



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

Course Name:	<i>Introduction to Periodontology</i>
Course & Section Number:	DHY 107-XXX
Meeting Day(s) & Time(s):	
Credits:	1
Contact Hours:	1
Instructor's Name:*	
Office Hours & Location:	
OCC Phone:	
OCC Email:**	
Additional Contact Information:	

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

Introduces periodontal health and the etiology of periodontal disease. Emphasis is placed on host response, systemic, local and environmental risk factors. Also included is the classification of periodontal diseases.

Corequisites: [DHY 102](#) and [DHY 103](#) with a "C" or better

Prerequisites: [DHY 101](#) and [DHY 120](#) with a "C" or better

Course Materials:

Required Text(s):

Gehrig, J., & Willmann, D. E. (2024). *Foundations of Periodontics for the Dental Hygienist*, (6th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins. **ISBN:** 978-1-4963-8402-7

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

Additional/Reference Texts:

Newman, M. G., Laughter, L., Esses, G., Elangovan, Satheesh. (2021). *Newman and Carranza's Clinical Periodontology for the Dental Hygienist (1st ed.)*. St. Louis, MO; Elsevier. ISBN: 978-0-323-70841-8.

Caton, Jack G., Armitage, Gary, Berglundh, Tord, Chapple, Iain L.C., Jepsen, Soren, Kornman, Kenneth S., Mealey, Brian L., Papapanou, Panos N. Sanz, Mariano, and Tonetti, Maurizio S. *A new classification scheme for periodontal and peri-implant diseases and conditions – Introduction and key changes from the 1999 classification*. Journal of Periodontology, <https://doi.org/10.1002/JPER.18-015>, 21 June 2018.

Daniel, S. J., Harfst, S.A., and Wilder, R. (2007). *Mosby's dental hygiene concepts, cases and competencies (2nd ed.)*. St. Louis, MO: Mosby. 978-0-323-04352-6

WEBSITES:

www.dentalcare.com

www.cochrane.org

www.perio.org

www.nidcr.nih.gov/NewsAndReports/

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
1. Identify systemic conditions that amplify susceptibility to periodontal disease.	Weeks 1, 3, Lecture Quizzes 1, 2, Midterm, Final Exam
2. Contrast the association or cause of periodontal disease between a given factor and a systemic disease.	Weeks 1, 3, 4, 5 Lectures Quizzes 1, 2, 5, 6, Midterm Exam Final Exam Periodontal Case Presentation
3. Contrast periodontal health and periodontitis with an introduction to AAP classification system of periodontal diseases.	Weeks 5, 7, 10, 12, 13 Lectures Quizzes 4, 5, 9 Midterm Final Exam Periodontal Case Presentation
4. Identify local factors contributing to periodontal disease.	Week 4 Lecture Quiz 3 Midterm Final Exam Periodontal Case Presentation
5. Examine the components of a comprehensive periodontal assessment.	Week 5 lecture Quiz 4 Midterm Final Exam Periodontal Case Presentation
6. Examine the radiographic characteristics of periodontal disease.	Week 6 Lecture Quiz 5 Midterm

Outcome	Where Assessed
	Final Exam Periodontal Case Presentation
7. Discuss the implications and effects of smoking on periodontal outcomes.	Weeks 3, 9, 10, 12, 14 Lectures Quizzes 2, 6, 7, 9, 11 Midterm Final Exam Periodontal Case Presentation
8. Discuss factors that will determine a DH diagnosis of periodontal disease.	Weeks 1, 3, 4, 5, 6, 7, 11, 13 Quizzes 1, 2, 3, 4, 5, 8, 10 Midterm Final Exam Periodontal Case Presentation
9. Demonstrate presentation of a typical nonsurgical treatment plan.	Week 7, 10, 12, 13 Quizzes 7, 9, 10 Midterm Exam Final Exam Periodontal Case Presentation
10. Explain motivational interviewing and the teach back methods during the student case presentation.	Week 9 Quiz 6 Final Exam Periodontal Case Presentation
11. Discuss the relationship between oral biofilms, immunity and inflammation.	Week 11 Quiz 8 Final Exam Periodontal Case Presentation
12. Describe the appropriate protocols for periodontal maintenance and evaluation.	Week 13 Quiz 10 Final Exam Periodontal Case Presentation

Program Outcomes:

The following program outcomes are assessed in this course

Outcome	Where Assessed
Collect comprehensive patient data to identify the physical and oral health status.	Weeks 1, 3, 4, 5, 6 Lectures Quizzes 1, 2, 3, 4, 5 Midterm & Final Exam Periodontal Case Presentation
Analyze assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs	Weeks 1, 3, 4, 5, 6, 7, 9, 12, 13, 14lectures Quizzes 1, 2, 3, 4, 5, 6, 9, 10 Midterm & Final Exam Periodontal Case Presentation
Assemble a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health.	Week 7 Midterm & Final Exam Periodontal Case Presentation
Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health.	Providing patient-centered treatment not an element of DHY 107, however, the following discussion/lectures will help students develop clinical knowledge of how to provide

Outcome	Where Assessed
	evidence-based care: Weeks 7, 9, 10, 11, 12, 13, 14 Quizzes 6, 7, 8, 9, 10, 11 Midterm & Final Exam Periodontal Case Presentation
Provide dental hygiene care for all types of classifications of periodontal disease, including patients who exhibit moderate to severe periodontal disease.	Provision of DH Care not an element of DHY 107, however, the following would discussion/lectures will help students develop the clinical knowledge of how to classify periodontal disease: Weeks 5, 6, 7, 10, 12, 13 Quizzes 4, 5, 7, 9, 10 Midterm & Final Exam Periodontal Case Presentation
Document complete and accurate findings and/or treatment relevant to patient care.	Weeks 1, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14 Quizzes 2, 3, 4, 5, 6, 7, 8, 9, 11 Midterm & Final Exam Periodontal Case Presentation
Utilize interpersonal and communication skills to effectively interact with diverse population groups (including cultural influences) and other members of the health care team.	Weeks 7, 9, 10, 13 Quizzes 6, 7, 10 Midterm & Final Exam Periodontal Case Presentation
Apply the principles of ethical reasoning, ethical decision-making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.	Weeks 1-15 All Quizzes Midterm & Final Exam Periodontal Case Presentation

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, these 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.	Periodontal Case Presentation
Act with professional responsibility.	Periodontal Case Presentation
Demonstrate sensitivity to others' beliefs and values.	Periodontal Case Presentation
Think analytically, critically, and creatively.	Quizzes 1-10, Midterm Exams, Final Exam, Periodontal Case Presentation

Technology, Lab Requirements, & Files:

All tests and quizzes will take place in class and will require you to have your own personal laptop or tablet, with Respondus Lockdown Browser downloaded for testing and quizzing purposes. Help with accessing Respondus Lockdown Browser are available in "Student Help and Resources" tab of the DHY 107 Intro to Periodontology course shell. You may need to contact e-Learning for assistance. If you are having issues with Respondus, please contact the IT helpdesk at (567) 661-7120.

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: [11-4-17-Anti-discrimination-harrassment-procedures.pdf](#) 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 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 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 & Instructor Expectations

Instructor Expectations:

Methodology:

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

Email response:

INSERT

Office Hours:

Student Expectations:

Grading Procedure:

- **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/tablet/or other testing device.
 - 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.**
- Any late assignment will result in a zero grade
- All assignments are required and must be submitted to pass DHY 107 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.
- Any device used other than the test-taking device (ie: use of cell phone while taking exam/quiz on a laptop or tablet) during quiz/test taking will result in a zero grade for the quiz/exam and will result in issuance of a Violation of Academic and Professional Standards (VOAPS) incident report (See Safety Manual). Absence from an examination will result in a zero for the examination with the

only exception being prior permission from the course instructor. Prior permission will be given only in extenuating circumstances. It is the student's responsibility to contact the instructor for any make-up sessions and explain extenuating circumstances. 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 ALL dental hygiene Preventive Practice courses. These 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.
- **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.

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.

Absence policy:

Excused and Unexcused Absences:

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

Consideration will be given on a case-by-case basis. Exceptions may be made with prior arrangements with course instructor.

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.

Classroom Attendance:

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

What Will Our Classroom Environment Be Like?

Respectful Class Communication:

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

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

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.

Inclusion Statement:

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

How Grades are Determined and Major Assignments

Evaluation Measure	Student Learning Outcomes Assessed	Value (percentage of final grade)
Quizzes (11)/Homework as assigned	SLO's 1-5	30%
Midterm (1)	SLO 1-5	30%
Periodontal Case Presentation	SLO's 1-5	10%
Final Exam	SLO's 1-5	30%
Total		100%

Final Grading Scale

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

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

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

Tentative Class Assignments

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

Assignment Calendar			
Week	DATE	Topic - Testing	Reading Nield-Gehrig
1	DATE	Course Overview - Syllabus The Health History	Chapter 3, Theories of Disease Progression (Section 4); Epidemiology (Section 5) Chapter 14, Systemic Factors
2	DATE	TBD	
3	DATE	The Intra and Extra Oral Exam; Smoking Quiz 1: Chapter 3 (Sections 4 & 5) Chapter 14 - SLO's 1 & 2	Chapter 16: Local Factors (Sections 1 & 2); Chapter 17: Smoking
4	DATE	Dental Charting Quiz 2: Chapters 16 (Sections 1 & 2) & 17 – SLO's 4 & 7	Chapter 16, Local Factors (Sections 3 and 4)
5	DATE	Periodontal Charting Quiz 3: Chapter 16 (Sections 3 & 4) – SLO 4	Chapter 19 Periodontal Assessment
6	DATE	Radiographic Images Quiz 4: Chapter 19 - SLO 5	Chapter 20 Radiographic images
7	DATE	Care Plan, Oral Hygiene Education Quiz 5: Chapter 20 – SLO 6 Chapter 21 – SLO's 3 & 8	Chapter 21 Decision Making Chapter 26 Patient's Role Chapter 27 Supra and Subgingival Irrigation
8	DATE	Midterm during class Chapters: 3, 14, 16, 17, 19, 20, 21, 26, 27 – SLO's 1, 2, 3, 4, 5, 6, 7, & 8	
	DATE	TBD	
9	DATE	Motivational Interviewing	Chapter 23 Encouraging Patient Behavior Change with Motivational Interviewing

10	DATE	Nonsurgical Periodontal Therapy Quiz 6: Chapter 23 - SLO 10	Chapter 25 Nonsurgical Therapy (Sections 1 & 2)
11	DATE	Microbiology Quiz 7: Chapter 25 – SLO 9 <i>Periodontal Disease Presentations Due</i>	Chapter 12 Immunity/Inflammation
12	DATE	Patient's Role in NSPT – Self Study <i>College Closed – Solar Eclipse – Quiz 8 – Chapter 12</i>	Chapter 26: Patient's Role in NSPT
13	DATE	Evaluation, Post Assess and Maintenance Quiz 9: Chapter 26 – SLO's 11 & 12	Chapter 25 Nonsurgical Therapy (Section 3)
14	DATE	Nutrition and Periodontal Disease Quiz 10: Chapter 25 SLO's 8, 9, 12	Chapter 18 Nutrition, Inflammation, and Periodontal Disease
15	DATE	In-class presentations: Periodontal Disease Patients Quiz 11: Chapter 18 SLO's 1, 2, 11	Chapter 34
16	DATE	Final during class Chapters: 3, 12, 14, 16, 17, 19, 20, 21, 23, 25, 26, 27; SLO's 1-12	

Group Presentation on Periodontal Disease Patient: (Rubric included)

1. Describe the primary need or deficiency and the probable causes (etiology) of the need or deficiency (1 slide):

– identify the assigned profile (ie. Mild, moderate, severe, periodontal patient etc.); include actual clinical data, including periodontal examination and radiographic examination information.

2. Develop plan and objectives to meet the patient need: (1-3 slides)

– identify and describe the objectives you will use to teach patient about the primary need and etiology
(maximum 3 objectives)

List product recommendations and explain the reason or benefit of the products recommended to the patient (oral hygiene instruction, chemotherapeutics, oral aids, handouts, media).

You will list the products and give evidence of their effectiveness. (A text or journal reference will show evidence-based research)

3. Identify scientific research to support your recommendations (1-3 slides).

- References – Which resources you chose and why (the “annotated” portion of your bibliography would work well here)
- Citation of references used within the content of the power point
- References listed: 1 journal PDF; 1 text; Media site or PDF handout (*where the information is from*) – **the references paper is submitted to course instructor by April 3rd, 2024. Reference paper is in APA format with annotated references**

4. Identifies how to implement teach back method (1-3 slides): (*consider how you will measure understanding or how you will clarify/simplify educational information prior to delivery – emphasis on use of “lay” terms*)

- Explain primary need and etiology
- Assess comprehension (questions you may use or other methods)
- Clarify need and etiology
- Re-assess comprehension

5. The final slides will give an example of oral hygiene instruction presented and documentation of the patient education in the chart and describe the importance of recording the information (1 slide).

*The final slides are your analysis and understanding of ethical and legal considerations when completing the documentation of patient education. **No “snips” of an actual patient chart may be used.***

6. Oral presentation

- Organized (follows steps 1-5) and engages audience

DHY 107 Periodontal Disease Presentation

DHY 107 Periodontal Disease Presentation						
Can recognize and isolate the issue or problem presented	0 Does not meet	1 Emergent/Improvable	2 Satisfactory	3 Proficient	4 Exceeds	Points
	Demonstrates little ability to recognize and isolate etiologic factor(s)	Demonstrates ability to comprehend etiologic factor(s)	Demonstrates adequate ability to think through etiologic factors a causation for periodontal disease	Demonstrates proficient ability to think through etiologic factors as causation for periodontal disease and draws appropriate conclusions	Demonstrates exceptional ability to test thinking against accepted standards for diagnosis of periodontal disease	
Identifies issue or problem data; begins to define and isolate a solution(s)	0 Does not meet	1 Emergent/Improvable	2 Satisfactory	3 Proficient	4 Exceeds	Points
	Demonstrates difficulty identifying issue or problem data and defining or isolating objectives to meet the need(s)	Demonstrates ability to identify objectives to meet patient need(s) from some sources, but not all.	Demonstrates adequate ability to identify objectives to meet patient need(s); may need refinement for comprehension and clarity	Demonstrates proficient ability to identify patient need(s); tests against standards for unmet human needs	Demonstrates exceptional ability to identify patient need(s); meets standards for unmet human needs	
Analyze data collected	0 Does not meet	1 Emergent/Improvable	2 Satisfactory	3 Proficient	4 Exceeds	Points
	Demonstrates little ability to analyze data (cause/effect) gathered from research articles	Demonstrates emergent ability to analyze data (cause/effect) gathered from research articles	Demonstrates adequate ability to analyze data from research articles	Demonstrates proficient ability in drawing conclusions and thinking about the 'best' solution when applying data from research articles	Demonstrates exceptional testing of thinking against data gathered from research articles	
Uses critical thinking consistently	0 Does not meet	1 Emergent/Improvable	2 Satisfactory	3 Proficient	4 Exceeds	Points
	Demonstrates difficulty creating a teach-back process	Demonstrates an attempt to use critical thinking in developing the teach-back process	Demonstrates critical thinking in developing the teach-back process, but requires practice	Critical thinking demonstrated regularly in teach-back processes/questions throughout presentation	Entire group Demonstrates exceptional critical thinking throughout the presentation when developing teach-back process	
TOTAL						/16 points

Week Method/Hours	Lecture/Quiz/Exam	Objectives and Reading Assignments
Week 1 DATE 1 hr. LEC	Syllabus Systemic Factors Perio-Systemic KEY TERMS: C. 14 Systemic risk factors Diabetes Leukemia Oral mucosistis Linear gingiva erythema Pregnancy gingivitis Pyogenic granuloma Menopausal gingivitis Drug influenced gingival enlargement Phenytoin Cyclosporine Nifedipine KEY TERMS: C. 3 Intermittent disease progression theory Epidemiology Incidence Prevalence National health and Nutrition Examination Survey Centers for Disease Control and Prevention	Chapter 14: Systemic Conditions that Amplify Susceptibility to Periodontal Disease - Name several systemic diseases/conditions that may modify the host response to periodontal pathogens. - Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving. - Place the interests of patients at the center of interprofessional health care delivery. - Recognize the importance of educating patients about the relationship between oral health and systemic diseases, states, or conditions (such as the link between diabetes mellitus and periodontitis). - Discuss the potential implications of these systemic conditions on the periodontium: uncontrolled diabetes, leukemia, and acquired immunodeficiency syndrome. - Describe the significance of the AGE–RAGE interactions and its role in amplifying periodontal inflammation. - Discuss how hormone alterations may affect the periodontium. - Define the term osteoporosis and discuss the link between skeletal osteoporosis and alveolar bone loss in the jaw. - Discuss the implications of Down syndrome on the periodontium. - Name three medications that can cause gingival enlargement. - For a patient in your care with periodontal disease that is amplified by a systemic condition, explain to your clinical instructor the risk factors that may have contributed to the severity of your patient’s periodontal disease. Chapter 3 (Sections 4 & 5) - Describe epidemiological variables associated with periodontal disease - Define prevalence and incidence and their respective importance when viewing a health history
Week 2		TBD
Week 3 1 hr. LEC DATE	The Extra- and Intra-Oral Exam; Smoking Chapter 16, Local Factors (Sections 1 & 2); Chapter 17 Tobacco, Smoking and Periodontal Disease KEY TERMS: C. 16 Local contributing factors Disease site Dental calculus	Chapter 16, Local Factors (Sections 1 & 2) - Describe local factors that contribute to the retention and accumulation of plaque biofilm. - Explain what distinguishes a local contributing factor from a systemic contributing factor. - Identify and differentiate the location, composition, modes of attachment, mechanisms of mineralization, and pathologic potential of supra- and subgingival calculus deposits. Chapter 17 Tobacco & Smoking

	Pellicle Morphology Cervical enamel projections Enamel pearl Smoking Key terms: C. 17 Dental implant Peri-implant mucositis Peri-implantitis Environmental tobacco smoke Tobacco cessation counseling Quiz 1 over Chapter 14 and Chapter 3 (Sections 4 & 5)	• Discuss the implications of smoking/the use of tobacco products on periodontal health status. • Discuss the implications of smoking on the host response to periodontal disease. • Discuss the effects of smoking on periodontal treatment outcomes. • Discuss current theories as to why smokers have more periodontal disease than nonsmokers. • Explain why tobacco cessation counseling is a valuable part of patient care in the dental setting. • Value the importance of providing tobacco cessation counseling as a routine part of periodontal treatment.
Week 4 1 hr. lecture DATE	Dental Charting Iatrogenic factor Overhanging restoration Open margin Embrasure space Prosthesis Biologic width Supracrestal tissue attachment Factitious injury Malingering Food impaction Tongue thrust Mouth breathing Traumatic tooth brushing Dehiscence Fenestration Trauma from occlusion Primary trauma from occlusion Secondary trauma from occlusion Functional occlusal forces Parafunctional occlusal forces Clenching Bruxism Frenal pull Quiz 2 over Chapter 16 (Sections 1 & 2) and Chapter 17	Chapter 16: Local Factors Contributing to Periodontal Disease • Describe local contributing factors that can lead to direct damage to the periodontium. • Explain the role of trauma from occlusion as a possible contributing factor in periodontal disease.
Week Method/Hours	Lecture/Quiz/Exam	Objectives and Reading Assignments
Week 5 DATE	Periodontal Charting	Chapter 19: Clinical Periodontal Assessment • List the components of a comprehensive periodontal assessment.

1 hr. lecture	KEY TERMS: C. 19 Clinical periodontal assessment Baseline data Comprehensive periodontal assessment Exudate Horizontal tooth mobility Vertical tooth mobility Fremitus Furcation probes Attached gingiva Mucogingival defects Clinical attachment level Periodontal screening examination Periodontal Screening and Recording World Health Organization probe Gingival crevicular fluid Quiz 3 over Chapter 16 (Sections 3 & 4)	- Describe how to evaluate each component of a comprehensive periodontal assessment. - Explain how to calculate the width of attached gingiva. - Explain how to calculate clinical attachment level given several different clinical scenarios. - Compare and contrast a periodontal screening examination and a comprehensive periodontal assessment. - Given a clinical scenario, calculate and document the clinical attachment levels for a patient with periodontitis.
Week Method/Hours	Lecture/Quiz/Exam	Objectives and Reading Assignments
Week 6 DATE 1 hr. lecture	Radiographic Images Key terms: C. 21 Radiolucent Radiopaque Cortical bone Lamina dura Crestal irregularities Triangulation Horizontal bone loss Vertical bone loss Cone beam computed tomography Quiz 4 over Chapter 19	Chapter 20: Radiographic Images - Describe dental radiographic characteristics of the healthy periodontium. - Describe early dental radiographic evidence of periodontal disease. - Name some techniques that can be employed with periodontal patients to obtain good quality dental radiographs. - Explain the basic principles of the vertical bitewing technique. - Describe the limitations of dental radiographs that all clinicians should keep in mind when viewing radiographs. - Explain the difference between vertical and horizontal alveolar bone loss as seen in dental radiographs. - Given a selection of sample dental radiographs, apply the information from this chapter when analyzing those radiographs
Week 7 DATE 1 hr. lecture	Care Plan Key terms: C. 10 Clinical decision-making Signs of periodontal disease Symptoms of periodontal disease Silent disease	Chapter 21: Clinical Decision Making for Periodontal Care - List the three fundamental diagnostic questions used when assigning a periodontal diagnosis. - List the two fundamental diagnostic questions used when assigning a peri-implant diagnosis. - Explain how to arrive at appropriate answers to each of the fundamental diagnostic questions.

	Overt signs Hidden signs Natural level of the gingival attachment Clinical attachment loss Master treatment plan Assessment and preliminary therapy phase Nonsurgical periodontal therapy phase Surgical therapy phase Restorative therapy phase Periodontal maintenance phase Quiz 5 over Chapter 20	• Explain the difference between the terms “signs” of a disease versus “symptoms” of a disease. • List several overt and hidden signs of periodontal inflammation. • Define the term silent disease. • Describe what is meant by the term clinical attachment loss. • Describe the elements of a well-written diagnosis for periodontitis. • List the phases of treatment. • Explain why a patient’s diagnosis and treatment plan may require modifications at a later point in time.
Week 8 DATE	Midterm Exam (during class) Chap. 3, 14, 16, 17, 19, 20, 21, 26, 27 SLO’s 1-8	
	Spring Break	NO CLASS
Week 9 DATE 1 hr. lecture	Motivational Interviewing Key terms: C. 32 Motivational interviewing Patient-centered Guiding style Ambivalence Partnership Acceptance Compassion Evocation Open-ended questions OARS Reflective listening Affirm Summarize Elicit, Provide, Elicit Engaging Focusing Evoking Planning Change talk Sustain talk Developing discrepancy	Chapter 23: Encouraging Behavior Change with Motivational Interviewing • Recognize the role of ambivalence in patient behavior change and explain the goal of motivational interviewing with respect to ambivalence. • Describe the primary difference between how hygienists often approach patient education and the motivational interviewing approach. • Be able to identify the four key elements of the motivational interviewing philosophy, the five core skills and the four overlapping processes. • Give examples of specific motivational interviewing methods and how they are used to enhance patient motivation for change.
Week Method/Hours	Lecture/Quiz/Exam	Objectives and Reading Assignments
Week 10 DATE	Nonsurgical Periodontal Therapy	Chapter 25 • Explain the term and name four goals for NSPT

1 hr. lecture	Key terms: C. 24 Nonsurgical periodontal Therapy Interdisciplinary care Periodontal instrumentation Long junctional epithelium Dentinal hypersensitivity Re-evaluation Nonresponsive disease sites Co-management Quiz 6 over Chapter 23	• Explain the role of interdisciplinary/collaborative care in NSPT • Identify components of the OCC DH Care plan for NSPT for both the gingivitis and periodontitis patient • Describe healing expected following NSPT Discuss hypersensitivity management strategies and products • Discuss the need for re-evaluation following NSPT • List the steps included in an NSPT re-evaluation appointment • Describe the rationale for referral following NSPT
Week 11 DATE	Microbiology Key terms: C. 14 Immune system Host Host response Leukocyte PMN. Neutrophil Chemotaxis Lysosome Neutropenia Macrophage Monocyte Lymphocyte B lymphocyte Antibody Immunoglobulin T lymphocyte Cytokine Complement system Membrane attack complex Opsonization Endothelium Transendothelial migration Phagocytosis Phagosome Phagolysosome Inflammation Inflammatory biochemical mediator Chemokines Acute Inflammation C-reactive protein (CRP) Chronic inflammation	Chapter 12: Basic Concepts of Immunity/Inflammation • Define the term immune system and describe its function. • Describe the role of polymorphonuclear leukocytes, macrophages, B lymphocytes, and T lymphocytes in the immune system. • Contrast the terms macrophage and monocyte. • Describe the three ways that antibodies participate in the host defense. • Define complement system and explain its principle functions in the immune response. • Describe the steps in the process of phagocytosis. • Give an example of a type of injury or infection that would result in inflammation in an individual's arm. Describe and contrast the symptoms of inflammation that the individual would experience due to acute inflammation versus chronic inflammation. Define the term inflammatory mediator and give several examples of inflammatory mediators of importance in periodontitis.

	Quiz 7 over Chapter 25	
Week 12 DATE 1 hr. lecture	Oral Hygiene Instruction Key terms: C. 25, 26 Co-therapist Volatile sulfur compounds Gingival embrasure space (types I, II, III) Root concavity Water flosser Oral irrigation Hydrokinetic activity Impact zone Flushing zone Standard irrigation tips Subgingival irrigation tips Orthodontic irrigation tips Filament-type irrigation tips Professional subgingival irrigation Quiz 8 over Chapter 12	Chapter 26: Patient's Role in NSPT - In a classroom or laboratory setting, explain the criteria for selection and correctly demonstrate the use of the following to an instructor: power toothbrush and interdental aids presented in this chapter. - Explain why interdental care is of special importance for a patient with periodontitis. - In a clinical setting, recommend, explain, and demonstrate appropriate interdental aides to a patient with type III embrasure spaces. Assist the patient is selecting an appropriate interdental aid that the patient is willing to use on a daily basis. - Explain how the presence of exposed root concavities in a dentition would influence your selection of effective self-care aids. - State the rationale for tongue cleaning and, in the clinical setting, recommend and teach tongue cleaning to an appropriate patient. Chapter 27: Supra and Subgingival Irrigation - Discuss the oral health benefits of a water flosser for the patient with periodontal disease. - Distinguish the depth of the delivery between the water flosser, a toothbrush, dental floss, and other interdental aids. - Name the types of agents that can be used in a water flosser. - In a clinical setting, be able to educate a patient how to use a water flosser.
Week 13 DATE 1 hr. lecture	Evaluation and Post Assessment Key terms: C. 33 Periodontal maintenance Baseline data Periodontal disease recurrence Refractory periodontitis Compliance Compliant patient Noncompliant patient Root caries CAMBRA Quiz 9 over Chapters 26 & 27	Chapter 25: Maintenance (Section 3) - List three objectives of periodontal maintenance. - Describe how periodontal maintenance relates to other phases of periodontal treatment. - List the typical steps performed during an appointment for periodontal maintenance. - Explain the term baseline data. - Describe guidelines for determining whether the general practice office or the periodontal office should provide periodontal maintenance. - Describe how to establish an appropriate interval between maintenance appointments. - Define the term recurrence of periodontitis. - List clinical signs of recurrence of periodontitis. - List reasons for recurrence of periodontitis.

		• Define the term compliance. • Explain the role compliance plays in maintaining periodontal health and stability. • List reasons for noncompliance with periodontal maintenance recommendations. • Explain some strategies that can be used to improve patient compliance. • Explain the term root caries and list recommendations for use of fluorides in the prevention of root caries.
Week 14 DATE 1 hr. lecture	Nutrition and Periodontal Therapy Key terms: C. 18 Obesity Body mass index (BMI) Reactive oxygen species (ROS) Antioxidants Micronutrients Macronutrients Ascorbic acid deficiency gingivitis Quiz 10 over Chapter 25	Chapter 18: Nutrition, Inflammation, and Periodontal Disease • Discuss the link between obesity and perio • Discuss the role of the PMN in the production of reactive oxygen species in response to plaque biofilm • Discuss the influence of antioxidants on periodontal disease onset and progression • Describe the role of micronutrients and macronutrients in periodontal disease • List oral symptoms associated with ascorbic acid deficiency gingivitis Explain the role of the DHCP in addressing obesity and nutrition in the management of periodontal disease
Week 15 DATE Group work	Periodontal Disease presentations Quiz 11 over Chapter 18	•
Week 16 DATE	FINAL EXAM	