



Course Syllabus

SEMESTER XXXX

School of Nursing and Health Professions

Course Name:

Periodontology II

Course & Section Number:

DHY 207-002

Meeting Day(s) & Time(s):

Dental Materials Lab

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.

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

Catalog Description:

Continuation of the periodontal examination, diagnosis, prognosis and treatment plan. Emphasis on microbiology of periodontal disease. Supportive periodontal therapies including surgical and non-surgical approaches as well as implants.

Prerequisites:

DHY 101 and DHY 102 and DHY 103 and DHY 107 all with a "C" or better

Course Materials:**Required Test(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 Texts/Reference Texts:

Boyd, Linda D., Mallonee, Lisa F., and Wyche, Charlotte J. (2021). *Wilkins' Clinical practice of the dental hygienist* (12th ed.) Burlington, MA: Jones & Bartlett Learning.

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. Differentiate the structures of the periodontium in health and disease and effectively communicate the various classifications of periodontal disease, as classified by the AAP in 2017.	Weeks 1, 2, 3, 4, 5, 15 Lectures Quizzes 1, 2, 3, 4, Midterms 1& 2; Final Exam Periodontal Surgical Procedures Group Presentation
2. Categorize periodontal pathogens found in biofilm (supra and subgingival) and the role of host response in the progression of periodontal disease.	Weeks 4, 5, 7, 8, 11, 15 Lectures Quiz 5, 6, Midterm Exams 1 & 2 Final Exam Periodontal Surgical Procedures Group Presentation
3. Appraise the expected outcomes of various periodontal treatment options.	Weeks 7, 8, 9, 10, 11, 14 Lectures Quiz 5, 6, 7, Midterm 2 Final Exam Periodontal Surgical Procedures Group Presentation
4. Choose quality periodontal research resources by recognizing the principles of evidence-based research.	Week 11 Lecture Midterm 2 Final Exam Periodontal Surgical Procedures Group Presentation
5. Explain the legal and ethical principles involved in correct documentation and recognize basic insurance codes used for periodontal treatment.	Week 15 lecture Final Exam Periodontal Surgical Procedures Group 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 8, 11, 14 Lectures Quiz 6 Midterm 2, Final Exam Periodontal Surgical Procedures Group Presentation
Analyze assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs	Weeks 2, 3, 4, 5 7, 8, 9, 10, 11, 14, 15 lectures Quizzes 2-10 Midterms 1 & 2 Final Exam Periodontal Surgical Procedures Group Presentation
Assemble a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health.	Periodontal Surgical Procedures Group Presentation
Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health.	Weeks 2, 3, 4, 5 7, 8, 9, 10, 11, 14, 15 lectures Quizzes 2-10 Midterms 1 & 2 Final Exam Periodontal Surgical Procedures Group Presentation
Provide dental hygiene care for all types of classifications of periodontal disease, including patients who exhibit moderate to severe periodontal disease.	Weeks 2, 3, 4, 5 7, 8, 9, 10, 11, 14, 15 lectures Quizzes 2-10 Midterms 1 & 2 Final Exam Periodontal Surgical Procedures Group Presentation
Document complete and accurate findings and/or treatment relevant to patient care.	Week 15 lecture Final Exam Periodontal Surgical Procedures Group 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 1, 2, 3, 4, 5 7, 8, 9, 10, 11, 14, 15 lectures Quizzes 2-10 Midterms 1 & 2 Final Exam Periodontal Surgical Procedures Group 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, 2, 3, 4, 5 7, 8, 9, 10, 11, 14, 15 lectures Quizzes 2-10 Midterms 1 & 2 Final Exam Periodontal Surgical Procedures Group Presentation

Outcome	Where Assessed
Utilize problem-solving strategies related to comprehensive patient care and management of patients.	Weeks 1, 2, 3, 4, 5 7, 8, 9, 10, 11, 14, 15 lectures Quizzes 2-10 Midterms 1 & 2 Final Exam Periodontal Surgical Procedures Group Presentation
Apply legal and regulatory concepts to the provision and/or support of oral health care services.	Week 15 Lecture Final Exam
Model self-assessment skills to prepare them for life-long learning	Periodontal Surgical Procedures Group 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, 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 Surgical Procedures Group Presentation
Act with professional responsibility.	Periodontal Surgical Procedures Group Presentation
Demonstrate sensitivity to others' beliefs and values.	Periodontal Surgical Procedures Group Presentation
Think analytically, critically, and creatively.	Quizzes 1-10, Midterm Exams, Final Exam, Periodontal Surgical Procedures Group 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. Directions on downloading Respondus Lockdown Browser are available in the left-hand column of the DHY 110 Preventive Dentistry course shell, under the "Books & Tools" heading.

Student Data Files:

Student data files links are in the Blackboard.

Academic and Student Support

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

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

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

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

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

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

General Information

Student Code of Conduct:

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

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

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

Religious Accommodations:

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

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

Document Collection:

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

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

Use of AI:

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

This means that you must:

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

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

disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

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

Health & Safety Information:

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

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

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

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Methodology:

This course includes 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:

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

Office Hours: as posted outside office 133E

Student Expectations:

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.
 - 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.
- **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. Instructors 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

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 (6)/Homework	SLO's 1-5	30%
Midterm(s)	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"

Assignment Calendar

Day/Week	Topic
1	Course Overview/Periodontium (NG Ch 1), Microscopic Anatomy of the Periodontium (NG Ch 2)
2	Classification of Periodontal and Peri-Implant Diseases and Conditions, (NG Ch 4)
3	Clinical Features of the Gingiva (NG Ch 5)
4	Periodontal Health, Gingival Diseases and Conditions (NG Ch 6)
5	Periodontitis – (NG Ch 6); Other Conditions Affecting the Periodontium (NG Ch 7)

6	Test 1 – In Class Test
7	Peri-Implant Health and Disease (NG Ch 8)
8	Impact of Periodontitis on Systemic Health (NG Ch 15)
9	Periodontal Surgical Concepts Presentations Groups 1, 2, 3 (NG Ch 30)
10	Periodontal Surgical Concepts Presentations Groups 4, 5 (NG Ch 30)
11	Best Practices for Periodontal Care (NG Ch. 24);Future Directions for Management of Periodontal Patients(NG Ch. 33)
12	No Classes, Veteran's Day
13	Test 2—In Class Test
14	Host Modulation Therapy (NG Ch 29); Chemotherapeutics (NG Ch 28)
15	Acute Periodontal Conditions (Ng Ch. 9); Documentation and Insurance Reporting of Periodontal Care (Ng. Ch. 32)
16	Comprehensive Final Exam

DHY 207 : Periodontal Surgical Procedures Presentation Group Project

<http://mobiltape.mediasite.com/Mediasite/Play/e3ef2798245647518afb6fad74f446e7>

Instructor: Mrs. Nichols

Group Name: _____

25 points=Emergent; 60+ points= Proficient

CATEGORY	Does not meet = 0	Emergent = 5	Satisfactory = 10	Proficient = 15	Exceeds = 20
Organization	There is no clear organization of the report. Only 1-2 elements of the report are presented.	An emergent organizational pattern is evident. 3-4 elements of the report are presented.	A satisfactory organizational pattern is evident. 5 elements of the report are presented.	A proficient organizational pattern is evident. 6 elements of the report are presented.	An exceptional organizational pattern is evident. All 7 elements of the report are presented.
	0	5	10	15	20
Content Development	Presentation did not relate to topic. Few details were included and group relies heavily on unsupported opinions.	Group has difficulty explaining how content and topic relate. Many opinions not factually supported.	At least half of content directly relates to topic. Content development and knowledge about the assigned procedure is satisfactory. Half of the opinions are supported by facts.	Majority of content directly relates to topic. Content is proficiently developed and knowledge about the assigned procedure is demonstrated. Most opinions are supported by facts.	All content directly relates to the topic. Content is exceptionally developed and detailed knowledge about the assigned procedure is demonstrated. Opinions are supported by facts wherever possible

	0	5	10	15	20
Context and Purpose for Communication	There is no focus on purpose for communication. Group has no supporting evidence about indications/contraindications for assigned procedure. Group is unable to answer questions about the procedure from the class.	Demonstrates emergent awareness of purpose for communication; little evidence presented about indications/contraindications for assigned procedure. Group is able to answer very few questions about the procedure from the class/instructor.	Demonstrates satisfactory awareness of purpose for communication; group satisfactorily presents evidence as to why assigned procedure is indicated or not indicated. Group is able to answer half of the questions about the procedure from the class/instructor.	Demonstrates proficient consideration of purpose for communication. Group proficiently presents evidence as to why assigned procedure is indicated or not indicated. Group is able to answer most questions about the procedure from the class/instructor.	Demonstrates exceptional consideration of purpose for communication. Excellent evidence presented as to why assigned procedure was indicated or not indicated. Group is able to answer any questions about the procedure from the class/instructor.
	0	5	10	15	20
Supporting material; sources and evidence	No supportive research used or research sources more than 5 years old are used, or inappropriate research used for the ideas presented or procedures observed. Periodontal Surgical	Poor quality research used such as inappropriate websites or journal articles, or only one appropriate source of information is used. Periodontal Surgical Procedures video is referenced as	Two satisfactory sources of research are used; however better supportive evidence is available to support observed topics/procedure. Periodontal Surgical Procedures video can be referenced but is not one	Two good sources of research are used that are less than 5 years old; sources used support observed topics/procedures. Periodontal Surgical Procedures video can be referenced but is not	Two or more excellent sources of research are used which are less than 5 years old; sources are integrated within the presentation to support observed topics/procedures. Periodontal Surgical Procedures video can be

	Procedures video is referenced as the only “current” reference.	one of the two “current” references.	of the two current references.	one of the two current references.	referenced but is not one of the two current references.
	0	5	10	15	20
Delivery • Grammar/ Vocabulary • On Time • Correct Format	Group/presentation uses incorrect grammar or vocabulary, incorrect citations, or errors in the following requirements: did not use APA format or more than 3 errors, presentation is not ready by the due date. 3 or more members are unprepared for presentation	Group/presentation uses incorrect grammar or vocabulary; errors in the following requirements: 3 errors in APA format, Presented on time but goes over/under time limit by more than 5 minutes. Two group members are unprepared for the presentation or participate minimally	Group/presentation is largely delivered correctly; 2 errors in APA format. Presented on time and within time limit (+/- 3-4 minutes). Most of the group is prepared for the presentation, one member participates minimally	Group/presentation is delivered correctly; APA format is correct. Presented on time and within time limit (+/- 1-2 minutes). Group is prepared for presentation, all members participate equally	Group/presentation is completed correctly; APA format is correct. Presented on time and within time limit. Group is exceptionally prepared for presentation, all members participate equally
Total Points/100					

Date	SLO	Course Content	Study Guide for Test Questions	Reading Assignments	Evaluation
Week 1	1	Course Overview (10 minutes) Nield-Gehrig: Chapter 1 Periodontium: The Tooth Supporting Structures (3 minutes, Power Point discussion)	CHAPTER 1: PERIODONTIUM: THE TOOTH SUPPORTING STRUCTURES 1. Relate the four tissue structures of the periodontium and their respective functions. 2. Explain the gingiva and its function; list the four anatomical areas of the gingiva. 3. Distinguish the anatomical areas, boundaries and demarcations of the gingiva on clinical photographs and in cross-section. 4. Distinguish the free gingiva, attached gingiva, interdental gingiva, and the gingival sulcus by location, characteristics, color and/or texture and function. 5. Illustrate and describe the periodontal ligament and its five functions. 6. Analyze cementum, identify its four characteristics and three functions. 7. Analyze alveolar bone and the layers that comprise the alveolar process. 8. Explain the innervation to the periodontium, including the gingiva and the periodontal ligament. 9. Explain the blood supply to the periodontium including specific maxillary and mandibular arteries and the periodontal tissues affected by major arteries.	Foundations of Periodontics for the Dental Hygienist, 6th edition. Chapter 1	

			10. Discriminate the seven branch arteries and their respective areas of blood supply. 11. Explain four areas of lymph drainage of the periodontium.		
Week 1 (con't)	1		CHAPTER 2: MICROSCOPIC ANATOMY OF THE PERIODONTIUM 1. Define epithelial tissue, describe its function in the body 2. Explain the composition of epithelial tissue including keratinization and blood supply 3. Differentiate cell junctions and identify their purpose and forms	Foundations of Periodontics for the Dental Hygienist, 6th. edition. Chapter 2	

			4. Differentiate connective tissue and basal lamina; identify the composition of connective tissue 5. Compare the seven types of connective tissue 6. Analyze the characteristics and function of the epithelial-connective tissue boundary 7. Differentiate the three anatomical areas of the gingival epithelium; state their properties of keratinization, their functions and their interface with gingival connective tissue 8. Illustrate the purpose of the junctional epithelium and the components of the junctional epithelium 9. Explain the attachment of the junctional epithelium to the tooth surface and to the underlying gingival connective tissue 10. Explain the function and components of gingival connective tissue 11. Illustrate dentogingival unit 12. Differentiate the characteristics, functions and classification of fiber groups 13. Illustrate biologic width, including its length and significance 14. Explain the periodontal ligament, its components and functions 15. Differentiate the fiber bundles of the periodontal ligament, including Sharpey's fibers 16. Identify cementum, its function and components. 17. Differentiate between cellular and acellular cementum; identify the properties of each 18. Contrast the three types of cemento-enamel junction relationships and their order of frequency 19. Explain the functions and characteristics of alveolar bone. 20. Explain the properties of osteoblasts and osteoclasts; identify the components of alveolar bone.	
--	--	--	--	--

Week 2	1	Chapters 4 Power Point discussion 40 minutes	CHAPTER 4 and AAP Handout: CLASSIFICATION OF PERIODONTAL AND PERI-IMPLANT DISEASES AND CONDITIONS 1. Classify the major diagnostic categories of periodontal disease 2. Distinguish between periodontal disease, periodontitis, perio implantitis and peri-implant mucositis 3. Explain the purpose of classification systems 4. Demonstrate the American Academy of Periodontology Staging and Grading of Periodontal and Peri-Implant Diseases	Foundations of Periodontics for the Dental Hygienist, 6th. edition. Chapter 4 “A new classification scheme for periodontal and peri-implant diseases and conditions- Introduction and key changes from the 1999 classification” <i>J Periodontol</i>, 2018;89(Suppl 1);S1-S8 Stage descriptions drawn from Tonetti, Greenweil, Kornman. <i>J Periodontol</i> 2018,89 (Suppl 1); S159-S172.	Quiz 1 – Chapters 1 & 2: 10 questions (in class)
Week 3	1	Chapter 5: “Clinical Features of the Gingiva” Power Point discussion; 40 minutes	CHAPTER 5: CLINICAL FEATURES OF THE GINGIVA 1. Illustrate the clinical features of healthy gingiva 2. Illustrate the clinical features of gingival inflammation 3. Contrast elements of extent and distribution of inflammation	Foundations of Periodontics for the Dental Hygienist, 6th. edition. Chapters 5	Quiz 2 – Chapter 4: 10 questions (in class)

Week 4	2	Chapter 6 “Periodontal Health, Gingival Diseases and Conditions” Power Point discussion 40 minutes	CHAPTER 6: PERIODONTAL HEALTH, GINGIVAL DISEASES AND CONDITIONS 1. Compare the two major subdivisions of gingival disease 2. Compare and contrast dental plaque-induced gingival diseases and nonplaque-induced gingival diseases 3. Explain systemic factors that will modify gingival disease 4. Construct a treatment plan for primary herpetic gingivostomatitis 5. Illustrate the etiology of nonplaque-induced gingival lesions 6. Demonstrate documentation of gingival inflammation that includes descriptors of distribution, duration and extent of inflammation 7. Explain and identify periodontal health	Foundations of Periodontics for the Dental Hygienist, 6th edition. Chapter 6	Quiz 3 – Chapter 5: 10 questions (in class)
Week 5	2	Chapters 6 & 7: “Periodontitis” and “Other Conditions Affecting the Periodontium” Power Point discussion 40 minutes	CHAPTERS 6 & 7: PERIODONTITIS AND OTHER CONDITIONS AFFECTING THE PERIODONTIUM 1. Illustrate the three (3) major categories of periodontitis 2. Compare the characteristics of chronic periodontitis; including definition, alternative terminology, warning	Foundations of Periodontics for the Dental Hygienist, 6th edition. Chapters 6 & 7	Quiz 4 – Chapter 6: 10 questions (in class)

			signs/symptoms, clinical appearance, features, and etiology 3. Explain chronic periodontitis in terms of extent, severity and progression; including the definitions/applications of the terms extent, severity and progression 4. Explain treatment considerations for initial (hygiene) therapy for chronic periodontitis 5. Differentiate between recurrent and refractory periodontitis correctly apply these terms to periodontal findings 6. Explain the characteristics of aggressive periodontitis; including definition, alternative terminology, and characteristics 7. Illustrate treatment considerations for initial (hygiene) therapy for aggressive periodontitis 8. Differentiate between localized and generalized aggressive periodontitis given the features of each 9. Differentiate between and give examples of periodontitis as a manifestation of systemic disease and periodontitis associated with immune dysfunction 10. Explain signs, symptoms and etiology as well as suggested treatments for necrotizing periodontal diseases; specifically NUG and NUP 11. Compare clinical as well as radiographic indicators of occlusal trauma in patients with periodontitis 12. Differentiate between abscesses of the periodontium and periodontitis associated with endodontic lesions 13. Differentiate between endodontic-periodontal lesions, periodontal-endodontic lesions, and combined lesions and describe the etiology of each 14. Explain mucogingival deformities and conditions; contrast this with	
--	--	--	---	--

			developmental or acquired deformities and conditions.		
Week 6	1, 2	Midterm 1 50 minutes	MIDTERM EXAM 1 – 60 Questions total Midterm Study Guide to be provided one week prior to midterm exam	Foundations of Periodontics for the Dental Hygienist, 6th. edition. Chapters 1,2,4, 5, 6, 7	Evaluation: 60 multiple choice questions
Week 7	1, 2, 3	Review Midterm 1: 10 minutes; Chapter 8: “Peri-Implant Health and Disease” 40 minutes.	CHAPTER 8: PERI-IMPLANT HEALTH AND DISEASE 1. Explain the term “dental implant” and classify it’s components 2. Categorize “peri-implant tissues” 3. Compare/contrast the tissues surrounding a natural tooth vs. tissues surrounding an implant 4. Explain the terms “osseointegration” and “biomechanical forces” as they apply to implants 5. Compare/contrast the terms peri-implant mucositis and peri-implantitis 6. Point out considerations for the dental hygienist when instrumenting around dental implants 7. Illustrate an appropriate maintenance protocol for the patient with dental implants 8. Demonstrate appropriate self-care aid selection and for patient use when maintaining dental implants 9. Compare the four (4) Classifications of Peri-implant Diseases and Conditions as defined by the 2017 World Workshop on the Classification of Periodontal and Peri-implant Diseases and Conditions	Foundations of Periodontics for the Dental Hygienist, 6th. edition. Chapter 8	
Week 8	2, 3	Chapter 15 “Impact of Periodontitis on Systemic Health” Power Point discussion	CHAPTER 15: IMPACT OF PERIODONTITIS ON SYSTEMIC HEALTH	Foundations of Periodontics for the	Quiz 5 – Chapter 8: 10 questions (in class)

		40 minutes	1. Illustrate systemic conditions as risk factors for periodontitis 2. Discover systemic medications with periodontal side effects 3. Explain the link between periodontitis and systemic disease 4. Distinguish systemic conditions thought to be associated with periodontitis	Dental Hygienist, 6th. edition. Chapter 15	
Weeks 9 & 10	1, 2, 3, 4, 5	Chapter 30: "Periodontal Surgical Concepts" 10.15.24 Groups 1, 2, and 3 present; 10.22.24 Groups 4 & 5 present 10 minute presentations and Q & A for each group	CHAPTER 30: PERIODONTAL SURGICAL CONCEPTS FOR THE DENTAL HYGIENIST 1. Contrast the historical perspective of modern periodontal surgery 2. Distinguish the indications for periodontal surgery, which include: - To provide access - To reduce pocket depths - To provide access for osseous defect treatment - To resect or remove tissues - To regenerate periodontium that has been lost to disease - To graft bone or bone stimulating materials - To improve the appearance of the periodontium - To enhance prosthetic dental care - To allow for placement of a dental implant 3. Explain the contraindications for periodontal surgery, including:	Foundations of Periodontics for the Dental Hygienist, 6th edition. Chapter 30	10.15.24: Quiz 6– Chapter 15: 10 questions (in class) 10.22.24: Quiz 7 – Chapter 30: 10 questions (in class)

			Patients with certain systemic diseases or conditions Noncompliant patients Patients with a high risk for dental caries Patients who have unrealistic expectations for surgical outcomes 4. Explain the following terminology associated with periodontal surgery: Healing by repair Healing by reattachment Healing by new attachment Healing by regeneration		
Week 11	2, 3, 4	Chapters 24 & 33: "Best Practices for Periodontal Care" and "Future Directions for Management of Periodontal Patients" Power Point discussion 40 minutes	CHAPTERS 24 & 33: BEST PRACTICES FOR PERIODONTAL CARE AND FUTURE DIRECTIONS FOR MANAGEMENT OF PERIODONTAL PATIENTS 1. Illustrate the term "best practice" 2. Explain how the explosion of knowledge is impacting practitioners and patients 3. Explain the 3 components of evidence-based decision making 4. Interpret a systematic review 5. Explain benefits/limitations of experience 6. Show sources for access to systematic reviews 7. Distinguish between a peer-reviewed journal vs. a trade magazine 8. Show 3 desired outcomes from attending a CE course 9. Demonstrate formulation of a questions using the PICO process	Foundations of Periodontics for the Dental Hygienist, 6th edition. Chapters 24 & 33	Quiz 8 – Chapter 30: 10 questions (in class)

			Chapter 36: Analyze future strategies for the management of periodontal disease in patients		
Week 12		NO CLASSES – VETERAN’S DAY			
Week 13	1, 2, 3, 4	Midterm 2 50 minutes Taken online at home, time and date available to be discussed in class.	MIDTERM EXAM 2 Midterm Study Guide to be provided one week prior to midterm exam	Foundations of Periodontics for the Dental Hygienist, 6th edition. Chapters 1,2,4, 5, 6, 7, 8 (cumulative); 15,30, 24, & 33 (new)	60 multiple choice questions. (in class)
Week 14	1, 2, 3, 4	Review Midterm 2: 10 minutes Chapter 29: “Host Modulation Therapy” & Chapter 28: “Chemotherapeutics” Power Point discussion. 40 minutes	CHAPTERS 28 & 29: HOST MODULATION THERAPY & CHEMOTHERAPEUTICS 1. Explain “host modulation therapy” 2. Compare the current host modulation therapies available to periodontal clinicians and clients 3. Illustrate host modulation therapy as part of a comprehensive periodontal treatment plan	Foundations of Periodontics for the Dental Hygienist, 6th edition. Chapters 28 & 29	
Week 15	2, 5	Chapters 9 & 32: “Acute Periodontal Conditions” and “Insurance Reporting of Periodontal Care” Power Point discussion: 40 minutes	CHAPTER 9: ACUTE PERIODONTAL CONDITIONS 1. Explain 3 types of abscess of the periodontium 2. Contrast the terms acute and circumscribed 3. Analyze possible causes of abscesses of the periodontium 4. Compare and contrast endodontic abscesses and periodontal abscesses 5. Explain the typical treatment for periodontal and gingival abscesses	Foundations of Periodontics for the Dental Hygienist, 6th. edition. Chapters 9 & 32	Quiz 10 – Chapters 35 & 36: 10 questions (in class)

			6. Illustrate the clinical situation that can result in a pericoronal abscess and outline it's treatment 7. Explain the two types of necrotizing periodontal diseases 8. Explain the characteristics of NUG 9. Illustrate typical treatment steps for NUG Explain the symptoms and treatment for primary herpetic gingivostomatitis		
Week 15	5	Chapter 32: "Documentation and Insurance Reporting of Periodontal Care" 35 minutes	CHAPTER 32: DOCUMENTATION AND INSURANCE REPORTING OF PERIODONTAL CARE 1. Explain the foundations of tort law and its application in dentistry 2. Analyze the term liability and its application in periodontal care 3. Illustrate potential liability situations for the dental hygienist 4. Demonstrate examples of intentional torts and negligence as they would apply to dental care 5. Illustrate correct treatment documentation, specifically as it applies to periodontal findings and care delivery 6. Explain insurance codes specific to periodontal care; select commonly used codes		
Week 16	1, 2, 3, 4, 5	Comprehensive Final Exam	COMPREHENSIVE FINAL EXAM Final Exam Study Guide to be provided one week prior to final exam	Foundations of Periodontics for the Dental Hygienist, 6 th edition. Chapters 1,2,4, 5, 6, 7, 8, 15, 30, 24, & 33 (cumulative); 28, 29, 35, 36, 9, & 32 (new)	90 Multiple choice/matching questions; 10 of which are based on a case study.

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

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

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