

COURSE SYLLABUS FALL 2025

COURSE: DENTAL HYGIENE I (Lecture)
DNHY 3014 - 4 Credit Hour Course

DAY/TIME: Monday and Wednesday - 1:00 -2:50 p.m.
(Clinical Sessions as scheduled)

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

INSTRUCTOR: Debra Kelley, RDH, M Ed.
Assistant Professor of Dental Hygiene
OFFICE: Centennial Hall, Room 127
Phone: 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. **Dental Hygiene Theory and Practice**, 5th Ed., by Darby and Walsh
4. **M.S.U. Dental Hygiene Handbook**, Portions will be supplied by the Dental Hygiene Program at the beginning of the semester, but it will be the students responsibility to access the MSU Dental Hygiene website to copy the remaining portions as needed for class.

COURSE DESCRIPTION:

Dental Hygiene I introduces the student to the Dental Hygiene Profession in regards to its past, present and future role in dentistry; as well as the responsibilities of health care professionals to their patients, community and profession.

Evaluation of current research in dental/dental hygiene literature will introduce students to various health and dental related issues, controversial treatments, treatment modalities and accepted concepts in treatment.

Dental Hygiene I, in conjunction with Clinical Practice I, is designed to introduce the student to the fundamental concepts of dental hygiene practice: infection control, instrumentation, and patient assessment. Students will assess vital signs, determine contraindications for treatment perform and properly document findings of extra/intra oral examinations, and chart dental/periodontal status. Infection control protocols, OSHA requirements and disease transmission will be discussed as they pertain to the dental /dental hygiene profession. This course closely integrates theory and practice thus providing a base from which the student may develop the skills, knowledge, and judgment required to adequately serve the public and the profession of Dental Hygiene.

While students will earn (2) separate grades for Dental Hygiene I (DNHY 3014) and Clinical Practice I (DNHY 3114), the two courses are integrated in order to provide an effective and efficient learning experience. During the first month of the semester, there will be a substantial theory component in preparation for clinical practice. Towards the conclusion of this first month, the emphasis will be placed on development of clinical skills in the lab setting on typodonts followed by actual clinical work on selected patients (fellow students). Averaged over the semester, the student receives approximately 8 hours per week combined lab/clinical experience.

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 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=learner>

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

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. Dental hygiene continues to evolve as society in general and health care in particular continue to change.
2. Knowledge and understanding of disease etiology and transmission is critical in prevention of cross contamination and transmission.
3. An understanding of the principles of instrument design and function are necessary to select the most appropriate instrument for dental hygiene treatment.
4. Meticulous record keeping is a legal and ethical responsibility of the health care provider.
5. Dental hygiene is not limited to calculus removal; periodontal/soft tissue management is the focus of the profession.
6. A thorough extra-intra oral exam could very well save a patient’s life.
7. All treatment should be based on evidence based research.

COURSE OBJECTIVES:

Through reading assignments, lectures, individual/group discussion, and lab/clinical practice, the students will develop the knowledge and skills required to perform procedures related to the dental hygiene profession. Upon completion of this course (as integrated with Clinical Practice I) the students should be able to:

1. Discuss the etiology and transmission of diseases for which the dental professional is at a high risk.
2. Describe infection control techniques and explain the rationale for each.
3. Compare the design and function of various types of instruments in regards to calculus removal and root planing and select the most appropriate instrument for treatment.
4. Recognize and record abnormalities noted upon extra and intraoral examinations.
5. Assess the periodontal condition of patients and correctly document findings.
6. Complete dental charting forms with adequate detail.
7. Utilize collected patient data to develop dental hygiene treatment plans based on the needs of the individual patient (fellow classmates and case history situations).
8. Discuss legal and ethical issues/decisions facing dental hygiene today in regards to treatment of patients with communicable diseases, procedures allowed by the Texas Dental Practice Act, and responsibilities to patients during treatment and post-op.

SEE SPECIFIC OBJECTIVES FOR CONTENT AREAS

COURSE EVALUATION:

DENTAL HYGIENE PROGRAM GRADING SCALE:

92 - 100 = A

83 - 91 = B

75 - 82 = C

65 - 74 = D Constitutes Failure of course in Dental 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

EXAMINATIONS:

Four exams will be given for this course, including the Final Exam. Each exam may be comprehensive from the first class session and will constitute 25% of the total course grade. Students missing an exam due to illness will be allowed to make up the exam on the **DAY OF THEIR** return to school. No grade higher than a 90 will be given for make-up examinations. Students will be allowed to make up only one (1) exam per semester. This does not include the Final Exam.

Water bottles, cell phones, smartwatches, and hand-held calculators/computers are not allowed to be in your possession during any examination. All above-mentioned items will be brought to the front of the class during any examination. Possession of any of these items during an exam will be construed as academic dishonesty and will be dealt with accordingly.

COURSE GRADE:

Exam # 1	= 25%
Exam # 2	= 25%
Exam # 3	= 25%
Final Exam	<u>= 25%</u>
	100%

ABSTRACT ASSIGNMENT:

This course requirement will begin to acquaint the student with the dental profession outside of the immediate educational setting. Retrieval and summation of the information will introduce the student to the concept of evidence based research and the need to base treatment procedures/modalities on such research findings.

One Abstract is due on each of the following dates:

- 1. Sept. 17, 2025**– Infection control Exp:(transmissible diseases, etiology, prevention, control, how this is related to dental or dental hygiene.)
- 2. October 22, 2025** - Any other aspect of dental hygiene that is of interest and **relative to course content**.

These articles must come from professional journals and must be dated no later than 2021. Select articles that are not extremely long, preferably no more than 6 pages. **Information distributed by the program faculty in this, or any other Dental Hygiene course may NOT be utilized to meet this requirement.**

A possible 3 points may be added to your lowest test grade (not including the final) for 2 well-composed abstracts.

ASSIGNMENT FORMAT:

ARTICLES MUST COME FROM THREE DIFFERENT SOURCES (Different journals or internet sites)

Articles should be current and dated no later than 2021

A copy of the article must be submitted with the abstract. Each abstract should be a summation of the article.

The abstract will be word-processed (size 12 font) and double-spaced.

The abstract length should be one (1) to two (2) pages.

The paper should include a cover page, title, intro, body, and conclusion.

EXAMPLES OF ABSTRACTS WILL BE PROVIDED

CLASS ATTENDANCE:

Attendance is critical to achieve the maximum benefits of this course. Reviewing notes and reading assignments without active participation in the course's clinical activities will not permit the student to adequately meet course objectives.

- **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).**
- **Two (2) tardies** will be the equivalent of one (1) absence.
- In cases of extreme illness and/or hospitalization, individual decisions may be made.
- Students are responsible for all material presented in lecture as well as assigned reading. It is the student's responsibility to obtain any handouts or notes missed in class.

RECORDING OF CLASS LECTURES:

Taping of class lectures will be permitted, but **ONLY** with **PRIOR APPROVAL** of instructor or as deemed necessary by the Office of Disability Support Services to facilitate the individual needs of the student.

OTHER POLICIES

PHONE USE

Cell phone use (texting or verbal) is extremely disruptive to your classmates and to the faculty teaching your course. Do not have cell phones on your desk unless the class is taking a break. Silence cell phones and put them away. The use of cell phones will not be tolerated, **FOR ANY REASON**. If you utilize your cell phone it will be confiscated for the remainder of the scheduled day. Repeat offenders will be asked to leave the classroom and will be required to meet with the faculty and the chair of the Dental Hygiene Dept. In case of emergencies, please notify spouses, family and friends to contact you via the program secretary at 397-4764.

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.

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). 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.

Ethics and Personal Values

The following is excerpted from *Clinical Practice of the Dental Hygienist*, 14th Ed, by Esther M. Wilkins, **Chapter 1:** "Each dental hygienist represents the entire profession to the patient being served. The dental hygienist's expressed or demonstrated attitudes toward dentistry, dental hygiene, and other health

professions, as well as toward health services and preventive measures, will affect the subsequent attitude of the patient toward other dental hygienists and dental hygiene care in general.”

“A dental hygienist may be involved in a variety of moral, ethical, and legal situations as part of the daily routine.”

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. For more information, visit [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: INTRODUCTION TO THE DENTAL HYGIENE PROFESSION (2hrs)

OBJECTIVES:

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

1. Explain the paradigm for the discipline of dental hygiene
2. List the criteria to be met to obtain a license to practice dental hygiene.
3. Identify the professional roles of the Dental Hygienist.
4. Explain components to the Dental Hygiene Code of Ethics
5. Describe legal and ethical aspects of the dental hygiene profession as it exists today.
6. Introduction to the MSU Dental Hygiene Student Manual & Clinic Handbook

CLASS SESSION: EVIDENCE-BASED DENTAL HYGIENE PRACTICE (1hr)

OBJECTIVES:

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

1. Explain evidence-based dental hygiene practice.
2. Identify the skills needed to practice evidence-based dental hygiene care.
3. Discuss research approaches and connect research types to the strength of evidence each provides.
4. Describe a systematic approach to finding science-based information.
5. Describe skills needed for analyzing internet-based health information.
6. Identify the ways in which the clinical practitioner can remain up-to-date in their patient care after graduation.
7. Discuss the relationship between the four components of the evidence-based decision-making process; Scientific evidence, Patient preferences or values, Clinical/patient circumstances, & Clinician's experience and judgment.

CLASS SESSION: ANATOMIC DESCRIPTORS, DIVISION OF THE DENTITION & TOOTH IDENTIFICATION SYSTEMS (3hrs)

Objectives: Upon completion of this unit of study, as well as incorporation of the clinical identification of structures presented in Head & Neck Anatomy (DNHY 3124), the student should be able to:

1. Differentiate between maxillary and mandibular arches.
2. Differentiate between arch, quadrant, sextant and division, and be able to show location of each on a diagram.
3. Locate and correctly identify the different classifications of teeth.

4. Differentiate between mesial, distal, lingual or palatal, buccal or facial, coronal and apical, and correctly identify each on a diagram.
5. Identify and describe the types and numbers of teeth in a permanent dentition.
6. Review the Universal numbering system, and be able to correctly identify teeth in the adult and deciduous dentition using this system.
7. Correctly identify teeth using the F.D.I. (Federation Dentaire Internationale) or Two-Digit System and the Palmer or Set-square system.

CLASS SESSION: INSTRUMENT MOVEMENT & ORIENTATION TO TOOTH SURFACE (2hrs)

OBJECTIVES:

Given reading assignment, lecture, demonstration, and hands-on experience with instruments, upon completion of this unit the student should be able to:

1. Name and define four stages of psychomotor development
2. Define motion activation as it relates to periodontal instrumentation.
3. Name two types of motion activation commonly used in periodontal instrumentation.
4. Define, and correctly demonstrate the following types of instrumentation techniques:
 - a. Wrist-rocking and rolling motion
 - b. Digital motion
 - c. Handle rolling
5. When demonstrating any of the above motion activations during instrumentation, be able to do so while utilizing a modified pen grasp, a correctly placed fulcrum for support, and while maintaining a neutral wrist position.
6. Describe the function handle rolling plays in instrument adaptation.
7. Define the difference between handle rolling and a fulcrum pivot when keeping an instrument in the proper orientation and well adapted to the tooth.

CLASS SESSION: ERGONOMICS & PATIENT - OPERATOR POSITIONING (4hrs)

OBJECTIVES:

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

1. Demonstrate operation of the dental chair and clinical chair.
2. Identify the proper working distance between the clinician and patient.
3. Explain the rationale for and demonstrate patient positioning for maxillary and mandibular instrumentation.
4. Demonstrate clinician and patient positioning in relation to the different treatment areas of the mouth. and the direct correlation of clinician positioning compared to the clock.
5. Demonstrate correct use of the dental light in conjunction with changes in patient positioning.
6. Discuss the adjustments in positioning that may be necessary for the child dental patient or patients with special physical needs.

CLASS SESSION: INFECTION CONTROL PROTOCOL (8hrs)

OBJECTIVES:

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

INTRODUCTION TO DISEASE TRANSMISSION

1. Explain the theory of disease transmission and the necessity for infection control in dentistry.
2. Describe mechanisms for transfer of infectious material.
3. Define direct and indirect contamination and give examples that illustrate understanding of these terms.
4. Describe the immunizations and periodic tests necessary for dental personnel.
5. Discuss the legal & ethical responsibilities of the Dental Hygienist in regards to infection control in the dental office.
6. Explain the role of the Occupational Safety and Health Administration's standards for protection of health care providers from blood borne disease, including task analysis, infection control plan, training, personal protective equipment, waste, Hepatitis B vaccine, and post exposure protocol.

STERILIZATION TECHNIQUES / BARRIERS

7. Define the following terms:
 - a. Sterilization.
 - b. Disinfection.
 - c. Sanitization.
 - d. Surface disinfection.
 - e. Contamination.
 - f. Asepsis.
8. Explain the distinctions between cleaning, disinfection, and sterilization, and determine when each would be appropriate for reducing sources of cross-contamination.
9. Compare surface disinfection and the use of blood-and saliva-impervious disposable barriers.
10. Identify the qualities of an ideal surface disinfectant, types of disinfectants that are approved by the Environmental Protection Agency (EPA) and the American Dental Association (ADA).
11. Discuss Spaulding's classification of instruments and equipment as critical, semi critical, and noncritical as criteria for selection of sterilization or disinfection for prevention of disease transmission.
12. Describe mechanisms, advantages, and disadvantages of various sterilization techniques.
13. List and explain the rationale for each step in the preparation of instruments for sterilization.
14. Describe operation of steam autoclave in clinic: checking water levels, proper loading of cassettes and packages, times/pressure for various instruments and frequency/placement of spore test.
15. Demonstrate correct loading and pressurizing of the clinic autoclaves
16. Describe the principles of action of the instrument washers and ultrasonic cleaners, how to test to determine if functioning properly, and effective water levels and solutions.
17. Differentiate between various methods of hand-washing and identify when each would be appropriate in the dental/dental hygiene treatment setting.
18. Perform a surgical scrub to remove surface bacteria as outlined in the performance check
19. Prepare instruments and cassettes for sterilization.
20. Disinfect a clinical operatory.

CLASS SESSION: INFECTION CONTROL - MANAGEMENT OF TRANSMISSIBLE DISEASES
(6hrs)

OBJECTIVES:

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

1. Identify common pathogenic organisms that may be found in the oral cavity and the disease entities they produce.
2. Describe etiology, transmission, symptoms and prevention of viral hepatitis:
 - a. Hepatitis A
 - b. Hepatitis B
 - c. Hepatitis C
 - d. Hepatitis D
 - e. Hepatitis E
3. Explain the procedure for vaccination against Hepatitis B.
4. Recognize infections caused by:
 - a. Varicella-Zoster virus.
 - b. Epstein-Barr virus.
 - c. Cytomegalovirus.
 - d. Herpes Simplex virus.
5. Describe the signs and symptoms, and the transmission of viral infections listed in item #4.
6. Describe management of patients infected by these viruses.
7. Describe etiology, transmission, and symptoms of tuberculosis.
8. Explain the clinical management (in regard to prevention of disease transmission) of patients with a history of tuberculosis.
9. Describe etiology, transmission, and symptoms of HIV.
10. Discuss and compare the concepts: duty to treat and refusal to treat.
11. Discuss confidentiality in regards to the conflict between patients' interest in confidentiality and the public's interest in protection from infectious diseases.
12. Describe how a duty of confidentiality relates to a dental hygienist from an ethical as well as legal aspect.

CLASS SESSION: INSTRUMENT DESIGN & CLASSIFICATION (3hrs)

OBJECTIVES:

Given reading assignment, lecture, demonstration, and hands-on experience with instruments, upon completion of this unit the student should be able to:

1. Differentiate between "assessment" and "treatment" instruments.
2. Identify the three basic parts of dental hygiene instruments.
3. Recognize and discuss design characteristics of instrument handles regarding diameter, shape, weight, and pattern.
4. Recognize and discuss variations found in instrument shank length, curvature, and flexibility.
5. Identify the classification, design name, and design number of various dental hygiene instruments.
6. Identify the face, back, lateral surfaces, cutting edges, and toe or tip of the working end of an instrument.
7. Identify instruments by their classification.
8. Discuss the characteristics of each design classification.

9. Determine the intended use of an instrument by evaluating its design features and classifications.
10. Given various instruments, the student should be able to identify and explain the characteristics that would make them appropriate for:
 - a. Heavy or fine deposit removal
 - b. Subgingival or supragingival scaling
 - c. Use on anterior or posterior teeth

CLASS SESSION: SICKLE SCALERS (2hrs)

OBJECTIVES:

Given reading assignment, lecture, audio-visual aids, demonstration, and hands on lab (typodont) and clinical experience (fellow students) with instruments, upon completion of this unit the student should be able to:

1. Describe the characteristics, purpose, and application of a sickle.
2. Identify design features that make sickle scalers inappropriate for subgingival calculus removal.
3. Distinguish between sickles that can be used in anterior areas and sickles that can be used in posterior areas.
4. Identify design characteristics that make sickle scalers well suited to heavy calculus removal and working around the contact areas of teeth.
5. Describe the technique for calculus removal with a sickle scaler:
 - a. Portion of blade utilized.
 - b. Blade angulation to the tooth surface.
 - c. Fulcrum positions
 - d. Working stroke
6. Describe the angulation of teeth in the anterior maxillary and mandibular arches
7. Demonstrate correct utilization of a Sickle Scaler in the maxillary and mandibular anterior areas on:
 - a. Typodont
 - b. Selected patient (fellow classmate)
8. Demonstrate correct utilization of a Sickle Scaler in the maxillary and mandibular posterior areas on:
 - a. Typodont
 - b. Selected patient (fellow classmate)

CLASS SESSION: THE PERIODONTIUM (1hr)

Objectives: Given information covered in Dental Anatomy and Histology, upon completion of this unit of study, the student should be able to:

1. List and describe each of the types of gingival tissues.
2. Describe characteristics of the gingiva in health.
3. List clinical signs of gingival inflammation.
4. Explain the difference in color between acute and chronic inflammation.
5. Identify the relationship between the cementum, the periodontal ligament, and the alveolar bone.
6. List and describe the four tissues of the periodontium.
7. Explain the function that each tissue serves in the periodontium.

8. Identify the following anatomic areas of the gingiva in the oral cavity: free gingiva, gingival sulcus, interdental gingiva, and attached gingiva.
9. Identify the following boundaries of the gingiva in the oral cavity: gingival margin, free gingival groove and mucogingival junction.
10. Recognize and correctly describe the changes in gingival shape, consistency, texture and position that may occur due to disease.

CLASS SESSION: UNIVERSAL CURETTES (2hrs)

OBJECTIVES:

Given reading assignment, lecture, audio-visual aids, demonstration, and hands on lab (typodont) and clinical experience (fellow students) with instruments, upon completion of this unit the student should be able to:

1. Identify design features that make universal curettes appropriate for subgingival as well as supragingival calculus removal.
2. Identify the design features of the shank and working end of a universal curette.
3. List the difference in design characteristics of sickles and curettes
4. Explain the rationale for using different sizes of universal curettes during instrumentation.
5. Describe the technique for calculus removal with a curette:
 - a. Portion of blade utilized.
 - b. Blade angulation to the tooth surface
 - c. Fulcrum positions.
 - d. Working stroke
6. Describe the technique for calculus removal with a curette:
 - a. Portion of blade utilized
 - b. Blade angulation to the tooth surface
 - c. Fulcrum positions
 - d. Working stroke
7. Demonstrate correct utilization of the Universal curettes in all anterior and posterior areas on:
 - a. Typodont
 - b. Selected patient (fellow classmate)

CLASS SESSION: GRACEY CURETTES (4hrs)

OBJECTIVES:

Given reading assignment, lecture, audio-visual aids, demonstration, and hands on lab (typodont) and clinical experience (fellow students) with instruments, upon completion of this unit the student should be able to:

1. Differentiate between the Gracey Curets and Universal Curets in the instrument kit.
2. Differentiate between a Gracey Curet and a Gracey Curvette.
3. Identify design features that make Gracey Curets appropriate for subgingival calculus removal in deep perio pockets
4. Distinguish between rigid and flexible Gracey instruments.
5. Identify advantages and disadvantages of the design characteristics of Gracey Curets.

6. Differentiate between the type of calculus deposits Gracey Curets and Universal Curets were designed to remove.
7. Describe the sequence for use of a Gracey in an anterior treatment area and the sequence for use in a posterior treatment area.
8. Describe and compare the proper technique for instrumentation with each of the Universal and Gracey Curets in the instrument kit:
 - a. Portion of the blade used
 - b. Adaptation and angulation to tooth surface
 - c. Fulcrum positions
 - d. Working stroke
9. Demonstrate correct utilization of the Universal and Gracey Curets in all anterior and posterior areas on:
 - a. Typodont
 - b. Selected patient (fellow classmate)

CLASS SESSION: ASSESSMENT INSTRUMENTS – EXPLORERS (2hrs)

OBJECTIVES:

Given reading assignment, lecture, audio-visual aids, demonstration, and hands on lab (typodont) and clinical experience (fellow students) with instruments, upon completion of this unit the student should be able to:

EXPLORER

1. Identify the parts of an explorer.
2. Recognize different types of explorers.
3. State the basic uses of an explorer.
4. State the specific uses of an explorer.
5. Identify explorers designed for:
 - a. Calculus detection.
 - b. Detection of defective restorations.
 - c. Detection of carious lesions.
6. State the rationale for the proper grasp and utilization of 11/12 Explorer
7. Demonstrate correct utilization of each explorer in the instrument kit on a typodont and then fellow classmates in the clinic.

CLASS SESSION: ASSESSMENT INSTRUMENTS - PROBES (2hrs)

OBJECTIVES:

Given reading assignment, lecture, audio-visual aids, demonstration, and hands on lab (typodont) and clinical experience (fellow students) with instruments, upon completion of this unit the student should be able to:

1. Indicate and explain the millimeter markings on different types of calibrated periodontal probes.
2. Explain the rationale for using the periodontal probe in every intraoral exam.
3. Describe the technique used for probing the gingival sulcus; include the rationale for correct angulation and adaptation of the probe to tooth surface.

4. Demonstrate proper technique for the use of the calibrated periodontal probe on a typodont and then on a selected patient (fellow classmate).
5. Accurately measure and record pocket readings, gingival height, mobility, and furcation involvement on a periodontal chart.
6. Differentiate between a calibrated periodontal probe and a Nabors furcation probe in regard to the appearance and use of each.

CLASS SESSION: DENTAL BIOFILM, SOFT DEPOSITS, STAINS & CALCULUS (6hrs)

OBJECTIVES: Given reading assignment, lecture, slide presentation, and class discussion upon completion of this unit the student should be able to:

1. Differentiate between food debris, pellicle, material alba, bacterial plaque, supra-and subgingival calculus.
2. Explain detrimental effects of pellicle, material alba, and plaque on tooth structure.
3. Explain the significance of bacterial plaque in the etiology of periodontal disease.
4. Explain the effect of diet on plaque.
5. Describe the process of calculus formation of supra-and subgingival calculus.
6. Explain the composition of calculus.
7. Explain the role of calculus in the development, promotion, and recurrence of gingival and periodontal infections.
8. Classify dental stains.
9. Describe the process that results in the formation and presence of various types of stain on tooth structure.
10. Explain the most effective method of removal for each type of stain and deposit, from a professional or patient removal standpoint.

CLASS SESSION: ASSESSMENT AND DENTAL/RESTORATIVE CHARTING (4hrs)

OBJECTIVES:

Given reading assignment, lecture, audio-visual aids, and practice on selected patients (fellow students) upon completion of this unit the student should be able to:

1. Identify the purpose of dental and restorative charting.
2. Discuss the importance of current and correct dental and restorative charting on each patient from a legal standpoint.
3. List the factors that need to be included in the charting.
4. Recognize and define attrition, abrasion, and erosion on tooth surfaces.
5. Define and differentiate between enamel hypoplasia and amelogenesis imperfecta.
6. Define and identify anomalies such as fluorosis, tetracycline stain, and decalcification.
7. Accurately record the following on dental charting forms:
 - a. Permanent/deciduous and mixed dentition
 - b. Impacted, extracted and missing teeth
 - c. Caries and susceptible areas to caries

- d. Abnormalities in teeth position (diastemas, distoversion, mesioversion, etc.)
 - e. Crowns, bridges, dentures, lingual bars, implants
 - f. Amalgam and composite restorations
 - g. Pit and fissure sealants
8. Utilize G.V. Black's classification system to identify the proper classification numbers of a variety of carious lesions and/or restorations.
 9. Record notations concisely and accurately, as dictated by fellow student using proper dental terminology

CLASS SESSION: ASSESSMENT & EXTRA & INTRAORAL EXAMINATIONS (2hrs)

OBJECTIVES: Given previous content covered in Head, Neck & Dental Anatomy (DNHY3124), reading assignment, lecture, audio-visual aids, and practice on selected patients (fellow students) upon completion of this unit the student should be able to:

1. Relate the purposes of performing a complete extraoral and intraoral examination on every patient.
2. State the advantages of a systematic sequence for the examination.
3. Identify the characteristics to observe in assessing a patient's general appearance and state why they may be significant to treatment.
4. Identify and demonstrate 4 types of palpation.
5. Identify extraoral structures to be palpated during an extraoral exam: lymph nodes and glands and TMJ.
6. Locate and correctly palpate the extraoral structures identified in item #5.
7. Identify signs & symptoms that would indicate the possibility of TMJ Disorders. (TMJD)
8. Relate a sequence for a thorough intraoral examination.
9. List and discuss the characteristics to be recorded during an intraoral and extraoral exams.
10. List clinical findings that may occur in Trauma from occlusion.
11. Identify and define three (3) general classifications of lesions as presented by Wilkins.
12. Define the terms: crust, erythema, indurated, papillary, petechiae, polyp, pseudomembrane, papule, verruca, macule, pedunculated, sessile, plaque, and torus.

CLASS SESSION: VITAL SIGNS (3hrs)

OBJECTIVES: Given reading assignment, lecture, demonstration, class discussion and practice upon fellow students upon completion of this unit the student should be able to:

1. Describe the proper technique for accurate determination of blood pressure and the consequences of common technique errors.
2. Correctly take and record blood pressure readings on fellow students in the lab and clinical settings.
3. Describe management of patients who present for dental treatment with various blood pressure readings.
4. Describe and demonstrate the proper technique for measuring heart rate & rhythm.
5. Demonstrate an appreciation of the need to properly evaluate heart rate and rhythm (pulse) for a full 60 seconds by identifying irregularities that could be missed with a shorter evaluation time.
6. Identify the guidelines for clinical evaluation of a patient's respiratory rate.
7. Identify the guidelines for clinical evaluation of a patient's temperature.