



Department of Dental Hygiene
Semester/Year
[Date]

Master Course Syllabus
Preclinical Dental Hygiene

Course Number: **DHYG 1331**

Credit Hours: **3:**

Lecture Clock Hours per Week: 1

 Monday: 1:00 – 2:00 PM

Laboratory Clock Hours per Week: 7

 Monday: 2:00 – 5:00 PM and Wednesday 1:00 – 5:00 PM

Location: Dental Hygiene Classroom/Lab #8141 and Clinic #'s 8158 & 8160, Building 8000, Eastview Campus

Course Director:

Office:

Phone:

EMAIL:

Office Hours:

Laboratory Faculty:

Course Description: (from ACC Catalog)*

Foundational knowledge for performing clinical skills on patients with emphasis on procedures and rationale for performing dental hygiene care. Introduction to ethical principles as they apply to dental hygiene care. Preclinical Dental Hygiene is an introduction to instrumentation techniques and basic dental hygiene clinical procedures necessary to engage in patient treatment. This competency-based course introduces the process of care model of assessment, dental hygiene diagnosis, planning, implementation, and evaluation. The laboratory portion of the course includes manikin and student-partner experiences.

** reflects 2011-12 Texas Workforce Education Course Manual changes and subsequent required 2012 ACC Catalog changes*

Course Prerequisites: Successful completion of the prerequisite courses for admission to the Dental Hygiene Program and Program enrollment. This course is a clinical preparatory course and is offered in the first semester of the Dental Hygiene curriculum.

Course Corequisites: DHYG 1301 Orofacial Anatomy, Histology and Embryology

Course Rationale: This course provides students with the opportunity to gain the skills necessary to engage in patient treatment. Therefore, successful completion of this course is a prerequisite for entry into the clinical dental hygiene courses.

This preclinical course, as well as the clinic courses in the Dental Hygiene curriculum, use a **competency-based** approach to evaluation. The student's performance will be measured against **pre-established standards**, or criteria. The criteria are based upon the performance level necessary for a clinically competent entry-level dental hygienist. To successfully complete this course, the student must demonstrate mastery of course content and competence in basic instrumentation skills.

Texas Workforce Education Course Manual End-of-Course Outcomes:

Explain the procedures and rationale for dental hygiene care; demonstrate basic dental hygiene instrumentation skills; and define ethical principles related to dental hygiene care.

Course Goals:

Overall Course Objectives: This course is designed to provide students with the opportunity to develop competency in fundamental clinical skills including the ability to:

1. Elicit, record and assess a complete patient history to include personal, medical, and dental information
2. Obtain, record, and assess vital signs
3. Perform and document a systematic oral inspection
4. Identify the common oral manifestations of many diseases
5. Demonstrate aseptic technique to include observance of universal precautions
6. Demonstrate ergonomic patient and operator positioning
7. Demonstrate knowledge of instrument design and classification
8. Demonstrate correct instrumentation techniques according to pre-specified criteria and competency level
9. Utilize appropriate communication skills to provide patients with individualized information regarding dental hygiene treatment procedures.

Specific behavioral objectives will be distributed throughout the course.

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, graduates will competently:

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 preventive 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.
14. serve diverse patient populations without discrimination.

SCANS COMPETENCIES

Additionally this course is designed to support the student's development of the following skills as defined 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

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.
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.
- (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:

Daniel & Harst, Mosby's Dental Hygiene, Concepts, Cases, and Competencies, 2nd Edition, St. Louis: Mosby, 2008.

Nield-Gehig, Jill S., Fundamentals of Periodontal Instrumentation, 6th Edition, Baltimore: Lippincott Williams & Wilkins, 2008.

Wilkins, Esther, Clinical Practice of the Dental Hygienist, 10th Edition, Philadelphia: Lippincott Williams & Wilkins, 2008.

Dietz & Badavinac, Safety Standards and Infection Control for Dental Hygienists, United States, Delmar Thomson Learning, 2002.

2011 ACC Department of Dental Hygiene PreClinical Manual

Recommended Texts:

Dorland's Pocket Medical Dictionary, Philadelphia, W.B. Saunders Company, most recent edition.

Teaching Methods: A variety of teaching methods will be employed to facilitate the goals of this course. The Canfield Learning Styles Inventory will be administered and assessed to assist both the student and laboratory faculty in determining the teaching activities that best meet the student's learning style. Instrumentation techniques will be taught in a laboratory environment utilizing the dental hygiene clinic, dental manikins and student partner activities. The lecture component of the course will consist of a combination of small group activities, the traditional instructor lecture format to include incorporating guest lectures and narrated PowerPoint lecture assignments posted on BlackBoard. The following media will be used to support classroom and laboratory activities: text readings, PowerPoint presentations, videotapes/DVD's, demonstration instruments, instructor demonstrations and small group presentations by students.

Course Policies:

1) Attendance

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 this course, you will learn instrumentation techniques and clinical procedures that are basic to the practice of Dental Hygiene. In order to become proficient in these skills, it is considered necessary that you attend **ALL** scheduled class and laboratory sessions.

Attending all scheduled class sessions will provide you with the opportunity to over-learn instrumentation techniques and benefit from class discussion. Even though attendance is expected, it is reasonable to anticipate that you may encounter situations, such as illness, that will prevent your participation. Out of courtesy for the Course Director, please call, email, or text leaving a message if necessary, regarding your need to be absent. It is the responsibility of the individual student to obtain materials and make up classroom work which is missed.

To extend courtesy to the Course Director, guest lecturers, DH Faculty, and fellow peers, it is expected that you will be prompt to both class and laboratory times. Habitual tardiness will be a consideration when assigning your professionalism grade.

Absences due to other situations such as major medical or other emergencies will be evaluated on an individual basis between the student, Course Director and Department Chair and will require appropriate documentation. Extended absences will be managed on a case-to-case basis regarding a student's further progress in the Program. It is important to comment here that a viable reason to miss classes does not offset the need for competent technical skills.

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: http://www.austincc.edu/health/dhyg/documents/dhyg_student_handbook_2011_2012.pdf

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 in 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.

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

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:

ACC College Catalog - www.austincc.edu/catalog
Administrative Rules - www.austincc.edu/admrule.

The Student Standards of Conduct and Disciplinary Process and other policies can also be found at <http://www.austincc.edu/current/needtoknow>

Source ACC Administrative Rule 1.04.006 "Student Standards of Conduct and Disciplinary Process" <http://www.austincc.edu/admrule/1.04.006.htm>

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/>

9. Safety: Individual Responsibility

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/>

Links to many student services and other information can be found at: <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>

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

Grading System:

It is vital that a dental hygienist possess a complete understanding of the material presented in this course so that he/she can provide patients with quality health care; therefore:

- a) **Readiness Didactic Quizzes (RDQ)** will be given covering laboratory and reading assignments and material presented in class and on BlackBoard.
- b) **Text supplemental DVD and Online P&G Learning Activities** will be assigned in conjunction with specific text readings/chapter assignments. These assignments are designed to supplement and/or enhance learning and are expected to be completed on the students' own time. In addition, online assignments will be made through the P&G website.



- c) **Comprehensive Written Midterm and Final Examinations** will be given at the scheduled times during the semester. The exams will cover material presented in class, on BlackBoard, laboratory, and reading assignments. Mastery of **didactic information** is essential for competent delivery of dental hygiene care; thus, these exams will be an overall evaluation of your knowledge base prior to moving into Clinic I and direct patient care.

Therefore, failure to achieve **at least a 75%** on the Comprehensive Written Final Examination indicates a serious deficiency in the ability to apply the didactic material presented in this course. A student receiving below a 75% on the Comprehensive Written Final Examination will automatically fail this course.

There will be no make-up of these exams except under unusual circumstances as approved by the Course Director and Department Chair.

- d) **Laboratory Module Evaluations:** It is expected that each laboratory module evaluation is to be completed on the scheduled date. It is up to the Course Director to determine if a make-up evaluation will be scheduled. The module evaluations are intended as feedback, providing you with the opportunity to monitor and improve instrumentation skills.

Feedback coding:

"S" = satisfactory/competent (consistently demonstrated correctly),
"I" = minimally competent (improvement needed),
"U" = not competent (not correct, area needs to be remediated)

- e) **A midterm comprehensive instrumentation practicum** will be given at the scheduled time during the semester. This practicum is an assessment of the student's **technical skills (psychomotor)** as developed up till midterm. The instrumentation exam will be graded using the following scale:

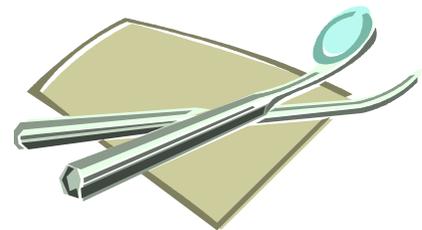
(These are the same standards used for the module evaluations)

"S" = satisfactory/competent [has mastered basic instrumentation principles]
"I" = minimally competent [further attention recommended]
"U" = not competent [has not mastered basic instrumentation principles]

Failure to achieve a "S" or "I" mastery level on the Midterm Comprehensive Instrumentation Practicum indicates a serious deficiency in psychomotor skill acquisition. Following the Midterm, students will be counseled accordingly and a remediation plan will be developed if so indicated.

There will be **no make-up for this exam** except under unusual circumstances approved by the Course Director and Department Chair. A grade of "U" will be given for a missed exam.

- f) **A final comprehensive instrumentation practicum** will be given during the last week of the semester. It is essential that a student possess **competent technical skills (psychomotor)** before progressing to Clinic I and patient treatment. For this reason, each student must pass this comprehensive instrumentation exam at a "S" or "I" mastery level to successfully complete this course. Failure to achieve a "S" or "I" mastery level on the Final Comprehensive Instrumentation Practicum indicates a serious deficiency in skill acquisition and lack of preparation for patient treatment responsibilities. Not only must a hygienist possess didactic knowledge, but his/her instrumentation skills must go hand-in-hand, demonstrating the appropriate mastery level to enter Clinic I. The instrumentation exam will be graded using the following scale:



- "S" = satisfactory/competent [has mastered basic instrumentation principles, ready to advance to Clinic I and patient treatment, no remediation recommended]
 "I" = minimally competent [has mastered basic instrumentation principles, and is prepared to progress to Clinic I and patient treatment with further attention recommended for selected areas]
 "U" = not competent [has not mastered instrumentation principles, therefore is not ready to progress into patient treatment]

There will be **no make-up or remediation status for this exam** except under unusual circumstances approved by the Course Director and Department Chair.

- g) During the semester, each student will be expected to complete mentor assignments in the clinic during patient care with their 2nd year student mentor.
- h) During lab activities, you are expected to serve as a patient for your classmates. In addition, you are also expected to be a regular clinical patient in the clinic for a second year student. In the spring, you will serve as a patient for a classmate. A second year student will then be a patient for you during that semester.
- i) During the semester, each student will receive feedback from faculty on their **professional behavior** in Preclinical. At Midterm students will receive a professionalism summative report. Students **must** demonstrate all professional behaviors at a satisfactory ("S") level on the final summative evaluation in order to advance into the clinical phases of the curriculum.

Course Grade = 50% Didactic

Didactic		Percent
Average of RDQ's	=	20%
DVD Module Activities	=	10%
P&G Online Courses	=	10%
Midterm Written	=	30%
Final Written	=	<u>30%</u>
		100%

50% Psychomotor

Psychomotor		Percent
Laboratory Module Evaluations	=	20%
Project	=	20%
Mentor Observations	=	10%
Midterm Instrumentation Practicum	}	50%
Final Instrumentation Practicum**		
		100%

**See table below to calculate midterm and final instrumentation practicum scores

Performance		Percent
Midterm S and Final S	=	100%
Midterm I and Final S	=	95%
Midterm S and Final I	=	<u>85%</u>
Midterm U and Final S	=	90%
Midterm I and Final I	=	80%
Midterm U and Final I	=	75%
Midterm S and Final U	=	0%

Midterm I and Final U	=	0%
Midterm U and Final U	=	0%

To Pass This Course, a student must achieve **all** of the following:

- 1) an overall average of 75% or better on all didactic performance
- 2) ** a grade of 75% or better on the Comprehensive Written Final Examination
- 3) Complete all online and DVD assignments
- 4) Complete all mentor assignments
- 5) 75% or better on the combination of the psychomotor practicum exams
- 6) all professional behaviors at a satisfactory level

$$\frac{\text{Didactic \%} + \text{Psychomotor \%}}{2} = \text{Final Course Grade \%}$$

Overall Course Grade***

A	=	92%-100%
B	=	83%-91%
C	=	75%-82%***
D	=	66%-74%
F	=	below 66%

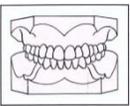
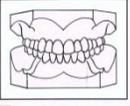
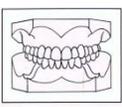
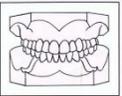
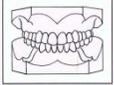
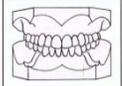
*****Note:** A Course Grade of "C" or better must be achieved in Preclinical Dental Hygiene to progress to Clinic I.

PLEASE NOTE: This course syllabus is subject to change. If this should become necessary, students will be notified in writing of any significant changes.

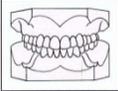
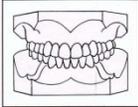
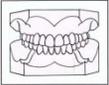
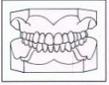
**ACC Department of Dental Hygiene
Preclinical Dental Hygiene
DHYG 1331 Fall XXX Calendar
Lecture and Lab Schedule**

Monday	Wednesday
[Date]	[Date]
<p>Location: Classroom Models, DVD's Distributed Instrument Kit Delivered Course Introduction Faculty Introductions Syllabus Blackboard Misc. (Uniforms, etc.)</p>	<p>Location: Classroom The Dental Operator Loupes Learning Styles Inventory</p> <p>Location: Clinic - The Dental Operator Measure for Loupes</p>
[Date]	[Date]
<p>Location: Classroom Instrument Kit Delivered Course Introduction (cont'd) Stages of Development Professionalism BB-Professional DH, History & Dental Specialties (1331.1, 1331.2, 1331.3) Daniel: Chapters 1 & 2 Wilkins: Chapter 1 Design of Nield Text Module 1</p>	<p>Location: Classroom Begin Infection/Exposure Control & Barriers – Patient and Clinician Exposure Control 1331.4 Daniel: Chapters 6 & 7 Dietz: 1, 2, 3, 5, 7, 8, 9, 12, 13, 14 & 15 Wilkins: Chapters 2, 3 & 4</p> <p>Location: Clinic – Infection Control</p>
[Date]	[Date]
	<p>Location: Start in Clinic Continue Infection Control</p>
[Date]	[Date]
<p>Location: Classroom Topic: Positioning & Grasp; Use of the Mirror</p> <p>Location: Clinic Nield: Modules 2 - 6 Daniel: Chapter 8 Wilkins: Chapter 5</p> 	<p>Start Location: Classroom Lecture: Topic: Instrument Design & Characteristics – bring both sets of instruments w/you – Nield: Module 7 Daniel: Chapter 9</p> <p>Followed by Lab Activities in Clinic: Modules 2 - 6</p> 

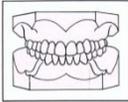
**ACC Department of Dental Hygiene
Preclinical Dental Hygiene
DHYG 1331 Fall XXX Calendar
Lecture and Lab Schedule**

Monday	Wednesday
[Date]	[Date]
<p>Start Location: In Clinic: EVALUATION Positioning, Grasp, Mirror, Fulcrum Nield: Pages 45, 47, 63, 103, 125 and 147</p> 	<p>Start Location: Classroom Elements of Instrument Stroke Nield: Modules 8 – 10 Wilkins: Pages 610 – 629 BB (1331.5) - Legal & Ethical Considerations Daniel: Chapters 3 & 4 In Clinic: Module 12 Explorers</p> 
[Date]	[Date]
<p>Start Location: In Clinic Practice exploring</p>  <p>BB (1331.6) Communications Daniel: Chapter 5</p>	<p>Start Location: In Clinic: EVALUATION – Exploring Nield: Page 273</p> 
[Date]	[Date]
<p>Location: Classroom Anterior instruments: Anterior Sickle scaler H5 & H6/7 Nield: Module 14 (Anterior)</p>  <p>In Clinic: Set up manikins Sickle Scaler</p>	<p>Location: Classroom Anterior instruments: Universal Curets Nield: Module 15 (Anterior)</p>  <p>In Clinic: Universal Curets – Anterior</p>
[Date]	[Date]
<p>In Clinic: Practice use of anterior instruments</p> 	<p>In Clinic: EVALUATION: Anterior Instruments Nield: Page 305 & 331</p> 
[Date]	[Date]
<p>WRITTEN MIDTERM EXAM In Clinic: Practice all instrumentation covered to date</p> 	<p>INSTRUMENTATION MIDTERM</p>  <p>CONCEPTS: Explorer ODU 11/12 in both Anterior and Posterior Sickle Scalers & Universal Curets - Anterior Use</p>

**ACC Department of Dental Hygiene
Preclinical Dental Hygiene
DHYG 1331 Fall XXX Calendar
Lecture and Lab Schedule**

Monday	Wednesday
[Date]	[Date]
<p>Start Location: Classroom Universal Curets & Sickles in the posterior Nield: Modules 14 & 15 – Posterior Use</p>  <p>In Clinic: Universal Curets & Sickle Scalers - posterior use</p>	<p>Start Location: In Clinic: Universal Curets/SickleScalers posterior use</p>  <p>Classroom Lecture: Patient Assessment: General Appraisal & Medical History – 1331.7 Daniel: Chapters 11 & 12 Wilkins: Chapters 6 & 7</p>
[Date]	[Date]
<p>Start Location: Classroom Area-Specific Curets Nield: Module 16</p>  <p>In Clinic: Area-Specific Curets Nield: Module 16</p>	<p>Start Location: Classroom Lecture: Exposure Control 1331.9 Text: Safety Standards & Infec Control Sec I; Support texts: Daniel-c 7; Wilkins c 2-4</p>  <p>Lab: Area Specific Curets (+ any other instruments of your choice) Nield: Module 16</p>
[Date]	[Date]
<p>Start Location: Classroom Lecture: Patient Assmt: Vital Signs 1331.8 Daniel: Chap 14, pgs 287-290 Wilkins: Chap 8</p>  <p>Lab: Area Specific Curets (+ any other instruments of your choice) Nield: Modules 16</p>	<p>Start Location: Clinic Lab: EVALUATION: Universal Posterior Concepts & Area Specific Curets Modules 14, 15, & 16</p> 
[Date]	[Date]
<p>Start Location: Classroom Lecture: Patient Assessment: Extraoral & Intraoral Exams 1331.10 Daniel: Chaps 14 & 15 Wilkins: Chap 10</p>	<p>Lecture: Patient Assessment: Charting Clinical Findings 1331.11 Daniel: Chap 17 Wilkins: Chaps 13 & 15</p>  <p>Lab: Patient History/Vitals Chart Clinical Findings</p>

**ACC Department of Dental Hygiene
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DHYG 1331 Fall XXX Calendar
Lecture and Lab Schedule**

Monday	Wednesday
[Date]	[Date]
<p>Start Location: Classroom</p> <p>Lecture: Patient Assmt: Periodontal Assessment 1331.12 Daniel: Chap 16 Nield-Gehrig: Module 11 Wilkins: Chap 12, 13 & 14</p> <p>Lab: Probing Record Gingival Findings</p> 	<p>HAPPY TURKEY DAY!!!!</p> 
[Date]	[Date]
<p>Start Location: Clinic</p> <p>Patient History/Vitals EOIO Probing Record Gingival Findings</p> 	<p>Start Location: Clinic</p> <p>Patient History/Vitals EOIO Probing Record Gingival Findings</p> 
[Date]	[Date]
<p>Start Location: Classroom</p> <p>WRITTEN FINAL EXAM NOTE: [time] In Classroom: [time] Review for lab final evaluation</p>  <p>Lab: Practice all instrumentation skills</p>	<p>FINAL Psychomotor Practical</p> <p>Location: your assigned operator – time according to your group assignment [ie, Groups 2 & 4 go first]</p> <p><i>Evaluation will be with your typodont</i></p> 