecture

See below for outline format:
<http://libguides.gatech.edu/c.php?g=54271&p=350394>

1. Recall the definition of a "lesson".
2. Categorize the items which should be included in a complete and detailed lesson plan.

2. "Lesson Planning", *Teaching Adults: A Guide for Instructors*, Hufford, David; Owens

**Group 6
Bulletin
Board
Presentations
(in class)**

Quiz:10
minutes

Group 4
Bulletin
Board
Presentati
on 10
minutes

3. For each of the Steps of Instruction listed below, discuss the rationale for their inclusion in a lesson:

- A. Motivation
- B. Presentation
- C. Application
- D. Evaluation

4. Categorize examples of activities which may be utilized in each of the Steps of Instruction listed above.

5. Defend the rationale for including teaching aids in a lesson.

6. Discuss the proper use of teaching aids in a classroom.

7. Write professional textbook and periodical research references utilizing the Long Island University, APA style format.

Community College.

3. Gagliardi, Lori. 2007. *Dental health education: Lesson planing and implementation* (2nd ed.). Upper Saddle River, New Jersey: Prectice Hall.
RK60.8 G342007.

ReadingAssignments:

OCCClinic/Lab Guide. "Elementary School Health Presentation and Rubric" pg. 43

Gagliardi, Chapters 1 & 2.

8. Complete an appropriate dental health lesson plan for an elementary school grade.

FLUORIDE

Upon completion of the reading material and the lecture, the students will be able to meet the following objectives at an accuracy level of 77%.

“The Great Fluoride Debate”

Class is divided and assigned to either debate from a “pro-fluoride” stance or an “anti-fluoride” stance.

Students will address the following topics from a pro or anti-fluoride point of view:

1. Effects of fluoride or a non-fluoride product on Demineralization/Remineralization
2. Fluoride’s ability to inhibit plaque bacteria
3. Pros and cons of community water fluoridation
4. Presence or absence of fluoride in foods and beverages
5. Prescription fluoride or similar non-fluoride product

Darby, Chapters 19 with a focus on pgs. 278-286

Preclinic Handbook: “Topical Application of Fluoride”

OCC Clinic / Lab Guide,
“Fluoride Varnish”

**Quiz 11:
Dental Health
Education**

Week 12
DATE

I. Fluoride

6. Self-applied fluoride or similar non-fluoride product
7. Professional applied fluoride or similar non-fluoride product
8. Management of pre-carious (white spot) lesions
9. Fluoride toxicity
10. Shared decision making in fluoride supplementation

Week 13
DATE

I.80
minute
lecture

Quiz: 10
minutes

I. Legal Considerations

A. Regulations in Practice

1. Terminology
2. Practice Act
3. Additional terms
4. Contractual Responsibilities
 - a. Professional
 - b. Patient
5. Records
6. HIPPA
7. Informed Consent
8. Meisel, Roth, Lidz
9. Ethical considerations

LEGAL CONSIDERATIONS IN HEALTH EDUCATION

Upon completion of the reading material and the lecture, the student will be able to meet the following objectives at an accuracy level of 77%.

1. Discuss the intersection of the following ethical principles with legal obligation:
 - A. Autonomy
 - B. Beneficence
 - C. Nonmaleficence
 - D. Justice
 - E. Veracity

Required Reading:

Darby Ch. 7

Held on reserve.
Kimbrough-Walls, Vickie J., and Charla J. Lautar. *Ethics, Jurisprudence, And Practice*

**Quiz 12 –
Fluoride (in
class)**

**Finalized
Lesson Plans
Due**

10. Malpractice

F. Fidelity

2. Defend application of the dental hygiene code of ethics when considering ethical dilemmas
3. Identify common areas of malpractice litigation.
4. Compare and contrast civil versus criminal law and their respective levels of proof
5. Identify terms used for parties involved in a lawsuit
6. Compare and contrast the terms of an implied versus and express contract
7. Identify when “contributory negligence” has occurred
8. Define and give examples of “abandonment”
9. Define and give examples of “intentional” versus “unintentional” torts or “negligence”
10. Identify situations that fail to meet a “Standard of Care”
11. Identify the components of “informed consent”
12. Identify the components of “informed refusal”
13. Define “statute of limitations”

- 14. Identify situations that fail to honor confidentiality
- 15. Identify situations that involve defamation, libel, or slander
- 16. Defend legal concepts of the Dental Hygienist/Dentist relationship, including:
 - A. Discrimination
 - B. Disabilities
 - C. Equal Pay
 - D. Pregnancy
 - E. Legally allowable interview questions
 - F. Fair contracts
 - G. Harassment, including sexual harassment
 - H. Termination of employment
- 17. Identify potential risks and assess application of risk management tools
- 18. Assess legal implications for the following roles of a dental hygienist:
 - A. Independent practitioner
 - B. Dependent practitioner
 - C. Independent Contractor
 - D. Educator
 - E. Administrator or manager
 - F. Consumer Advocate

G. Researcher

Guest Speaker: TBD

Week 14
DATE
**I. Review elementary Ed. Presentation
(Groups TBD)**

I.90
minutes

Quiz: 10
minutes

**Quiz 13 –
Legal
Considerations
(in class)**

Week 15
4.29.26
**I. Review elementary Ed. Presentation
(Groups TBD)**

I.90
minutes

Quiz: 10
minutes

DATE School Presentations TBD

Week 16
DATE
DHY 102
110
minute
final exam
DATE at TIME DHY 102 FINALEXAM

**DATE at
TIME DHY
102 FINAL
EXAM (in
class)**

