



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

Course Name: Preventive Practice I Lab
Course & Section Number: DHY 103-XXX
Meeting Day(s) & Time(s):
Credits: 4
Contact Hours: 12 Lab
Instructor's Name:*
Lab Instructors:
Office Hours & Location
OCC Phone:
OCC Email:**
Additional Contact Information: **Cell:**

*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

What Will I Learn in This Course?

Catalog Description:

Practice of clinical dental hygiene with emphasis placed on assessment, dental hygiene diagnosis, oral care planning, selecting appropriate interventions and treatment, evaluation and documentation of care. Expansion of dental health education procedures.

Prerequisites/Corequisites:

Prerequisite: DHY 101 with a “C” or better

Corequisite: DHY 102

Course Materials:

Required Textbooks:

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

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

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

Supplemental Texts to use as study aids:

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.

Dental Hygiene 101 Program playlist – <https://www.youtube.com/playlist?list=PLSPtyTE8WnOPvj5prGcccYyUCE8ZRxTW>

Disc One videos

Extra and intra oral exam – <https://youtu.be/fTy4jhbJcQI>

Mirror grasp, retraction, and placement – <https://youtu.be/fTy4jhbJcQI?t=10m19s>

Soft tissue landmarks - <https://youtu.be/fTy4jhbJcQI?t=37m50s>

Tooth malpositions - <https://youtu.be/fTy4jhbJcQI?t=42m40s>

Disc Two videos

Tooth polishing and flossing - https://youtu.be/917Su6N_C5E

Tiptoe around the junctional epithelium with me - https://youtu.be/917Su6N_C5E?t=33m9s

<https://www.youtube.com/playlist?list=PLSPtyTE8WnOOTkBo-PeqzOOK3-VivM126>

https://www.youtube.com/watch?v=hg4DYUa_BLY&feature=youtu.be

Videorecording

Rebecca Weaver, RDH (2020). Blood pressure/vital signs
<https://youtu.be/6GDicq5dXwg>

OSAP. (2004). *If saliva were red*. YouTube site:
<https://youtu.be/rsaN-gWBa44>

On-line video presentations of instrumentation from: Gehrig, Jill S. *Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation*, 8th Edition. Philadelphia: Lippincott, Williams and Wilkins, 2017.

Other videos:

Proper use of Oxygen tank

<https://www.youtube.com/watch?v=zmpqn7SEjLY>

MANUALS: (All available as electronic versions in the DHY 103 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

Pre Clinic Requirements:

* Documentation of the completed Hepatitis B vaccination series, Mumps Titer, and Fingerprinting background check must be received prior to treating patients in DHY 103.

Student Learning Outcomes:

Student will...

Outcome	Where Assessed
1. Exemplify professional behavior when performing dental hygiene care as stated in the <i>Safety and Procedures Manual</i> .	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam
2. Implement the procedures to provide a safe and healthy treatment environment as stated in the <i>Safety and Procedures Manual</i> .	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam
3. Implement the Dental Hygiene Process of Care (Assessment, Dental Hygiene Risk Assessment, Planning, Implementation, Evaluation and Documentation) at a novice level on patients (child, adult, geriatric, medically compromised / special needs).	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam
4. Demonstrate introductory critical thinking skills relating to clinical skills and patient needs.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam

Outcome	Where Assessed
5. Effectively communicate appropriate Dental Hygiene knowledge at a novice level.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
6. Demonstrate the ability to work with a culturally diverse population	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam

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 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
Analyze assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
Assemble a dental hygiene care plan that reflects the realistic goals and treatment	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
Measure to what extent goals identified in the dental hygiene care plan are achieved.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
Document complete and accurate findings and/or treatment relevant to patient care.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
Utilize interpersonal and communication skills to effectively interact with diverse population groups (including cultural influences) and other members of the health care team.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam
Apply the principles of ethical reasoning, ethical decision-making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam

Outcome	Where Assessed
Utilize problem-solving strategies related to comprehensive patient care and management of patients.	Clinical Questioning,
Model self-assessment skills to prepare them for life-long learning.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam
Apply legal and regulatory concepts to the provision and/or support of oral health care services.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam

Institutional General Education Competencies:

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

Competency	Where Assessed
Communicate effectively.	Daily Grades and Skill Evaluation Grades
Act with professional responsibility.	Daily Grades and Skill Evaluation Grades
Demonstrate sensitivity to others' beliefs and values.	Daily Grades and Skill Evaluation Grades
Think analytically, critically, and creatively.	Weeks 1-16 Labs - All Daily Grades and Skill Evaluation Grades OSCE Exam

Course Objectives:

This course will...

Outcome	Where Assessed
1. Orient the student to clinical procedures performed in the Owens Community College Dental Hygiene Clinic.	Weeks 1-2 Labs, All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
2. provide an instrument sharpening lecture / lab session.	Weeks 1-2 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam

Outcome	Where Assessed
3. provide an environment for the students to treat patients utilizing the Dental Hygiene Process of Care in a safe and ethical manner.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, OSCE Exam
4. measure the student's competence in the skill of dental hygiene and emergency care using the skill evaluations in The Preclinic Handbook, The Clinic/ Lab Guide and The Dental Hygiene Program Procedure and Safety Manual. Skill evaluations used are listed in this syllabus.	Weeks 1-2 Labs; All Appropriate Skill Evaluations, Clinical Questioning, All Daily Grades, OSCE Exam
5. Provide information and feedback to the students regarding the clinical practice of the following skills: Health / Dental History, Vital Signs, Oral Health Evaluation, Extra and Intra Oral Exam, Hard Tissue Charting, Periodontal Assessment and Evaluation, Radiographic Exam, Dental Hygiene Risk Assessment and Care Plan, Patient Education, Outcomes, Evaluation, Instrument Sharpening, Instrumentation, Biofilm Removal / Polishing, Fluoride Treatment, Infection Control, and Affective Behavior Assessment including Professional, Personal, Academic Growth, Critical Thinking Growth, and Ethical Conduct.	Weeks 1-16 Labs; All Skill Evaluations, All Daily Grades, Clinical Questioning, OSCE Exam
6. Provide instruction for the patient education presentation to be completed by a student with a clinic patient during DHY 103 clinic time.	Weeks 1-15 Labs "Mentoring" ; All Skill Evaluations, All Daily Grades, OSCE Exam
7. Provide a clinic session for the student to treat a minor child patient (Access to Care Day).	Week 6 Clinic Session; corresponding Daily Grades

Outcome	Where Assessed
8. provide a lab for the students to learn how to utilize the ultrasonic scaler.	Week 7 Clinic Session
9. provide a second-year student to be a patient for a first year student.	Weeks 1-15 Labs, (the earlier the better)

Technology, Lab Requirements, & Files:

Clinical questioning quizzes and the OSCE final 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.

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.

Classroom Admittance:

OCC classes (e.g., traditional, land-based, laboratory, hybrid, asynchronous online, synchronous online) shall only be attended by the officially registered OCC 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 for specifics.

Classroom Attendance:

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

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

Student Data Files:

Student data files links are in the DHY 103 Blackboard Shell .

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 [11-4-17-Anti-discrimination-harrassment-procedures.pdf](#) and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines: [It's On Us - Owens Community College](#). 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 <https://studentprivacy.ed.gov/ferpa> regulations for more information.

Use of AI:

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

This means that you must:

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

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

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

Health & Safety Information:

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

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

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

Student Responsibilities and Instructor Expectations

Instructor Responsibilities:

Methodology:

This course includes 12 weekly hours of synchronous lab instruction. Laboratory learning outcomes will be achieved through quantity and quality grades earned during patient treatment,

radiographic imaging requirements, clinical rotation grades, skill evaluation grades, assessment and competency grades, Clinical Questioning grades, and the OSCE exam grade.

Grading Procedure:

- **Written tests** will include multiple choice, T/F, matching, image identification, and case study questions (Clinical questioning/OSCE exam).
- Test and quizzes will require **Respondus Lock down browser** to be uploaded on your computer.
- All assignments are required and must be submitted to pass DHY 103 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.
- **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.

Email response:

I check my email several times a day, and whenever possible, respond within 24 hours. If you need to contact me immediately, you may text or call between the hours of 8 AM and 8 PM.

Office Hours: HEC 133E as posted outside of office

CLINIC ATTENDANCE

SLO #1

Attendance for all class sessions is mandatory and highly recommended.

- Please arrive on time and attend for the entire class time.
- Any absence or tardiness should be reported to the course instructor at the student's earliest possible convenience at 567-661-7543 or by email: susan_nichols@owens.edu.
- As a professional, you are expected to attend all regularly scheduled clinic sessions and treat patients after DHY 103 minimum requirements are met. (Extra patient care points earned apply toward Graduation Requirements).
- In the event that a student does not have a patient, please practice procedures on a typodont or assist as needed during the clinic session (see Clinic Manual)
- Attendance in full clinic attire (See Safety and Procedure Manual) is expected at the beginning of each clinic session for clinical rotations and clinicians regardless of appointment cancellation.
- Preparing a cubicle to accept a patient 5 minutes prior to the beginning of the clinic session allows you to be ready to accept a walk-in patient/client.
- Cubicle Assignments are made purposefully. Please work in the cubicle assigned to you. Those who share cubicles may mutually decide how best to share the cubicle. You may use vacated by students serving as assistants if you share a cubicle.

- Students with patients or in clinical rotation assignments should be in attendance and ready to work 30 minutes prior to appointment time. Assignments are not to be negotiated or switched amongst students or an Academic Standard Student Incident Report will be made.
- Clinic doors will be open at 8:00 a.m., (4:30 p.m.), and 12:00 noon for students to begin preparing for the day's clinic session.
- Please prepare the armamentarium appropriate for the treatment planned for the day. If an instrument is lost or damaged please contact Beth Cress about replacement. Failure to replace lost/missing items can significantly impact patient/client care and could result in failing daily grades.
- Students can miss one (1) clinic session as an unexcused absence. Any additional absences will require a note from a doctor or primary care provider. Additional unexcused absences will result in a 5% lowering of the overall course grade.

Late or Tardy:

- Please be on time! If you are not present at the start of the scheduled time for a course to begin, you will be considered tardy.
- Three "tardy days" and/or partial attendance will be construed as one undocumented absence.
- Tardiness is disrupting to faculty and other students in the class. Students who repeatedly miss classes or attend partial classes jeopardize their success in the program.
- Any tardiness, unexcused absence, or leaving early will be considered an absence and will result in a "0" in the Quality Daily grade unless otherwise communicated to the course instructor or clinical faculty. An excused absence will result in no grade given for the date of the excused absence. In the event of tardiness or absence, the student must take the responsibility for notification of the Clinic Facilitator (661-7294) by 8:15 A.M as well as the Course Instructor (567-661-7543) or via email at EMAIL.

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:
 - Powered off
 - 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.

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**

How Will Your Grade Be Determined and What Are the Major Assignments for the Semester?

Weighted Grade Scheme:

Comprehensive Written Final - OSCE (1) SLO 1-6	10%
Clinical Questioning (13) SLO 2-5	5%
Quantity Grade (7 Patients /16 points minimum) (includes: at least one Stage II perio patient AND one Class 3 calculus patient – option to complete 2 Class 3 calculus patients) SLO 1-6	40%
Quality Daily Grade (35) SLO 1-6	40%
Clinical Rotation Assignments (4) SLO 1-6	5%
CSR's (minimum 2) SLO 1-6	P/F
Completion of Skill Evaluations by due dates (19) SLO 1-6	P/F
Complete the Mentoring Checklist by due dates (3) SLO 1-6	P/F
Complete dental treatment on a 2nd year student, SLO 1-6	P/F
Complete one Radiographic Landmarks Identification SLO 3-5	P/F
	100%

Final Grading Scale

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

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

NOTE: Grades are not 'rounded up.' Example: if your grade is a 91.99, you have earned a "B"

EVALUATION:

1. **COMPREHENSIVE FINAL EXAM (OSCE) 10%**

The student must take the DHY 103 Objective Structured Clinical Examination (OSCE). Comprehensive Final Exams will be given in DHY 101, 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).

The OSCE exam can include multiple choice, T/F, matching, slide identification, demonstration of use of specific instruments, and case study questions.

- If a student receives a “D” or “F” on an exam, the original grade is the recorded grade.
- As the OSCE exam is the only exam given in DHY 103, if a grade lower than 77% is earned, no retake will be available. It is recommended that the student make an appointment to meet individually with the course instructor to review missed items.

2. CLINICAL QUESTIONING 5%

Clinical questioning will be available via the DHY 103 Black Board Shell on the following dates from DATES at TIMES.

The quizzes are timed and will automatically close. Choose a time and place when and where you will not be disturbed for an average of 6-10 minutes. Individual instructions are included with each date if needed.

3. QUANTITY GRADE 40%

A minimum of seven clinical patients must be completed for DHY 103. **Two** of these patients (2) must be completed on one Stage II perio patient **and** one Class 3 calculus patient, **or**, two Class 3 calculus patients. (If the student cannot complete the class 3 calculus patient, the student may go complete in DHY 103 if the mandibular arch is completely scaled and polished, but **NO POINTS** will be awarded for the mandibular arch alone).

A minimum of 16 quantity points is required for the completion of DHY 103. Seven of these points must be completed on a Stage II perio patient **and** a Class 3 calculus patient (two patients), **or two** class 3 calculus patients. (II/3 counts as 1 patient requirement). Students should complete dental treatment on their 2nd year mentors by 3.6.26.

QUANTITY GRADE POINT RANGE

26 or more	=	A
21-25	=	B
16-20***	=	C
15	=	D
14- Below	=	F

***The students’ quantity point range is expected to be higher than a “C” grade. If the quantity grade is a “C” grade, then the **final** grade for DHY 103 will not be higher than a “C”.

course.

4. QUALITY DAILY GRADE 40% of the final grade

Preventive Practice I Daily Grade Forms will be completed by the clinical faculty via Google Docs, and entered by the course instructor in the student’s virtual clinic book

(via Google Sheets). Students will be given a link to their virtual clinic book and can view their daily grades at any time. The quality point average will be determined through the use of both process and product evaluation by the Preventive Practice I grading criteria found in *The Clinic / Lab Guide*. A quality grade of at least 77% is required to pass this course. The Preventive Practice I Daily Grade Form is to be submitted for all patients, regardless of treatment completing status. A 77% will be awarded to a student without a patient. **A 0% will be awarded if the student is not in clinic on an assigned day.**

Quality percentage average range	
92 - 100 =	A
85 - 91.99 =	B
77 - 84.99 =	C
76.99 – 60 =	D
0 – 59.99 =	F

5. CLINICAL ROTATION ASSIGNMENTS

See Clinic Manual

5%

Radiology Assistant
Dispensary Assistant
Assistant

Students will be assigned clinical rotation times, **which cannot be traded or negotiated**. Clinical Rotation Assistant times are **required hours**. If a student attempts to trade their time in radiology or infection control for patient time, a “Violation of Academic /Professional Standards Student Incident Report” will be made. Evaluation forms for each clinical assignment must be completed by a clinical instructor and submitted at the end of the clinic session.

6. CSR REQUIREMENTS:

A total of TWO (2) CSR's must be completed at a PASSING grade level (77% or higher). A pan and 4 BW can count as ONE of the CSR requirements as long as the grade for EACH is a passing grade. The CSR or Pan and BW taken in the Fall on your live patient for DHY 138 can count toward this requirement if the grade was 77% or higher. ONE of the two CSR's must be taken with the sensor. If you took your CSR in the fall on your live patient with a sensor, this counts toward this requirement.

ONE set of BW must be taken with XRAY2GO. If you used XRAY2GO on your live patient for DHY 138 in the Fall, this will count toward this requirement.

7. SKILL EVALUATIONS- PASS/FAIL REQUIREMENTS -

- All skill evaluations are Pass/Fail.
- Students must pass all skill evaluations to pass the course.
- Skill evaluations (SE) are listed below. Passing criteria for each skill evaluation is printed on each evaluation. A scale of: Satisfactory, Improvable, and Unacceptable is used to measure proficiency.

- Skill Evaluation Grading Scale:

S= Satisfactory for intermediate level, criteria met.

I= Moderately effective, inconsistent performance of the satisfactory level, criteria out of order, needs and is capable of improvement.

U= Unacceptable performance, inefficient, harmful, not clinically useful, did not perform the task or step.

The skill evaluation can be repeated a maximum of two (2) times to earn a passing grade. A second attempt for a skill evaluation examination must be taken within three (3) weeks after the first attempt. The third attempt **must be preceded with formal remediation with an instructor** and must be taken within three (3) weeks after the second attempt. Performance standards are listed in the *Dental Hygiene Programs Safety Manual (SM)*, *The Dental Hygiene Program Preclinic Manual (PCM)*, and the *Dental Hygiene Program Clinic Manual (CM)*, and all skill evaluations are posted in the DHY 103-002 BB shell under the “skill evaluations” tab for viewing/review. All skill evaluations must be performed and evaluated during the **same** session.

Faculty have the right to initiate any skill evaluation to ensure that the student completes the evaluation in a timely manner. Students must be prepared at all times. Any late requirement (without prior approval) will result in a two percent (2%) reduction of the DHY 103 final course grade.

SKILL EVALUATIONS/CHECK-OFFS			
SM = Safety Manual; PCM = Preclinic Manual; CM=Clinic Manual			
1	Professional Appearance	SM	Due DATE
2	Emergency Procedures	SM	Due DATE
3	Supplemental Oxygen	SM	Due DATE
4	Cognitive Objectives	SM	Due DATE
5	Surface Management I/C	SM	Due DATE
6	Health History*	PCM	Due DATE new patient
7	Vital Signs	PCM	Due DATE new patient
8	Instrument Sharpening	CM	Due DATE
9	Extra and Intra Oral Exam	PCM	Due DATE new patient
10	Periodontal Probing	PCM	Due DATE new patient
11	DIAGNOdent® √-off	PCM	Due DATE
12	Fluoride Varnish	PCM	Due DATE
13	Post Treatment Procedures	CM	Due DATE
14	Clinical Attachment Level	PCM	Due DATE New patient
15	Hard Tissue Examination*	CM	Due DATE New Patient
16	Polishing	PCM	Due DATE
17	Fluoride Tray Application	PCM	Due DATE

18	Ultrasonic Scaling ✓-off	(in BB shell)	Done at time of USC Lab
19	Patient Education Competency	CM	Due DATE
20	Calc Detect/Instr Process – By appointment with course instructor; Calc 3 patient/1 mand. quad	CM	Due DATE
21	Recognition and Treatment of Periodontal Disease Check-off	(in BB shell)	Due DATE
22	Radiographic Landmarks ID Check-off	(worksheets in BB shell)	Due DATE

***Health History, Hard Tissue** charting and **Clinical Attachment Level** must be completed on **NEW patients**. They are not to be performed on maintenance patients or dental hygiene students. **(Probing may be done on a maintenance patient).**

All skill evals MUST be passed by DATE in order to pass DHY 103.

b. PATIENT EDUCATION COMPETENCY

Shall be performed on a Caries Risk Patient. Not to exceed 20 minutes. This is a chairside oral presentation in clinic. See the *Clinic Manual* for rubric and further information, and DHY 102 lecture material. INCLUDE the use of the following assessments: CAMBRA form, CAMBRA Patient Profile (completed in DHY 102), 3-day diet diary. See Clinic Manual.

Topics may include the following:

Biofilm / plaque /acid production	
Fluoride (rinse, RX t.p, pro, etc.)	
Brushing and Flossing Instructions	POHR score / eval
Saliva	Chlorhexidine Rinse
Diet Analysis /Counseling	Sealants
Radiographs	
Maintenance Interval	
Xylitol	
Calcium Phosphate (ex. prophy paste)	
Recaldent	Baking soda

Due: DATE

This requirement needs to be met with a clinic patient who is not a dental hygienist or a dental hygiene student patient.

****The Patient Education Competency and Mentoring Checklist MUST be completed by DATE in order to pass DHY 103.**

8.Mentoring:

Students must have an instructor mentor them at least once for the following procedures: Care Plan, Patient Education and the Referral. The mentoring checklist is listed on the daily

grade sheet and should be noted by the faculty when completed on both the daily grade sheet and instrumentation sheet. **(Can be performed on any patient).**

Care Plan due: **DATE**
 Patient Education due: **DATE**
 Referral Presentation due: **DATE**

9. Treatment on 2nd year Student Mentor

Schedule your second-year student mentor **as soon as possible** in the beginning of the semester. If you do not have a second-year student mentor, a substitute patient will be provided for you. Complete treatment on this patient before DATE.

10. Radiographic Landmarks Identification Check-off:

Students will choose a CSR/FMX or Panoramic image that they have taken and arrange a time to meet with the clinic DDS to review noted landmarks found on the image(s). The landmarks interpretation worksheets can be found in the DHY 103 BB shell in the “skill evaluations/check offs” folder. The student should download and print these worksheets and complete them, then review with the clinic DDS. The DDS will either sign off that this was completed satisfactorily or will recommend further remediation for the student regarding radiographic landmark identification. This can be done during no patient time or rotation down time, **AS LONG AS YOUR ROTATION DUTIES ARE COMPLETE**. If you are found to be neglecting your rotation duties to complete this check off, you will receive a “U” for the day for your rotation grade. This exercise should not take more than 10 minutes with the DDS.

ASSIGNMENTS

Disclaimer: “The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course.”

Important Dates SEMESTER

Week	Date	TOPIC/SKILL EVAL/EVENT
1	DATE	EMERGENCY PROCEDURES SE DUE SUPPLEMENTAL OXYGEN SE DUE COGNITIVE OBJECTIVES CHECK-OFF DUE
1	DATE	PROFESSIONAL APPEARANCE SE DUE
	DATE	INSTRUMENT SHARPENING LAB
1 & 2	DATE	COMPLETE STUDENT PARTNER TREATMENT/INSTRUMENT SHARPENING SE, SURFACE MANAGEMENT/INFECTION CONTROL SE (OPERATORS)
2	DATE	FIRST PATIENT
4	DATE	HEALTH HISTORY/VITAL SIGNS SE'S DUE (New Pt)

Week	Date	TOPIC/SKILL EVAL/EVENT
5	DATE	INTRA/EXTRA ORAL EXAM SE'S DUE (New Pt.)
6	DATE	PERIODONTAL PROBING SE'S DUE (New Pt)
6	DATE	GIVE KIDS A SMILE – PEDIATRIC PATIENTS APPOINTED AS INDICATED BY CLINIC FACILITATOR
7	DATE	DIAGNODENT CHECK-OFF
7	DATE	CARE PLAN MENTORING DUE
8	DATE	FLUORIDE VARNISH SE'S DUE; POST APPOINTMENT PROCEDURES SE'S DUE
9	DATE	PATIENT ED MENTORING DUE
10	DATE	HARD TISSUE EXAM SE'S DUE
11	DATE	CLINICAL ATTACHMENT LEVEL SE'S DUE
13	DATE	POLISHING SE'S DUE
14	DATE	FLUORIDE TRAY SE'S DUE
14	DATE	PATIENT ED COMPETENCY DUE
14	DATE	REFERRAL PRESENTATION MENTORING DUE
15	DATE	CALCULUS DETECTION/INSTRUMENTATION PROCESS SE'S DUE
15	DATE	RECOGNITION AND TREATMENT OF PERIODONTAL DISEASE CHECK-OFF DUE
15	DATE	RADIOGRAPHIC LANDMARKS ID CHECK OFF
15	DATE	LAST CLINIC DAY – requirements must be met; deadline for all clinic grades, pathologies, radiographic landmarks identification, incomplete tx. Letters and SE's.
16	DATE	OBJECTIVE STRUCTURED CLINICAL EXAM (OSCE)– TIME

ORIENTATION WEEK: DATE

It is HIGHLY RECOMMENDED that you review the following videos prior to proceeding with patient treatment:

1. OSAP. (2004). *If saliva were red*. YouTube: <https://youtu.be/rsaN-gWBa44>
2. HU FRIEDY: *It's about time (Instrument Sharpeining)*:
<https://www.youtube.com/watch?v=z05sQSYpxJs>
3. *Care of a removable appliance*. (DHY 150)
4. *Mirror grasp, mirror retraction, fulcrum placement*
<https://youtu.be/fTy4jhbJcQI?t=10m19s>
5. *Extra and intra oral exam* <https://youtu.be/fTy4jhbJcQI>

6. Periodontal explorers. Gehrig: Fundamentals of periodontal instrumentation video Module 13
7. Periodontal probes. Gehrig: Fundamentals of periodontal instrumentation video Module 12
8. Soft tissue landmarks. <https://youtu.be/fTy4jhbJCqI?t=37m50s>
9. Tooth malpositions: <https://youtu.be/fTy4jhbJCqI?t=42m40s>
10. Tip toe around the junctional epithelium with me https://youtu.be/917Su6N_C5E?t=33m9s
11. Blood pressure/vital signs: <https://youtu.be/6GDicq5dXwg>
12. Techniques for successful use of gracey curets: Gehrig: Fundamentals of periodontal instrumentation videos Modules 17 & 19
13. Tooth polishing and flossing https://youtu.be/917Su6N_C5E
14. A technique for successful subgingival calculus removal Gehrig: Fundamentals of periodontal instrumentation Module 16

<https://www.youtube.com/playlist?list=PLSPtyTE8WnOOTkBo-PeqzOOK3-VivM126>

REQUIREMENTS FOR DHY 103, PREVENTIVE PRACTICE I, SPRING SEMESTER 2026 ARE:

- A. Minimum of 7 patients
- B. Minimum of 16 Quantity Points
- C. Minimum of one Stage II or higher perio AND one Class 3 Calculus (Can complete TWO Class 3 Calculus if no Stage II or higher perio is available)
- D. Minimum of 2 CSR's (one may be a Pan and 4 BW's); 4 BW taken using XRay2Go
- E. Skill Evaluations

This form must be submitted by the student during the advising weeks of DATES

Patient Requirements:

Patient Last Name	Points	Perio Stage	Calculus Classification	Incomplete	Complete	Do you have enough appointments to complete? Y/N

Radiology Requirements:

Patient Last Name	Type of Series (BW, FMX, Pan)	X-ray 2 go? Y/N

Skill Evaluations:

Name	Due Date	Pass	Fail	Late – 2% Deduction
Professional Appearance	DATE			
Emergency Procedures	DATE			
Supplemental Oxygen	DATE			
Cognitive Objectives	DATE			
Surface Management I/C	DATE			
Vital Signs	DATE			
Health History	DATE			
Instrument Sharpening	DATE			
Extra-and Intraoral Exam	DATE			
Periodontal Probing	DATE			
DIAGNOdent Check-off	DATE			
Post Treatment Procedures	DATE			
Fluoride Varnish	DATE			
Hard Tissue Examination	DATE			

Clinical Attachment Level	DATE			
Polishing	DATE			
Fluoride Tray Application	DATE			
Patient Education Competency	DATE			
Ultrasonic Scaling Check-off	@ USC lab			
Calculus Detection/Instrumentation Process	DATE			
Recognition and Treatment of Periodontal Disease Check Off	DATE			
Radiographic Landmarks check-off	DATE			

Mentoring:

Mentoring Checklist	Due Date	Date Completed
Care Plan Mentoring	DATE	
Patient Education Mentoring	DATE	
Referral Mentoring	DATE	

DHY 103
ORIENTATION WEEK--- due DATE
DIAGNOSIS, HUMAN NEEDS DEFICIT AND CARE PLANNING
A CASE STUDY

Your patient is Sarah Jones, a 35 year old, Caucasian recently divorced mother of two. She reports to you that her husband left her for “a younger woman” and she has been in a depression for about a year. During this time she has noticed that she clenches and grinds her teeth during the day and at night and wakes up with headaches. She has some sensitivity to cold on several teeth. She has been taking Prozac. Due to her nervousness and depression, she has increased her smoking to one and a half packs a day. She has been sucking on lemon drops to mask her nicotine breath and moisten her mouth.

Due to her new financial situation and lack of insurance, she has not been to the dentist in 2 ½ years. Her diet has mostly been fast foods, carbs and sipping on Mountain Dew all day at work. Her oral hygiene consists of brushing one time a day in the morning, and “flossing” after dinner since she gets food stuck between her teeth. She does not use any chemotherapeutic agents.

She has been feeling “ugly” since she found out about this “other woman” and has wished for a prettier smile but can’t really afford anything extravagant at this time. Her teeth have light to moderate stains and are slightly crowded in the anterior region.

Demineralization is moderate and is generalized along the facial cervical areas and radiographs show incipient and frank caries on proximal surfaces of all but six of her posterior teeth. Clinically, she has several pit and fissure frank caries and a few fillings, leaving only six posterior teeth “sound”.

Her pocket depths range from 3-6 mm. She has light to moderate bleeding upon probing on most of her proximal areas. Deepest pocket depths are on the proximal posterior molar areas. She has diffuse redness on the facial surfaces of her maxillary and mandibular anterior, and maxillary

molar facial areas, with marginal redness elsewhere. She has light to moderate biofilm on most of her facial surfaces.

Radiographs show mild to moderate bone loss, the worst being around the molar areas which have slight mobility. She has generalized moderate subgingival calculus with localized moderate to heavy subgingival calculus that is radiographically evident on four molar teeth. There is localized light to moderate supragingival calculus on the maxillary molar facial surfaces and the mandibular anterior lingual surfaces.

Assignment:

1. Work in assigned groups.
2. Prioritize and choose **only** the **top three human needs deficits**.
3. Develop a Dental Hygiene Risk Assessment and Care Plan including: Risk Factors, Signs and Symptoms, Etiology, Unmet Human Needs, Client Goals with dates, Interventions, Evaluation and Continued Care Recommendations.
4. On the care plan, identify Sarah's perio and calculus classification.
5. List the concerns that you would "table" for the next recall appointments.
6. Complete a care plan (found in the Week 1 Folder) and submit via the Assignments Tab in the DHY 103 BB Shell.