

Course Title: DH 120 A Clinical Dental Hygiene III-Lecture Term: Spring

Course Objective	Program Learning Outcomes	DH Competencies	Program Goals	College Core Learning Outcomes (CLOs)	Activities or Assignment
1. Learn the use and application of the phase contrast microscope for patient motivation and in assessing periodontal disease risk. <ul style="list-style-type: none"> 1.1. Recognize and identify specific organisms and cells microscopically. 1.2. Differentiate between organisms seen in health, marginal gingivitis, and periodontitis. 1.3. Obtain plaque sample from clinical patients and prepare a slide to adequately analyze bacteria. 1.4. Identify and describe the four microbiologic risk factors: <ul style="list-style-type: none"> 1.4.1. A = Risk Free 1.4.2. B = At risk 1.4.3. C = High Risk 1.4.4. D = Acute High Risk 1.5. Explain to clinical patients the risk factor related to the type and amount of bacteria presents in the sample. 1.6. Utilized the microscope specimen for patient motivation. 1.7. Learn the possible home care regimens used to treat various risks. 1.8. Adequately complete the microscope specimen record 	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-3, 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, 5; PC-1, 2, 3, 4, 5, 6, 7	Think Communicate Apply	Study Questions; Patient journal; Exam
2. Review and discuss Patient motivation and needs as they relate to personal oral health care. <ul style="list-style-type: none"> 2.1. Describe the learning process. 2.2. Discuss how health attitudes and value systems are developed. 2.3. Demonstrate verbally and/or in writing an understanding of the "learning ladder continuum." 2.4. Define motivation, and explain the difference between intrinsic and extrinsic motivation. 2.5. Discuss principles of verbal and non-verbal communication to establish a therapeutic relationship with clients. 2.6. State Maslow's Hierarchy of Needs, and how it may be used to assist in behavioral changes. 2.7. Describe the Human Needs Theory as it relates to the Dental Hygiene Process of Care. 2.8. Describe methods used for obtaining client compliance. 	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-2, 3, 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, 5; PC-1, 2, 3, 5, 6, 7	Think Communicate Apply	Study Questions; Patient Journal; Exam
3. Recognize and assess the anxious/fearful patient. <ul style="list-style-type: none"> 3.1. Understand and utilize the appropriate strategies/skill for patient management. 3.2. Identify the four specific patient categories of dental fear/anxiety 3.3. Understand the etiology and relationship between fear and pain. 	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-2, 3, 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, 5; PC-1, 2, 3, 5, 6, 7	Think Communicate Apply	Study Questions; Patient journal; Exam

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<p>3.4. Apply the “Three Essentials of Treatment” for fearful/anxious patients.</p> <p>3.5. Provide strategies for pain control and increase your success at obtaining optimal anesthesia</p> <p>3.6. Assist patient to achieve a less traumatic and more successful treatment experience</p>					
<p>4. Learn the healthcare providers obligation to cultural diversity and the role of the dental hygienist in providing care to patients from diverse backgrounds.</p> <p>4.1. Learn the importance of considering cultural beliefs in the implementation of dental hygiene care.</p> <p>4.2. Learn the cultural barriers to oral healthcare.</p> <p>4.3. Identify the relationship between socioeconomic status and access to care.</p> <p>4.4. Identify how cultural beliefs shape attitudes and values related to oral health.</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-2, 3, 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, 5; PC-1, 2, 3, 5, 6, 7	Think Communicate Apply	Study Questions; Patient journal; Online course and assessment; Exam
<p>5. Learn the theory and application of powered scaling for use in dental hygiene therapy.</p> <p>5.1. Identify the rationale for using power driven scalers vs. hand instruments.</p> <p>5.2. Identify and demonstrate skill in using appropriate measures for operating equipment and managing water spray and evacuation during ultrasonic instrumentation to ensure patient comfort.</p> <p>5.3. Compare and contrast the types of power driven units (piezoelectric and magnetostrictive) with regard to transducers, vibrational pattern, range of vibrations, and cooling mechanisms.</p> <p>5.4. Compare and contrast autotuned and manual tuned ultrasonic units.</p> <p>5.5. Identify how power driven scalers remove calculus (hard deposits) and dental biofilm (soft deposits/plaque).</p> <p>5.6. Identify the effects of <i>lavage</i> in ultrasonic scaling.</p> <p>5.7. Define <i>cavitation</i> and <i>acoustic streaming</i>.</p> <p>5.8. Identify the following:</p> <p>5.8.1. Contraindications for use of an ultrasonic device.</p> <p>5.8.2. Proper infection control procedures for use of an ultrasonic device.</p> <p>5.8.3. Recommendations for ultrasonic instrumentation.</p> <p>5.8.4. Sequence of use of ultrasonic scalers in the oral cavity.</p> <p>5.8.5. Proper maintenance of the ultrasonic inserts or tips.</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, 5; PC-1, 2, 3, 4, 5, 6, 7	Think Communicate Apply	Study Questions; Exam

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<p>6. Review and discuss the role of nutrients in overall health.</p> <p>6.1. Review the functions and classifications of carbohydrates.</p> <p>6.2. Differentiate between simple and complex carbohydrates.</p> <p>6.3. Review the functions and classifications of fats.</p> <p>6.4. Differentiate between saturated and polyunsaturated fats.</p> <p>6.5. Review the functions and classifications of proteins.</p> <p>6.6. Differentiate between complete and incomplete proteins.</p> <p>6.7. Define the term mineral as it relates to human body functions.</p> <p>6.8. List the most common minerals required for normal body function.</p> <p>6.9. Define the term “water soluble” vitamin.</p> <p>6.10. List the “water soluble” vitamins and describe their major functions.</p> <p>6.11. Define the term “fat soluble” vitamin.</p> <p>6.12. List the “fat soluble” vitamins and describe their major functions.</p>	LO-a, b, e, 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, 5; PC-1, 2, 3, 4, 5, 6, 7	Think Communicate Apply	Study Questions; Patient journal; Nutrition Research; Food Diary; Online course and assessment; Exam
<p>7. Relate and discuss the role of nutrition to oral health.</p> <p>7.1. Describe the role of nutrients in oral development, both pre/post eruptive.</p> <p>7.2. List the oral manifestations of nutrition deficiencies and toxicities</p> <p>7.3. Discuss the buffering capacity and neutralizing of plaque acids are related to foods.</p> <p>7.4. Review artificial sweeteners in the diet.</p> <p>7.5. Explain the relationship between nutrition and all aspects of periodontal disease.</p> <p>7.6. Explain the effect that soft, hard, and medium consistency foods have on the masticatory process.</p> <p>7.7. Learn the methods of assessing patient dietary intake, using questionnaires, dietary summaries and 24-hour recalls.</p> <p>7.8. Analyze and summarize dietary intake and relate findings to possible oral implications.</p> <p>7.9. Determine logical goals for dietary change that promote oral health</p>	LO-a, b, c, g, h, i	C-1, 3, 4, 6, 9, 10; HP-2, 3, 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, 5; PC-1, 2, 3, 4, 5, 6, 7	Think Communicate Apply	Study Questions; Patient journal; Nutrition Research; Food Diary; Online course and assessment; Exam
<p>8. Learn and discuss the conditions of abnormal eating behaviors and their implications on oral health.</p> <p>8.1. Define Anorexia Nervosa.</p> <p>8.2. Describe the signs and health effects of Anorexia Nervosa.</p> <p>8.3. Define Bulimia Nervosa.</p> <p>8.4. Describe the signs and health effects of Bulimia Nervosa.</p> <p>8.5. Define EDO-NOS.</p> <p>8.6. Describe Binge Eating Disorder.</p>	LO-a, b, e, g, h, i	C-1, 3, 4, 6, 9, 10; HP-2, 3, 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, 5; PC-1, 2, 3, 4, 5, 7	Think Communicate Apply	Study Questions; Patient journal; Online course and assessment; Exam

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8.7. Learn the oral manifestations of Anorexia, Bulimia and EDO-NOS conditions.					
9. Learn the effects of tobacco use and smoking on the body and the implications on oral health. 9.1. List the manners of tobacco consumption that negatively affect oral health. 9.2. Describe the hazardous agents associated with tobacco use. 9.3. Discuss the systemic effects of tobacco use. 9.4. Describe the behaviors and factors that influence nicotine addiction. 9.5. Learn the alternative methods of smoking and the associated health risks. 9.6. Discuss the effects of marijuana use on oral health. 9.7. Describe the 5 A's approach to tobacco cessation. 9.8. Discuss effective coping strategies for successful tobacco cessation. 9.9. Describe the role of nicotine replacement therapy in tobacco cessation. 9.10. Discuss the dental hygienist's role related to oral health and tobacco use.	LO-a, b, e, g, h, i	C-1, 3, 4, 6, 9, 10; HP-2, 3, 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, 5; PC-1, 2, 3, 4, 5, 7	Think Communicate Apply	Study Questions; Patient journal; Online course and assessment; Exam