

**LAST REVIEW: 2010 - 2011**

**NEXT REVIEW: 2015 - 2016**

**STATUS: A**

**COURSE TITLE: CLINICAL DENTAL HYGIENE I**

**COMMON COURSE NUMBER: DEH 1800**

**CREDIT HOURS: 2**

**CONTACT HOUR BREAKDOWN**

**CLOCK HOURS:**  
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Lecture: 2

Lab:

Clinic:

Other:

**PREREQUISITE(S): DEH 1002, DEH 1002L, DEH 2400**

**COREQUISITE(S): DEH 1800, DEH 2300**

**PRE/COREQUISITE(S): N/A**

**COURSE DESCRIPTION:** This course provides instruction on removal of hard and soft deposits, treatment planning, preventive procedures, care of instruments, pre and post operative procedures, and dental hygiene diagnosis. This course incorporates critical thinking and correlating didactic and clinical knowledge.

### **UNIT TITLES**

1. Table clinic
2. Gingival Exam and Indices
3. Periodontal Charting
4. Classification of Occlusion
5. Caries Process
6. Patient Care Planning/ Identifying risk factors
7. Radiographic Interpretation
8. Patient Education
9. Scaling and Root Planning
10. Topical Anesthetic and Fluoride
11. Instrument Sharpening
12. Calculus, Plaque and Stain

**EVALUATION:**

GRADING: Grades will be determined by the following:

Unit Exams	40%
Power Point	10%
Class Participation	5%
Assignments	5%
Final Exam	40%

The student's letter grade for this course will be determined by the departmental percentage scale:

92 -100 = A
83 - 91 = B
75 - 82 = C
66 - 74 = D

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F

Assignments are two in class topical group discussions. Included are questions provided as in class handout. A power point presentation is done on a case patient scenario given to each student.

A final grade of "C" or higher must be achieved in all Dental Hygiene courses for continuance in the Program.

All graded examinations and projects will be retained by the Dental Hygiene Department for the purpose of maintaining the student's academic records. The student may have access to his/her file upon request. An appointment may be necessary to do so.

**ACADEMIC DISHONESTY:**

If a student commits any act of academic dishonesty according to BC Policy 6Hx2-5.02, such as but not limited to cheating or plagiarism, that student will receive an "F" grade for the course and may also be subject to disciplinary procedures in accordance with college policy. The Student Code of Conduct, BC Policy 6Hx2-5.02, gives a description of what acts may constitute academic dishonesty. These descriptions are also included in the BC Student Handbook and in the Broward College Catalog. (Be aware as stated in the Dental Hygiene Student Handbook any act of Academic Dishonesty will result in the immediate dismissal of the student from the Dental Hygiene Program and does not merit previous written warning.)

**DISRUPTIVE STUDENT POLICY:**

All students will be bound by BC policy 6Hx2-5.19. Students who cannot conform to the standards of appropriate behavior as set forth in Broward College Policy 6Hx2-5.02, Student Responsibilities, shall not be permitted to interfere with other students' access to a college education. If in the opinion of the faculty the student is disruptive, faculty may ask a student to leave the classroom for the class period. The student will be permitted to return upon the permission of the faculty.

ATTENDANCE:

Attendance and punctuality are highly recommended for each course. When the student is absent or late the student must call the course instructor as early as possible to inform the instructor. If the instructor cannot be reached then call the Associate Dean at 954-201-6904. If it is necessary to leave a message at either location please include a telephone number where you can be reached. Absences are recorded in the PARTICIPATION portion of your final grade.

Non-Class Days: Should unanticipated circumstances that are beyond anyone's control or when concerns are raised about the safety and/or security of the students, faculty, and staff, the President or his/her designee has the authority to close a campus or the College. For purposes of grading and attendance policies, the day(s) during which the campus/college is closed shall be considered a non-class day(s). When this occurs, each faculty member shall determine how best to make up the lost class time.

Excused/Non-Penalized Absences: There shall be no penalty for a student who is absent from academic activities because of religious holy day observances in his/her own faith, the student's serious illness, a death in the immediate family, or attendance to statutory governmental responsibilities. The student is responsible to bring documentation of any of these to the faculty member within ten days of this absence. In the case of jury duty, please contact the Associate Dean to receive a letter of full time student status to present to the courts for deferral.

Student Responsibilities Relative to Excused/Non-Penalized Absences: A student shall notify instructors in advance of absence(s) to observe a religious holy day(s) in his/her own faith, and shall likewise notify instructors in advance of other absences when practicable under the circumstances. "Death in the immediate family" shall be interpreted to mean mother, father, spouse, child, brother, sister, grandparents, or grandchildren. "Statutory governmental responsibilities" refer to such matters as jury duty, subpoena for court appearance or unplanned military obligation. If a non-penalized absence occurs on the first day of class, the student shall notify the instructor of the reason for his/her absence at the next class meeting. Documentation for non-penalized absences must be presented by the student to the faculty member within ten days of this absence. The student shall be responsible for the material covered in his/her absence and shall be granted a reasonable amount of time to make up any work or test missed for excused/non-penalized absences.

**Important Notice**

Starting fall 2007, faculty will report student non-attendance. If you stop attending class *prior* to the withdrawal date, you will be administratively withdrawn from class and receive a **W** or, if it is your third attempt, an **F**.

If you stop attending class *after* the withdrawal date, you will receive a **WF** that will then be computed as an **F** in your **GPA**. To avoid this situation, you should remain an active learner in this class and always communicate extenuating circumstances to me. Ongoing communication with the instructor is critical to your course success.

If a student does not attend classes within two weeks after the Drop/Add period in each session, he/she will be withdrawn from classes or receive a failing grade for non-attendance. In either case, no refund will be given.

Requirements for class attendance are determined by the instructor and will be outlined in the course syllabus. It is the student's responsibility to attend classes to ensure that he/she is properly enrolled.

### PARTICIPATION:

Participation is worth five percent (5%) of your final grade.

Any of the actions listed below will be recorded in your student record for this course. One recorded action is permitted. More than one recording will result in a "0" grade for the participation portion of your final grade. An action is defined as any of the following:

- absence from class
- early departure from class (unless the instructor permits)
- late arrival to class that is more than fifteen minutes (unless the instructor approves)
- a total of two late arrivals to class

Any absence above the one permitted action must be considered an excused/non penalized absence. In order to be in compliance with an excused/ non penalized absence, appropriate documentation must be presented to the instructor and given to the Associate Dean within ten days of this absence. It is the students' responsibility to acquire and present the documentation. Definition of an excused/non penalized absence is in the ATTENDANCE section of this course handout and in the Broward College Student Handbook under Class Attendance Policy (BC Policy 6Hx2-4.18).

**Common Course Number: DEH 1800**

## **UNITS**

### **Unit 1 Table Clinic**

#### **General Outcome:**

- 1.0 The student shall:** Describe the purposes and steps involved in creating a Table Clinic Presentation and demonstrate presentation to a specific audience.

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1 Describe the preparation necessary for a table clinic.
- 1.2 List the essential parts necessary for a table clinic.
- 1.3 Discuss potential topics that can be used for table clinic design.
- 1.4 List and discuss various sources for data that can be used in the research of a table clinic topic.
- 1.5 Describe the importance of creating and delivering a table clinic presentation.
- 1.6 Prepare and present a table clinic presentation at an assigned location and time.

**Common Course Number: DEH 1800**

**Unit 2 Gingival Exam and Indices**

**General Outcome:**

**2.0 The student shall:** Describe and demonstrate procedures for performing a gingival exam, OHI, GI and plaque index.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 2.1 List and describe all structures associated with gingival and their characteristics
- 2.2 Explain tissue changes that occur in the inflammatory process.
- 2.3 Describe McCalls festoons and Stillmans clefts.
- 2.4 Compare the size, shape, color, texture and position of healthy gingiva to diseased gingiva.
- 2.5 Differentiate between gingival and periodontal pockets.
- 2.6 Describe free gingiva, interdental papillae, alveolar mucosa and junctional epithelium.
- 2.7 Describe gingival connective tissue fibers.
- 2.8 Describe the purpose and technique in performing an OHI-S index.
- 2.9 Describe types of gingival indices.
- 2.10 Describe and complete a Plaque Index exercise in class.
- 2.11 Describe the possible locations of free gingival margin in relation to the CEJ.

**Common Course Number: DEH 1800**

**Unit 3 Periodontal Charting**

**General Outcome:**

**3.0 The student shall:** Increase competence in periodontal charting.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 3.1 Describe the roles of plaque and other local etiological factors in periodontal disease.
- 3.2 List and describe blood and nerve supply and cellular structure of the Periodontal ligament.
- 3.3 Describe the structures that comprise mucous membranes.
- 3.4 Name two ways in which connective tissue of the oral mucosa is connected to underlying tissue.
- 3.5 Explain the interrelationships between periodontitis and systemic diseases.
- 3.6 Explain the importance of epithelial lining of the gingival sulcus in the prevention of periodontal disease.
- 3.7 Define the significance of bleeding upon probing, recession, mobility, furcation involvement and fremitus to the health status of the periodontium.
- 3.8 Discuss the disease process involved in periodontal disease.
- 3.9 List and define the classifications of periodontal disease.
- 3.10 Describe the importance of nutrition as it relates to periodontal disease.
- 3.11 Describe the components involved in a correct probing technique.
- 3.12 Identify the components of a periodontal assessment.
- 3.13 Given specific examples, chart periodontal conditions using the correct charting notations.
- 3.13 Identify conditions which may be associated with those patients at risk for periodontal disease.

**Common Course Number: DEH 1800**

**Unit 4 Classification of Occlusion**

**General Outcome:**

- 4.0**                    **The student shall:** Define the classes of occlusion based on Angle's Classifications.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 List and describe Angle's three classes of occlusion.
- 4.2 Define and differentiate among the following: occlusion, functional occlusion, centric occlusion, bruxism, abrasion, and abfraction.
- 4.3 Define all terminology related to tooth malposition.
- 4.4 Define primate spaces, terminal step and terminal plane related to pediatric occlusion.
- 4.5 Describe various types of trauma from occlusion and describe the oral effects.
- 4.6 Differentiate between overbite and overjet.

**Common Course Number: DEH 1800**

**Unit 5 Caries Process**

**General Outcome:**

**5.0 The student shall:** Define caries and describe the process.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 5.1 Define dental caries, arrested caries, primary caries and rampant caries, recurrent caries.
- 5.2 Describe the development of a carious lesion.
- 5.3 List and define the six classifications of caries according to G.V Black.
- 5.4 Differentiate between a simple, compound and complex carious lesion.
- 5.5 List the types of dental caries described by their location.
- 5.6 Describe the microorganisms associated with root and enamel caries.
- 5.7 Describe the steps in the formation of root surface caries.
- 5.8 List the essential criteria for dental caries.
- 5.9 Describe contributing factors that play a role in caries formation.
- 5.10 List examples of cariogenic foods.

**Common Course Number: DEH 1800**

**Unit 6 Patient Care Planning/Identifying Risk Factors**

**General Outcome:**

- 6.0                    **The student shall:** Develop individualized treatment plans for specific oral health needs. This includes utilizing patient assessment data, planning appropriate appointment sequencing, determining the degree of patient difficulty and setting goals for therapy.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 6.1    Describe the dental hygiene care plan and identify the 5 components of the dental hygiene process of care.
- 6.2    List and describe specific conditions or factors to identify for risk assessment.
- 6.3    List the benefits of creating a patient care plan for the client and for the practitioner. Give examples of variations in a care plan designed for treatment of the child, adolescent, and adult patient.
- 6.4    Identify and describe the components of a comprehensive dental hygiene patient assessment.
- 6.5    Describe the importance of the client interview to validate the assessment data.
- 6.6    Differentiate between the dental diagnosis and the dental hygiene diagnosis.
- 6.7    Formulate a dental hygiene diagnosis based on an individual's Assessment findings.
- 6.8    Identify the four stages of planning.
- 6.9    Identify the clinical considerations involved in planning.
- 6.10   Determine goals, interventions and expected outcomes related to the dental hygiene care plan.

- 6.11 Describe the clinical aspects of preparing the operatory, patient and operator for the implementation phase of treatment.
- 6.12 Communicate the care plan and alternatives to the patient.
- 6.13 Discuss several evaluation methods.
- 6.14 Describe why evaluation is a necessary phase of the dental hygiene care plan and its impact on treatment, education, and ongoing patient care.
- 6.15 Describe in detail the potential risk factors to identify for the patient at risk for periodontal disease.
- 6.16 Describe in detail the risk factors to identify for the patient at risk for dental caries.

**Common Course Number: DEH 1800**

**Unit 7 Radiographic Interpretation**

**General Outcome:**

- 7.0           **The student shall:** Describe various radiographic structures, oral conditions, and errors in radiographic technique and processing.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 7.1           List and describe useful aids for interpretation of dental radiographs.
- 7.2           Describe radiographic tooth development and anomalies.
- 7.3           Describe the appearance of tooth development and anomalies.
- 7.4           Describe and identify common dental materials radiographically.
- 7.5           Describe types of periodontal bone loss and identify them radiographically.
- 7.6           Describe the radiographic appearance of caries and identify on radiographs.
- 7.7           Describe radiographic findings of calculus, overhangs, caries, cysts and tumors and identify them radiographically.
- 7.8           Describe and identify normal radiographic anatomy.
- 7.9           Interpret other oral pathosis from radiographs to include: condensing osteitis, sclerotic bone, hypercementosis, attrition, erosion, abrasion, abfraction, and fracture.

**Common Course Number: DEH 1800**

**Unit 8 Patient Education**

**General Outcome:**

- 8.0 **The student shall:** Utilize assessment data to formulate an individualized oral hygiene education patient program.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 8.1 Describe and explain the appropriate use and oral health indications for the following categories of oral self-care products: manual toothbrushes, powered toothbrushes, interdental cleaners.
- 8.2 Customize oral self-care recommendations for patients that reflect their oral health status, physical abilities and motivational levels.
- 8.3 Provide a rationale for patient recommendations for oral self-care products.
- 8.4 Monitor and recommend modifications for patient's use of oral self-care products based on objective and subjective indicators of health.
- 8.5 Describe the purpose of tongue cleaning and describe proper technique.
- 8.6 Discuss the use of oral irrigators, chemotherapeutic agents and the reasons for patient selection for use of these products.
- 8.7 Discuss the purposes and uses of mouthrinses and give several commercial brands as options for patient use.

**Common Course Number: DEH 1800**

**Unit 9 Scaling and Root Planing**

**General Outcome:**

**9.0 The student shall:** Describe the techniques and differences in scaling and root planning procedures.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 9.1 Contrast scaling and root planing.
- 9.2 List the purposes of complete scaling and root planing.
- 9.3 Describe several methods utilized to determine the need for scaling and/or root planing.
- 9.4 Define burnished calculus and state how to prevent its occurrence.
- 9.5 Explain what scaling zones means or channel scaling.
- 9.6 Designate scaling zones for submarginal and supramarginal scaling on anterior and posterior teeth.
- 9.7 Name contraindications to gross scaling.
- 9.8 State the conditions under which sickle scalers, hoes and chisels would be chosen for supragingival scaling.
- 9.9 Recognize when sickle scalers can be used for subgingival scaling.
- 9.10 Explain when a curette can be utilized for supragingival scaling.
- 9.11 Describe why a curette is the instrument of choice for subgingival scaling and root planing.
- 9.12 Describe the adaptation and angulation of curettes in supragingivasubgingival scaling.

- 9.13 Explain the exploratory stroke that is used in subgingival scaling with a curette.
- 9.14 Differentiate between the strokes utilized in subgingival scaling and root planing.
- 9.15 List methods utilized to ensure that all calculus is removed.
- 9.16 Discuss post-treatment procedures and patient instructions.
- 9.17 Describe the effects of scaling and root planing on the gingiva and the tooth surface.
- 9.18 Describe methods of biofilm removal, use of implant scalers, and rinsing and irrigation for proper implant maintenance.
- 9.19 Explain single appointment and multiple appointment approaches to scaling and root planing.
- 9.20 State the importance of radiographs in the scaling and root planing procedures.

**Unit 10 Topical Anesthetic and Fluoride**

**General Outcome:**

- 10.0 The student shall:** State the purposes and techniques for topical anesthesia and topical fluoride.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 10.1 Discuss the mechanism of action of fluorides.
- 10.2 Describe three types of fluorides used in the dental office.
- 10.3 Differentiate between the use of fluorides for sensitivity vs. caries protection.
- 10.4 Describe proper technique for application of fluoride when using tray method, brushing or rinsing.
- 10.5 Discuss dental fluorosis and its cause and clinical appearance.

### **Unit 11 Instrument Sharpening**

#### **General Outcome:**

- 11.0 **The student shall:** State the reasons for maintaining sharp instruments and perform proper sharpening techniques.

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 11.1 List two objectives for sharpening.
- 11.2 Locate the cutting edge of an instrument to be sharpened.
- 11.3 Describe two tests for instrument sharpness.
- 11.4 Describe preparation of the stone and proper use in sharpening.
- 11.5 Describe sharpening methods for curets and scalers.
- 11.6 Define “wire edge” and describe how to remove it.
- 11.7 Describe sharpening methods for explorers.
- 11.8 Compare and contrast the various types of sharpening methods and equipment.
- 11.9 Demonstrate the steps used to sharpen each curet, sickle, and explorer.

**Common Course Number: DEH 1800**

**Unit 12 Calculus, Plaque and Stain**

**General Outcome:**

- 12.0 The student shall:** Describe the process of formation of supramarginal and submarginal plaque, calculus, specific types of exogenous and endogenous stain and their relationship to periodontal health.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 12.1 Contrast supragingival and subgingival plaque in terms of shape and size.
- 12.2 Discuss the microorganisms and their sources of nutrients in supragingival and subgingival plaque.
- 12.3 List three methods of calculus attachment.
- 12.4 List several methods of detecting supragingival and subgingival calculus.
- 12.5 Prepare a chart indicating the clinical appearance, etiology, distribution on tooth surfaces, composition, and formation of the following extrinsic stains:

Yellow stain  
Green stain  
Black line stain  
Tobacco stain  
Stannous fluoride  
Antiplaque agents  
Metallic substances