

**MIDWESTERN STATE UNIVERSITY
DENTAL HYGIENE PROGRAM**

**CLINICAL PRACTICE I
DNHY 3114**

COURSE SYLLABUS FALL 2025

COURSE: **CLINICAL PRACTICE I (Lab)**
 DNHY 3114 - 4 Credit Hour Course

DAY/TIME: **Monday and Wednesday 8:00-12:00**

PLACE: **Centennial Hall Room 103A**
 Centennial Hall Gaines Dental Hygiene Clinic

INSTRUCTORS: **Lead:** Debra Kelley, RDH, BSDH, MEd.
 Jill Young, RDH, BSDH, MEd.
 Stephanie McCann, RDH, BSDH, M.S.
 Melanie McIntyre, RDH, BSDH

OFFICE: Centennial Hall, Room 127
 Phone: 940-397-4482

HOURS: Monday & Wed. 3:00-5:00
 Tuesday & Thurs 1:00-5:00
 Friday 9:00-11:00 by appointment

REQUIRED COURSE TEXTS:

1. Clinical Practice of the Dental Hygienist, 14th Ed., by Esther Wilkins
2. Fundamentals of Periodontal Instrumentation, 9th Ed., by Jill S. Nield-Gehrig
3. M.S.U. Dental Hygiene Handbook - supplied by the Dental Hygiene Program – a copy is available for viewing in the copy room.

All of these required textbooks will be utilized in the concurrent course, Dental Hygiene I (DNHY 3014), as well as in other courses throughout the entire two year dental hygiene curriculum, and for review in preparation for the National Board Dental Hygiene Examination.

COURSE DESCRIPTION:

Clinical Practice I is designed to provide the student with the opportunity to apply didactic information from Dental Hygiene I (DNHY 3014), as well as clinical Practice I, to the clinical

setting. Basic skills, patient positioning, intraoral finger rests and basic instrumentation are introduced and then practiced throughout the course. Instrumentation techniques are introduced via instructor demonstration and audiovisual aids, followed by student practice on typodonts in the lab and clinical setting. Once the students are proficient on the typodont they practice in the clinic on fellow classmates. Infection control protocol is demonstrated and then the student follows this protocol each time he or she works on a classmate in the clinic. Clinical Practice I provides the student with the opportunity to begin to develop data collection skills (assessment of medical/dental histories, extra/intraoral examinations and dental/periodontal charting) through practice on fellow classmates in the clinical setting. Clinical Practice I and Dental Hygiene I are integrated courses to permit the maximum learning experiences for the students. One integrated schedule will be utilized for both courses.

SYLLABUS CHANGE POLICY:

This syllabus is a guide for the course- not a “contract” and is subject to change. Syllabus changes will be communicated via written revisions with a minimum of 24 hours’ notice before relevant changes take place.

Please keep this syllabus as a reference. Students are responsible for this information and any changes to the syllabus as explained above.

KEY CONCEPTS:

1. Explorers are the hygienist’s eyes below the gingival margin; a light touch is critical for tactile sensitivity.
2. Instrumentation is an art requiring understanding of the functions and capabilities of instruments, as well as correct instrumentation techniques.
3. Sharp instruments are absolutely critical to the success of instrumentation and patient comfort.
4. Patient records must be up-to-date and accurate.
5. Every patient is an individual and treatment must be based on the needs of the individual.
6. Every patient is considered infectious, therefore following infection control protocol at all times in the clinical setting is critical.
7. Treatment should be based on evidence based research.

COURSE OBJECTIVES:

Given the integration of didactic and clinical experiences, upon completion of this course (as integrated with Clinical Practice I), the students should be able to:

1. Demonstrate proper infection control protocol during patient care set-up and break-down of clinic operatories and instrument preparation for sterilization.
2. Demonstrate and consistently utilize correct positioning while working on selected patients in the clinical setting.
3. Identify sharp and dull dental hygiene instruments.
4. Demonstrate correct instrumentation technique when using the dental mirror, explorer and periodontal probe, as well as sickles, universal and Gracey curettes.
5. Perform extra and intraoral examinations correctly documenting findings for this level of their education.
6. Complete dental charting and periodontal assessment with adequate documentation for this

- level of their education.
7. Identify possible contraindications to dental/dental hygiene treatment based on patients' medical histories.
 8. Correctly take and record vital signs: blood pressure and pulse.
 9. Explain the rationale for antibiotic premedication and/or consultation with a patient's physician prior to tissue manipulation.
 10. Review medical histories identifying areas requiring further information from the patient and then questioning and documenting additional information.

SEE SPECIFIC OBJECTIVES FOR CONTENT AREAS

COURSE EVALUATION:

Four clinical competency evaluations will be given for this course. Clinical evaluations will be scheduled during regular clinic sessions.

Evaluation # 1	Exploring	20%
Evaluation # 2	Sickle Scalers	20%
Evaluation # 3	Universal Curets	20%
Evaluation # 4	Graceys	20%
Final Eval # 5	ALL Instruments	
	Includes Probing	20%
All Eval Grades averaged for final		100%
Clinic 1 Grade		

All didactic information presented during clinical sessions will be incorporated into Dental Hygiene I examinations.

DENTAL HYGIENE DEPARTMENT GRADING SCALE:

92 - 100 = A

83 - 91 = B

75 - 82 = C

65 - 74 = D

Constitutes Failure of course in Dent. Hygiene

A student failing a dental hygiene course **CAN NOT** advance into the next semester in the Dental Hygiene curriculum

Rationale for this grading scale is found in the Dental Hygiene Handbook

COMPETENCY EVALUATION PROTOCOL:

1ST ATTEMPT

- If a student is unsuccessful in demonstrating the specified competency on the **FIRST ATTEMPT** the following will apply:

1. **Remediation Session** - Student must remediate one-on-one with an instructor outside of regularly scheduled Clinical Practice I sessions. (Thursday afternoon remediation sessions – on a typodont)
2. **1st Re-Eval** - Student will be re-evaluated on the designated competency outside of regularly scheduled Clinical Practice I sessions. Highest possible points on retest is 85.

3. **Grading** - both grades (Original & Re-Eval) will figure into the final course grade.
2nd ATTEMPT

- If a student is unsuccessful in demonstrating the specified competency on the **1st RE-EVAL (2nd attempt)** the following will apply:

1. **2nd Remediation Session** - Student must remediate one-on-one with an instructor outside of regularly scheduled Clinical Practice I sessions. (Thursday afternoon remediation sessions – on a typodont)
2. **2nd Re-Eval** - Student will be re-evaluated on the designated competency outside of regularly scheduled Clinical Practice I sessions.
3. **Grading** - All three grades (Original, 1st Re-Eval, and 2nd Re-Eval) will figure into the final course grade. Highest possible grade on retest is an 85.

3rd FAILURE OF COMPETENCY EVALUATION

- If a student has not demonstrated competency after the 2nd Re-Eval he/she **will be given a grade of “D” (Failure in Dental Hygiene), dropped from Clinical Practice I and not be permitted to advance into the next semester of the program.** In this situation the following will apply:

- A student who successfully completes C or better) **ALL 1st semester didactic courses** may reapply to the program in Fall of the following year and if accepted may retake Clinical Practice I. **The Student MUST audit ALL 1st semester didactic courses running concurrently with Clinical Practice I.**

- *Readmission of the student is dependent upon the approval of the Dental Hygiene Admissions Committee.*

- A student who **DOES NOT** successfully complete **ALL 1st semester didactic courses** must reapply to the Program and if accepted must retake all 1st semester clinical and didactic courses.

- The Dental Hygiene Department reserves the right to make arrangements on an individual basis for students failing to maintain a passing grade in any course. Whatever arrangements made will be based upon an examination of the individual student’s overall dental hygiene scholastic record. This will be decided by the Department Chair and at least two other Dental Hygiene faculty members. **Readmission is not automatic.**

ATTENDANCE:

The Dental Hygiene Faculty feel very strongly that maximum participation in all clinical and laboratory exercises is critical to the development of clinical competencies. Therefore, **more than two (2) absences for any reason will result in a loss of five (5) points from the final course grade for each absence over two (2).**

ANYONE MISSING MORE THAN FOUR (4) CLINICAL SESSIONS FOR ANY REASON WILL BE DROPPED FROM CLINICAL PRACTICE I. YOU CAN NOT MATRICULATE INTO THE SPRING SEMESTER WITHOUT SUCCESSFULLY COMPLETING CLINICAL PRACTICE I.

INSTRUCTIONAL METHODOLOGY-HYBRID COURSE:

This course is a hybrid course with majority of the didactic/lecture component being

delivered face-to-face with access to the D2L/Upscale dental learning management system for assignment instructions, submitting assignments, and collaboration.

Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments or discussion postings.

Students should note that hybrid education takes effective time management and study skills. It is your responsibility to have (or have access to) a working computer (with internet access) for this class due to the variety of teaching methods being used to meet the goals of this course. Computers are available in various buildings on campus, including the 3rd floor of Centennial Hall. The primary medium for communication and information is presented through D2L Learning Management System. Text readings; audiovisual aids to include clinical slides, PowerPoint presentations, videos, on line course and teaching models are used to support the delivery of course content.

All course materials will require the use of Microsoft. It is the responsibility of each student to submit any required assignments in Microsoft compatible formats. To download student access to Office 365 go to: <https://products.office.com/en-us/student?ms.officeurl=getoffice365>.

Review the Student Help Aids for D2L on the MSU Distance Education Resources Page available at <https://msutexas.edu/distance/how-to-student.php> &/or <https://www.youtube.com/channel/UCLSxTdOzKAFOCZjXav1aCRQ/search?query=learn>

The laboratory component includes hands-on demonstrations and small group activities with student partners in the clinical setting.

ONE-ON-ONE WITH DHI CLINICAL INSTRUCTOR:

All students must meet with Mrs. Kelley for a one-on-one discussion once a week. Preferably Wednesday or Thursday afternoon. If you fail to meet with the instructor, you will be assigned a time to meet for the rest of the semester.

STUDENT SELF EVALUATION :

Students will be required to give a self-evaluation on Upscale dental of how they feel clinic went each week.

EXAMPLE: Week 1

What went great:

This week in clinic, I felt confident in [insert specific skill, task]. I was able to [mention accomplishments—e.g., complete a procedure independently, manage time efficiently, etc.]. I also received positive feedback on [insert any positive feedback you got].

What I struggled with:

I found [insert challenge] difficult this week. [Explain why it was challenging—e.g.,]. I also noticed that I need to improve on [mention any technical skill, or communication issue]. I'm planning to work on this by [insert how you'll improve—practicing more, asking questions, reviewing material, etc.].

Overall how I'm feeling:

Overall, I'm feeling [choose: confident / motivated / overwhelmed / uncertain / making progress]. While there are still areas I need to improve, I'm [feeling more comfortable / identifying my weak spots]. I [am / am not] struggling with what I'm learning, but I [am confident that I'll improve / know I need to ask for more help / plan to review material more closely/ practice more often].

ACADEMIC DISHONESTY:**Dental Hygiene Honor System:**

All Dental Hygiene courses adhere to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach in academic integrity. A student's participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the current Student Handbook for answers to any questions about the code.

Water bottles, cell phones, smartwatches, and hand-held calculators/computers are not allowed in the room during any examination. Possession of any of these items during an exam will be construed as academic dishonesty and will be dealt with accordingly.

Many components of **DNHY 3014** are designed to be highly interactive with students helping each other learn. Students are encouraged to take full advantage of many resources available including course resources, internet sites, other textbooks and journals, faculty, and peers when answering objectives. This interactive collegial learning environment is conducive for life-long learning.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a

grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

ARTIFICIAL INTELLIGENCE USAGE POLICY

- The use of generative Artificial Intelligence Tools (AI) that emulate human capabilities (EX: ChatGPT, Dall-e, Gamma, etc.) is permitted in this course for the following activities and must be disclosed (this includes all graded assignments and activities) in an explanatory appendix describing which tool was used and how (including illustrations and editing):
 - Brainstorming and refining ideas
 - Discovery of information on your topic
 - Illustration of topic
- **However, the use of AI tools (mentioned above) are prohibited for:**
 - **Discussion assignments**
 - **Completion of assignments**
 - **Making of PowerPoints**
 - **All written assignments**

PLAGIARISM STATEMENT:

Please note that by enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

MSU COHSHS Student Conduct Appeals Committee

All Midwestern State University (MSU) students may legitimately appeal a course grade if: 1) the student has not been evaluated according to the same criteria as his or her classmates, or 2) an error has been made in grading and/or posting (MSU Student Handbook, section 3.7). In addition, the Office of the Dean of Students has the responsibility to enforce standards of conduct for students as outlined in the MSU Student Handbook.

When enrolled in the college of Health Sciences and Human Services (COHSHS), students are often assigned to community agencies, such as health care facilities, social service agencies, or athletic environments, as part of their academic process. During these experiences, the student is expected to behave in a manner required of professionals working in this environment. COHSHS students may also be required to successfully complete a licensing/certification process following graduation. As a result, students in these programs are often held to a different academic and/or behavioral standard than students in other MSU programs. For example, students may not be allowed to progress in a program if they have been unsuccessful (D or F) in a certain number of courses in the major. In these circumstances, COHSHS faculty and administration, all of whom have had similar professional experience, may make decisions which negatively impact students’ programmatic progress.

COHSHS students have a right to a review of decisions made by the program faculty, which prevent individuals from progressing in their program in a timely manner. However, those who participate in the review must understand the context of the professions involved. Therefore, **issues concerning the professional conduct of students in the COHSHS will NOT be brought**

to the University Grade Committee, but to the COHSHS Student Conduct Appeals Committee. Specifically, the COHSHS Student Conduct Appeals Committee will review faculty decisions related to:

- Student conduct in a clinical experience, internship, or other work-related environment that negatively impact the student's academic progress. This conduct may include behavior which is prohibited by licensing and/or professional standards or departmental policy.
- Student removal from a program because of a) professional conduct issues, or b) failure to maintain academic standards required specifically by the program

- SEE COHSHS WEB SITE FOR A COMPLETE COPY OF THIS POLICY

The American With Disabilities Act:

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility, and employment of individuals in programs and activities. MSU provides academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic employment requirements. For assistance call (940) 397-4618 or (940) 397-4515.

It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required.

State of Texas Concealed Handgun Campus Carry Policy

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. **The Dental Hygiene Clinic, Reception area, Radiology, and Student locker room are sites that prohibit the concealed carry of firearms.** For more information regarding campus carry, please refer to the University's webpage at [Campus Carry](#).

If you have questions or concerns, please contact MSU Chief of Police Steven Callarman at: steven.callarman@msutexas.edu.

Concealed Carry Statements For The Robert D. & Carol Gunn College of Health Sciences & Human Services

Concealed Carry in Laboratories:

Participation in the MSU Dental Hygiene Program laboratory classes (non-patient treatment) often require students to wear "scrubs" which are thin garments which may make concealed carry of a firearm difficult if not impossible. In addition, students are often required to palpitate other students while simulating medical examinations or procedures. This required physical contact may also make concealment of a firearm difficult. While concealed carry is not prohibited in any Dental Hygiene laboratory (non-patient labs), students are reminded that intentional display of a firearm may result in criminal and/or civil penalties and unintentional display of a firearm is a violation of university policies and may result in disciplinary actions up

to and including expulsion from the program and university. Students should factor the above in their decision as to whether or not to conceal carry in Dental Hygiene Program laboratories.

Concealed Carry at Clinical/Affiliate Sites:

Students must follow any rules or policies established at the clinical/affiliate site they attend.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

CLASS SESSION: ERGONOMIC RISK FACTORS ASSOCIATED WITH PERIODONTAL INSTRUMENTATION

OBJECTIVES:

Given lecture, class-discussion, reading assignments, lab and clinical practice upon completion of this unit the student should be able to:

1. Define the term ergonomics, discuss how principles are helpful in practice of dental hygiene.
2. Name four ergonomic hazards for dental hygienist.
3. Define the MSD and identify musculoskeletal disorders commonly experienced by dental health professionals, their causes and prevention.
4. Demonstrate neutral seated posture for clinician and correct patient position relative to the clinician.

CLASS SESSION: CLINICAL POSITION IN RELATION TO THE TREATMENT AREA

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice upon completion of this unit the student should be able to:

1. Demonstrate and maintain neutral seated posture for each of mandibular and maxillary areas.
2. Demonstrate correct patient position relative to clinician.
3. Demonstrate from memory clock positions for each treatment area.
4. Recognize incorrect position and demonstrate how to correct problem.

CLASS SESSION: INSTRUMENT GRASP

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice upon completion of this unit the student should be able to:

1. Identify parts of each instrument and proper modified pen grasp using precise finger placement.
2. Describe the function each finger serves in modified pen grasp.
3. Recognize incorrect finger positions and describe how to correct problem.
4. Select correct glove size and describe proper criteria for proper fit.

CLASS SESSION: USE OF THE DENTAL MOUTH MIRROR

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice upon completion of this unit the student should be able to:

1. Name and describe common types of dental mirrors.
2. Demonstrate use of mirror for indirect vision, retraction, indirect illumination, and transillumination.
3. Maintain neutral seated posture and demonstrate indirect vision in each sextant of the mouth using mirror.

CLASS SESSION: FINGER REST IN THE ANTERIOR AND POTERIOR SEXTANTS OF MAXILLARY AND MANDIBULAR ARCH

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice, upon completion of this unit the student should be able to:

1. While seated in correct clock position access treatment area with optimum vision while maintaining neutral positioning.
2. Understand relationship between proper stabilization of the dominant hand during instrumentation
3. Recognize incorrect mirror use, grasp, and finger rest and describe how to correct the problem.
4. Describe an intraoral fulcrum.

Gehrig 9th ed Mod 5, 6, 7

CLASS SESSION: INSTRUMENT DESIGN AND CLASSIFICATION

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice upon completion of this unit the student should be able to:

1. Identify each working-end of instrument by its design name and number.
2. Recognize design features of instrument handles and shanks and discuss how these features relate to the instrument.
3. Demonstrate the ability to select instruments with handle design characteristics that will reduce the pinch force required to grasp the instrument.

4. Identify face, back, lateral surface, cutting edges, and toe or tip of sickle scalers and curets.
5. Given any instrument, identify where and how it may be used on the dentition (assessment, calculus removal, anterior/posterior teeth, supragingival or subgingival use).

CLASS SESSION: TECHNIQUE ESSENTIALS: MOVEMENT AND ORIENTATION TO TOOTH SURFACE AND ADAPTATION OF WORKING END AND INSTRUMENTATION STROKES

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice, upon completion of this unit the student should be able to:

1. Name two types of motion activation commonly used in periodontal instrumentation.
2. Define and explain wrist movement during instrumentation.
3. Define and explain digital motion activation during periodontal instrumentation.
4. Define and explain the use of handle rolling during instrumentation.
5. Define adaptation as it relates to periodontal instrumentation.
6. Using typodont and anterior sickle scaler describe and demonstrate correct adaptation of working-end to midline and line angle of anterior tooth.
7. Explain how to stay adapted to a curved tooth and problems associated with incorrect adaptation during instrumentation.
8. With a universal curet on typodont explain visual cues to select the correct working-end.
9. Demonstrate the three basic stroke directions (vertical, oblique, and horizontal) using a sickle scaler.
10. Describe the three types of instrumentation strokes: assessment, calculus removal and root debridement.

Gehrig: MOD 10, 11, 15

CLASS SESSION: ASSESSMENT INSTRUMENTS: PERIODONTAL PROBE & EXPLORER

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice upon completion of this unit the student should be able to:

1. Identify millimeter markings on several calibrated periodontal probes.
2. Discuss characteristics of effective probing technique, including adaptation and angulation of tip, amount of pressure needed, stroke, and location of probe.
3. Demonstrate correct adaption on facial, lingual, and proximal surfaces.
4. Determine a probing depth accurately to within 1 mm of instructors reading.
5. Identify the design characteristics of different explores, advantages and limitations.
6. Demonstrate correct adaptation and end of explorer.
7. Demonstrate assessment stroke while maintaining correct position, finger rests and precise finger placement and grasp.

CLASS SESSION: TECHNIQUE ESSENTIALS: SUPRAGINGIVAL CALCULUS REMOVAL

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice upon completion of this unit the student should be able to:

1. Define angulation as it relates to use of a sickle scaler for supragingival instrumentation.
2. Explain problems associated with using an angulation greater than 90 degrees for calculus removal.
3. Describe the correct approach for removal of supragingival calculus and what leads to burnishing of a deposit.

CLASS SESSION: SICKLE SCALERS, UNIVERSAL CURETS, AREA SPECIFIC GRACEYS

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice, upon completion of this unit the student should be able to:

1. Identify design characteristics of each: sickle, universal curet and area specific gracey.
2. Discuss limitations and advantages of each instrument listed above.
3. Demonstrate correct adaptation and angulation, and visual cues to identify correct working end.
4. Given any sickle, universal curet, or area specific curet identify its function and where it should be used on the dentition.

Gehrig: Mod 17, 19, 20

CLASS SESSION: INSTRUMENT SHARPENING TECHNIQUES

OBJECTIVES:

Given lecture-demonstration, class discussion, reading assignments, and clinical practice upon completion of this unit the student should be able to:

1. Demonstrate proper relationship of instrument working end to sharpening stone.
2. Demonstrate correct grasp of instrument, stone and correct finger rest.
3. Demonstrate sharpening procedure for sickle scalers, universal curets, and area specific curets.
4. Demonstrate procedure for using a plastic sharpening stick to determine if the cutting edge is sharp.
5. Demonstrate proper use of sharpening horse using a sickle scaler, universal curet, and area specific gracey.