



## INSTRUCTIONAL PACKAGE

DHG 151

Dental Hygiene Principles

201810  
Fall/2018

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201810

COURSE PREFIX: DHG 151

CONTACT HOURS: 9

COURSE TITLE: Dental Hygiene Principles

CREDIT HOURS: 5

### **RATIONALE FOR THE COURSE:**

This course is a study of how to utilize communication techniques in clinical settings. Develop comprehensive patient cases utilizing a medical history, dental history, dental charting, dental radiographs, vital signs, and oral inspection. Utilize evidence-based decision making for patient care. Learn ergonomics to prevent operator injury during patient treatment. Gain the basic skills to manipulate dental instruments too effectively perform dental hygiene procedures. Understand the principles of infection control for the safety of the patient, operator and co-workers.

### **COURSE DESCRIPTION:**

This course is a study of the principles of infection control and hazardous waste communication; instrumentation, instrument design; operator and patient positioning; operation of basic dental equipment; patient evaluation and medical history review.

### **PREREQUISITES:**

Admittance into the Dental Hygiene Program

### **CO-REQUISITES:**

AHS 113 Head & Neck Anatomy

BIO 211 Anatomy & Physiology II

BIO 225 General Microbiology

DHG 125 Tooth Morphology & Histology

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

## **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

\*Refer to the HGTC Dental Sciences Program Manual for additional policies on classroom etiquette.

## **Part II: Student Learning Outcomes**

1. Prepare students to be effective communicators with patients, staff and others.
2. Record and apply information gathered on a patient's health history, dental history, oral examinations, dental charting, and periodontal assessment.
3. Recognize plaque, calculus, intrinsic stain, extrinsic stain, and role they play in the oral cavity.
4. Describe and identify the parts of the periodontium.
5. Demonstrate and describe types of toothbrushes, tooth brushing techniques, and other interdental care products for optimal plaque removal.
6. Identify various types of fluoride and different delivery of fluoride application. The ethical dilemma and safety surrounding fluoride use.
7. Identify the name, number, design feature of various dental hygiene instruments.
8. Demonstrate proper instrument grasp, angulation, adaptation, and working stroke to a competency of 80% or better.
9. Apply knowledge of infection control throughout the dental office.
10. Show competency in utilizing the sterilization room in accordance to the clinic and OSHA standards.

## **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

### **LECTURE LEARNING OUTCOMES**

#### **Module 1**

**Materials Covered:** *Mosby's*: Ch. 1 The Dental Hygiene Profession,

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Appreciate the value of the history of the dental hygiene profession.
2. Understand the process necessary to become a licensed professional.
3. Develop an appreciation for the profession of dental hygiene and professional associations.

#### **Module 2**

**Materials Covered:** *Mosby's* : Ch. 4 Evidence-Based Decision Making

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Discuss and define the principles of evidence-based decision making.
2. Explain the need for evidence-based decision making.
3. Identify the five steps and skills necessary to practice evidence-based decision making.
4. Discuss the benefits of evidence-based decision making.

### **Module 3**

**Materials Covered:** *Mosby's*: Ch. 7 Exposure control and Prevention of disease Transmission

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. State the basic principles and science of disease transmission and common infectious diseases of humans, infection control in the dental workplace, and safety as it applies to biohazards in the dental workplace.
2. Identify the names of state and federal regulatory and advisory agencies that concern infection control practices and the management of biohazardous materials.
3. Integrate basic science, clinical practice, professional standards of care, and regulatory standards for infection control and work-practice safety to prevent disease transmission and protect the health of both employees and patients in the dental workplace.
4. Apply effective principles of infection control and safe handling of biohazardous materials to provide a safe environment for dental hygienists, co-workers, patients in the dental workplace, and household members.
5. Comply with federal, state, and local standards and regulations for the dental workplace.

### **Module 4**

**Materials Covered:** *Mosby's*: Ch. 8 Positioning and Prevention of Operator Injury

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Understand the relationship among correct operator posture and positioning, patient and equipment positioning, and musculoskeletal problems.
2. Describe the physical changes that occur from repetitive strain injuries.
3. Demonstrate correct operator, patient, and equipment positioning for maximal efficiency and minimal risk of developing musculoskeletal problems.
4. Compare, contrast, and evaluate alternative operator and patient positions.
5. Develop an awareness of new technology that may reduce operator stress and fatigue and promote optimal performance.

### **Module 5**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation.

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Identify instruments by classification, design name, and design number.
2. Describe the function of each part of any instrument.
3. Analyze each principle step by step as it relates to instrumentation.
4. Compare and contrast the powered instrument design and principles of use with hand instruments in periodontal debridement.

### **Module 6**

**Materials Covered:** *Mosby's*: Ch. 10 Instrument Sharpening

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Value the need for sharp instruments and demonstrate sharpening as indicated by the criteria in this chapter.
2. Compare and contrast the various types of sharpening methods and equipment.

3. Compare and contrast the variety of handheld stones available for sharpening.
4. Explain the rationale in selecting particular sharpening stones.
5. Select an appropriate sharpening method for instrument design, and explain the rationale for the selection.
6. Debate the pros and cons of the sharpening techniques that remove metal from the lateral sides of the working end or from the face of the blade.
7. Explain the rationale used to learn the stationary instrument–moving stone technique over the moving instrument–stationary stone technique.
8. Explain the care and maintenance of all varieties of sharpening stones.

### **Module 7**

**Materials Covered:** *Mosby's*: Ch. 16 Periodontal Examination

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Describe the roles of plaque biofilm and other local etiologic factors in periodontal diseases.
2. Identify the components of a periodontal assessment, their appearance in health and disease, and their significance.
3. Chart an involved periodontal condition, using the correct charting notations.
4. Interpret the periodontal findings from a chart (i.e., correctly read a periodontal chart), and discuss the ramifications.
5. Explain the interrelationships and suggested interrelationships between periodontitis and systemic diseases as presently reported in the scientific literature.
6. Identify those patients who have periodontitis or those who are at risk for periodontitis.

### **Module 8**

**Materials Covered:** *Mosby's*: Ch. 17 Hard Tissue Examination

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Use a number of different comprehensive charting systems to assess the oral health of new patients and supportive care patients.
2. Be familiar with the different tooth-numbering systems.
3. Use proper infection control during performance of charting procedures.
4. Use the traditional G.V. Black Caries Classification System to chart existing conditions.
5. Be familiar with new classification systems for carious lesions.
6. Use different charting symbols that represent existing conditions, such as early carious lesions before cavitation, cavities requiring restoration, missing teeth, partially erupted teeth, malposed teeth, existing dental restorations, erosion, abrasion, attrition, abfraction, enamel cracking, and cusp fracture.
7. Define dental caries and related terms.
8. Recognize the signs of dental caries, including carious lesions, in varying stages of development.
9. Recognize the signs of arrested versus active carious lesions.
10. Recognize the signs of recurrent or secondary dental caries.
11. Recognize different stages of carious lesions and different dental restorations on a radiograph.
12. Classify occlusion with Angle's Classification System, measuring overbite and overjet and identifying the signs of occlusal trauma.

## **Module 8**

**Materials Covered:** *Mosby's*: Ch. 21 Dental Hygiene Diagnosis

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Define diagnosis and differentiate between a dental hygiene diagnosis and a dental diagnosis.
2. Explain the dental hygiene diagnostic process, including:
  - Identify interventions that support various dental hygiene diagnoses.
  - Apply human needs theory to diagnostic decision making.
3. Discuss formulating and validating dental hygiene diagnoses, including:
  - Write dental hygiene diagnostic statements.
  - Explain how to validate a dental hygiene diagnosis.
4. Discuss the outcomes of dental hygiene diagnoses

## **Module 9**

**Materials Covered:** *Mosby's*: Ch. 22 Dental Hygiene Care Plan, Evaluation, and Documentation

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Discuss the planning phase in the dental hygiene process of care, including:
  - Explain the purpose of the planning phase and the client's role in care plan development.
  - Identify the sequence for developing a dental hygiene care plan and how each step relates to the dental hygiene diagnosis.
2. Do the following regarding the evaluation phase of client care:
  - Explain the purpose of the evaluation phase and its significance to the process of care.
  - Formulate a client-centered care plan from a dental hygiene diagnosis.
3. Discuss documentation, including its significance to the process of care and practitioner liability.

## **Module 10**

**Materials Covered:** *Mosby's*: Ch. 23 Toothbrushing

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Describe characteristics of acceptable manual toothbrush designs.
2. Describe characteristics and modes of action of power toothbrush designs.
3. Discuss toothbrushing instruction, including differentiation among toothbrushing methods including indications, limitations, and impact on oral tissues.
4. Discuss soft- and hard-tissue lesions, including factors that cause tissue lesions, and the significance of a clean tongue and toothbrush.
5. Discuss the dental hygiene process of care and toothbrushing, including the sharing of evidence-based decision making with clients regarding selection and use of a toothbrush based on specific client needs.

## **Module 11**

**Materials Covered:** *Mosby's*: Ch. 24 Mechanical Oral Biofilm Control: Interdental and Supplemental Self-Care Devices

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Discuss the selection of self-care devices, including the significance of removing or reducing interdental and subgingival plaque biofilm.
2. Discuss types of nonpowered interdental and supplemental self-care devices, including:
  - Appropriate use of nonpowered self-care devices designed for interdental and subgingival biofilm removal.
  - Recommendations for the appropriate device(s) for clients based on efficacy, client needs, and preferences.
3. Discuss types of powered interdental and supplemental self-care devices, including:
  - Appropriate use of powered self-care devices designed for interdental and subgingival biofilm removal.
  - Recommendations for the appropriate device(s) for clients based on efficacy, client needs, and preferences.

### **Module 12**

**Materials Covered:** *Mosby's*: Ch. 25 Dentifrices

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Explain the purpose of a dentifrice and types of effects that it can produce.
2. Discuss choosing the right dentifrice, including role of dentifrices in the demineralization and remineralization process.
3. Explain why each member of a family should have his or her own tube of toothpaste.
4. Describe the different forms of dentifrices and the role of medicinal and nonmedicinal components in dentifrices.
6. Debate the possible adverse health effects of dentifrices.
7. Explain the impact of the pH level of dentifrices.
8. Recommend dentifrices appropriate for unique client needs and risk factors.
9. Discuss the loss of tooth structures.
10. Compare methods to evaluate dentifrice abrasiveness.

### **Module 13**

**Materials Covered:** *Mosby's*: Ch. 26 Hand-Activated Instrumentation

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Discuss basic dental hygiene instrument design and classify an instrument and its use based upon variations in instrument shank length, curvature, flexibility, blade type, and blade-to-shank angulation.
2. Discuss the classifications of instruments, including:
  - Describe assessment instruments, their design, and uses.
  - Customize fulcrum placement for a tooth surface.
  - Describe treatment instruments, their design, and uses.
  - Explain proper instrument blade adaptation and angulation.
  - Define the stroke principles of blade angulation, adaptation, and activation.
  - Describe protective scaling strategies and reinforcement scaling.
  - Identify intraoral and extraoral fulcrums for periodontal instrumentation.
3. Describe the value of dental perioscopy.

4. Describe the methods, techniques, and importance of instrument sharpening.
5. Discuss how to prevent and manage instrument tip breakage.

#### **Module 14**

**Materials Covered:** *Mosby's*: Ch. 33 Caries Management: fluoride and Non-fluoride Caries-Preventive Agents

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Discuss factors involved in caries management.
2. Discuss fluoride therapies, including:
  - Distinguish between the different types of ingested fluorides used for dental caries management and how each type relates to caries risk.
  - Differentiate between acute and chronic fluoride toxicity including causes, signs, symptoms, and management.
  - Identify the methods of delivery for topical fluorides used in dental caries management. Name and describe the self-applied products for clients at risk for caries.
3. Name and describe the professionally applied fluorides for caries management, including product selection and the tray and paint-on techniques.
4. Discuss acute fluoride toxicity including causes, signs, symptoms, emergency management, and prevention.
5. Discuss the evidence-based research and ADA recommendations of non-fluoride caries-preventive agents.
6. Explain why xerostomia places clients at higher risk for caries and address recommendations to manage the symptoms and associated caries risk.
7. Describe the future of caries prevention.
8. Design a caries management plan based on sound clinical judgment and client risk, needs, and preferences.

#### **Module 15**

**Materials Covered:** *Gehrig*: Module 1, Communication Skills for Assessment

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Define communication and describe the communication process.
2. Describe how ineffective communication hinders the provision of quality dental care.
3. Discuss techniques that promote effective communication.
4. List and describe three ways in which people communicate nonverbally.
5. Describe patient-centered care and communication techniques.

#### **Module 16**

**Materials Covered:** *Gehrig*: Module 2 Making our Works Understandable

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Discuss how effective communication improves health outcomes.
2. Discuss strategies for making health care words understandable to the patient.
3. Develop improved clinical communication skills and the ability to role model those skills through simulated patient scenarios.



## **Module 17**

**Materials Covered:** *Gehrig*: Module 3 Overcoming Communication Barriers.

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Define cultural competence.
2. Discuss effective communication techniques for interacting with patients from different cultures.
3. Explore how cultural variables impact the delivery of health care services.
4. Discuss strategies that health care providers can use to improve communication with children, adolescents, adults, children with attention deficit hyperactivity disorder (ADHD), and patients who have special needs.

## **Module 18**

**Materials Covered:** *Gehrig*: Module 4 Motivational Interviewing for Information Gathering

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Describe the relevance of motivational interviewing for information gathering during the patient assessment process.
2. Discuss ways to encourage a patient-centered approach for acquisition of

## **Module 19**

**Materials Covered:** *Gehrig*: Module 5 Medical History

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Recognize the manifestations of systemic disease and how the disease and its management may affect the delivery of dental care.
2. Demonstrate the use of communication strategies and questioning techniques that facilitate complete, accurate information gathering.
3. Apply principles of risk management, including informed consent and appropriate record keeping in patient care.
4. Demonstrate skills necessary to obtain a complete and thorough medical history.
5. Describe contraindications and complications for dental care presented by various medical conditions/diseases and medications.
6. Identify findings that have implications in planning dental treatment.

## **Module 20**

**Materials Covered:** *Gehrig*: Module 7 Dental Health History

**Assessment:** Tests, Quizzes, Competencies

### **Objectives:**

1. Explain the importance of the dental health history in planning and preparing for patient treatment activities.
2. Given a dental health history questionnaire, identify those elements that would be important in modifying the planned treatment

## **Module 21**

**Materials Covered:** *Gehrig*: Module 9 Vital Signs: Pulse and Respiration

**Assessment:** Tests, Quizzes, Competencies

**Objectives:**

1. Define the term pulse and describe factors that may affect a person's pulse.
2. Demonstrate the correct technique for locating and assessing the radial pulse.
3. Demonstrate the correct technique for assessing respiration.
4. Recognize finding that have implications in planning dental treatment.

**Module 22**

**Materials Covered:** *Gehrig*: Module 10 Vital Signs: Blood Pressure

**Assessment:** Tests, Quizzes, Competencies

**Objectives:**

1. Define the term blood pressure and describe factors that may affect a person's blood pressure.
2. Define systolic and diastolic blood pressure and give their normal values.
3. Explain how a sphygmomanometer works and demonstrate how to use this tool to measure blood pressure.
4. List and describe the Korotkoff sounds that are heard while taking a person's blood pressure.
5. Define and discuss the significance of the auscultatory gap.
6. Demonstrate correct technique for accurately assessing the blood pressure.
7. Describe blood pressure findings that have implications in planning dental treatment.

**Module 23**

**Materials Covered:** *Gehrig*: Module 12 Soft Tissue Lesions

**Assessment:** Tests, Quizzes, Competencies

**Objectives:**

1. Explain the importance of inspecting the head, neck, and oral cavity for the presence of soft tissue lesions.
2. Given an image of a lesion, use the Lesion Descriptor Worksheet to identify the location and characteristics of the lesion and to develop a written description of the lesion.

**Module 24**

**Materials Covered:** *Gehrig*: Module 13 Head and Neck Examination

**Assessment:** Tests, Quizzes, Competencies

**Objectives:**

1. Describe the normal anatomy of the structures of the head and neck.
2. Identify deviation from normal of the skin, lymph nodes, salivary and thyroid glands.
3. Demonstrate the head and neck examination using correct technique and a systematic sequence of examination.
4. Document notable findings in the patient chart or computerized record.

**Module 25**

**Materials Covered:** *Gehrig*: Module 14 Oral Examination

**Assessment:** Tests, Quizzes, Competencies

**Objectives:**

1. Recognize the normal and deviation from normal anatomy of the oral cavity.
2. Locate the following oral structures: parotid ducts, sublingual fold, sublingual caruncles, papillae, anterior and posterior pillars, and the tonsils.
3. Learn how to document notable findings in the patient chart or computerized record.

4. Identify findings that have implications in planning dental treatment.

### **Module 26**

**Materials Covered:** *Gehrig*: Module 15 Gingival Description

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Describe gingival characteristics that are indicative of health and disease.
2. Learn communication strategies to provide information to the patient about gingival characteristics.

### **Module 27**

**Materials Covered:** *Gehrig*: Module 16 Mixed Dentition and Occlusion

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. List the order of eruption and time ranges for permanent tooth eruption.
2. Distinguish the primary and permanent teeth in a mixed dentition.
3. Identify Angles's Class I, Class II and Class III relationships.
4. Identify different types of tooth malocclusions.

### **Module 22**

**Materials Covered:** *Gehrig*: Module 17 Dental Radiographs

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

1. Identify the anatomic structures commonly visible on panoramic radiographs.
2. Recognize and describe early radiographic evidence of periodontal disease.
3. Understand the difference between vertical and horizontal alveolar bone loss and identify each type of bone loss on radiographs of simulated patients.

### **Module 22**

**Materials Covered:** *Gehrig*:

**Assessment:** Tests, Quizzes, Competencies

#### **Objectives:**

## **LAB LEARNING OUTCOMES**

### **Module 1**

**Materials Covered:** *Handout*: Flossing (manikin) & Operatory Set-up (lab) & *Mosby's*: Ch. 8 Positioning and Prevention of Operator Injury & Infection control

**Assessment:** Competencies

#### **Objectives:**

1. Demonstrate proper flossing technique on a manikin.
2. Demonstrate proper clinician position in relation to the treatment area.
3. Identify ergonomic positions that reduce the ergonomic hazards for the Dental Hygienist.
4. Incorporate preventive exercises into instrumentation procedures.
5. Apply correct operator, patient, and equipment positioning for maximal efficiency for ultrasonic scaling.
6. Demonstrate proper operatory set-up and aseptic techniques.

### **Module 2**

**Materials Covered:** Ch. 9 Instrument Design and Principles of Instrumentation (mouth mirror).

**Assessment:** Competencies

**Objectives:**

1. Select the appropriate instrument design based on the periodontal condition.
2. Demonstrate correct principles of instrumentation in preclinical and clinical sessions.
3. Locate and Identify different parts of the dental hygiene instrument.
4. Illustrate the various instrument grasps.
5. Locate different finger rest that will maximize proper instrumentation.
6. Use the mouth mirror for direct and indirect vision.

**Module 3**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation (Periodontal Probe).

**Assessment:** Competencies

**Objectives:**

1. Identify the millimeter markings on the periodontal probe.
2. Discuss and utilize the proper probing technique, adaption, angulation, amount of pressure, and number and location of probe readings for each tooth.
3. Distinguish between an accurate and inaccurate probe reading.
4. Demonstrate the walking technique with the probe in all sextants.

**Module 4**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation  
*Handout on explorers*

**Assessment:** Competencies

**Objectives:**

1. Describe the advantages and limitations of various explorer designs.
2. Demonstrate the correct adaption of the explorer tip to the tooth.
3. Demonstrate the proper stroke, correct position, and grasp of the explorer for accurate detection of deposits on the root surfaces of the tooth structure.

**Module 5**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation.  
*Handout on Sickle Scaler SH 6/7.*

**Assessment:** Competencies

**Objectives:**

1. Demonstrate and use the correct working end of a Sickle Scaler.
2. Use the correct rolling stroke, pressure/force, and adaption of the working end for soft and hard deposit removal.
3. Describe the correct technique for removing supragingival calculus to eliminate burnishing calculus.

**Module 6**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation.  
*Handout and PowerPoint on Anterior Gracey Curet (SG 1/2).*

**Assessment:** Competencies

**Objectives:**

1. Demonstrate and use the correct working end of a Gracey Curet.

2. Use the correct rolling stroke, pressure/force, and adaption of the working end for soft and hard deposit removal.
3. Describe the correct technique for removing subgingival calculus to eliminate burnishing calculus.

### **Module 7**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation. Handout & PowerPoint Presentation on area specific Posterior Gracey Curet (11/12).

**Assessment:** Competencies

#### **Objectives:**

1. Demonstrate and use the correct working stroke, rolling stroke, pressure/force, and adaption of the working end for soft and hard deposit removal.
2. Demonstrate the correct technique for removing subgingival calculus to eliminate burnishing calculus.
3. Discuss and Identify the different types of area specific curets's and where they are used.

### **Module 8**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation. Handout & PowerPoint Presentation on area specific Posterior Gracey Curet (13/14).

**Assessment:** Competencies

#### **Objectives:**

1. Demonstrate and use the correct working stroke, rolling stroke, pressure/force, and adaption of the working end for soft and hard deposit removal.
2. Demonstrate the correct technique for removing subgingival calculus to eliminate burnishing calculus.
3. Discuss and Identify the different types of area specific posterior curets and where they are used.

### **Module 9**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation. Handout & PowerPoint Presentation on Posterior Universal Barnhart Curet (5/6).

**Assessment:** Competencies

#### **Objectives:**

1. Demonstrate and use the correct working stroke, rolling stroke, pressure/force, and adaption of the working end for soft and hard deposit removal.
2. Demonstrate the correct technique for removing subgingival calculus to eliminate burnishing calculus.
3. Discuss and Identify the different types of area specific posterior curets and where they are used.

### **Module 10**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation. Handout & PowerPoint Presentation on Universal Gracey (17/18).

**Assessment:** Competencies

#### **Objectives:**

1. Demonstrate and use the correct working stroke, rolling stroke, pressure/force, and adaption of the working end for soft and hard deposit removal.

2. Demonstrate the correct technique for removing subgingival calculus to eliminate burnishing calculus.
3. Discuss and Identify the different types of area specific anterior curets and where they are used on the dentition.

### **Module 10**

**Materials Covered:** *Mosby's*: Ch. 9 Instrument Design and Principles of Instrumentation. Handout & PowerPoint Presentation on Universal Posterior Sickle Scaler (204S).

**Assessment:** Competencies

#### **Objectives:**

1. Demonstrate and use the correct working stroke, rolling stroke, pressure/force, and adaption of the working end for soft and hard deposit removal.
2. Demonstrate the correct technique for removing supragingival calculus to eliminate burnishing calculus.
3. Discuss and Identify the different types of area specific anterior curets and where they are used.

### **Module 11**

**Materials Covered:** *Mosby's*: Ch. 32 pages 599-607 Coronal Polishing

**Assessment:** Competencies

#### **Objectives:**

1. Understand the appropriate pressure needed to remove plaque and stain.
2. Demonstrate the proper speed and stroke for effective coronal polishing.

### **Module 12**

**Materials Covered:** *Mosby's*: Ch. 31 Powered Instrumentation and Periodontal Debridement

**Assessment:** Competencies

#### **Objectives:**

1. Make appropriate instrument selections—manual or powered—for periodontal debridement.
2. Discuss the process of pathogenesis and wound healing relative to the need for periodontal debridement.
3. Select the appropriate tips for the debridement process based on patient need and access.
4. Set up a powered instrument for periodontal debridement.
5. Using information gathered during the assessment phase, select an appropriate debridement treatment plan for a patient.

### **Module 13**

**Materials Covered:** *Mosby's*: Ch. 10 Instrument sharpening

**Assessment:** Competencies

#### **Objectives:**

1. Value the need for sharp instruments and demonstrate sharpening as indicated by the criteria in this chapter.
2. Compare and contrast the various types of sharpening methods and equipment.
3. Compare and contrast the variety of handheld stones available for sharpening.
4. Explain the rationale in selecting particular sharpening stones.
5. Select an appropriate sharpening method for instrument design, and explain the rationale for the selection.

6. Debate the pros and cons of the sharpening techniques that remove metal from the lateral sides of the working end or from the face of the blade.
7. Explain the rationale used to learn the stationary instrument–moving stone technique over the moving instrument–stationary stone technique.
8. Explain the care and maintenance of all varieties of sharpening stones.
9. Demonstrate the steps used to sharpen each of the following instruments: sickles with flame-shaped cutting edges, sickles with straight cutting edges, Gracey curets, universal curets, hoe scalars, disk scalars, files, and explorers.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

### **Part III: Grading and Assessment**

#### **EVALUATION\***

Tests	30%
Quizzes	50%
Final	20%
	100%

**\*\*\*ALL CLINICAL COMPATENCIES ARE PASS OR FAIL. IF A STUDENT DOESN’T PASS ALL HIS/HER COMPATANCIES, IT WILL RESULT IN NOT PASSING THE CLASS, EVEN IF THE DIDACTIC SCORE IS 77% OR HIGHER.**

#### **GRADING SYSTEM:**

- A=90-100
- B=80-89
- C=77-79
- D=70-76
- F=69 and below

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

### **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible

to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

\*Refer to the HGTC Dental Sciences Program Manual for additional attendance policies.

## Part V: Student Resources

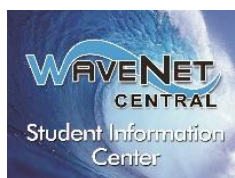


### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.



## Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i>  Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i>  Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>