

**MIDWESTERN STATE UNIVERSITY
DENTAL HYGIENE PROGRAM**

PERIODONTOLOGY DNHY 3023 (4 HRS.)

COURSE SYLLABUS SPRING 2026

DAY/TIME: Wednesday 8:00-11:50 am

LOCATION: Centennial Hall, Room 103-B

INSTRUCTOR: Jill Young, MEd, BSDH, RDH

Office: Centennial Hall, Rm. 125 / Ext. 4738

Office Hours: Mon. 1:00-3:00 & Wed. 2:00-4:00, Tues & Thurs. 1:00-4:00

Friday 9:00-12:00 (By Appointment)

REQUIRED

TEXTS: *Foundations of Periodontics for the Dental Hygienist, 6th Ed.*

Jill S. Gehrig and Daniel E. Shin

Dental Hygiene Theory and Practice, 5th Ed.

Darby & Walsh

Clinical Practice of the Dental Hygienist, 14th Ed.

Linda D. Boyd and Lisa F. Mallonee

REFERENCED

TEXT: *Patient Assessment Tutorials, Current Ed.*

Jill S. Gehrig

COURSE

DESCRIPTION: This hybrid course will study the etiology and the pathological structures of the periodontium with emphasis on the role of the hygienist in the promotion of prevention of oral diseases through disease recognition and the techniques for achieving and maintaining optimum oral health to include patient education and the importance of personal oral health habits. Information on various treatment modalities for the management of periodontal disease along with educating the patient in nutritional and personal oral health habits will also be examined.

COURSE GOAL: This course provides the information and activities that enable a student to collect and analyze periodontal findings, create appropriate treatment plans for each type of periodontal disease to include comprehensive care, re-evaluation at re-care appointments, and patient education for nutritional deficiencies, systemic health, and home care goals.

SYLLABUS CHANGE

POLICY: This syllabus is a guide for the course; It is *not a "contract"* and is subject to change. Syllabus changes will be communicated via written revisions with a minimum of 48 hours notice before relevant changes take place. As the daily course schedule is subject to change, it should be understood that *regardless of the date*, whenever a new section of study is begun, *all* assignments will be due before the start of that class period.

Please keep this syllabus as a reference

Students are responsible for this information and any changes to the syllabus that may occur as explained above.

COURSE OBJECTIVES: *Given reading assignments, lecture, class discussion, videos, and lab work as applicable, upon completion of this course the student should be able to:*

1. Identify the history and evolution of periodontal disease and therapy.
2. Locate, describe, and identify the function of each component of the periodontium, histologically and anatomically.
3. Explain risk factors in periodontal disease, classify periodontal bacteria, identify specific periodontal pathogens and level of virulence, and describe the disease process at the cellular level.
4. Identify and explain the role of plaque as oral biofilm, calculus, and as an etiologic agent, along with describing the action of mechanical and chemical plaque control, the role of the patient and the conditions that affect periodontal health.
5. Demonstrate the knowledge and skills needed to prevent the onset and/or progression of periodontal disease, dental caries, oral cancer, and oral traumatic injuries by providing individualized patient education based on the patient's oral and nutritional needs.
6. Identify and classify the diseases of the gingiva and periodontium, identify the etiology and pathogenesis of periodontal diseases describe the effects of antibiotic therapy and its appropriate use.
7. Describe the biological basis of occlusal function and distinguish between primary and secondary occlusal trauma.
8. Describe the various methods and relationships of assessment tools in periodontal disease, list the goals and phases of periodontal treatment for AAP case types and list factors involved with prognosis.
9. Demonstrate foundational knowledge of nutritional needs throughout the life cycle as well as the role of nutrition in the prevention and management of both systemic and oral disease.
10. Identify the function of nutrients essential to oral health and demonstrate the implementation of effective approaches to dietary assessment and nutrition counseling in the dental setting.
11. Define the goals and rationale for surgical and non-surgical periodontal therapy, describe the various techniques, indications for treatment, and post-surgical care.
12. Describe the various types of dental implants, explain factors contributing to success and failure of implants, and describe maintenance therapy of the dental implant patient.
13. List the sequence, effectiveness, and objectives of supportive periodontal therapy, explain the relationship between compliance and recurrence of periodontal disease, and describe methods of controlling dentin hypersensitivity.

Learning objectives related to specific topics are found at the beginning of each corresponding chapter and/or page of texts.

ONLINE HYBRID COURSE: Taking a hybrid course requires you to have access to a computer (with internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. All assignment submissions made by students in D2L are considered final submissions. It is the student's responsibility to ensure that the correct and complete file has been uploaded. If a student submits an incorrect document, an incomplete draft, or any unintended version, the assignment will be graded as submitted. ***Students are strongly encouraged to double-check their upload before finalizing the submission.*** Additionally, Apple file formats such as: .pages, .numbers, or Keynote files will not be accepted. ALL submissions must be uploaded in Microsoft Office formats such as: .doc, .docx, .ppt, or .xlsx- or otherwise specified in assignment instructions.

Computer labs are available for student use in Centennial Hall, Moffett Library, Legacy, and Clark Student Center.

Your computer being down is not an excuse for missing a deadline!!

Contact your instructor immediately upon having computer trouble or if you have technical difficulties in the course. The University cannot work directly on student computers due to both liability and resource limitations however, they can help you get connected to our online services. For help, log into [D2L](#).

COURSE EVALUATION:

Dental Hygiene Department Grading Scale

A = 92 – 100

B = 83 – 91

C = 75 – 82

F=74-0

Quizzes (?)	20%
Homework (12)	15%
Projects (2)	15%
Exams (4)	50%
	100%

75 FINAL COURSE AVERAGE IS THE MINIMUM ACCEPTABLE GRADE FOR SUCCESSFUL COMPLETION OF THIS COURSE

Quizzes (20%): Reading assignments are crucial to the success of the student in this course. Weekly chapter quizzes will be given at the instructor's discretion over reading assignments.

Homework (15%): Scheduled homework assignments will be a variety of activities to include: Dentalcare Assignments, Mini Case-studies, & Fill-in Charts. Assignments are to help motivate students to read the material and be able to identify correct information needed for the National Board Exam. Students are responsible for reading assignments to be completed **before** scheduled lecture dates. All homework assignments are due on the date assigned at **8:00am**, *unless otherwise specified in the course schedule*, for the All Homework Grade (see rubric below).

Projects (15%):

Digital Project: The focus of this project is to identify various conditions of periodontal health and disease that present in the clinical setting that would be addressed during patient education and documented in the patient's chart. Students will utilize patient intra-oral examinations during clinical sessions to locate an area of periodontal concern and properly document the finding using the intraoral camera to capture an image of that area. To receive full credit, a word document including the three (3) images and individual write-ups (3) for each photo are required. {See example on provided on D2L}.

Group Project: Groups will create 10-12 minute skit-slide presentations that demonstrate the biofilm-inflammation systemic risk using one assigned major nutrient's deficiency, to assess a patient's findings and clinical indicators for patient education. Your presentation must integrate nutrition science, oral manifestations of deficiency, and the role of periodontal inflammation in systemic health, as well as evidence-based patient counseling strategies. See below for Instructions and Rubric

Course Examinations (50%): Scheduled examinations will be comprehensive, but will focus on the material presented since the previous examination. Students missing an exam due to illness will be allowed to make up the exam on the day of their return to school. A grade no higher than a 90 will be given for make-up examinations. Students will be allowed to make up only one (1) exam per semester.

Junior 2nd Semester Final Exam: A 4-hour examination which will serve as the combined final exam for each of the courses offered in the 2nd semester of the dental hygiene curriculum; Dental Hygiene 2, Periodontology, Radiology II, and Pharmacology. The exam will consist of two sections: (1) 150-200 multiple choice questions covering the content of the courses listed above and (2) a case-based portion. The case-based portion of the exam (50-75 items) will incorporate content from **ALL** dental hygiene courses from the first and second semesters. The case-based portion will be figured into the final exam as bonus points. This format, rather than individual course final exams, will more effectively assess the student's ability to combine didactic and clinical content, as well as aid in preparing the student for the National Board Dental Hygiene Exam.

Final Exam Grading: Students will receive a grade on Part I based on the 50 multiple choice items pertaining directly to PERIODONTOLOGY CONTENT. Points earned on Part 2's case-based items pertaining to Periodontology will be added to Part I

as bonus points to determine the final exam grade for this course. The values of Part 2 items will be determined by the individual course instructor. Therefore, the points earned for Part 2 items will vary between courses.

Water bottles, cell phones, smart-watches, 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.

CLASS ATTENDANCE:

Attendance is critical to achieving the maximum benefits of this course. Reviewing notes and the reading assignments without active participation in the course's clinical activities will not permit the student to adequately meet course objectives. Therefore, Students are responsible for all material presented in the lecture as well as assigned reading.

MORE THAN 2 ABSENCES FOR ANY REASON WILL RESULT IN THE FINAL COURSE GRADE BEING LOWERED ONE FULL LETTER GRADE. Two (2) tardies will be the equivalent of 1 absence. 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 the **PRIOR APPROVAL** of the instructor.

ARTIFICIAL INTELLIGENCE USAGE POLICY:

The use of generative Artificial Intelligence Tools (AI) that emulate human capabilities (eg: 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:
 - Case Study assignments
 - Completion of homework assignments
 - Making of final presentation project
 - Completion or editing of all written & presentation assignments

ELECTRONICS and PHONE USE:

Cell phone use (texting or verbal) is extremely disruptive to your fellow classmates and to the faculty teaching your course. Therefore, 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 Department.

In cases of emergencies, please notify spouses, family and friends to contact you via the program secretary at 940-397-4764.

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 dental hygiene courses 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 (use of AI, 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.

PLEASE NOTE: 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. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism

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, p. 37.) 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 (p. 70-80).

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 impacts 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

Social Media

DO NOT:

Do not use any social media site related to Midwestern State University or the Dental Hygiene Dept. Program to:

- Post or store content that is obscene, pornographic, defamatory, racist, excessively violent, harassing, threatening, insulting/bullying or otherwise objectionable or injurious to another person or entity; to violate any College policy; or to engage in any unlawful act, including but not limited to gambling, identity theft or other types of fraud.
- Post copyrighted content (such as text, video, graphics or sound files) without permission from the holder of the copyright. Remember, even information that is widely available to the public (such as text, photographs, or other material posted on the Internet) may be subject to copyright restrictions that prohibit unauthorized duplication or dissemination.

The Americans 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.

Concealed Handguns on Campus

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 regarding campus carry, please refer to the University's webpage.

Semester Homework Assignment Rubric

There will be several assignments designed to challenge you and support your learning process. These assignments are opportunities for practice and growth, not simply tasks to be graded. Because the focus is on effort and engagement, you will gain an extra grade to be added into your assignment grade for the “extra” assignments. Instead, if you complete all assignments thoughtfully, on time, and submit it with proper format through D2L, you will receive full credit (100%) on Homework 12.

Remember, consistent practice is the key to deeper understanding.

ASSIGNMENTS	GRADE
ALL ASSIGNMENTS COMPLETE <ul style="list-style-type: none">• All assignments were done through the assignment # on Dentalcare.com and the completion grade was reflected in the assignment.• All assignments submitted were done on time and demonstrated effort and critical thinking.• All required submissions follow the required format (Word or PDF) and reflect the students work.	100
MISSING ANY OF THE FOLLOWING CRITERIA ON 1 ASSIGNMENT: <ul style="list-style-type: none">• Assignment not submitted, submitted late, contains blank areas, or does not demonstrate critical thinking.• Assignment does not demonstrate effort, thought, or is not in proper format.	90
MISSING ANY OF THE FOLLOWING CRITERIA ON 2 ASSIGNMENTS: <ul style="list-style-type: none">• Assignment not submitted, submitted late, contains blank areas, or does not demonstrate critical thinking.• Assignment does not demonstrate effort, thought, or is not in proper format.	80
MISSING ANY OF THE FOLLOWING CRITERIA ON 3 ASSIGNMENTS: <ul style="list-style-type: none">• Assignment not submitted, submitted late, contains blank areas, or does not demonstrate critical thinking.• Assignment does not demonstrate effort, thought, or is not in proper format.	70
MISSING ANY OF THE FOLLOWING CRITERIA ON 4 ASSIGNMENTS: <ul style="list-style-type: none">• Assignment not submitted, submitted late, contains blank areas, or does not demonstrate critical thinking.• Assignment does not demonstrate effort, thought, or is not in proper format.	60
MISSING ANY OF THE FOLLOWING CRITERIA ON 5 ASSIGNMENTS: <ul style="list-style-type: none">• Assignment not submitted, submitted late, contains blank areas, or does not demonstrate critical thinking.• Assignment does not demonstrate effort, thought, or is not in proper format.	0

Digital Intra-Oral Project

The focus of this project is to identify various conditions of periodontal health and disease that present in the clinical setting that would be addressed during patient education and documented in the patient's chart.

Students will utilize patient intra-oral examinations during clinical sessions to locate an area of periodontal concern and properly document the finding using the intraoral camera to capture an image of that area.

To receive full credit, a word document including the three (3) images and their individual write-ups (3) are required.

The document should include:

- Student Name
- Patient first initial and last name
- Date image was taken
- Copy of the image
- Short descriptive paragraph identifying:
 - The area of periodontal concern (gingival description)
 - Patient symptoms (if none then patient is documented as asymptomatic)
 - Description of the patient education and recommendations provided

All projects must be completed and turned into the Dropbox provided before 5:00 on the posted due date.

EXAMPLE:

Jill Young

D. Holiday 1/7/2025



Aberrant Frenum-

The patient presents with recession of 3mm on the buccal of #28. Possible cause is the decreased vestibular depth and the narrow zone of keratinized tissue in the mandibular left, along with a high attached labial frenum at the interdental papillae mesial to #28. The patient is asymptomatic at this time however education was provided to explain pathology of mucogingival condition as well as in the care of area. Discussion included: the wear of an occlusal guard to remove occlusal stresses from periodontal ligaments due to attrition, extra-soft bristle brush for plaque removal to avoid further traumatizing tissue due to mechanical friction, and possible frenectomy to remove frenal pull. Although this is a normal mucogingival condition, could cause continued recession of gingival attachment and future dental hypersensitivity.

Periodontology Group Presentation Assignment

Major Nutrients, Periodontal Inflammation, Systemic Health, and Patient Counseling

This assignment requires students to work collaboratively to explore the relationship between nutrition, periodontal inflammation, oral-systemic health, and patient education within the scope of dental hygiene practice.

Student Instructions:

You will work in a group of 3–4 students to create 10-12-minute skit presentations that demonstrate the biofilm-inflammation systemic risk using one assigned major nutrient's deficiency, to assess a patient's findings and clinical indicators for patient education. Your presentation must integrate nutrition science, oral manifestations of deficiency, and the role of periodontal inflammation in systemic health, as well as evidence-based patient counseling strategies.

Presentation Length: 10–12 minutes

Format: Slide/Skit presentation Minimum Slides: 9-11

Required Content:

1. Nutrient overview and biological function
2. Causes of deficiency and at-risk populations
3. Oral manifestations of deficiency
4. Periodontal inflammation and systemic health connections
5. Dental hygiene assessment considerations
6. Patient nutritional and periodontal counseling strategies
7. Short clinical scenario with counseling example

Graded Presentation Rubric (40 Points)

Category	Exemplary (4)	Competent (3)	Developing (2)	Needs Improvement (1)	TOTAL POINTS
Scientific Accuracy & Evidence	All information is accurate, current, and demonstrates strong understanding of nutrition, periodontal, and systemic concepts.	Information is mostly accurate with minor omissions or outdated references.	Several inaccuracies or weak understanding of evidence.	Major inaccuracies or unsupported claims.	
Nutrient Function	Clearly explains biological role of nutrient and relevance to oral tissues, immunity, and inflammation.	Explains nutrient role with limited connection to oral health.	Basic explanation with minimal clinical relevance.	Unable to explain nutrient function.	
Oral Manifestations of Deficiency	Thoroughly explains soft and hard tissue changes hygienists would observe clinically.	Identifies key oral signs but lacks depth or clarity.	Mentions signs without explanation.	Incorrect or missing oral findings.	
Periodontal Inflammation & Systemic Health	Clearly explains inflammatory pathways and links to systemic conditions (e.g., diabetes, CVD, pregnancy).	General oral-systemic connection stated with limited explanation.	Minimal or unclear connection.	Not addressed.	
Risk Factors & Populations	Identifies multiple at-risk populations and contributing factors.	Identifies some risk factors or populations.	Limited identification.	Not addressed.	
Dental Hygiene Assessment	Clearly describes assessment findings, questions, and clinical indicators relevant to the DH practice	Assessment considerations included but underdeveloped.	Minimal assessment discussion.	Not addressed.	
Patient Counseling	Evidence-based, realistic, within DH Scope and patient-centered counseling.	Appropriate but lacks specificity or depth.	Overly generic or unclear.	Unsafe, inaccurate, or outside scope.	
Clinical Application	Strong patient scenario with practical counseling example.	Scenario included but lacks depth.	Weak or unclear scenario.	No clinical application.	
Organization & Flow	Logical, professional, and easy to follow.	Mostly organized with minor issues.	Some disorganization.	Poorly organized.	
Professional Communication	Confident delivery using correct dental terminology.	Mostly professional with minor issues.	Inconsistent terminology or clarity.	Unprofessional delivery.	

