Department of Dental Hygiene
SPRING XXXX
[Dates]
Master Course Syllabus
Clinical Dental Hygiene/Hygienist I

Course Number: DHYG 1260
Credit: 2 semester hours
Clinical Seminar Hours Per Week: 1

Locations
Classes – when held (see schedule), will be conducted in the Dental Hygiene Classroom/Lab # 8141, Eastview Campus
Clinical – Dental Hygiene Clinic #'s 8158 & 8160, Eastview Campus

Course Director/Clinic Coordinator:
Office:
Office Hours:
Phone:
EMAIL:

Clinical Faculty:
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- Consulting Dentists: -

Clinical Times/Schedule:

Morning Clinics: 8 a.m. – 12 noon
Afternoon Clinics: 1 p.m. – 5 p.m.

Monday Afternoon: Seminar 1:00 p.m. – 1:50 p.m.
Room prep 1:50 p.m. – 2:15 p.m.; Seat patient at 2:15 p.m. unless otherwise noted on schedule
Wed/Thurs Mornings: Room prep 8:00 a.m. – 8:30 a.m.; Seat patient at 8:30 a.m. Thursday Afternoon:
Room prep 1:00 – 1:30 p.m.; Seat patient at 1:30 p.m.

Check-out Times:
Morning Clinics: 11:15 a.m. (ALL patients MUST be dismissed by 11:30 a.m.)
Afternoon Clinics: 4:15 p.m. (ALL patients MUST be dismissed by 4:30 p.m.)

Course Description:
A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. This course is the first in a series of three successive clinical courses that utilize the process of care model of
assessment, dental hygiene diagnosis, planning, implementation, and evaluation. Critical thinking skills, time management, and self assessment are emphasized for the practical application of dental hygiene theory. In this competency-based clinical course students provide comprehensive dental hygiene care for patients with routine needs with an emphasis on re-care cases. Clinical practice is an unpaid learning experience.

**Prerequisites:**
Successful completion of:
DHYG 1227 – Preventive Dental Hygiene Care;
DHYG 1301 – Orofacial Anatomy, Histology, & Embryology;
DHYG 1331 – Preclinical Dental Hygiene;
DHYG 1304 – Dental Radiology

**Course Rationale/Philosophy:**
The clinical program is designed to allow you to focus on providing comprehensive dental hygiene care for each patient. Further the clinical environment is designed to emphasize managing the patient from a holistic view. You will be responsible for the care of a patient pool for the purpose of providing you with the opportunities to gain experience in the various treatment procedures which comprise dental hygiene practice.

Your patient pool will approximate the patient population that a dental hygienist would encounter in a general dental practice. Your patients will include adolescent (age 12 or older), adult and geriatric individuals, both healthy and medically compromised, and patients limited to the following classifications/descriptions: healthy recall/re-care type patients with minimal amounts of calculus classified as calculus types 0, 1, or 2 and presenting with gingivitis/periodontitis limited to a generalized loss of attachment of less than 4mm, thus classified within periodontal categories A or B.

No Pediatric (under age 12 without Clinic Coordinator approval), moderate, or advanced type cases, calculus types 3 or 4, or periodontal category C or higher, will be treated in Clinic I. Screened patients will supplement the pool of patients you are expected to acquire from the local community. Your experiences in clinic will emphasize skill acquisition in: 1) assessing each patient's general health status, 2) assessing each patient's oral health status, 3) creating a corresponding dental hygiene diagnosis, 4) devising a related dental hygiene treatment plan, 5) educating patients in acquiring adequate plaque removal skills and general oral and overall health concepts based on risk assessment findings, and 6) performing dental hygiene treatment. The instructors’ primary role will be to function as a facilitator to aid you in acquiring these skills.

**Texas Workforce Education Course Manual End-of Course Outcomes:**
As outlined in the learning plan, apply the theory, concepts, and skills and involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

**Overall Course Goals:**
The goals of this course are to provide the student with the opportunity to:
1. obtain and document patient assessment information;
2. develop individualized dental hygiene diagnoses and corresponding treatment plans;
3. and provide comprehensive dental hygiene care to adolescent, adult and geriatric patients, both healthy and medically compromised, classified as calculus types 0, 1, or 2, and presenting with gingivitis/periodontitis limited to a generalized loss of attachment of less than 4mm, categories A or B.
**Course Objectives:**

Upon completion of Clinic I, the student will be able to:

1. Obtain, record, and assess a thorough and accurate health and dental history on a clinical patient to include vital signs.
2. Perform extra and intraoral inspections and accurately record a description of hard and soft tissues findings using correct, professional, and focused terminology.
3. Assess the periodontium typical of the recall/re-care patient with minimal attachment loss to determine gingival health and disease by visual inspection, probing, and deposit assessment, recording findings accurately.
4. Obtain and record an accurate plaque record/clinical index and relate the findings to a patient’s home care regimen and dental history.
5. Analyze patient assessment data to develop a dental hygiene diagnosis and create an individualized treatment plan for dental hygiene care, including clinical services, nutritional, and preventive counseling.
6. Assess and restore instrument sharpness for the purposes of maintaining instrument condition while preserving original design characteristics.
7. Maintain mastery in the demonstration of basic instrumentation skills (preclinical).
8. Complete an oral prophylaxis on calculus type 0, 1, and/or 2 cases with minimal attachment loss, including calculus removal and selective polishing.
9. Administer professionally applied topical fluoride treatments.
10. Demonstrate professionalism in behavior, manner, and judgment in the clinic and during clinical rotations.
11. Establish and maintain an exposure control regimen maintaining the chain of asepsis for each patient appointment and for all procedures.

The standards for the objectives may be one or any combination of the following:
- As presented, demonstrated, discussed in the lab experience;
- given in handouts;
- stated in the course texts/resource media;
- presented in prerequisite courses.

This course is designed to support the student’s development in the knowledge, skills, and values required for graduation from the Program and dental hygiene licensure eligibility. Specifically this course promotes the development of the dental hygienist as defined by the following Educational Standards of the American Dental Association Commission on Dental Accreditation (ADA CODA), the Austin Competency Analysis Profile (ACAP), and the Department of Dental Hygiene competency statements.

**ADA CODA Educational Standard 2-9**
General education content must include oral and written communications, psychology, and sociology.

**ADA CODA Educational Standard 2-10**
Biomedical science content must include content in anatomy, physiology, chemistry, biochemistry, microbiology, immunology, general pathology and/or pathophysiology, nutrition and pharmacology.

**ADA CODA Educational Standard 2-11**
Dental sciences content must include tooth morphology, head, neck and oral anatomy, oral embryology and histology, oral pathology, radiography, periodontology, pain management, and dental materials.

**ADA CODA Educational Standard 2-12**
Dental hygiene science content must include oral health education and preventive counseling, health promotion, patient management, clinical dental hygiene, provision of services for and management of patients with special needs, community dental/oral health, medical and dental emergencies, legal and ethical aspects of dental hygiene practice, infection and hazard control management, and the provision of oral health care services to patients with bloodborne infectious diseases.
ADA CODA Educational Standard 2-13
The basic clinical education aspect of the curriculum must include a formal course sequence in scientific principles of dental hygiene practice, which extends throughout the curriculum and is coordinated and integrated with clinical experience in providing dental hygiene services.

ADA CODA Educational Standard 2-14
The number of hours of clinical practice scheduled must ensure that students attain clinical competence and develop appropriate judgment. Clinical practice must be distributed throughout the curriculum.

ADA CODA Educational Standard 2-15
The dental hygiene program must have established mechanisms to ensure a sufficient number of patient experiences that afford all students the opportunity to achieve stated competencies.

ADA CODA Educational Standard 2-17
Graduates must be competent in providing the dental hygiene process of care which includes:

a) Comprehensive collection of patient data to identify the physical and oral health status;
b) Analysis of assessment findings and use of critical thinking in order to address the patient’s dental hygiene treatment needs;
c) Establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health;
d) Provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health;
e) Measurement of the extent to which goals identified in the dental hygiene care plan are achieved;
f) Complete and accurate recording of all documentation relevant to patient care.

ADA CODA Educational Standard 2-19
Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups.

ADA CODA Educational Standard 2-21
Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental hygiene practice.

ADA CODA Educational Standard 2-22
Graduates must be competent in applying ethical, legal and regulatory concepts to the provision and/or support of oral health care services.

ADA CODA Educational Standard 2-23
Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning.

ADA CODA Educational Standard 2-25
Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.

ADA CODA Educational Standard 5-3
The program must establish, enforce, and instruct students in preclinical/clinical/laboratory protocols and mechanisms to ensure the management of emergencies. These protocols must be provided to all students, faculty and appropriate staff. Faculty, staff and students must be prepared to assist with the management of emergencies.
PROGRAM STUDENT LEARNING OUTCOMES
Upon completion of the Associate of Applied Science degree in Dental Hygiene the graduate will:

1. Communicate a commitment to ethical, legal, and professional behaviors including embracing research and life-long learning.
2. Support and assist the functions of the dental team and the business of dentistry.
3. Implement an organized system of exposure control for the purposes of protecting themselves and others from infectious and unsafe agents.
4. Implement an organized review of the physical surroundings to ensure a safe environment for themselves and others.
5. Collect, assess, document, and communicate dental patients’ medical, dental, familial, and social histories to include predisposing and etiologic risk factors, and initiating referrals.
6. Provide the information necessary for a dental patient/guardian to make an informed decision and obtain an informed consent for dental hygiene procedures.
7. Collect, assess, document and communicate dental patients’ existing orofacial conditions to include extraoral and intraoral cancer screenings, obtaining dental radiographs and photographs, and existing intraoral hard and soft tissue conditions.
8. Assess, document, prepare and communicate dental hygiene diagnoses, and develop dental hygiene and preventative care plans that are holistic and individualized.
9. Implement, document, evaluate, and modify the dental hygiene and preventive care plans.
10. Initiate and assume responsibility for health promotion and disease prevention.
11. Recognize and manage medical emergencies in the patient care environment.
12. Promote the values of oral and general health to the public.
13. Assess, plan, implement, evaluate, and value community oral health services.

SCANS COMPETENCIES
Additionally this course is designed to support the student’s development of the following skills as define by the Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS)

FOUNDATIONAL SKILLS
(a) Basic Skills:
   Reading: locate, understand, and interpret written information
   Writing: communicate thoughts, ideas, information, and messages in writing
   Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
   Speaking: organize ideas and communicate orally.

(b) Thinking Skills:
   Creative Thinking: generate new ideas.
   Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   Problem Solving: recognize problems and devise and implement plan of action.
   Visualize: organize and process symbols, pictures, graphs, objects, and other information.
   Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

(c) Personal Qualities:
   Responsibility: exert a high level of effort and persevere toward goal attainment.
   Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
   Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
Integrity and Honesty: choose ethical courses of action.

WORPLACE COMPETENCIES

(a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
   Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
   Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

(b) Interpersonal Skills: A worker must work with others effectively.
   Participate as Member of a Team: contributes to group effort.
   Teach Others New Skills.
   Serve Clients/Customers: work to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   Negotiates: work toward agreements involving exchange of resources, resolve divergent interests.
   Work with Diversity: work well with men and women from diverse backgrounds.

(c) Information: A worker must be able to acquire and use information.
   Acquire and Evaluate Information.
   Organize and Maintain Information.
   Interpret and Communicate Information.
   Use Computers to Process Information.

(d) Systems: A worker must understand complex interrelationships.
   Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.

(e) Technology: A worker must be able to work with a variety of technologies.
   Select Technology: choose procedures, tools or equipment including computers and related technologies.
   Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Required Texts:


Current Edition ACC Department of Dental Hygiene Clinic Manual

Recommended Texts:
Method of Course Delivery:
A combination of patient care, presentations, laboratory instruction, and focused clinical rotation assignments will be used to meet the goal of this course. Clinical concepts will be supported by the use of an electronic patient management system, electronic presentations, slides, video tapes, transparencies, student patient-partners, teaching typodonts, and mannequins, demonstrations, discussion, and small group activities in the clinical laboratory setting.

GENERAL GUIDELINES

I. The Clinic Manual
The Department of Dental Hygiene Clinic Manual contains information concerning such items as the acquisition of dental records, samples of chart and teaching forms and the detailed objectives, criteria, and critical errors for performance for each clinical procedure. Therefore, you will be expected to become thoroughly familiar with the Manual and evaluate your own performance according to the criteria given.

II. Faculty Feedback
It is important that you seek faculty input regarding your performance so that you may: 1) gain confidence in your performance; 2) identify problem areas and determine methods for correcting deficiencies; and 3) attain competence in the clinical skill areas. All students are considered mature enough to seek faculty assistance and to monitor their own progress. Please meet with your assigned instructors or the Clinic Coordinator as soon as possible if you have any questions or difficulties in this course. The faculty is committed to supporting your success; please remember, however, that you are the only person who can make us aware that you need assistance.

III. Professionalism
All dental hygiene students are expected to demonstrate professionalism in behavior, manner, and judgment in the dental hygiene clinic and clinical rotation sites. The area of professionalism includes appearance, asepsis, patient management, peer, faculty and staff interaction, and documentation.

Guidelines for professionalism and professional appearance are discussed in the Dental Hygiene Student Handbook. Professionalism will be evaluated on a continual basis.

Students will exhibit professional maturity and an acceptable level of clinical judgment as determined by the clinical faculty. Unprofessional behavior will be documented in written form by the faculty to the Clinic Coordinator. After the first occurrence, the student will meet with the Clinic Coordinator and be placed on Program Probation for the remainder of the semester. At the second occurrence, the student will fail the course and be administratively withdrawn from the program.

** Students cited for unprofessional behavior will lose 4 points from their final grade in the semester the behavior occurred. **

IV. Skill Maintenance
In a competency based clinical system, dental hygiene students are expected to demonstrate the mastery of skills along with a progressive continuum toward entry-level competence. Once you have demonstrated mastery of a skill (i.e., passed a skill assessment) you are expected to maintain that level of mastery. Each skill assessment serves as the foundation for your continued skill development in that area. Therefore your maintenance of the base skills will be evaluated on a continual basis.

V. Daily Clinic Documentation
Your copies of the daily Clinic Feedback are to be stored in your operatory for future reference by yourself and your teaching faculty. They are not to be stored within the patient charts.
VI. **Clinic Rotations**

- You are required to fulfill the requirements of all assigned clinic rotations.

- Missed or incomplete rotation assignments must be repeated. Completion of repeat assignments must be scheduled by the Clinic Coordinator. A missed rotation for anything other than confirmed extenuating circumstances is considered unprofessional and will be managed accordingly.

- If you inadvertently appoint a patient for the Dental Hygiene Clinic when you are scheduled for a rotation, **you must dismiss** your patient and report for the rotation.

VII. **Patient Treatment Guidelines - Completion & Discontinuation**

A patient case is considered complete when the treatment plan has been fully implemented and the patient has received a referral and/or maintenance schedule recommendation. In addition, a chart audit must be completed before the case is considered and counted as a completed patient requirement.

You must complete treatment on all patients by semester end and should not initiate patient care if time will not permit completion of treatment. In the event of unusual circumstances, the Clinic Coordinator can authorize discontinuation of a patient. All patient "no shows" or cancellations must be documented immediately in the patient's record and confirmed by your assigned faculty. The Clinic Coordinator will not discontinue a patient if there is any question of patient abandonment. Therefore, appointment no shows or cancellations that are not correctly documented at the time of the missed appointment will not be considered.

VIII. **Station Demonstrations/Activities**

Missed or incomplete station activities must be repeated. Completion of repeat activities must be scheduled by the Clinic Coordinator.

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**DENTAL HYGIENE PATIENTS**

I. **Your Patient Treatment Pool**

A. All scheduled screened patients will be assigned by the Clinic Coordinator. Patients will be assigned according to a student roster randomly created, or as directed by the Clinic Coordinator.

B. In the Clinic I course you will be developing clinical skills in the management of the less complex patient classifications. Therefore, calculus types 1 or 2 are highly preferred over the calculus type 0. You may not treat pediatric (under age 12), or moderate and advanced scaling cases, classified as calculus types 3 or 4, or periodontal category C or higher in terms of loss of attachment defined as > 4mm. **THE STUDENT IS ULTIMATELY RESPONSIBLE FOR THE MANAGEMENT OF HIS/HER PATIENT POOL.** Therefore, when a faculty member recommends that you assume the care of a patient case type it is YOUR responsibility to determine if the recommendation supports the goals of this course. If the recommendation does not support the goals of this course, you are to immediately consult with your teaching faculty and the Clinic Coordinator to determine an appropriate plan of action.

C. You may not have more than five patients in treatment at any one time. If you have treatment on-going for five patients, you will need to complete one patient before you will be able to initiate treatment on a new patient. Only the Clinic Coordinator can approve more than the limit of five patients.
II. Screening in the Dental Hygiene Clinic:

When your patient fails to come for an appointment or you have a last minute cancellation, you often will be able to recruit individuals waiting for family or friends in the reception area who are interested in dental hygiene care. Students are often able to recruit re-care type cases in this manner.

III. Screening Classification:

Your faculty MUST confirm the screening classification of your patient. Additionally, only the Clinic Coordinator will further determine if your patient is an appropriate testing case.

IV. Screening to Qualify for Patient Treatment Time

Guidelines when screening patients within the Dental Hygiene Clinic are as follows:

A student may screen during their regularly scheduled clinic time (a time not already assigned to a rotation). The following must be completed for the student to receive credit for patient treatment time. If the student does not fulfill the following criteria, a no patient treatment day will be issued.

Since Clinic I skills mastery focuses on patient assessment it is appropriate to allow for patient screening to qualify as viable use of clinic time, especially early in the semester. Students must keep in mind that it is difficult to over learn treatment procedures if the clinical time is continually filled with screening activities.

1) The patient health history is to be fully documented just as if the patient had been assigned to the student.
   • Instructor to verify (check-in) and perform cursory oral inspection.

2) The patient is screened (classified).
   • The assigned instructor assists the student in screening.
   • If the student wishes to have the patient assigned to them, they should proceed with the normal patient treatment sequence. Refer to the chart making procedures outlined in the Clinic Manual.
   • If the student is not planning to have the patient assigned to them and the patient wishes to be added to the patient pool, then the patient screening will be completed in accordance to procedures set forth in the Clinic Manual. If the patient does not wish to receive treatment by the Dental Hygiene Program, then he/she must be inactivated by the Patient Care Coordinator and appropriate notations made in the patient’s progress notes of the chart.

3) The student will perform patient specific preventive counseling:
   • To include definitions and descriptions of plaque, calculus, and dental diseases meeting the specific educational needs of the patient. Disclosing solution will be utilized and home care procedures will be demonstrated as appropriate for the patient.
   • If the patient needs to be premedicated, procedures will be managed accordingly.

4) A student may screen more than one patient during their clinic session and to do so is HIGHLY recommended.
You may decide to treat one or more of the screened patients or you may place the information for one or more of these patients into the screening pool for assignment to other students. **All screening forms must be given to your Instructor who will give them to the Patient Coordinator OR follow the most current instructions regarding the Patient Management System.** If you want to treat any of the patients that you recruit and screen, you need to inform the screening faculty so that your name is entered onto the screening form.

### COURSE POLICIES/ REQUIREMENTS

1. **Attendance/Participation:**

   Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

   In order to successfully progress along the continuum toward entry-level competence it is necessary that you attend all clinic sessions. The student may rightfully infer that patient treatment time is highly valued. Treatment time is essential to develop, over learn, and maintain clinical competency. The time needed for the acquisition of clinical skills cannot be substituted by other activities.

   - You are expected to attend each assigned clinic session/rotation and to engage in patient treatment for the duration of the appointment. The duration of the appointment is defined as at least up until clinic check-out times. Students are advised that leaving the clinic floor/rotation prior to the posted clinic check-out time **will result in a documented no patient treatment.** If you are ill or will be absent for any reason, it is your responsibility to notify the Clinic Coordinator as soon as feasible.

   - You may have **no more than 2 clinic sessions without patient treatment without affecting your course grade.** This allows some flexibility in the event you are ill or a patient does not show for an appointment.

   - In the event that the student has **3 clinic sessions without patient treatment, the student will be required to complete a paper as determined by the Clinic Coordinator.**

   - In the event that the student has **4 clinic sessions without patient treatment, the student will receive a failing overall course grade and will not be allowed to progress to Clinic II.**

   - It is expected that all students be prompt to both clinical seminar and clinical sessions. Tardiness in excess, lateness of 15 minutes or more will be considered when assessing professionalism.

   - If a student does not show for their scheduled clinical skill assessment/Phase exam, an **automatic failing grade** will be issued for the missed exam. **No make-up exams will be offered.** Students may not exchange exam dates without the prior approval of the Clinic Coordinator (prior is defined as at least 24 hours before the scheduled exam time).

   - Unusual or extenuating circumstances must be fully documented and will be discussed on an individual basis between the student, Clinic Coordinator and the Department Chair. Understand that unusual circumstances will not serve as a substitute for required patient treatment time.

2. **Withdrawal:**

   It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.
Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Information specific to the dental hygiene program can also be found in the student handbook:

3. **Missed or Late Work:**
Because all information in the course is built upon the last, it is imperative that assignments are not missed or late. In the case of extenuating circumstances, the student must contact the course director to discuss the issue causing the problem and to seek an acceptable solution.

4. **Incomplete:**
An instructor may award a grade of “I” (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

5. **Scholastic Dishonesty:**
This course complies with ACC policies regarding the management of scholastic dishonesty and considers academic dishonesty a serious deficiency when assessing professional behaviors. Academic dishonesty in itself may constitute dismissal from the Program no matter how well the student is performing academically or technically.

2. **Student Responsibilities**
A student attending an ACC-sponsored event assumes responsibility for conduct compatible with the mission of the college as an educational institution. Although ACC is dedicated to an open, free society, some actions are inappropriate in an institution of higher education. Students who commit infractions pertaining to any of the following areas are subject to disciplinary action: **2.A Academic dishonesty**

2.A.01 Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. The following are guidelines to assist students in avoiding academic dishonesty: Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor. Students are encouraged to contact their instructor about appropriate citation guidelines. Students must follow all instructions given by instructors or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. **2.A.02 Actions constituting violations of academic dishonesty include, but are not limited to, the following:**

a. **Plagiarism:** Defined as taking another person’s intellectual work and using it as one’s own; for example, this includes quoting without giving proper credit to a source, expanding another person’s work without giving credit to that person, or submitting another person’s work under the pretense that it is one’s own.

b. **Cheating:** The use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration.

c. **Fabrication:** Intentional and unauthorized falsification or invention of any information or
citation in an academic exercise. d. **Collusion:** Knowingly helping another individual violate any provision of the Academic Dishonesty guidelines. Collusion includes assistance with assignments or tests that are not authorized by the instructor. e. **Falsifying institutional records or other legal or source documents:** Includes altering grades, either written or electronic, or other falsification of academic records such as application for admission, grade reports, test papers, registration materials, and reporting forms used by the college.

*Source* ACC Administrative Rule 1.04.006 “Student Standards of Conduct and Disciplinary Process” and the ACC 2011-12 Catalog beginning on page 36

### 6. **Academic Freedom:**
This course supports the ACC policies regarding freedom of expression in the classroom.

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Enrollment in the college indicates acceptance of the rules set forth in this policy, which is administered through the office of the campus dean of student services. Due process, through an investigation and appeal process, is assured to any student involved in disciplinary action.


### 7. **Student Discipline:**

**Value Statement:**
The Austin Community College District offers an environment where students’ rights are respected and responsibilities are recognized. Students are invited to be active members of the education community. Opportunity for students to examine and question information and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This value is accompanied by an equally demanding responsibility on the part of the student.

**Administrative Rule**

**Student Standards of Conduct & Disciplinary Process**

Acceptable standards of conduct include behavior that:

- Reflects the highest level of honesty and integrity,
- Is civil, courteous, and respectful of all members of the campus community, their property, and the property of the college,
- Encourages responsibility and prohibits the unlawful use of alcohol, illicit drugs, other substances, and weapons, and
- Promotes mutual respect, equality, and safety of its members and opposes those acts that harass, intimidate, or haze its members.

By enrolling at ACC, students agree to abide by the college’s Student Standards of Conduct. These standards also establish disciplinary procedures for students accused of violating those standards. The Student Standards of Conduct and Disciplinary Process are published in:
8. Students with Disabilities
This course complies with ACC policies regarding students with disabilities:

Each ACC campus offers support services for students with documented disabilities. Students who need accommodations must apply for services with the Office for Students with Disabilities (OSD) at the primary campus they expect to attend. After applying, students should meet with the OSD Coordinator at each campus they attend in order to discuss accommodation needs.

Sample accommodations include, but are not limited to, priority registration, interpreters, note takers, and testing with accommodations. Students who need accommodations are urged to request accommodations through OSD at least three weeks before the start of the semester so that the accommodations can be in place for the first day of classes. ACC partners with the Texas Department of Assistive and Rehabilitative Services and other community service organizations to provide support services to students with disabilities. To learn more and for contact information, visit the website www.austincc.edu/support/osd

Source: ACC Catalog 2011-12 - http://www.austincc.edu/catalog/

This course supports the ACC policies regarding responsibility for a safe environment.

As the official ultimately responsible for ACC's compliance with environmental, health, and safety regulations, the ACC President requires that all ACC employees, students, and visitors:
• Report hazardous conditions and safety concerns immediately to their supervisors, instructors, hosts, and/or emergency management personnel, as appropriate.
• Abide by safe practices and procedures established by the college.
• Cooperate fully with the ACC Environmental Health, Safety, and Insurance Office in addressing environmental, health, and safety issues.
• Adhere to all local, state, and federal regulations concerning environmental, health, and safety issues.
• Cooperate fully with environmental, health, and safety inspectors from local, state, and federal agencies.
• Take action to resolve safe workplace issues when appropriate.

Source: ACC Student Policies and Procedures 2011-2012
http://www.austincc.edu/current/needtoknow/policies.php#rights

10. Use of ACC Email Communication:
All College e-mail communication to students will be sent solely to the student’s ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at http://www.austincc.edu/accmail/index.php.
11. **Student and Instructional Services:**
ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: [http://www.austincc.edu/s4/](http://www.austincc.edu/s4/)

Links to many student services and other information can be found at: [http://www.austincc.edu/current/](http://www.austincc.edu/current/)

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: [http://www.austincc.edu/tutor/students/tutoring.php](http://www.austincc.edu/tutor/students/tutoring.php)

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

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**EVALUATION OF CLINICAL PERFORMANCE**

Your educational growth toward professional entry-level competence includes the continued development of three key domains: knowledge, skills, and attitudes. Your clinical instructor team will serve to guide your growth using the Clinic Manual standards for clinical procedures. Your clinical progress in the three domains will be evaluated in the following manner:

**Knowledge**
There will be clinically-related tests of knowledge administered as a part of Clinic I. These paper and pencil tests/projects will cover areas such as, dealing with clinical emergencies, treatment planning, selective polishing, fluoride treatments, instrument sharpening, advanced instrumentation, station exercise procedures, and other clinical information.

**Skills**
Clinical performance will be evaluated via (4) Phase Exams or Skill Assessments which evaluate phases of dental hygiene care. The **first phase exam** will evaluate infection control, the **second phase exam** will evaluate the health history, assessment of vital signs and the extraoral and intraoral inspection, the **third phase exam** will evaluate the charting of existing conditions and the periodontal assessment utilizing a category A or B patient, and the **fourth phase exam** will evaluate implementation of care on a Calculus Type 1 or 2 patient. Portions of the phase exams will focus on the process of care and others will evaluate the end product of treatment.

The standards for performance will come from the Clinic Manual, the same standards taught by and reinforced by your teaching faculty. Teaching faculty and evaluating faculty will be different personnel, thus your evaluating faculty should be impartial. All efforts will be made to schedule evaluating faculty that have not served as your teaching faculty for a particular assessment.

Phase exams will be graded as pass or fail. For students unsuccessful in initial phase exams, the opportunity to remediate the particular area(s) for a passing grade will be provided. **All** phase exams must be passed at the re-evaluation to successfully pass this course. Therefore, students are expected to correct deficiencies with teaching faculty during the clinic sessions prior to the re-evaluation phase exams.

In addition to your skill acquisition, your skill maintenance will be evaluated for both assessment and treatment skills. For example, once you have successfully passed a related phase examination, it is expected that you will maintain at least the minimum skill level in that area. At mid-term and end-semester, the teaching faculty team will issue professionalism grades that will take in consideration this principle.
Attitudes
Patient management maturity and professionalism are critical elements of competence which must be developed along with the technical clinical skills. Your teaching faculty will deliver daily feedback regarding these areas, usually verbally. Written documentation may also be issued. If your teaching faculty notes a consistent problem, they may issue advising documentation and request a meeting to discuss the deficiency and develop recommendations. At mid-term and end-semester, the teaching faculty team will evaluate professionalism and skill maintenance. The grading will be the same as used in Preclinical Dental Hygiene: S = satisfactory, NI = needs improvement, and U = unsatisfactory. All behaviors must be at the S or NI level in order to successfully complete Clinic I. A professional behavior assessed a grade of U at the end semester evaluation will constitute an automatic failing course grade no matter the level of performance clinically and didactically.

Clinic I Course Grade

**To Pass This Course**, a student must achieve ALL of the following course requirements:

1) Meet the clinical attendance requirements
2) Attend all assigned rotations/tutorials/stations/grade conferences
3) Complete all Mentor assignments
4) Pass all Phase exams by semester end
5) Maintain skills at the level of mastery already proven in previous skill assessments
6) Complete all patient assigned patient cases (and show an accounting for discontinued cases)
7) Obtain an overall average of 75% or better on all didactic paper & pencil exams/projects
8) Obtain a grade of 75% or better on the comprehensive final examination/project
9) Receive passing Professionalism and Skill Maintenance evaluations on all defined behaviors
10) Complete dental hygiene treatment on at least 6 patients**, 5 of which must be calculus type 1 or 2 treatment cases
11) Show an accounting for discontinued patient cases
12) Complete ALL chart audits for completed patients, including treatment fees paid in full

****In order to progress to Clinic II, you must earn an overall final grade of C or higher in this course.

Similarly to Preclinical Dental Hygiene, this course uses a combination of competency based evaluations which requires both formative (daily) and summative (phase exams) feedback plus a contract/requirement type system as outlined below:

- **To earn a grade of A** in the course, all of the following criteria must be met:
  1. successful completion of all the above listed requirements for passing this course.
  2. final didactic average % of 92% or higher*.
  3. dental hygiene treatment completed on a minimum of 8 patients**, 5 of which must be classified as calculus type 1 or 2 treatment cases.

- **To earn a grade of B** in the course, the following criteria must be met:
  1. successful completion of all above listed requirements for passing this course.
  2. final didactic average % of 83 - 91%*.
  3. dental hygiene treatment completed on a minimum of 7 patients**, 5 of which must be classified as calculus type 1 or 2 treatment cases.

- **To earn a grade of C** in the course, the following criteria must be met:
  1. successful completion of all above listed requirements for passing this course.
  2. final didactic average % of 75 - 82%*.
  3. dental hygiene treatment completed on a minimum of 6 patients**, 5 of which must be classified as calculus level 1 or 2 treatment cases.
A Failing grade of F will be assigned to any student who meets any of the following:

1. fails to meet/complete the above listed requirements for passing this course to include completing the treatment on the designated number of patients.
2. fails both the initial and re-evaluation Phase exam of a particular skill
3. final Professionalism behavior(s) identified as unsatisfactory at semester end
4. final didactic average % of lower than 75% or a grade lower than 75% on the comprehensive final examination/project*

*Didactic % = .50 (midterm) + .50 (didactic final)

▷ 5% will be added to the final course grade percentage for those students initially falling in the contract criteria for grades of C or higher for each completed patient of a calculus type 0, 1 or 2 treatment case above the minimum number of patients required to earn a particular grade. For example the completion of 6 patients is required to earn a C grade and a particular student has a final course grade % of 79%. The completion of 7 patients would bring the final course grade % to 83% which falls within the B % range.

**to qualify as a patient regarding this requirement, the patient must be an adolescent or an adult and have, at a minimum, 16 teeth.

Students must complete this course with a grade of at least a "C" to progress to the next dental hygiene level. Students who fail to meet any of the above criteria for passing this course must meet with the Clinic Coordinator. These students may not pass DHYG 1260 and may not be allowed to continue in the dental hygiene program. Extenuating circumstances will be managed on a case-by-case basis by the Clinic Coordinator and may be required to go before the Promotions Committee regarding continuance in the Dental Hygiene Program.

Remediation Policy

Failure to complete any one or more of the course requirements may result in a final grade of “F”. Extenuating situations will be managed on a case-by-case basis by the Clinic Coordinator and Department Chair. Continuance in the Dental Hygiene Program will be decided by the Promotions Committee. If a chance for remediation is granted, it would take place in the following semester if space allows. There would be a contracted deadline for the remediation to be completed and the failed circumstance to be retested. If the student is then successful, a grade of “C” would be the highest grade the original “F” could be converted to. Please note this consequence could possibly also put the student one or more semesters behind for completion of the program. If the student is again unsuccessful following remediation, this will lead to dismissal from the Dental Hygiene Program.

A COURSE CALENDAR IS TAYLORED TO MEET THE COURSE ENROLLMENT. Students must be afforded equivalent patient care time. Additionally the calendar is coordinated with the DHYG 2362 Clinic III – Dental Hygienist course and student-mentor relationships. Therefore a master calendar is not included – various calendars are available at the Departmental level for enrollments of 14 up to 18 students.