

# Course Title: DH 118 A Clinical Dental Hygiene I-Lecture Term: Fall

Course Objective	Program Learning Outcomes	DH Competencies	Program Goals	College Core Learning Outcomes (CLOs)	Activities or Assignment
1. Relate the history of dental hygiene to the concept of preventive dentistry and describe the dental hygienist's scope of practice. <ul style="list-style-type: none"> <li>1.1. Relate the history of the dental hygiene profession to the concept of preventive dentistry.</li> <li>1.2. List the roles of a dental hygienist.</li> <li>1.3. Define and discuss dental jurisprudence.</li> <li>1.4. Define and discuss Professional Code of Ethics.</li> <li>1.5. Describe the periodontal co-therapy theory and major role of the dental hygienist.</li> <li>1.6. Describe the steps in the Dental Hygiene Process of Care.</li> </ul>	LO-a, b, e	C-1, 2, 5, 6, 7, 11; HP-1, 2; PGD-1	E-1, 2, 3; PC-1, 2, 3, 5, 7; PS-2	Think Apply	Study Questions; Quizzes
2. Discuss the methods of plaque control presented in class, and state their applicability to client care. <ul style="list-style-type: none"> <li>2.1. Discuss design features of an appropriate toothbrush.</li> <li>2.2. Compare the variety of toothbrushing methods described in class.               <ul style="list-style-type: none"> <li>2.2.1. brush position</li> <li>2.2.2. direction, pressure, and length of stroke</li> <li>2.2.3. area of focus</li> <li>2.2.4. purpose of technique</li> <li>2.2.5. sequence</li> <li>2.2.6. advantage/disadvantages of technique</li> </ul> </li> <li>2.3. Discuss the rationale and technique of dental flossing and toothpick holder methods of interdental plaque control.</li> <li>2.4. Describe briefly the potentially damaging effects of improper use of toothbrush, overzealous use of brush and floss, and hard bristle brush.</li> <li>2.5. Demonstrate recommended methods of plaque removal in your own mouth, using the techniques advocated in class and pre-clinic lab, with the understanding that these same principles and techniques that will be taught to each of your clinical patients.</li> </ul>	LO-a, b, c, g, h	C-1, 3, 10; HP-5; PC-1, 2, 3, 4, 6, 9, 13, 14, 16, 18, 19, 21	E-1, 2, 3, 5; PC- 1, 2, 3, 4, 5, 7, 8;	Think Communicate Apply	Study Questions; Plaque Control Assignment; Quizzes
3. Discuss the rationale for the exploring and periodontal probing procedures, compare the variety of explorers and periodontal probes which are presented in class, and demonstrate the Lane Community College procedure for performing the periodontal assessment examination. <b>Periodontal Probing</b> <ul style="list-style-type: none"> <li>3.1. Describe the difference between a gingival and a periodontal pocket.</li> <li>3.2. List 2 reasons, as presented in lecture, for the prevalence of interproximal pocket formation.</li> <li>3.3. Discuss the rationale for including periodontal probing as part of client treatment.</li> <li>3.4. Describe the advantages and disadvantages of the variety of probes presented in class.</li> <li>3.5. List 5 uses of the probe other than measuring the gingival sulcus, as described in class and texts.</li> </ul>	LO-a, b, c, d, g, h	C-1, 3, 10; HP-5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22	E-1, 2, 3, 5; PC- 1, 2, 3, 4, 5, 6, 7, 8	Think Communicate Apply	Study Questions; Quizzes

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<p>3.6. Demonstrate the LCC periodontal chart recording procedure.</p> <p>3.7. Describe the gingival clinical markers used in periodontal assessment procedures.</p> <p>3.8. Differentiate between the clinical appearance of the gingival in health and the clinical appearance of the gingiva in disease</p> <p>3.9. Learn and demonstrate proper periodontal charting notations and written descriptions that reflect an accurate clinical picture.</p> <p>3.10. Understand the clinical application and significance of an accurate and thorough periodontal chart document.</p> <p>3.11. Learn the periodontal disease classifications established by the American Academy of Periodontology (AAP).</p> <p><b>Exploring</b></p> <p>3.12. List 3 functions of the mouth mirror and compressed air.</p> <p>3.13. Differentiate between the varieties of mirrors.</p> <p>3.14. List precautions to be exercised when using the mouth mirror and compressed air.</p> <p>3.15. Discuss design features of the explorers.</p> <p>3.16. Compare and contrast the following types of explorers: ODU 11/12 explorer, pigtail/cowhorn, shepherd's horn (hook)</p> <p>3.17. Identify their intra oral application, advantages and disadvantages of each.</p> <p>3.18.</p>					
<p>4. Describe the how to complete how to complete a charting of the hard dental tissue and the treatment notes in the patient record.</p> <p><b>Dental Charting</b></p> <p>4.1. Differentiate between charting and diagnosis.</p> <p>4.2. Describe why dental charting procedures are an integral part of dental procedures.</p> <p>4.3. List the armamentarium required for dental charting.</p> <p>4.4. Describe the usefulness of radiographs for charting.</p> <p>4.5. Demonstrate the recording procedure for the variety of conditions presented in the module.</p> <p>4.6. Identify the common abbreviations and symbols used in the charting of the dental examination.</p> <p>4.7. Review the vocabulary listed in the dental charting text related to restorative conditions described by charting symbols and abbreviations.</p> <p>4.8. Describe the legal requirements of chart documentation for the dental office.</p> <p>4.9. Describe the accepted method for charting written errors that must be corrected in the dental chart.</p> <p>4.10. Recognize common restorative conditions and be able to chart the condition by graphic representation.</p> <p>4.11. Describe the classification of dental caries.</p> <p>4.12. Describe common tooth anomalies, which may be encountered during tooth assessment.</p> <p>4.13. Record a complete legally defensible</p>	<p>LO-a, b, c, g, h</p>	<p>C-1, 3, 10; HP-5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22</p>	<p>E-1, 2, 3, 5; PC- 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Think Communicate Apply</p>	<p>Study Questions; Dental Charting Assignments; Medical History Assignments; Quizzes</p>

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<p>dental charting of hard tissue on the LCC Dental Examination Record.</p> <p><b>Chart Notation</b></p> <p>4.14. Describe the details recorded in the computer record, in each of the following types of appointments:</p> <p>4.14.1. DH Initial Appointment</p> <p>4.14.2. DH Evaluation Appointment</p> <p>4.14.3. DH Reappoint with previous debridement</p> <p>4.14.4. DH Reappoint without previous debridement</p> <p>4.14.5. DH recare/reevaluation appointment</p> <p>4.15. Understand the importance of thorough and complete notations.</p>					
<p>5. Assess and discuss the patient's medical, dental, and social status, relating significant findings to patient's oral health status and needs.</p> <p><b>Medical/Dental History</b></p> <p>5.1. Compare and contrast the written health history and verbal questioning.</p> <p>5.2. Identify the appropriate questions to ask a client if disease is present.</p> <p>5.3. Discuss medical conditions that indicate need for prophylactic antibiotics including medical consultation, appropriate drug choice, dosage, and any additional concerns.</p> <p>5.4. Identify and document the patient's current medications, drug classifications, therapeutic use, and considerations &amp; contraindications for dental care.</p> <p>5.5. Evaluate pretreatment alterations for clients diagnosed with bleeding disorders.</p> <p>5.6. Identify pretreatment alterations for persons currently receiving cancer treatment or for those who have received treatment in the past.</p> <p>5.7. Identify necessary pretreatment alterations for clients diagnosed with infectious diseases.</p> <p>5.8. Discuss the need for patient vital signs at the first dental visit, subsequent visits and for continuing care.</p> <p>5.9. Describe treatment concerns for a client with cardiovascular disease.</p> <p>5.10. Identify possible oral complications for a client with diabetes mellitus and the relationship of this disease to periodontal disease.</p> <p>5.11. Discuss treatment concerns for clients with respiratory and other stress induced problems.</p> <p>5.12. Describe how immunosuppression relates to periodontal disease.</p> <p>5.13. Evaluate treatment concerns for a client who smokes tobacco.</p> <p>5.14. Identify the 3 main post-treatment considerations and discuss how each relates to periodontal disease.</p> <p><b>Vitals</b></p> <p>5.15. Select and use equipment that fits the patient being screened.</p> <p>5.16. Determine if pulse, respiration and blood pressure readings taken during the screening procedure fall into significant ranges requiring referral, recheck and/or notification.</p> <p>5.17. Communicate to the patient the rationale</p>	<p>LO-a, b, c, d, g, h</p>	<p>C-1, 3, 10; HP-5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22</p>	<p>E-1, 2, 3, 5; PC- 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Think Communicate Apply</p>	<p>Study Questions; Medical History Assignments; Quizzes</p>

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<p>for screening vital signs.</p> <p>5.18. Communicate to the patient the significance of the reading recorded during the screening procedures.</p> <p>5.19. Identify factors that can affect pulse, respiration and blood pressure.</p> <p>5.20. Discuss the treatment models for hypertension.</p> <p>5.21. Select equipment that will fit a child or obese/large person.</p> <p>5.22. Identify causes for error when using blood pressure equipment.</p> <p>5.23. Describe aseptic techniques for the management of blood pressure equipment.</p> <p>5.24. Using the LCC Dental Clinic Guidelines chart determine the readings a patient must have to be qualified for treatment in the dental clinic, when referral is necessary and when treatment is denied.</p> <p>5.25. List the behavior changes a patient should be informed of if the blood pressure reading falls into Stage 1 hypertension.</p> <p>5.26. Describe the procedure for medical consultation in the LCC Dental Clinic.</p> <p>5.27. Describe the vital signs procedures must be followed when nitrous oxide is administered to a patient in the dental office in Oregon.</p> <p>5.28. Develop skill in the use of the manual and digital/electronic blood pressure equipment.</p> <p>5.29. Develop competency to come with in 2mmHg of an instructor when taking blood pressure readings with manual equipment.</p>					
<p>6. List and discuss the dental deposits discussed in class, the steps in deposit formation, and their effect on the oral tissues.</p> <p>6.1. Compare the submarginal environment with the supramarginal environment; include relative speed of plaque flora maturation.</p> <p>6.2. Compare nonmineralized tooth deposits with mineralized; include structure/composition and derivation.</p> <p>6.3. Compare submarginal and supramarginal calculus, including:</p> <p>6.3.1. most prevalent location</p> <p>6.3.2. color</p> <p>6.3.3. denseness</p> <p>6.3.4. source of minerals</p> <p>6.3.5. method of detection</p> <p>6.3.6. relative speed of accumulation</p> <p>6.3.7. ease of removal</p> <p>6.3.8. characteristic shape/configuration</p> <p>6.4. List the stages in the formation of plaque and calculus.</p> <p>6.5. Compare and contrast the quantitative, qualitative and mixed-host response theories</p> <p>6.6. Compare and contrast the models of disease progression.</p> <p>6.7. Describe the appearance of subgingival calculus on radiographs including the diagnostic limitations of determining pocket depth.</p>	LO-a, b, c, g, h	C-1, 3, 10; HP-5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22	E-1, 2, 3, 5; PC- 1, 2, 3, 4, 5, 6, 7, 8	Think Apply	Study Questions; Quizzes
<p>7. Learn and describe the technique of performing an extra/intraoral examination.</p> <p>7.1. Describe the use of the consent form, radiographs, laboratory studies, study</p>	LO-a, b, c, d, g, h	C-1, 3, 10; HP-5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19,	E-1, 2, 3, 5; PC- 1, 2, 3, 4, 5, 7, 8	Think Communicate Apply	Study Questions; Quizzes

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<p>models, and photographs in the clinical evaluation.</p> <p>7.2. List the data required to complete the clinical evaluation.</p> <p>7.3. Describe the Intraoral examination.</p> <p>7.4. Recognize normal tissues</p> <p>7.5. Recognize the basic signs of periodontal disease status</p> <p>7.6. Differentiate between unhealthy and healthy tissue</p> <p>7.7. Identify the following frequently seen conditions: Abrasion, Acute herpetic gingivostoma, Acute ulcerative gingivitis (ANUG), acquired pellicle, attrition, calculus, caries, erosion, extrinsic stain, gingivitis, inflammation, intrinsic stain, materia alba, Nursing bottle mouth (BBTD, baby bottle tooth decay), pericoronitis, recurrent decay, resorption, traumatic injury, amalgam tattoo, thrush, nicotine stomatitis, snuff lesion, fibroma</p> <p>7.8. Describe the extra-oral examination</p> <p>7.9. Define the key terms used.</p> <p>7.10. Recognize the normal anatomy for the head and neck area.</p> <p>7.11. Recognize and describe signs of common oral disease and deviation from normal.</p> <p>7.12. Follow proper methods and sequence in performing extra- and intraoral examinations.</p> <p>7.13. Apply appropriate follow-up and referral protocol when an abnormal or atypical tissue changes warrant further evaluation.</p> <p>7.14. Review common normal by atypical findings of skin and oral mucosa as well as some abnormal and pathological oral mucosal lesions.</p> <p>7.15. Explain self-examination techniques for the client to use.</p> <p>7.16. Describe the procedures for preparing exfoliation cytology slides.</p> <p>7.17. Identify categories of oral lesions and terms used to describe their location, distribution, size, color, surface texture, attachment and consistency.</p> <p>7.18. Recognize complete documentation to be used in the LCC client record containing precise, descriptive terms.</p> <p>7.19. Describe the use of the Intra-oral Extra-oral examination form in the LCC Dental Record.</p>		21, 22			
<p>8. Define three instrumentation skills which dental hygienists perform and identify the instruments appropriate for each skill.</p> <p>8.1. Describe the characteristics of a perfectly designed instrument.</p> <p>8.2. Learn and describe the intra-oral application, design features, and limitations of the following instruments: Barnhart 1-2; Barnhart 5-6; Gracey 1-2, 7-8, 11-12, 13-14, 15-16, 17-18; Sickles SH5-33 and SCNEV139</p> <p>8.3. Learn and memorized the specific application of the following:</p> <p>8.3.1. Gracey Curettes</p> <p>8.3.2. Universals Curettes</p> <p>8.3.3. Scalers</p> <p>9. Understand insertion, adaptation, angulation, and activation.</p>	LO-a, b, c, d, f, g, h	C-1, 3, 10; HP-5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22	E-1, 2, 3, 5; PC- 1, 2, 3, 4, 5, 6, 7, 8	Think Apply	Study Questions; Quizzes

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10. Describe fulcrum pressure, length of stroke, blade angulation, direction of strokes.					
11. Describe channeling and overlapping.					
12. Define periodontal debridement and differentiate between the treatment approach to supragingival debridement, subgingival debridement, and deplaquing.					
13. Compare and contrast an exploratory stroke or searching stroke with a working stroke.					
14. Compare and contrast a scaling stroke with a root planing stroke.					
15. Describe the emergency procedures to be implemented in the event an instrument breaks in your patient's mouth.					