

Course Title: DH 119 A Clinical Dental Hygiene II-Lecture Term: Winter

Course Objective	Program Learning Outcomes	DH Competencies	Program Goals	College Core Learning Outcomes (CLOs)	Activities or Assignment
<p>1. Learn the process of caries and describe the implications of dental disease on the patient's oral health status.</p> <p>1.1. List and discuss factors that contribute to caries formation.</p> <p>1.2. Discuss limitations of radiographs in diagnosis.</p> <p>1.3. State the most common sites for caries.</p> <p>1.4. Compare/Contrast the characteristics:</p> <p>1.4.1. Enamel and root surface caries</p> <p>1.4.2. Etiology of smooth surface, root, pit & fissure caries</p> <p>1.5. Identify cavity classifications according to G.V. Black.</p> <p>1.6. Describe the relationship between pH and the caries process.</p> <p>1.7. Describe the demineralization and remineralization process.</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 10; HP-5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3; PC-1, 2, 3, 5, 7	Think Apply	Study Questions; Online courses with assessments; Quizzes
<p>2. Learn the rationale and process of therapeutic and cosmetic polishing for the removal of dental stain.</p> <p>2.1. List the indications and contraindications for polishing the dentition.</p> <p>2.2. Discuss the characteristics of abrasives according to the reading material and class lecture.</p> <p>2.3. Discuss variables that will determine the amount and rate of abrasion that results from the application of polishing agents.</p> <p>2.4. Identify the physical characteristics of polishing abrasives and the method of application.</p> <p>2.5. Describe the function of glycerine and/or water found in polishing abrasives.</p> <p>2.6. List the most popular and widely used abrasive system indicated in the class lecture.</p> <p>2.7. List and describe the contents found in commercially prepared abrasives.</p> <p>2.8. List the precautions when choosing and applying appropriate polishing abrasives.</p> <p>2.9. Describe the utilization of polishing/abrasive finishing strips, tape, floss, rinsing and evacuation during the polishing procedure.</p> <p>2.10. Describe the principle of the air polisher (i.e. Prophy Jet); the abrasive particles, clinical application, and contraindications</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Quizzes
<p>3. Learn the types of common dental stains and possible causes.</p> <p>3.1. Differentiate between stains which can be removed by polishing and stains</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13,	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Quizzes

Course Title: DH 119 A Clinical Dental Hygiene II-Lecture Term: Winter

<p>that cannot be removed.</p> <p>3.2. Differentiate between stains that accumulate due to poor oral hygiene, with those not associated with lack of home care.</p> <p>3.3. Describe the following stains using the criteria listed:</p> <p>3.3.1. Yellow, Orange, Red (Clinical appearance, most prevalent location, etiology, ease of removal)</p> <p>3.3.2. Green (Clinical appearance, most prevalent location, composition, etiology)</p> <p>3.3.3. Stannous Fluoride-topical application (Clinical appearance, most prevalent location, etiology, ease of removal)</p> <p>3.3.4. Metallic (Clinical appearance, etiology, composition)</p>		14, 15, 16, 18, 19, 21, 22; PGD-2			
<p>4. Learn the theory and rationale for the placement of pit and fissure sealants.</p> <p>4.1. Discuss the factors determining the success of a sealant.</p> <p>4.2. List the indications and contraindications for applying a sealant.</p> <p>4.3. Describe the acceptable, but different, methods for preparing the enamel surface for a sealant.</p> <p>4.4. Summarize the steps of applying a sealant</p> <p>4.5. Evaluate a placed sealant regarding proper isolation, coverage and defects.</p> <p>4.6. Explain the importance of recall visits for sealant maintenance.</p> <p>4.7. Professionally speak to a parent of a child who is in need of sealants. Include in the discussion the rationale, procedure, time involved, and prognosis.</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Online course with assessment; Quizzes
<p>5. Learn management strategies for the treatment of the young child, pre-adolescent and adolescent patient.</p> <p>5.1. Discuss how creating a “safe environment” can lead to successful treatment.</p> <p>5.2. Learn what types of assessment procedures can be used and how they are helpful.</p> <p>5.3. List and discuss each preventive step used for every child.</p> <p>5.4. Describe “modeling management” strategy.</p> <p>5.5. Discuss why or why not a parent should be present in the operator during treatment.</p> <p>5.6. List and discuss how to enhance a sense of control in children.</p> <p>5.7. Explain the positive and negative principles of child management.</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; CM-2, 3; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Online course with assessment; Quizzes

Course Title: DH 119 A Clinical Dental Hygiene II-Lecture Term: Winter

<p>6. Learn the methods and techniques required for sharpening dental hygiene instruments, to ensure proper cutting edge(s) needed for dental hygiene therapy.</p> <p>6.1. List three main goals of a proper sharpening procedure.</p> <p>6.2. List five reasons why sharp instruments are important to a hygienist performing patient treatment.</p> <p>6.3. Name the three types of sharpening stones presented in lecture. List and compare their characteristics, application, uses, and care.</p> <p>6.4. State the optimum time and frequency to sharpen/maintain blades.</p> <p>6.5. List and discuss the methods/test utilized for detection of a dull blade.</p> <p>6.6. Compare the sharpening techniques utilized with the sickle scaler, universal curettes, and area-specific curettes.</p> <p>6.7. Draw a diagram that depicts the correct face of the blade to stone angulation when sharpening a curette.</p> <p>6.8. Discuss and diagram the result attained when the original contours of a curette are maintained after sharpening.</p>	LO- b, c, i	C-3, 4, 6; PC-13	E-1, 2, 3	Think Apply	Study Questions; Quizzes
<p>7. Describe and/or demonstrate the procedure, types, advantages and disadvantages of methods for applying topical fluorides.</p> <p>7.1. Relate the mode of action of topical and systemic fluorides to enamel uptake as described in the reading material and the class lectures.</p> <p>7.2. List five variables that could control the amount of caries reduction fluoride applied topically.</p> <p>7.3. List and compare the following methods of application and delivery:</p> <p>7.3.1. Professionally Applied Fluoride Trays: custom trays, disposable-Foam or Sponge lined</p> <p>7.3.2. Home Fluoride: rinses, gels, foams, Varnishes</p> <p>7.3.3. Toothpaste and brush</p> <p>7.4. Understand the difference between fluoride gels and foams.</p> <p>7.5. Discuss the following precautions to be observed when applying topical fluorides: staining of the dentition or restorations, etching of tooth colored restorations, toxicity, adverse tissue reactions, maintaining therapeutic concentrations, nausea, gag reflex, patient cooperation, lethal dose-symptoms, antidote</p> <p>7.6. Compare neutral sodium, acidulated phosphate, and stannous fluoride.</p> <p>7.7. Discuss the advantages and disadvantages of gels, pastes and</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Online course with assessment; Quizzes

Course Title: DH 119 A Clinical Dental Hygiene II-Lecture Term: Winter

<p>rinses.</p> <p>7.8. Discuss the advantages, disadvantages, and application procedures of topically applied fluorides</p> <p>7.9. Discuss the indications for use, advantages, and disadvantages of fluoride varnish.</p> <p>7.10. List the possible causes of dentinal hypersensitivity.</p>					
<p>8. Learn how to integrate oral health assessment procedures with a dental hygiene diagnosis to develop a dental hygiene treatment plan that addresses patient's needs</p> <p>8.1. Understand the process of care of preventive and therapeutic oral health management.</p> <p>8.2. Be able to list the objective patient findings utilized to formulate an evidenced-based, patient-centered dental hygiene diagnosis.</p> <p>8.3. Define the role of the dental hygienist in planning, implementing and evaluating intervention strategies that will promote and maintain oral health including oral self-care behaviors.</p> <p>8.4. Describe the major classifications of periodontal disease.</p> <p>8.5. List the main components of a dental hygiene care plan.</p> <p>8.6. Identify patient factors when planning treatment sequence.</p> <p>8.7. Define informed consent procedures and the importance in patient care.</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5	Think Communicate Apply	Study Questions; Quizzes
<p>9. Describe effects and methods of systemic fluoride delivery,</p> <p>9.1. Define community water fluoridation.</p> <p>9.2. Describe the significant periods related to the history of water fluoridation in the United States.</p> <p>9.3. Describe the mechanism of action of systemic fluoride.</p> <p>9.4. Describe the systems methods for fluoride uses</p> <p>9.4.1. Community water supply</p> <p>9.4.2. School rinse programs</p> <p>9.4.3. Prescription tablets, rinses, vitamins</p> <p>9.5. Discuss the risks/benefit of systemic fluoride use.</p> <p>9.6. Define Fluorosis.</p> <p>9.7. Describe Dean's Fluorosis Index.</p> <p>9.8. Determine dosages according to the Fluoride Supplement Dosage Schedule-for writing prescription.</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Quizzes
<p>10. Describe and discuss the strategies associated with caries prevention and remineralization.</p> <p>10.1. Learn the protocols associated with caries remineralization used in the clinical setting.</p> <p>10.2. Understand the application of</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Online course with assessment; Quizzes

Course Title: DH 119 A Clinical Dental Hygiene II-Lecture Term: Winter

<p>CAMBRA.</p> <p>10.3. Compare and contrast the caries risk categories.</p> <p>10.4. Learn the clinical guidelines for caries management protocols based on risk assessment.</p> <p>10.5. Learn the application of bacterial testing in the consideration of caries risk.</p> <p>10.6. Discuss the use of antimicrobials in caries prevention.</p> <p>10.7. Explain the uses of fluoride varnish in remineralization</p> <p>10.8. Discuss the benefits of xylitol.</p> <p>10.9. Discuss the uses of amorphous calcium phosphate.</p>					
<p>11. Identify and describe the applicability of a variety of oral physiotherapy devices and dental products.</p> <p>11.1. Describe plaque control methods and appropriate devices for the client's personal care of:</p> <p>11.1.1.orthodontic bands, distals of molars, occlusal surfaces, malalignment, furcation areas, lingual of anterior dentition, fixed prosthetics- Crowns and Bridges, implants, periodontal pockets</p> <p>11.2. List the advantages, disadvantages, and maintenance of powered brushes (rechargeable, battery operated; mechanical, sonic action).</p> <p>11.3. Discuss the population groups that might benefit most from powered brushes.</p> <p>11.4. State the intraoral techniques of all types of floss (i.e. <i>Superfloss</i>, tape, Teflon, implant, regular), floss threaders, and floss holders</p> <p>11.5. State the precautions when using floss, threaders and holders.</p> <p>11.6. Describe the features, indications, and techniques for client use of the <i>Perio-Aid</i>, rubber tip stimulator, <i>Stimudents</i>, and plastic picks.</p> <p>11.6.1.Describe the design and application of the following types of toothbrushes: orthodontic, two-row sulcular, interdental brushes, endtuft brushes, non-traditional, hand-held brushes</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Quizzes
<p>12. Discuss the methods and commercially available products used to enhance oral health.</p> <p>12.1. Name the most common ingredients found in popular dentifrices and state the purpose of each ingredient.</p> <p>12.2. Define "therapeutic dentifrice".</p> <p>12.3. Name the brands discussed in class and the active ingredient characteristic</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-4, 5; PC-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22; PGD-2	E-1, 2, 3, 5; PC-1, 2, 3, 5, 7	Think Communicate Apply	Study Questions; Quizzes

Course Title: DH 119 A Clinical Dental Hygiene II-Lecture Term: Winter

<p>to each brand. Include anti-tartar (tartar control), desensitizing, fluoride enhanced, whitening, oxygenating, etc.)</p> <p>12.4. Discuss commercial oral rinses and their application.</p> <p>12.5. Compare and contrast anti-plaque and anti-gingivitis agents.</p> <p>12.6. Name and describe the applicability of artificial salivas and saliva substitutes.</p> <p>12.7. Compare and contrast brands of saliva substitutes.</p> <p>12.8. Understand the marketing of “uncommon” products available to consumers.</p>					
13. Demonstrate accuracy in appointment records and clinical procedures as presented in the <u>Policies and Procedures Manual</u> .	LO-a, b	C-1, 2, 8	E-1	Think	Quizzes
14. Discuss legal and ethical responsibilities of the hygienist.	LO-a	C-1, 2	E-1, 2, 3	Think	Quizzes