COURSE CODE: DHY 210
SECTION NUMBER: 80426 & 80428
COURSE TITLE: Clinical Dental Hygiene III
COURSE CREDIT: 5
CONTACT HOURS: 16 Clinical Hours Each Week For Fifteen Weeks
TERM: Fall, Year Two
SYLLABUS PREPARED BY: JoAnn Allen Nyquist, BSDH., MA., Eds.
DATE SYLLABUS PREPARED: January, 2000
DATE SYLLABUS REVISED: August, 2012
COURSE INSTRUCTORS: Pamela Zarb, Jo Ann Allen Nyquist, Deorphia Cato, Dr. Denise Coleman, Dr. Linda Weberman, Candace Benson, Martha Buckley, Lisa Anderson, Dr. Ethel Burns, Manon Schaecher
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OFFICE HOURS: Monday & Wednesday 3:30pm-6:00pm
Tuesday 5:00pm- 6:00pm
CLASS MEETING TIME: Tuesday 8:30am – 5:00pm
Friday 8:30am –
Thursday 8:30am – 5:00pm Saturday 8:30am - 5:00pm
MAIL BOX NUMBER: HSB Reception Area
COURSE PREREQUISITES: DHY 131, DHY 132
COURSE CO-REQUISITE: DHY 209
Course Description:

The delivery of comprehensive care is accomplished through adherence to the process of care: assessment of patient needs, formulation of a dental hygiene diagnosis, planning for the prevention and treatment of oral disease, implementation of various dental hygiene interventions (services) and evaluation of both the patient and practitioner efforts and oral health outcomes.

Clinical dental hygiene focuses on developing the cognitive, affective and psychomotor skills necessary for the delivery of preventive, educational and therapeutic services to the public.

Clinical practice is provided in collaboration with the clinical dental hygiene faculty through an assessment of patient needs, planning for treatment and disease control. Treatment includes implementation of various clinical dental hygiene services and an evaluation of treatment effectiveness based on the patient and practitioners efforts. Sequential courses are designed to increase the student’s speed and ability. Assessment of student progress in attaining program and clinical competency is ongoing.

COURSE GOALS:

Clinical dental hygiene experience provides preventive and therapeutic care according to the process of care; assessment, dental hygiene diagnosis, planning, implementation and evaluation.

This requires critical thinking and evidenced-based decision making skills that guide the provision of dental hygiene care within a focused scope of practice. As primary provider, the dental hygiene student integrates preventive, educational and therapeutic care in treating the patient.

1. Apply a professional code of ethics in all endeavors.

2. Adhere to state and federal laws, recommendations and regulations in the provision of dental hygiene care.

3. Provide dental hygiene care to promote patient health and wellness using critical thinking and problem solving in the provision of evidence based practice to include patients at all levels of physical, mental social/emotional, selected medical conditions that includes the elderly and medically compromised.

4. Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.

5. Provide accurate, consistent, and complete documentation for assessment, diagnosis, planning, implementation, and evaluation of dental hygiene services.
6. Provide care to all patients using an individualized approach that is humane, empathetic, and caring.

7. Establish a collaborative relationship and identify communication issues (verbal and nonverbal) with the patient in the planned care to include etiology, prognosis, and treatment alternative/resources.

8. Initiate and make appropriate referrals to other healthcare professional for all clinical patients.

9. Obtain the patient’s informed consent based on a thorough care presentation.

10. Apply the process of care to preventive and therapeutic oral health management to a diverse patient population.

11. Assess and analyze objective and subjective patient findings to formulate an evidence-based, patient-centered dental hygiene diagnosis.

12. Plan, implement and evaluate intervention strategies that will promote and maintain oral health including oral self care behaviors.

13. Demonstrate knowledge of and skill in applying dental hygiene methodology of care that includes the proper use of armamentarium and equipment for providing dental care to all patients including all ASA levels.

14. Apply the principles of professional and ethical behaviour.

15. Identify the dental hygienist’s role and resolve potential medical emergencies.

**Behavioral Objectives**

Upon completion of **DHY 210 Clinical Dental Hygiene III**, the student will be competent in:

A. Prevention of disease transmission

   1. Asepsis protocol of recommended clinical guidelines for infection and hazard management prior, during and after the provision of dental hygiene services.
   3. Post exposure guidelines as defined by the Centers for Disease Control and Prevention.
   4. Selection and utilization of effective methods of instrument and dental unit sterilization/disinfection.
   5. Valuing the dental hygienist’s role in preventing disease transmission.

B. Patient/operator positioning

   1. Positioning self and patient to maximize accessibility and visibility to the field of operation.
2. Selecting operator positioning strategies to prevent or lessen the risk of injury to self and/or patient during implementation of dental hygiene care.
3. Valuing the need for effective and safe patient/operator positioning.

C. Time and motion management

1. Selecting time and motion patterns for safe and efficient implementation of dental hygiene care.
2. Valuing the need for efficient time and motion management.

D. Prevention and/or management of emergency situations

1. Developing a management plan for medical emergencies
2. Applying current methods for prevention of emergencies
3. Assessing patient’s need for emergency care
4. Implementing basic life support methods consistent with American Heart Association Standards.
5. Valuing maintaining skills in preventing and managing emergencies
6. Valuing the dental hygienist’s role in preventing and managing emergencies.

E. Comprehensive patient assessment

1. Obtaining and recording a comprehensive medical, social, dental and nutrition health history.
2. Recognizing conditions that necessitate special consideration prior to or during treatment.
3. Obtaining, interpreting and monitoring vital signs according to American Heart Association guidelines.
4. Performing and documenting an extra- and intra-oral examination that includes soft and hard tissue of the head, neck and oral cavity.
5. Performing and documenting an examination of the dentition that includes dental charting, occlusion and assessment of hard and soft deposits.
6. Performing and documenting an examination of the periodontium that includes gingival assessment, recession, bleeding upon probing, sulci and/or pocket measurements, clinical attachment level, furcation involvement, tooth mobility, fremitus, mucogingival conditions and radiographic findings.
8. Discriminating pertinent and significant assessment findings from those that are not significant or within a range of normal.
9. Assessing the need for exposing intraoral and/or extraoral radiographs to support the clinical examination.
10. Exposing, developing, interpreting and evaluating intraoral and extraoral dental radiographs.
11. Assessing the need for exposing, developing and implementing intraoral photography.
13. Performing and utilizing supplemental screening tools to support assessment strategies such as periodontal screening, alginate impressions and study models, indices, vitality sting.
15. Valuing the need for consistently performing patient assessment at professionally accepted standards of care.

F. Diagnosis and planning of dental hygiene care

1. Analyzing patient’s needs for preventive, educational, and therapeutic dental hygiene services.
2. Synthesizing patient assessment findings and risk factors in formulating a patient-centered dental hygiene treatment plan and case presentation.
3. Formulating a dental hygiene diagnosis from comprehensive assessment findings or evidence.
4. Proposing measurable patient outcome goals for oral health.
5. Identifying factors contributing to the patient’s preventive, educational and/or therapeutic oral health needs.
6. Selecting dental hygiene intervention strategies that will guide the patient to achieving patient centered oral health outcomes that include oral and systemic health education strategies.
7. Appointment planning and sequencing of dental hygiene care to meet the patient’s oral health goals.
8. Obtaining informed consent by discussing with the patient his/her oral health findings, goals and treatment strategies.
9. Value the importance of patient centered care and concepts of health promotion.

G. Principles and methods of dental hygiene intervention

1. Implementing dental hygiene strategies and services that address the factors contributing to the patient’s preventive, educational and/or therapeutic oral health needs.
2. Implementing cognitive, psychomotor and affective strategies to manage barriers to oral self care.
3. Performing nutritional and tobacco cessation counseling for oral health management.
4. Performing initial and supportive periodontal therapies.
5. Implementing non-surgical therapeutic periodontal debridement procedures supportive of the patient’s oral health condition.
6. Applying the principles of instrumentation that include grasp, fulcrum, adaptation, angulation, activation/stroke and lateral pressure to assure complete debridement.
7. Applying the principles of instrument design that include shank, handle, working end/blade to support instrument selection for maximum effectiveness, safety and efficiency in debridement procedures.
8. Applying principles of therapeutic ultrasonic periodontal debridement.
10. Applying pain and anxiety management strategies that include application of topical anesthetics, application of hard tissue topical desensitizing agents, administering or assisting in the administration of block and infiltration anesthesia, and administering or monitoring of nitrous oxide/oxygen analgesia.
11. Applying preventive and therapeutic topical agents for disease management that include fluoride, antimicrobial agents and local delivery/controlled released agents.
12. Applying selective coronal polishing procedures that include engine driven polishing, air-powder polishing and selection of polishing agent.
13. Performing and evaluating the placement of pit and fissure sealants.
14. Valuing the need for consistently performing preventive, educational and/or therapeutic dental hygiene services at professionally accepted standards of care.

H. Principles and methods of evaluating outcomes of dental hygiene care.

1. Evaluating and documenting the results of preventive and/or therapeutic dental hygiene interventions in meeting the proposed treatment plan goals
2. Recommending a re-care schedule for continued supportive care.
3. Recommending referral for additional assessment and/or treatment.
4. Valuing the importance of evaluation in monitoring patient oral health.
5. Assessing overall patient satisfaction with care provided.

I. Monitoring and Record Keeping

1. Applying the principles for maintaining comprehensive and accurate records of all information and services offered to and provided to the patient.
2. Documenting additional dental care needed by the patient.
3. Value the need for maintenance of thorough and accurate records.

J. Professional Ethics

1. Applying the principles of professional and ethical behavior when providing patient care.
2. Self-assessing ability to perform dental hygiene services at a high standard of care.
3. Valuing patient confidentiality and patient rights according to HIPAA guidelines.
4. Valuing the patient’s right to dental hygiene care consistently provided at acceptable Standards.

COURSE OBJECTIVES: 

DENTAL HYGIENE COMPETENCIES

Upon completion of DHY 210, the student will be able to:

1. Select treatment, supervise educational sessions, and present a plan to the patient.  
   7.1, 7.2, 7.3

2. Collect data, record and assess a comprehensive medical, dental history and social history and monitor vital signs.  
   6.1, 6.2, 6.3, 6.4
3. Perform and record:
   a. extra and intraoral examination
   b. examination and charting of the periodontium
   c. gingival assessment
   d. dental charting

4. Perform dental hygiene procedures with maximum efficiency of time and motion.

5. Perform clinical and radiographic assessment of the periodontium and dention.


7. Assess the need for, expose, develop, evaluate and interpret intraoral radiographs.

8. Perform scaling and root planning procedures.


10. Assess the need for and perform therapeutic hand and ultrasonic periodontal debridement therapies.

11. Expose and implement intraoral photography.

12. Formulate a dental hygiene diagnosis and supportive dental hygiene treatment plan.

13. Assess, plan, implement and evaluate a dental hygiene treatment plan for the prevention and or treatment of oral diseases.

14. Assess the need for and apply adjunctive topical chemotherapeutic and controlled released agents.

15. Assess the need for and perform initial and supportive periodontal therapies.

16. Assess the need for and apply pain and anxiety management strategies.

17. Take impressions for study models.

18. Pour and trim study models.
19. Place and remove the rubber dam. 8.4
20. Assess the need for and plan professional topical fluoride and/or self applied. Apply professional topical fluoride. 8.4
21. Assess the need for and apply pit and fissure sealants to selected areas. 8.4
22. Apply desensitizing agents. 8.4
23. Apply principles of nutritional and tobacco cessation counseling to the management of oral health. 6.9, 8.2, 8.4
24. Assess the need and apply topical and local anesthetic to oral mucous membranes. 8.3, 8.4
25. Assess, plan and perform patient oral self care education. 4.1, 4.2
26. Perform margination procedure when indicated. 8.4
27. Conduct a complete dietary analysis on one clinical patient. 6.9, 8.4
28. Conduct a tobacco cessation study on one clinical patient. 8.2, 8.4
29. Assess the need for and perform pulp vitality testing. 8.4
30. Perform 1 complete occlusal screenings. 8.4
31. Evaluate clinical and educational services. 9.1, 9.2
32. Perform care and maintenance of procedures for dental implants. 8.2
33. Apply standards of precautions for the prevention of disease transmission. 8.1
34. Follow all state and federal regulatory requirements when rendering patient care. 8.1, 8.4
35. Apply principles of comprehensive record keeping. 2.4
36. Apply principles of professional and ethical behavior. 1.1, 1.2, 1.3, 1.4
37. Apply principles of evidence-based decision making. 7.1, 7.2, 9.1

38. Demonstrate critical thinking and problem solving skills when providing patient care. 7.1, 7.2, 9.1

39. Demonstrate professional communication skills in all aspects of patient care. 2.4

40. Demonstrate concern and understanding of a variety of patient needs based on overall health, oral health, cultural, social and economic circumstances. 6.10, 7.2, 7.3, 8.2, 9.1, 9.2

**Required Textbooks:**


The Chairside Instructor, American Dental Association, 1-800-947-4746.


**Reference Textbooks:**


**Required Additional Materials:**

Students will utilize instruments, materials, lab coats, uniforms and supplies purchased in DHY 120. Since students are responsible for their own instruments, etc., any lost or broken materials must be purchased by the student at their own expense through Sullivan Schein Company.

**Teaching Methods:**

Individualized clinical instruction and observation between clinical faculty and student focusing on demonstration, instruction and guidance.

**Expected Student Behavior:**

The student must adhere to all of the procedures and behavior outlined in the clinical procedural manual, infection control manual and the clinical evaluation manual. Thorough reading and continual referral to the above manuals is necessary for the dental hygiene student to insure compliance with the expected student behavior.

**Clinic Attire Policy:**

During all clinic sessions with patients, students will be dressed appropriately abiding by the Professional Dress Code as outlined in the Wayne County Community College District Dental Hygiene Program Infection Control Manual. Standard Precaution Guidelines will be strictly enforced.

**Flexibility Statement:**

Assignment/course calendar may be changed in response to institutional, weather, or problems that may arise that are beyond control. In the event of change, the instructor will notify students and clearly communicate changes.

**Professionalism Statement**

While enrolled in this course, students in the Wayne County Community College District Dental Hygiene Program are expected to adhere to the professional conduct outlined by the American Dental Hygiene Code of Ethics and Wayne County Community College District Dental Hygiene...
Program Student Information Booklet. Failure to maintain professional conduct will result in a conference with the course instructor and the program director. Disciplinary action will be taken as outlined in the Student Handbook.

Students are expected to follow specific guidelines set by the Wayne County Community College District dental programs in the use of “Universal Precautions” while in the clinical areas. These standards are explained and demonstrated in DHY 101 and DHY 120 and can be found in the clinical manual. In addition students must adhere to student policies in the clinic manual and program handbook.

Course Policies:

1. **Attendance:**

   The nature of the Dental Hygiene Program necessitates the student’s regular attendance, so that he/she may obtain maximum benefit from the courses, and ultimately from the program of study. While urging regular attendance, the Dental Hygiene Program desires to allow students an opportunity to develop a sense of personal responsibility towards their studies and development as a professional.

   Attendance is mandatory; more than (3) three absences will result in a failing course grade. Students are required to sign in and out each clinic session. Students who are tardy five minutes or more will have their final course grade lowered by 1% for each tardy appearance. One 8 hour session is considered one absence. One 4 hour session is considered one half session.

   Notification of any clinic, lab, classroom and/or rotation absence must be made to the course faculty, as well as the Program Director prior to the scheduled session. In the event that you are scheduled for an external rotation session, you must also contact that rotation site to inform them of your absence. Expecting a classmate to relay such notification on your behalf is not acceptable and will be considered an unexcused absence.

   Make-up assessments will be determined by the course instructor.

   In case of illness or unavoidable absence notify the Program Director and Clinical Coordinator by 8:00am. You are responsible to insure cancellation of your own patient. For extended illnesses make-up will be at the discretion of the Program Director.

2. **Clinical Hours:**

   Participation is required in all assigned on-site and off-site clinical sessions. Students are expected to be present in their clinical session fifteen minutes prior to the scheduled clinical session to prepare for their patient. Students are to dismiss their patients thirty minutes prior to the cessation of clinic to disinfect and sanitize their unit and complete their clinical
treatment records. Students are expected to sign in and out each clinical session. Students are also expected to stay on campus until the end of each clinical session. The clinical assistants are to be present at least 15 minutes prior to the clinical session and remain 15 minutes after the end of each clinical session.

3. **Clinical Requirements:**

All criteria and objectives for each clinical skill can be found in the CES CAM Manual. Clinical skill assessments will be distributed to students.

4. **Minimum Clinical Requirements:**

It is suggested that at the completion of this course students should complete the following minimum requirements:

2 Children  
2 Class I’s  
1 Class II’s  

Students should complete a minimum of 5 patients by the end of the summer semester. Complete all clinical skill assessments.

5. **Off-Site Clinical Assignments:**

Each student will be assigned to The Chass Health Center, Detroit, during the semester. The student will complete the following procedures on patients at this rotation site.

- Medical/Dental History  
- Intra/Extra Oral Examination  
- Dental Charting  
- Patient Education  
- Radiographs  
- Scaling  
- Polishing  
- Fluoride/Sealants

All procedures completed will be evaluated by the Supervising Dentist or Dental Hygienist. More detailed information concerning extramural rotation assignments are outlined in the Extramural Manual and will be reviewed in DHY 210. The student is required to submit an evaluation of each off-site assignment. The off-site dentist/dental hygienist will submit a formal evaluation on each student.
6. **Course Assessment:**

The student must receive an average of 75 or above in this course in order to obtain a passing grade.

\[
\begin{align*}
93 - 100 &= A \\
86 - 92 &= B \\
75 - 85 &= C \\
69 - 74 &= D \\
0 - 68 &= E
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**Assessment Measures:**

- √ Attendance
- √ Clinical observation by faculty
- √ Daily evaluations by faculty on clinical competencies
- √ Clinical reflection logs (self evaluation)
- √ Practical examination
- √ Primary Trait Assessment Tools
- √ Course Assessment
- √ Portfolio
- √ Patient surveys
- √ Chart Audit

**Evaluation Criteria (Indicated with “R” if the criterion is required for the course or “NR” if the criterion is nor required for the course.**

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Students are required to submit weekly clinical self-reflection tools for self-assessment. This self-assessment document must be submitted to your faculty advisor weekly and minimally at mid-term (7th week) and final (14th) week.
If a student receives a grade of “D” or below the student will not be permitted to register for **DHY 220**. The student must schedule a conference with the course instructor to discuss promotion within the dental hygiene program. Please refer to the evaluation manual for grading procedures for each clinical skill in **DHY 210**.

A computerized personal grading sheet will be distributed at least once a month to alert students as to their clinical progress. Any questions pertaining to the evaluation sheet should be answered by the clinical coordinator.

Attached is the form used for clinical evaluations for **DHY 210**. Please review the clinical evaluation manual for further pertinent information.

7. **Clinical Requirements**

Each student will be responsible for completing clinical requirements as outlined by graduation.

(A) **Prophylaxis Requirements**

- Class C - 4
- Class I - 4
- Class II - 13
- Class III - 6
- Maintenance Class - 3

**AAP Case Type Requirements:**

- Type I – 9
- Type II – 3
- Type III – 2
- Type IV – 4 teeth, anterior or posterior

Students will be responsible for entering the patient’s disease progression status of category I through VIII on the bottom of clinical grade forms and enter in the patients treatment record.

The recommended number of appointments for each classification are:

- Class C
  - 1 appointment
- Class I
  - 1 appointment
- Class II
  - 3 appointments
- Class III
  - 3 - 4 appointments
- Class IV
  - 4 - 5 appointments
(B) Radiology

The radiographic requirement is as follows:

The student must present a complete updated set of radiographs on each clinical patient prior to receiving a restorative charting evaluation.

Complete at least 13 complete mouth surveys exposed, developed, and evaluated for technique and pathology by the student.

Bitewing Surveys - minimum of six bitewing surveys. Bitewing surveys are taken as required by the Supervising Dentist and upon recommendation. Two mixed dentition surveys.

One Radiology Interpretive Session with the Supervising Dentist.

One Radiology Proficiency Session with one clinical faculty member.

(C) Restorative Chartings

Restorative chartings are to be completed on each patient and evaluated by the Supervising Dentist.

(D) Periodontal Chartings

Periodontal chartings are performed on all Class III patients. Pocket depth readings are recorded on all other patients. Additional periodontal chartings are completed on all AAP type II or more. The assignment of the periodontal charting will be done after x-rays have been taken and the supervising dentist has determined the AAP case type. The student records a complete initial periodontal charting prior to scaling and revises the charting prior to the final check time.

(E) Treatment Planning

A treatment plan is completed on all patients after all assessment data has been obtained. The treatment plan is evaluated by clinical faculty.

(F) Fluoride Treatment

Performed on all patients unless contraindicated or refused.

(G) Study Models

Five acceptable study models taken, poured and trimmed. Study models are
evaluated by the supervising dentist and the clinical coordinator.

(H) **Sealants**

Twenty-eight evaluated by the Supervising Dentist.

(I) **Rubber Dam**

Placement and removal of rubber dam on two separate quadrants. One anterior and one posterior.

(J) **Instrument Competencies**

(i) Gracey curets  
(ii) Sickle scalers  
(iii) Explorer  
(iv) Periodontal probe  
(v) Universal curettes  
(vi) Ultrasonic scaler

(K) **Infection Control Competency**

One each semester.

(L) **Pulp Vitality Testing**

Perform on one Selected Patient.

(M) **Clinical Assistant**

Two clinical assistants will be scheduled as the clinical assistant each clinical session.

(N) **Subgingival Irrigation**

Perform on two separate quadrants.

(O) **Subgingival Placement of Chemotherapeutic Agents**

Place chemotherapeutic agent on a minimum of two sites.

(P) **Occlusal Screenings**

Perform one occlusal screening.
Local Anesthesia: students will perform the following injections on clinical patients – 19 total

2 Inferior Alveolar nerve blocks
2 Long Buccal
2 Anterior, 2 Middle, 2 Posterior Superior Alveolar Nerve Blocks
2 Mental
2 Palatal and Nasopalatine
3 Infiltrations
2 Greater Palatine
1 Nitrous Oxide Sedation Competency

Tobacco Cessation

1 completed patient

During the semester, students will be given information regarding two clinical patient procedures that are due as part of the clinical requirements for graduation. These involve a Case Documentation report and a Nutrition Case Study. Further information will be presented in class. The Nutrition Case Study is due by the end of this semester and the Case Documentation is due by the end of DHY 220.

Complete all extra-mural clinical assignments and submit evaluations.

Teeth Bleaching. Minimum of two fabrications of bleaching trays.

Desensitization

Two separate teeth.

Topical Anesthesia

Applied to 1 quadrant.

Ultrasonic Scaling

Two quadrants on two separate patients.

Instrument Sharpening

Demonstration of all scaling/perio debridement instruments.

Medical Emergency Competency.

Complete all extra-mural clinical assignments and submit evaluations.
(BB) Complete all 20 Service Learning Experiences and Submit Journal Entries and all Evaluations.

(CC) Edentulous competency

- Mounting 1 set of edentulous radiographs
- Cleaning of partial denture
- Cleaning of full denture

(DD) 1 Case Presentation

(EE) 1 Case Documentation

(FF) 1 Nutritional Counseling Study

Retesting is required for any student who does not meet the acceptable standard for the competency tested. Please see the individual competencies for criteria.

**Total DHY 210 Course Grade**

1. Completed clinical evaluations.
2. Auxiliary procedures completed.
3. Extra Mural evaluations and assignments completed.
4. Infection Control Competency
5. Instrumentation Competencies
6. Medical Emergency Competency

8. **Policy Regarding Incomplete Work**

Students will be allowed to carry over incomplete clinical requirements to DHY 220. However, all clinical incomplete requirements must be completed in order to graduate from the program. The DHY 210 clinical grade will be based on only completed requirements. Students must receive 75% (C grade or above) in both DHY 209 and DHY 210 to advance to DHY 219 and DHY 220.

If a student receives a grade of “D” or below the student will not be permitted to register for DHY 220 and will be dismissed from the dental hygiene program. The student must schedule a conference with the Program Director to discuss promotion within the dental hygiene program.
Please refer to the evaluation manual for grading procedures for each clinical skill in **DHY 210**. A computerized personal grading sheet will be distributed at least once a month to alert students as to their clinical progress. Any questions pertaining to the evaluation sheet should be answered by the clinical coordinator or faculty advisor.

Attached is the form used for clinical evaluations for **DHY 210**. Please review the clinical evaluation manual for further pertinent information.

9. **Withdrawal and Incomplete Work:**

A student who wishes to withdraw from **DHY 210** must schedule a conference with the Program Director to discuss formal withdrawal procedures. Since clinical dental hygiene requirements must be completed by graduation rather than by semester students will receive a grade based on the clinical evaluation grading system. All clinical requirements must be completed by graduation.

10. **Americans With Disability Act (ADA) Statement:**

Any student with a disability or requiring special accommodations for this class should see the instructor after class or call to schedule an appointment. All information will remain confidential.

11. **Cheating and Plagiarism:**

Cheating and intentional plagiarism undermine the purpose of learning. District standards regarding cheating and intentional plagiarism will be strictly observed.

12. **Academic Honesty:**

Cheating, plagiarism, violating copyright laws and other acts of academic dishonesty are held as serious offenses. Instructors have the responsibility to report any such incident in writing to the Program Coordinator Chief Academic Officer. Additionally, students have the responsibility to report such incidents to their instructor or program director. Serious penalties maybe imposed which depending on the nature of the incident, could range from loss of points to permanent expulsion from the program. Please refer to the department Policy and Procedure for Promotion, Dismissal and Re-Entry Manual for specifics.

The expectations at Wayne County Community College District are that the principles of truth and honesty will be practiced in all academic matters. Therefore, acts of academic dishonesty, including such activities as plagiarism or cheating, are regarded by the College a very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty on the part of students are discovered, each incident will be handled on an individual basis as deemed appropriate by the instructor.
14. **Assessment of Student Academic Achievement from Course Disability Disclosure Statement:**

In compliance with the Americans with Disabilities Act, the Wayne County Community College District will make every attempt to provide equal access for persons with disabilities. If you need any accommodation due to a disability, please contact Student Services.

15. **Classroom Behavior:**

Instructors have the responsibility to set and maintain standards of classroom behavior appropriate to the discipline and method to teaching. Students may not engage in any activity which the instructor deems disruptive or counter productive to the goals of the class. Instructors have the right to remove offending students from class. Repetition of the offense may result in expulsion from the course.

16. **Professionalism:**

Professionalism relates to the intellectual, ethical, behavioral and attitudinal attributes necessary to perform as a dental health care provider and interact in a collegial and professional manner with peers, faculty and the public. Students will be expected to display professional behavior in the class room and the clinic throughout the semester. Displays of unprofessional behavior will be addressed by the instructor and if deemed necessary, written notification will occur documenting the offense.

Students are expected to perform in a professional manner on all assignments, quizzes and exams. Correct dental terminology and correct spelling are an integral component of professionalism.

While enrolled in this course, students in the Wayne County Community College District Dental Hygiene Program are expected to adhere to the professional conduct outlined by the American Dental Hygiene Code of Ethics, the Dental Hygiene Program Code of Ethics and the ADEA Statement on Professionalism. Failure to maintain professional conduct will result in a conference with the course instructor and the program director. Disciplinary action will be taken as outlined in the Student Orientation Handbook. Professionalism is a component of the final course grade.

**VALUES DEFINING PROFESSIONALISM IN DENTAL EDUCATION**

The six values defining professionalism in education are identified below. A full definition and description of the behaviors for each value is included in the current Dental Hygiene Orientation handbook Program Handbook for reference. Compliance with these values will be expected throughout the dental student’s enrollment within the dental
programs with the anticipation that the graduating student will be a true representative of these ideals as he/she enters the professional workplace.

**Competence**: Acquiring and maintaining the high level of special knowledge, technical ability, and professional behavior necessary for the provision of clinical care to patients and for effective functioning in the dental education environment.

**Fairness**: Demonstrating consistency and even-handedness in dealings with others.

**Integrity**: Being honest and demonstrating congruence between one’s values, words, and actions.

**Responsibility**: Being accountable for one’s actions and recognizing and acting upon the special obligations to others that one assumes in joining a profession.

**Respect**: Honoring the worth of others.

**Service-mindedness**: Acting for the benefit of others, particularly for the good of those the profession serves, and approaching those served with compassion.

- 2009 ADEA Statement on Professionalism in Dental Education.

17. **Withdrawal:**

Any student who must withdraw from the course must meet with the program director to discuss formal course/program procedures. See course schedule and College Catalogue for official drop date and procedures to be followed.

18. **Use of electronic devices:**

The use of electronic devices is prohibited during clinic/lab/class. All cell phone devices should be turned off and no personal calls are to be made or received during clinic/lab/classroom. In the event of an emergency, Ms. Alexander (313) 943-4000 ext. (4250) may be contacted in an attempt to relay a message to the faculty/student. Students are not permitted to text message while clinic/lab/classroom sessions are being conducted. Any student texting during clinic/lab/classroom sessions will be asked to leave the session and will not be permitted to return until the following scheduled session. In this event, attendance policies will be applied and the student will be noted as absent (unexcused).

19. **General Safety Procedures:**

Students are reminded to read the clinic and laboratory manuals for information on general safety procedure.
20. **Safety Procedures for Laboratory/Clinic:**

Safety procedures observed in all labs will be discussed during the first week of instruction in DHY 101 and DHY 120. Any student missing these lectures must make an appointment with the course instructor for individualized instruction. The students will be asked to verify that they understand all current OSHA and MIOSHA guidelines.

All program laboratory activities will be conducted with a special concern for the safety of all students and faculty. Special lectures and materials will be presented regarding the OSHA Bloodborne Pathogen Standard, hazardous materials and procedures and the documentation and reporting of all incidents. Any student who violates procedures will be subject to removal from the program.

21. **Extra-Mural Assignments:**

Students will be given an Orientation Session to the extramural clinical assignments as well as an extramural Manual. Students will perform dental hygiene services at the _______________________. Students will be given a schedule of assigned dates. Students will evaluate their experiences as well as being evaluated by clinical staff. Students will complete clinical procedures; however, procedures completed will not count toward clinical graduation requirements.

22. **Expectations of Student Behavior:**

Students are expected to attend scheduled weekly classes on time. It is important to read and study weekly material to be prepared for lectures. Students are expected to read class assignments/handouts, listen to assigned audiotapes and submit homework assignments. The above will enhance lecture material and facilitate student learning. Courtesy to guest lecturers is expected.

23. **Bluetooth and cell phones** must be turned off in the clinic.

24. **No** eating and drinking are not allowed in the clinic. Smoking is allowed in designated areas only.

25. **Disclaimer:** Due to unforeseen circumstances, the course instructors reserve the right to alter the material covered and exam dates. The above scheduled procedures and schedule are subject to change in the event of extenuating circumstances.

26. **NO CHILDREN** are allowed in the classroom, hallways or lab at anytime.

27. Assistance is available in the Student Center to access online review courses and other subject specific computer tutorials.
28. It is the policy of the College that the responsibility for dropping a class belongs to the student. Students may drop the class until the 8th week of the semester without any instructor signature. From the ninth through the 12th week the student must obtain their instructor's signature on the add/drop form.

**Academic Grades**
The following is the grading system used at Wayne County Community College District.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description/Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Below Average</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
<td>Failure to complete course requirements satisfactorily</td>
</tr>
</tbody>
</table>

*Academic grades are “A”, “B”, “C”, “D”, and “E”. Pluses and minuses are not given with the grades.*

**Incomplete Grade**
An instructor may give an "I" or "Incomplete" grade for a student during the final two weeks of the semester when the student cannot complete the course requirements because of emergency circumstances. Emergency circumstances are considered situations beyond the control of the student. The criteria to give an "I" grade are as follows:

1). The student must be passing the course.
2). The student must have to complete a project or an exam.
3). The student must have a true emergency, such as emergency surgery.

The instructor and the student complete the "I" form contract and discuss the conditions of the contract. The student must agree to the conditions of the contract and must sign the contract. The instructor signs the contract, records the grade on the "Final Grade Report and Permanent Roster," and turns in a copy of the contract at final checkout.

District policy requires all students who earn an incomplete "I" grade to complete that course by the end of two consecutive regular semesters after the term in which the "I" grade was given. The student is charged with the responsibility of completing the course requirements through the instructor who issued the "I" grade.

In the event the student is unable to contact the instructor, the student must immediately contact the appropriate campus academic administrator for instructions. Failure to complete the course requirements within the two regular consecutive semester time limit shall result in a grade of "E" replacing the "I" grade. **Students should not register a second time for a course in which they have received an outstanding "I" grade.**

**“W” Grades**

<p>| WI   | Institutional Withdrawal | For failure to attend any class during the first four (4) weeks of the semester. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td>Withdrawal</td>
<td>Withdrawal by the student during the first half of the semester.</td>
</tr>
<tr>
<td><strong>WP</strong></td>
<td>Withdrawal Passing</td>
<td>Withdrawal by the student doing passing work from the fourth (4th) week through the twelfth (12th) week of classes. The add/drop form must be signed by the instructor.</td>
</tr>
<tr>
<td><strong>WF</strong></td>
<td>Withdrawal Failing</td>
<td>Withdrawal by the student doing passing work from the fourth (4th) week through the twelfth (12th) week of classes. The add/drop form must be signed by the instructor.</td>
</tr>
<tr>
<td><strong>XN</strong></td>
<td>Non-payment</td>
<td>Suppresses grade due to non-payment.</td>
</tr>
<tr>
<td><strong>XW</strong></td>
<td>Walk-away</td>
<td>Walk away status. Attended at lease one class during first third of the semester and failed to withdraw during the remaining two-thirds of the semester.</td>
</tr>
</tbody>
</table>

**Note:** While neither grades WI, W; WP, nor WF are calculated as part of the official grade point average, they are counted in determining satisfactory academic progress for students receiving financial aid and continuing eligibility.

It is the policy of the College that the responsibility for dropping a class belongs to the student. Students may drop the class until the eight (8th) week of the semester without an instructor signature. From the ninth (9th) to the twelfth (12th) week the student must obtain their instructor's signature on the add/drop form.

**Change of Grades**

There is a process by which faculty can change grades.

Grades are assigned based upon the faculty member's assessment of student performance in achieving the competencies identified for the course. In cases where a clerical error was made in recording grades from the instructor's records to the college records, the faculty member can initiate a change of grade. Or, if a mistake in calculation caused a faculty member to assign a grade inconsistent with performance at the time grades were due, the change of grade process is the mechanism by which the college record can be altered (within one year) to reflect the instructor’s valid assessment.

While a student can request that the instructor review with him or her, the basis upon which a grade is awarded, the student should be made to understand that performance in meeting course objectives as judged by the faculty is, in the final analysis, the basis upon which the grade is awarded. A grade appeal process is available to the student and is described in a number of college publications. To the extent that effort, hard work, and improvement contribute to performance of competencies, those attributes are reinforced through grades as well. However, students at times need to be gently reminded that effort, improvement, and working hard do not, in and of themselves, merit an "A" grade in a course.

Similarly, the student also needs to understand that the pressures of his/her non-academic
commitments (family, jobs, social, community) do not constitute a valid reason for the instructor to have lower expectations of some students than of others. At times, students try to do too much and, therefore, cannot devote the time to academics that is required. Those students may benefit from assistance in planning their academic schedules so as to meet educational goals while fulfilling personal commitments.

**Student Center**
The Student Center, funded by the U.S. Department of Education, assists students with regularly schedule tutoring appointments. Many other students are assisted on a drop-in basis.

The Student Center will give presentations to classes upon requests and welcomes instructors to walk students to the lab to familiarize them with the location. Tutoring is offered for all courses subject to the availability of a tutor.

**ACCESS**
The ACCESS program provides supportive services and academic assistance to students enrolled in vocational, technical and occupational programs and who are handicapped, academically or economically disadvantaged or who have limited English proficiency. Such services include educational, career and personal counseling, interpreters, note takers, readers, tutors, mobility assistance and referral services. Special equipment such as tape recorders, computers, and telecommunication devices for the deaf and closed circuit televisions are available to support students with special needs.

**Downriver** 734-374-3206
**Downtown** 313-496-2708
**Eastern** 313-579-6923
**Northwest** 313-943-4000
**Western** 734-600-7008

**Competencies:**
The Wayne County Community College District Dental Hygiene Faculty has identified specific dental hygiene competencies. These competencies identify and organize the knowledge, skills and attitudes that our graduates must attain for entry into dental hygiene practice in public and private settings.

Competencies can be described by several basic characteristics. They are (1) a combination of knowledge, psychomotor skill, communication skill and/or attitude; and (2) independently performed at or above an acceptable level of a defined standard.

As a participating member of the health care team the dental hygienist plays an integral role in assisting individuals and populations in achieving and maintaining optimal health. In support of optimal oral health, the dental hygienist provides educational, clinical and consultative services
for individuals and populations of all ages, including the medically compromised, mentally or physically challenged and socially or culturally disadvantaged. Each dental hygiene course in the curriculum will strive to facilitate and certify the competence of the dental hygiene student.

Upon completion of DHY 210 the student will continue to acquire the following skills, knowledge and values as outlined in the document “Competencies For The Dental Graduate”

I. Professionalism:

1. **Ethics.** The dental hygiene graduate must be able to discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.

   This competency includes that the dental hygiene graduate must:

   1.1 Provide humane and compassionate care to all patients.
   1.2 Maintain honesty in relationships with patients, colleagues and other professionals.
   1.3 Ensure the privacy of the patient during dental hygiene treatment and counseling and the confidentiality of patient records.
   1.4 Comply with state and federal laws, recommendations, and regulations governing the practice of dental hygiene.

2. **Information Management, Problem Solving and Critical Thinking.** The dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific and effective manner in order to provide dental hygiene care to promote patient health and wellness.

   This competency includes that the dental hygiene graduate must:

   2.1 Accept responsibility for solving problems and making decisions by accepted scientific principles.
   2.3 Evaluate the safety and efficacy of oral health products and treatment.
   2.4 Demonstrate the ability to communicate professional knowledge verbally and in writing with individuals and groups from diverse populations.
   2.5 Assume responsibility for life long learning and self assessment.

II. Health Promotion and Disease Prevention:

3. **Self Care Instruction.** The dental hygiene graduate must be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimum health.

   This competency includes that the dental hygiene graduate must:

   3.1 Identify the health needs of individuals and assist them in the Development of
appropriate and individualized self-regimens.

3.2 Encourage patients to assume responsibility for their health and promote adherence to self-care regimens.

4. **Community Involvement.** The dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.

This competency includes that the dental hygiene graduate must:

4.1 Use screening, referral and educational services to bring consumers into the health care delivery system.
4.2 Provide dental hygiene services in a variety of settings, including hospitals, clinics, community programs and schools.

III. **Patient Care:**

5. **Assessment:** The dental hygiene graduate must be able to provide accurate consistent and complete documentation systematically collect, analyze and accurately record baseline data on the general oral and psychological health status using methods consistent with medicolegal principles.

This competency includes that the dental hygiene graduate must:

5.1 Systematically collect, review, analyze and update a complete medical, family, psychological and dental history using methods consistent with medicolegal principles.
5.2 Recognize the patient record as a legal document and maintain its accuracy and consistency.
5.3 Recognize medical conditions that require special precautions or consideration prior to or during dental hygiene treatment that impact overall patient health care.
5.4 Identify the patient at risk for a medical emergency and be prepared to manage the emergency should it occur during an appointment.
5.5 Perform a comprehensive extraoral and intraoral examination including assessment of vital signs, and be able to record the findings.
5.6 Perform a comprehensive examination of the teeth and accurately record the results.
5.7 Identify the need for radiographs, obtain radiographs of diagnostic quality and distinguish normal from abnormal on said radiographs.
5.8 Evaluate the periodontium, and identify conditions that compromise periodontal health and function.
5.9 Identify conditions and diseases that affect dietary intake and food selection and recognize risks and benefits of alternative food patterns.
5.10 Analyze and interpret the data to formulate a dental hygiene diagnosis related to
and congruent with the diagnosis of the dentist and other health professionals. Obtain consultation as indicated.

6. **Planning.** The dental hygiene graduate must be able to discuss the conditions of the oral cavity, actual and potential problems, etiological and contributing factors and recommended and alternative treatments available. This involves collaborating with the patient and or other health professionals to formulate a comprehensive dental hygiene care plan that is patient centered and based on current scientific evidence.

This competency includes that the dental hygiene graduate must:

6.1 Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant.

6.2 Establish a planned sequence of educational, clinical services and evaluation based on the dental hygiene diagnosis using the problem-based approach. Identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities.

6.3 Communicate the plan for dental hygiene services to the dentist, clinical faculty or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.

6.4 Establish a collaborative relationship with the patient in the planned care to include etiology, prognosis and treatment alternatives.

6.5 Make referrals to other health care professionals.

7. **Implementation.** The dental hygiene graduate must be able to provide specialized treatment that includes preventive and therapeutic procedures to promote and maintain oral health and assist the patient in achieving oral health goals.

This competency includes that the dental hygiene graduate must:

7.1 Utilize accepted infection control procedures

7.2 Perform dental hygiene interventions to eliminate and/or control etiologic factors to prevent and control caries, periodontal disease and other oral conditions.

7.3 Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.

7.4 Provide adjunct dental hygiene services that can be legally performed in any state in which the dental hygienist practices including life support measures to manage medical emergencies.

8. **Evaluation.** The dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.

This competency includes that the dental hygiene graduate must:
8.1 Determine the clinical preventive outcomes of dental hygiene interventions using indices, instruments and examination techniques.
8.2 Determine the patient’s satisfaction with the dental hygiene care received and the oral health status achieved.
8.3 Provide subsequent treatment or referrals based on evaluation findings.
8.4 Develop and maintain a health maintenance program.

**Core Abilities**

The College has identified five major core abilities that relate to general education. These statements operationalize a faculty adopted philosophy of general education and include expected competencies in communication, application of the methods of science, diversity, critical thinking, among others.

The core abilities are taught across the curriculum and students continually practice and improve their skills in the nine areas.

Upon completion of **DHY 210** the student will continue to acquire the following skills, knowledge and values as outlined in the College’s core abilities:

- **Be a Life-Long Learner: Cultivating an appreciation of learning and acquiring the habits of a self-directed learner:**
  - Devise strategies for education, personal, and professional development (9.1)
  - Recognize the need for continuing education (9.2)
  - Access resources available for personal and professional growth (9.3)

- **Act: Assess performance of a competency (novice, intermediate, expert)**
  - Demonstrate awareness of what an effective performance entails
  - Self-Assess your performance according to established standards
  - Reflect on your own learning
  - Apply what you have learned
  - Model effective behaviors
  - Perform according to established standards

- **Think: Think clearly, critically and creatively making reasoned judgments**
  - Analyze systems, processes and situations
  - Synthesize information from a variety of sources to make an informed decision
  - Integrate new ideas into the thinking process
  - Evaluate information and ideas according to principles and guidelines
  - Identify, define, and think critically about the issues that arise in daily life, both personally and professionally (7.0)
Apply the principles and methods of science (3.0)
Apply mathematical and technical skills (especially computer skills) to meet personal and career needs (4.0)
Apply the principles and methods of the social sciences (5.0)

Value: Value quality, integrity and diversity

Appreciate the role of culture and the arts in both society and personal life (2.0)
Appreciate both our common humanity and the diversity of cultures – historically, around the globe, and within contemporary America (6.0)
Apply the skills needed to work ethically and effectively with others (8.0)
Assess the basic social, political, and economic issues of the contemporary world (5.0)

Communicate: Communicate with different audiences using varied and appropriate means

Read, write, and speak effectively (1.0)
Use the vocabulary of mathematics to communicate quantitative information (4.3)
Use appropriate technology (e.g. calculators, computers) to manage information, solve problems, and communicate (4.4)
Demonstrate the ability to work effectively in multi-cultural contexts (6.6)

DHY 209 - COURSE OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8/20</td>
<td>COURSE OVERVIEW</td>
<td>Syllabus</td>
</tr>
<tr>
<td>♦ Abstracts (2 required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Clinic Requirements for Graduation</td>
<td></td>
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<tr>
<td>(1) Case Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Care Plans – 2 in DHY 209, 1 in DHY 219</td>
<td></td>
<td></td>
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<tr>
<td>(1) Nutrition Case</td>
<td></td>
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<tr>
<td>♦ Nonsurgical Periodontal Treatment</td>
<td></td>
<td>Nield-Gehrig Perio, Ch. 24</td>
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<tr>
<td></td>
<td></td>
<td>Wilkins Ch. 37 pp.641-645</td>
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<tr>
<td></td>
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<td>Darby Ch 28</td>
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<tr>
<td>13- 8/20</td>
<td>IMPLEMENTATION (3-5 pm in clinic)</td>
<td>Handouts</td>
</tr>
<tr>
<td>♦ Power Sealing – Clinical Application</td>
<td></td>
<td>Nield-Gehrig</td>
</tr>
</tbody>
</table>
Instrumentation Ch. 25,26
Dentsply Guest Speaker
Shirley Branam, RDH

Wilkins Ch. 37 pp. 655-661
Darby Ch. 25

2-8/27  ASSESSMENT
♦ Periodontal Assessment
♦ Caries Risk Assessment (CAMBRA)
♦ Case Documentation/Intraoral Photography

Review Nield-Gehrig Perio Ch. 12, 19 Darby, Ch 17
Darby Ch. 16

Article # 1 due

SEPT. 3 - LABOR DAY – NO CLASS

3-9/10  DIAGNOSIS & TX PLANNING
♦ Comprehensive Care Planning
   Through Case Studies
♦ Evidence-Based Periodontal Care
♦ Patient’s Role in NSPT

Darby Ch. 2, 19 & 20
Review Wilkins Ch. 21, 22
Thomson - Case D
Nield-Gehrig Perio Ch. 23, & 26

Article # 2 due

4-9/17  Test # 1
Case Studies
Thomson – Case D

5-9/24  IMPLEMENTATION
♦ Root Morphology
Darby Ch. 26
Nield-Gehrig Instrument Ch 19, 20

♦ Dental Implant Maintenance
Darby Ch. 57
Nield-Gehrig Instrument Ch 27
Nield-Gehrig Perio Ch 32
Thomson –Case F

Care Plan # 1 due

BRING TYPODONT TO CLASS

BRING TYPODONT TO CLASS
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10/1</td>
<td>IMPLEMENTATION</td>
<td>♦ Hoes, Files</td>
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<tr>
<td></td>
<td>♦ Alternative Fulcrums</td>
<td>Darby Ch. 24</td>
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<tr>
<td></td>
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<td>Nield-Gehrig Instrument Ch 17</td>
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<tr>
<td></td>
<td></td>
<td>Wilkins Ch. 37 pp. 647-650</td>
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<tr>
<td>-</td>
<td>EVALUATION &amp; PERIODONTAL MAINTENANCE</td>
<td>Nield-Gehrige Perio Ch 31 &amp; 34</td>
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<tr>
<td>7-10/8</td>
<td>SUPPORTIVE TX PROCEDURES</td>
<td>Wilkins Ch. 38</td>
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<td></td>
<td>♦ Periodontal Chemotherapy</td>
<td>Darby: Ch. 29</td>
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<td></td>
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<td>Nield-Gehrige Perio , Ch. 27 &amp; 28</td>
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<tr>
<td>-</td>
<td>Test # 2</td>
<td>Thomson - Case G</td>
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<tr>
<td>8-10/15</td>
<td>NUTRITIONAL COUNSELING</td>
<td>♦ Nutrition Overview</td>
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<td></td>
<td>♦ Vitamins, Minerals, Nutrients</td>
<td>Wilkins Ch. 32</td>
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<tr>
<td></td>
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<td>Nield-Gehrige Ch. 21</td>
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<tr>
<td>9-10/22</td>
<td>NUTRITIONAL COUNSELING</td>
<td>♦ Nutrition Requirements for Woman</td>
</tr>
<tr>
<td></td>
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<td>Nutrition During Growth &amp; Development</td>
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<tr>
<td>10-10/29</td>
<td>NUTRITIONAL COUNSELING</td>
<td>♦ Nutritional Aspects of Dental Caries, &amp; Periodontal Diseases</td>
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<tr>
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<td>Chronic Health Conditions:</td>
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<tr>
<td></td>
<td></td>
<td>♦ Nutritional Aspects of Alterations in the Oral Cavity</td>
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<tr>
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<td>♦ Nutritional Assessment &amp; Counseling</td>
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<tr>
<td>11-11/5</td>
<td>IMPLEMENTATION (continued)</td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td>♦ Advanced Periodontal Instrumentation</td>
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<td>♦ Hand Instrumentation-Guest Speaker</td>
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<td>Susie Michaylo, RDH, Hu-Friedy</td>
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<td>12-11/12</td>
<td>NUTRITIONAL COUNSELING</td>
<td>♦ Nutrition Requirements for Woman</td>
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<td>Nutrition During Growth &amp; Development</td>
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<td>Care Plan # 2 due</td>
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<tr>
<td>13-8/20</td>
<td>NO CLASS</td>
<td></td>
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14- 11/26  NUTRITIONAL COUNSELING
♦ Nutrition for Older Adults  
      Stegeman Ch 15
      Wilkins Ch 51
♦ Effects of Systemic Disease  
      Stegeman Ch 16

15-12/3  Test # 3 – Final Exam

Disclaimer
The above schedule and procedures stated in this course syllabus are subject to change in the event of extenuating circumstances.
## DHY 210
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Days</th>
<th>Date</th>
<th>Clinical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues/Fri</td>
<td>8-20</td>
<td>Patient</td>
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<tr>
<td></td>
<td>Treatment</td>
<td>8-24</td>
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<td>8-25</td>
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<tr>
<td>2</td>
<td>Tues/Fri</td>
<td>8-28</td>
<td>Patient</td>
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<td>Treatment</td>
<td>8-31</td>
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<td>8-30</td>
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<td>9-1</td>
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<td>Tues/Fri</td>
<td>9-4</td>
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<td>Treatment</td>
<td>9-7</td>
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<td>9-8</td>
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<tr>
<td>4</td>
<td>Tues/Fri</td>
<td>9-11</td>
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<td>Tues/Fri</td>
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<td>Treatment</td>
<td>9-21</td>
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### DHY 210

**COURSE SCHEDULE**

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**DHY 210**

**COURSE SCHEDULE**

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Student Competency Assessment Procedures

The muddiest point, the one minute paper, the course assessment form, primary trait assessment tools and item analysis etc. are some of the tools used to assess whether students are understanding course material at a level to achieve minimum competency levels established in the assessment of program competencies.

The muddiest point and the one minute paper give feedback to the instructor to allow either modifying subsequent course delivery or providing individual help depending on how much need is required.

Item analysis identifies the frequency of evaluation questions being missed by students. A high percentage of students missing questions allows the instructor to investigate to see if the question is valid and reliable or if the course content did not prepare students to answer the question. Any of the samples of the above strategies have the ability to trigger feedback to the student to help in achieving minimum competency levels. They also provide feedback to make course modifications to improve delivery for the next time the course is presented.

Dental Auxiliary program course instructors have the option of selecting at least two of the assessment techniques such as the samples provided above. Selection is based on which is best suited to their teaching methods.
Dental Hygiene Program
Wayne County Community College District
Program Assessment

Program assessment has many input processes that are reviewed at varying intervals to provide data for program improvement. The following lists contributors to data for program improvement.

- Advisory Committee Minutes
- Curriculum Management Plan
- Annual review of Dental Hygiene Program Assessment Matrix
- Annual Review of Programs Competency Assessment Model
- Wayne County Community College District Program Review
- Progress Reports.
- Graduate Follow-up Surveys
- Alumni Follow-up Surveys
- Employer Follow-up Surveys and Focus Groups
- Attrition Reports.
- Faculty Feedback/Surveys
- Patient Surveys
- Clinical Quality Assurance Assessment

The data contributors provide an excellent feedback to the Dental Hygiene Program to insure it operates at a state of the art level.
DENTAL HYGIENE PROGRAM
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
THE “MUDDIEST” POINT

Dental Hygiene Course

Instructor

Today’s Date

Name (optional)

What was the “muddiest” point in this session?
(In other words, what was least clear to you?)
DENTAL HYGIENE PROGRAM  
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT  
CLASS ASSESSMENT

Course______________________________ 
Instructor______________________________ Today’s Date______________________________ 
Name (optional)______________________________

INSTRUCTIONS: Please rate the effectiveness of this course. Using the following scale, circle one number for each statement. 
5=Strongly Agree  4=Agree  3=No opinion  2=Disagree  1=Strongly Disagree

1. The class objectives were met.  
   5  4  3  2  1 Comments:___________________________________________

2. The class material was easy to follow and understand.  
   5  4  3  2  1 Comments:___________________________________________

3. The instructor did a good job in presenting the class material.  
   5  4  3  2  1 Comments:___________________________________________

4. The instructor provided additional assistance with difficult materials.  
   5  4  3  2  1 Comments:___________________________________________

5. What was the most helpful part of this class?  
   5  4  3  2  1 Comments:___________________________________________

6. How could this class be improved?  
   5  4  3  2  1 Comments:___________________________________________

___________________________________________

40
QUIZ, PROJECT OR DRAWING ASSESSMENT

Course_________________________________________ Instructor_________________________________________ Today’s Date_________________________________________

Name (optional)______________________________________________________________

Quiz Number________________________________ Project Name_________________________________________
Drawing Name_______________________________________

INSTRUCTIONS: Please rate the effectiveness of this course.
Using the following scale, circle one number for each statement.
5=Strongly Agree 4=Agree 3=No opinion 2=Disagree 1=Strongly Disagree

QUIZ
1. The quiz tested the course objective covered.
   5 4 3 2 1 Comments: _____________________________________________________________

2. The questions and/or drawings represent the course material covered.
   5 4 3 2 1 Comments: _____________________________________________________________

3. The instructor did a good job presenting the course materials.
   5 4 3 2 1 Comments: _____________________________________________________________

PROJECT OR DRAWING
1. All new materials presented on the project or drawing were covered in class.
   5 4 3 2 1 Comments: _____________________________________________________________

2. The time allowed for the project or drawing was adequate.
   5 4 3 2 1 Comments: _____________________________________________________________

3. The instruction was adequate for completing the project or drawing.
   5 4 3 2 1 Comments: _____________________________________________________________

Please use other side for additional comments. Thank you.
Directions:

This course assessment is designed to elicit your input into improving teaching and learning in dental hygiene courses. The results of this assessment will be summarized and presented without student identification. Answer the following questions on scantron sheets. Use the letter below to indicate your experience.

1 = Almost Always/Excellent   2 = Frequently/Above Average
3 = Sometimes/Average        4 = Infrequently/Needs Improvement
5 = Almost Never/Not Acceptable

1. The course syllabus was reviewed during the first or second session.
2. Class procedures for absence, tardiness, late or missing assignments were reviewed during the first or second session.
3. The grading system was discussed in detail.
4. Course goals and expectations were reviewed.
5. Course examinations reflected the information taught.
6. Students were made aware of information to be presented on course examinations.
7. Examination results were discussed.
8. Final or competency examinations evaluated your performance in achieving course goals.
9. The faculty person had scheduled conference times.
10. The classroom atmosphere was conducive to group discussions.
11. Case studies were used to achieve learning objectives.
12. Audio visuals were used to enhance learning.
13. Computer software assignments were used to meet course objectives.
14. The course textbook was relevant to the subject matter.
15. The information presented in class was current and relevant.
16. Enough time was allowed for discussion of the subject matter.
17. Skills and techniques, that you were expected to accomplish, were explained and demonstrated.
18. Details were provided regarding how each competency, skill and technique would be evaluated.
19. Class lectures were presented in a logical manner.
20. Support materials (handouts, fact sheets, checklists) were available and related to the subject matter.
21. The instructor assigned attended 12 or more class sessions.

Comment on any items that would help to improve teaching and learning experience in this class.

_____________________________________________________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________________________________________________

What was the most rewarding learning experience you had in this class?
_____________________________________________________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________________________________________________

43
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
DENTAL HYGIENE PROGRAM

THE MINUTE PAPER

Please answer each question in 1 or 2 sentences:

1) What was the most useful or meaningful thing you learned during this session?

2) What question(s) remain upper-most in your mind as we end this session?
Clinic Evaluation Form-DHY 210

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

DENTAL HYGIENE PROGRAM

Student: ________________________________

Patient No. ____________________________ Completed: ______________________

Age: 3-9  10-17  18-25  26-55  56-75  76-84  85+

Patient Name: __________________________

ASA Status                     I   II   III   IV

Radiographic Periodontal Disease Progression

I     II    Mild              III    Moderate         IV     Advanced

AAP Disease Progression

I     II                  II                      III               III                  IV  V  VI  VII  VIII

Localized     Generalized     Localized   Generalized

Appointment 1 2 3 4 5 6 7

Date

Instructor Check-in

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Comments

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Clinic Evaluation Form-DHY 210

Student: ________________________________________________

45
Patient Name: ____________________________

ASA Status                    I    II   III   IV

Calculus Class   Child I II III T/T _________

Radiographic Periodontal Disease Progression
I     II    Mild              III    Moderate         IV     Advanced

AAP Disease Progression
I     II                  II                      III               III                  IV  V  VI  VII  VIII
Localized     Generalized     Localized   Generalized

Appointment 1 2 3 4 5 6 7

Date

Instructor Check-in

A/UA  g. Topical Anesthesia   A/UA
A/UA  h. Radiographic Interpretation  A/UA
A/UA  i. Case Presentation  A/UA
A/UA  j. Radiographic Proficiency  A/UA
A/UA  k. Instrument Sharpening A/UA
A/UA  l. Subgingival Irrigation – 2 quads A/UA
A/UA  m. Nutrition Counseling A/UA
A/UA  n. Tobacco Cessation A/UA
A/UA  o. Case Documentation A/UA
A/UA  p. Nitrous Oxide Competency A/UA
A/UA  Q. Bleaching tray A/UA
A/UA  R. Portfolio A/UA

Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Name: ____________________________  Patient Name: ____________________________

46
COMMENTS: ________________________________

CSI COUNT ________________________________
Number of Teeth ____________________________
TOTAL CSI SCORE ____________________________

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calculus

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17

A B C D E F G H I J
T S R Q P O N M L K

stain

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17

A B C D E F G H I J
T S R Q P O N M L K

APPT NO.
Missed surfaces of calculus ____________ Award ___________
Missed at re-check + ____________
TOTAL calculus missed ____________

Missed surfaces of stain ____________ Award ___________
Missed at re-check + ____________
TOTAL stain missed ____________
In an effort to measure the degree to which the goals and objectives of the Dental Hygiene Program at Wayne County Community College District are being met and to determine your satisfaction with your dental hygiene education, it is requested of you to provide answers to the following questions regarding your past quarter in the CLINIC. Your opinions and evaluations are most appreciated.

1. I feel I had adequate academic preparation for this clinic session.
   
<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>3</td>
<td>4</td>
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   Comments: ____________________________________________

2. I feel I have grown personally and professionally this semester.
   
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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Relevant</th>
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<td>3</td>
<td>4</td>
<td>5</td>
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   Comments: ____________________________________________

3. I feel this clinic experience has taught me problem solving and critical thinking skills.
   
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<tr>
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<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

   Comments: ____________________________________________

4. I feel this clinic experience has taught me professional etiquette and professionalism.
   
<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   Comments: ____________________________________________

5. I feel this clinic experience has emphasized teamwork skills.
6. The clinic requirements were appropriate for this clinic session and where I am in my learning process.

   Strongly Disagree  Disagree  Agree  Strongly Agree  Not Relevant
   1  2  3  4  5

   Comments: ___________________________________________________________

   7. The clinic equipment is current and very usable.

   Strongly Disagree  Disagree  Agree  Strongly Agree  Not Relevant
   1  2  3  4  5

   Comments: ___________________________________________________________

   8. The clinic was adequately maintained for proper patient care (cleanliness, temperature, etc.)

   Strongly Disagree  Disagree  Agree  Strongly Agree  Not Relevant
   1  2  3  4  5

   Comments: ___________________________________________________________

   9. The OSHA standards and infection control procedures were properly maintained.

   Strongly Disagree  Disagree  Agree  Strongly Agree  Not Relevant
   1  2  3  4  5

   Comments: ___________________________________________________________

10. The (number) of radiography rooms available for student learning was:

   Below average  Average  Above average  Excellent  Not Relevant
   1  2  3  4  5

   Comments: ___________________________________________________________
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT  
DENTAL HYGIENE PROGRAM  

PROFESSIONALISM EVALUATION  
DHY 210

Circle One:  

<table>
<thead>
<tr>
<th></th>
<th>MIDTERM</th>
<th>FINAL</th>
<th>Date: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ___________________________</td>
<td>Total Points Earned out of Possible 55</td>
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</table>

Faculty: ___________________________
Dental Hygiene Course _____________

Faculty: Teaching faculty are to assess professionalism of the following professionalism areas. A scale of 5 to 1 will be used, with 5 meaning "always," 3 meaning "sometimes," and 1 meaning "never."

Criteria:  

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student is prompt for classroom/lab sessions.</td>
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<td>2.</td>
<td>Student manages his/her lab time well.</td>
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<td>3.</td>
<td>Student assumes responsibility for his/her own learning.</td>
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<td>4.</td>
<td>Student is prepared for the classroom/lab sessions.</td>
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<td>5.</td>
<td>Student demonstrates an attitude of flexibility.</td>
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<td>6.</td>
<td>Student maintains his/her composure, dealing with conflict in a constructive way.</td>
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<td>7.</td>
<td>Student exhibits an attitude of respect and is considerate of classmates, faculty and staff.</td>
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<td>8.</td>
<td>Student accepts constructive feedback, incorporating suggestions.</td>
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<td>9.</td>
<td>Student demonstrates that he/she is a team player.</td>
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<td>10.</td>
<td>Student maintains his/her appearance and personal grooming.</td>
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<td>11.</td>
<td>Student adheres to Institutional and OSHA safety guidelines.</td>
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Comments:


### WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
### DENTAL HYGIENE PROGRAM

### WEEKLY STUDENT CLINICAL SELF-ASSESSMENT

<table>
<thead>
<tr>
<th>Student</th>
<th>Course and Semester</th>
<th>Week of</th>
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<tbody>
<tr>
<td>Patient Name</td>
<td>Date</td>
<td>Patient Class</td>
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<td>1._______________</td>
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<td>6._______________</td>
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<td>7._______________</td>
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I. On a scale from 1 - 5, rate your work. Lousy [.................................] Great

1 2 3 4 5

II. Reflecting on your clinical work and faculty feedback, identify what you feel were strengths / positive experiences. (Provide specific examples)

III. Reflecting on your clinical work and faculty feedback, identify what you feel were weaknesses / negative experiences. (Provide specific examples)

IV. Using your critical thinking skills, identify potential solutions for improving areas
# Course Understanding

I have received and understand the course syllabi for DHY 210 and have been properly informed (written or verbally of this course and its requirements).

<table>
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<tr>
<th>Print Name</th>
<th>Student Signature</th>
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