



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

DHG 151

Dental Hygiene Principles

Effective Term

Fall 2026

Part I: Course Information

Effective Term: Fall 2026

COURSE PREFIX: DHG 151

COURSE TITLE: Dental Hygiene Principles

CONTACT HOURS: 9

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/CO-REQUISITES:

PREREQUISITES:

3-3-4 BIO 210 Anatomy & Physiology I

3-3-4 CHM 105 General, Organic & Biochemistry

3-0-3 CPT 101 Introduction to Computers

3-0-3 ENG 101 English Composition

CO-REQUISITES:

1-0-1 AHS 113 Head & Neck Anatomy

3-3-4 BIO 211 Anatomy & Physiology II

3-3-4 BIO 225 General Microbiology

2-3-3 DHG 125 Tooth Morphology & Histology

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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 learning management system (LMS) used for course materials.
- Access to myHGTC portal for student self-services.
- College email access – this is the college's primary official form of communication.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all 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

IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor's Course Information Sheet for information regarding this requirement.

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a better learning experience. Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

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 an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System “The Student Code” (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college’s educational mission. Students are expected to comply with all of the college’s duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under “Student Rights and Responsibilities” card then select “Student Code of Conduct” or the “Student Catalog and Handbook.”

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Wilkins: Ch. 1; The Professional Dental Hygienist

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to the professional dental hygienist.
2. Describe the scope of dental hygiene practice.
3. Identify and describe the components of the dental hygiene process

of care.

4. Identify and apply components of the dental hygiene code of ethics.
5. Explain interprofessional collaboration and the role of the dental hygienist.
6. Explain legal, ethical, and personal factors affecting dental hygiene practice.
7. Apply concepts in ethical decision making.

Wilkins: Ch. 2; Evidence-Based Dental Hygiene Practice

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain evidence-based dental hygiene practice and its importance in clinical dental hygiene care.
2. Discuss various approaches to research including the strength of evidence each provides.
3. Describe a systematic approach used to find credible scientific literature.
4. Describe skills needed for analyzing evidence-based health information.

Wilkins: Ch. 3; Effective Health Communication

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Discuss the skills and attributes of effective health communication.
2. Identify factors that influence health communication.
3. Explain how the patient's age, culture, and health literacy level affect health communication strategies.
4. Identify communication theories relevant to effective health communication and motivational interviewing.
5. Use communication strategies to enhance the ability to provide patient-centered health information, motivate positive changes in health behaviors, and achieve improved health outcomes.
6. Implement good communication skills, in the context of dental hygiene care, to help patients embrace healthy behaviors of all types that allow them to attain and maintain oral health.

Wilkins: Ch. 4; Dental Hygiene Care in Alternative Settings

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to oral health care in alternative settings.
2. Identify materials necessary for providing dental hygiene care in alternative settings.
3. Plan and document adaptations to dental hygiene care plans and oral hygiene instructions for the patient who is residence-bound, bedridden, unconscious, or terminally ill.

Wilkins: Ch. 5; Infection Control: Transmissible Diseases

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Apply the concept of standard precautions and transmission-based precautions to the process of dental hygiene care.
2. Describe the infectious disease process and prevention of disease transmission.
3. Describe and identify transmissible diseases that may pose a risk to patients and dental healthcare personnel.
4. Evaluate the oral healthcare needs of each patient with a transmissible disease(s).

Wilkins: Ch. 6; Exposure Control: Barriers for Patient and Clinician

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to exposure control, clinical barriers, and latex sensitivity.
2. Explain the rationale and techniques for exposure control.
3. Identify the criteria for selecting effective barriers.
4. Explain the rationale, mechanics, and guidelines for hand hygiene.
5. Identify and describe the clinical manifestation and management of latex sensitivity.

Wilkins: Ch. 7; Infection Control: Clinical Procedures

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the basic considerations for safe infection control practices.
2. Explain methods for cleaning and sterilizing instruments.
3. Describe procedures to prepare, clean, and disinfect the treatment area.
4. Explain process for managing hypodermic needles and occupational postexposure management.
5. List types of waste disposal and explain how each type is handled.

Wilkins: Ch. 8; Patient Reception and Ergonomic Practice

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the rules of etiquette in relationship to patient reception and care.
2. Describe the components of ergonomic practice and relationship to career longevity.
3. Identify the range of working positions for a right-handed and left-handed clinician.
4. Describe the elements of a neutral working position
5. Recognize the causes and symptoms of the musculoskeletal disorders most often associated with the clinical practice of dental hygiene.
6. Explain the ergonomic risk factors of clinical dental hygiene practice.

Wilkins: Ch. 9; Emergency Care

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Develop a plan to prevent and prepare of medical emergencies.
2. Identify signs and symptoms related to a possible emergency.
3. Define key words related to emergencies.
4. Describe stress minimization techniques.
5. Identify procedures for specific emergencies.
6. Incorporate documentation into the emergency plan.

Wilkins: Ch. 10; Documentation for Dental Hygiene Care

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to written and computerized dental records and charting.
2. Describe concepts related to ensuring confidentiality and privacy of patient information.
3. Compare three tooth-numbering systems and apply the one used in your community.
4. Discuss the various components of a patient's comprehensive dental record.
5. Recognize and explain a systematic method for documenting patient visits.

Wilkins: Ch. 11; Medical, Dental, and Psychosocial Histories

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Relate and define key terms and concepts utilized in the creation of patient histories.
2. Explain the significance and purpose of accurate and complete patient medical, dental, and psychosocial histories.
3. Compare and contrast the different methods available for the compilation of patient histories and the advantages and disadvantage of each.
4. Discuss how the components of patient histories relate directly to application of patient care.

Wilkins: Ch. 12; Vital Signs

Assessment: Tests, Quizzes, Competencies

Objectives:

1. List and explain the vital signs and why proper assessment is key to identifying the patient's health status.
2. Demonstrate and explain the correct procedures for assessing the vital signs: temperature, respiration, radial pulse, and blood pressure.
3. Recognize and explain factors that may affect temperature, respiration, pulse, and blood pressure.
4. Describe and evaluate equipment used for assessing temperature and blood pressure.

5. Recognize normal vital signs across varied age groups.

Wilkins: Ch. 13; Extraoral and Intraoral Examination

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the rationale for a comprehensive extra-and intraoral examination.
2. Explain the systematic sequence of the extra-and intraoral examination.
3. Identify normal hard and soft tissue anatomy of the head, neck, and oral cavity.
4. Describe and document physical characteristics (size, shape, color, texture, consistency) and morphological categories (elevated, flat, and depressed lesions) for notable findings.
5. Identify suspected condition that require follow-up and referral for medical evaluation.

Wilkins: Ch. 14; Family Violence

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the general, extraoral, and intraoral signs of child abuse and neglect.
2. Describe the general, physical, extraoral, and intraoral signs of elder abuse and neglect.
3. Discuss the signs and attitudes of the abused in an intimate partner violence situation.
4. Discuss the role of the dental hygienist in reporting suspected abuse or neglect of children, elders, and intimate partners.
5. Discuss Munchausen syndrome by proxy and describe indicators associated with the syndrome.
6. Describe the general and behavioral indicators of human trafficking victims.

Wilkins: Ch. 16; Hard Tissue Examination of the Dentition

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify the three divisions of the human dentition: primary teeth, mixed (transitional) dentition, and permanent teeth.
2. Recognize and explain the various developmental and noncarious dental lesions.
3. Describe types of dental injuries and tooth fractures that may occur.
4. List the G.V. Black, American Dental Association Caries Classification, and International Caries Detection and Assessment System classification of dental carious lesions used for diagnosis, treatment planning, management, cavity preparations, and finished restorations.
5. Explain the initiation and development of early childhood caries.
6. Compare methods for determining the vitality of the pulp of a tooth.
7. Provide a list of the factors to be observed and recorded during a complete dental charting with a new patient.
8. Explain the basic principles of occlusion.
9. Classify occlusion on a patient or case study according to Angle's classification and describe facial profile associated with each classification.
10. Describe functional and parafunctional contacts.
11. Give examples of parafunctional habits.
12. Discuss types of occlusal trauma and explain the effects on the oral structures.
13. List the purposes and uses of study models.
14. Identify and explain the purposes and uses of study models in the clinical practice of dental hygiene.

Wilkins: Ch. 17; Dental Soft Deposits, Biofilm, Calculus, and Stains

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Define acquired pellicle and discuss the significance and role of the pellicle in the maintenance of oral health.
2. Describe the different stages in biofilm formation and identify the changes in biofilm microorganisms as biofilm matures.
3. Differentiate between the types of soft and hard deposits.
4. Recognize the factors that influence the accumulation of biofilm, calculus, and stain.
5. Explain the location, composition, and properties of dental biofilm,

calculus, and stain.

6. Identify the modes of attachment of supra- and subgingival calculus to dental structure.
7. Describe the clinical and radiographic characteristics of supra- and subgingival calculus and its detection.
8. Educated patients regarding the etiology and prevention of dental biofilm, calculus, and stain.
9. Differentiate between exogenous and endogenous stains and identify extrinsic and intrinsic dental stains and discolorations.
10. Determine the appropriate clinical approaches for stain removal and maintenance.
11. Design biofilm, calculus, and stain management strategies to meet each patient's individual needs.

Wilkins: Ch. 18; The Periodontium

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Recognize normal tissues of the periodontium.
2. Identify and describe the clinical features of the periodontium.
3. Describe the characteristics of healthy gingiva.
4. Compare and contrast the characteristics of gingiva in health and disease.
5. Describe the characteristics of healthy gingiva following periodontal surgery.

Wilkins: Ch. 19; Periodontal Disease Development

Assessment: Tests, Quizzes, Competencies

Objectives:

1. List and describe the modifiable and nonmodifiable risk factors for periodontal disease.
2. Explain the signs and symptoms of periodontal disease.
3. Define the stages of development for periodontal lesions.
4. Apply the staging and grading of periodontal disease in the current classification system.
5. Describe the dental hygienist's role in educating the patient about management of modifiable risk factors for periodontal disease.

Wilkins: Ch. 20; Periodontal Examination

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the components of a comprehensive periodontal examination.
2. List the instruments used for a periodontal examination.
3. Explain the technique for use of the periodontal probe and explorers.
4. Explain how procedure for the comprehensive examination will be described to the patient.

Wilkins: Ch. 21; Indices and Scoring Methods

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to dental indices and scoring methods.
2. Identify the purpose, criteria for measurement, scoring methods, range of scores, and reference or interpretation scales for a variety of dental indices.
3. Select and calculate dental indices for a use in a specific patient or community situation.

Wilkins: Ch. 22; Dental Hygiene Diagnosis

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the significance of developing a dental hygiene diagnosis as a component of the dental hygiene process of care.
2. Formulate a dental hygiene diagnosis based on the assessment findings.
3. Identify and define key terms and concepts related to planning dental hygiene care.
4. Identify and explain assessment findings and individual patient factors that affect patient care.
5. Identify additional factors that can influence planning for dental hygiene care.

Wilkins: Ch. 23; The Dental Hygiene Care Plan

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Discuss objectives for developing a dental hygiene care plan and how it fits within the comprehensive treatment plan.
2. Identify the components of a dental hygiene care plan.
3. Prepare a written dental hygiene care plan from a dental hygiene diagnosis.
4. Apply procedures for discussing a care plan with the dentist and the patient.
5. Identify and apply measures for obtaining informed consent and informed refusal.

Wilkins: Ch. 24; Preventive Counseling and Behavior Change

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the steps in a preventive program, identify the need to conduct preventive counseling and describe the proper setting.
2. Describe the importance of partnering with the patient to come up with a plan for change.
3. Describe and explain the methods of motivational interviewing.
4. Describe how to recognize and explore the patient's ambivalence and describe techniques to elicit and recognize change talk.
5. Understand and explain various plans to strengthen the patient's commitment for change.

Wilkins: Ch. 25; Protocols for Prevention and Control of Dental Caries

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the dental caries disease process.
2. Identify factors contributing to demineralization and remineralization.
3. Distinguish each step in caries management.
4. Evaluate each patient for individual risk for caries disease.
5. Apply caries risk status in developing individualized caries management protocols and carefully document.

Wilkins: Ch. 26; Oral Infection Control: Toothbrushes and Toothbrushing

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify characteristics of effective manual and power toothbrushes.
2. Differentiate between the different manual tooth brushing methods including limitations and benefits of each.
3. Describe the different modes of action of powered toothbrushes.
4. Identify the basis for power toothbrush selection.
5. Describe tongue cleaning and its effect on reducing dental biofilm.
6. Identify adverse effects of improper tooth brushing on hard and soft tissues.

Wilkins: Ch. 27; Oral Infection Control: Interdental Care

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Review the anatomy of the interdental area and explain why toothbrushing alone cannot remove biofilm adequately for prevention of periodontal infection.
2. Describe embrasure size and patient status of health or disease as factors for evidence-based clinical decision making regarding which interdental device to recommend.
3. Describe the types of interdental brushes and explain why they may be more effective than floss for some patients.
4. Describe types of dental floss and outline steps for use of floss or floss loops for biofilm removal from proximal tooth surfaces.
5. Develop a list of the types and purposes of various floss aids including floss holders and power flossing devices and provide a rationale for the choice of the best ones to meet a specific patient's needs.
6. Demonstrate and recommend other devices for biofilm removal including toothpick in holder, wooden interdental cleaner, interdental rubber tip, and oral irrigation.

Wilkins: Ch. 28; Dentifrices and Mouthrinses

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define the active and inactive components in dentifrices and mouthrinses.
2. Explain the mechanism of action for preventive and therapeutic agents in dentifrices and mouthrinses.
3. Explain the purpose and use of dentifrices and mouthrinses.
4. Discuss regulatory agencies for medicines and healthcare products and their purpose.
5. Explain the American Dental Association (ADA) Seal of Acceptance program and purpose.

Wilkins: Ch. 29; The Patient with Orthodontic Appliances

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Recognize the key words and terminology used in orthodontic therapy.
2. Explain the advantages and disadvantages of bonded brackets.
3. Summarize the clinical procedures for bonding and debonding.
4. Develop oral self-care recommendations for the orthodontic patient to address effective biofilm removal and reduce risk for dental caries and periodontal disease.

Wilkins: Ch. 30; Care of Dental Prosthesis

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify the causes and prevention of tooth loss.
2. Describe the anatomic features of an edentulous oral cavity.
3. Describe the types and components of fixed and removable oral prostheses.
4. Describe the methods for marking a denture for permanent identification.
5. Develop an individualized patient oral self-care regimen for fixed and removable prostheses.
6. Provide a careful evaluation of an oral prosthesis to include clinical examination of the prosthesis, related soft tissue, and patient concerns.

Wilkins: Ch. 31; The Patient with Dental Implants

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the concepts, technology, and terminology relevant to implant dentistry.
2. Develop a knowledge base related to osseointegration and ancillary procedures in oral implantology.
3. Describe patient selection factors and education essentials.
4. Explain maintenance of dental implants in the clinical setting.
5. Recognize and manage dental implant problems, complications, and failures.

Wilkins: Ch. 32; The Patient with Nicotine Use Disorders

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Recognize the health hazards associated with nicotine use.
2. Identify components of conventional tobacco and alternative nicotine products.
3. Explain various mechanisms for nicotine delivery.
4. Describe the metabolism of nicotine.
5. Recognize the oral manifestations of nicotine use.
6. Recognize the effects of environmental tobacco smoke (ETS).
7. Assess and develop a dental hygiene care plan for the patient who uses nicotine.
8. Recognize protocols for developing a nicotine cessation program.
9. Identify the pharmacotherapies and behavioral therapies used for treatment of nicotine addiction.

Wilkins: Ch. 34; Fluorides,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the mechanisms of action of fluoride in the prevention of dental caries.
2. Explain the role of community water fluoridation on the decline of dental caries incidence in a community.
3. Recommend appropriate over-the-counter (OTC) and professionally applied fluoride therapies based on each patient's caries risk

assessment.

4. Compare use of fluoride home products (OTC and prescription).
5. Incorporate fluoride into individualized prevention plans for patients of various ages and risk levels.

Wilkins: Ch. 35; Sealants

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the development and purposes of dental sealant materials.
2. Explain the types of sealant material and list the criteria of an ideal dental sealant material.
3. List indications and contraindications for placement of dental sealants.
4. Describe the clinical procedures for placement and maintenance of a dental sealant.
5. Explain the factors that affect sealant penetration.
6. Identify factors to document a dental sealant placement in the patient record.

Wilkins: Ch. 36; Anxiety and Pain Control

Assessments: Tests, Quizzes, Competencies

Objectives:

1. Describe the components of pain.
2. Summarize the advantages and disadvantages of nitrous oxide-oxygen administration.
3. Define titration and explain application during nitrous oxide-oxygen sedation.
4. List the local anesthetics of short, intermediate, and long duration and indications for use.
5. Give examples of absolute and relative contraindications for local anesthetic administration.
6. Identify items in the local anesthesia armamentarium and describe the purpose of each.
7. Summarize local and systemic complications from the administration of local anesthesia and how to manage them.
8. List the components of a complete patient record entry following the

administration of local anesthesia or nitrous oxide-oxygen sedation.

Wilkins: Ch. 37; Instruments and Principles for Instrumentation

Assessments: Tests, Quizzes, Competencies

Objectives:

1. Identify the three main parts of a periodontal instrument.
2. Differentiate among various types of removal instruments based on their design.
3. State the indications and contraindications for the use of various removal instruments.
4. Describe and demonstrate fundamental techniques for manual and powered instrumentation.
5. Practice exercises designed to develop hand dexterity and prevent trauma.

Wilkins: Ch. 39; Nonsurgical Periodontal Therapy and Adjunctive Therapy

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the goals and desirable clinical endpoints or outcomes for nonsurgical periodontal therapy.
2. Devise a care plan for a patient with each of the periodontal classifications.
3. Describe the changes in the subgingival bacteria after periodontal debridement.
4. Describe current evidence related to laser therapy for initial therapy.
5. Develop postoperative instructions for a patient following a nonsurgical periodontal therapy appointment.
6. List the steps in re-evaluation of nonsurgical periodontal therapy and the decisions that must be made based on the clinical outcomes.
7. Compare and contrast the risks and benefits of systemic antibiotics and local delivery antimicrobials.
8. Critically evaluate the benefit of local delivery antimicrobials on changes in pocket depth and clinical attachment level (CAL).

Wilkins: Ch. 41; Dentinal Hypersensitivity

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe stimuli and pain characteristics specific to hypersensitivity and explain how this relates to differential diagnosis.
2. Describe factors that contribute to dentin exposure and behavioral changes that could decrease hypersensitivity.
3. Explain the steps in the hydrodynamic theory.
4. Describe two mechanisms of desensitization and their associated treatment interventions for managing dentin hypersensitivity.

Wilkins: Ch. 42; Extrinsic Stain Removal

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the difference between a cleaning agent and a polishing agent.
2. Explain the basis for selection of the grit of polishing paste for each individual patient.
3. Discuss the rationale for avoiding polishing procedures on areas of demineralization.
4. Explain the effect abrasive particle shape, size, and hardness have on the abrasive qualities of a polishing paste.
5. Explain the types of powdered polishing agents available and their use in removal of tooth stains.
6. Explain patient conditions that contraindicate the use of air-powder polishing.

Wilkins: Ch. 44; Principles of Evaluation

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to the evaluation of dental hygiene interventions.
2. Discuss standards for dental hygiene practice.
3. Identify skills related to self-assessment and reflective dental hygiene practice.

Wilkins: Ch.45; Continuing Care

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the goals of a continuing care program in dental hygiene practice.
2. Determine appointment intervals based on an individual patient's risk factors, compliance, and oral health history.
3. Name and discuss the contributing factors in recurrence of periodontal disease.
4. List steps in a continuing care appointment including assessment, care plan, and therapy.
5. Outline methods for continuing care systems in the dental office or clinic.

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

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Lecture: 60% of your grade

6 Tests (13%x6)	78%
Assignment (2%)	2%
OSHA Quiz (2%)	2%
Professionalism (2%)	2%
Final Exam (16%)	16%
	100%

Lab: 40% of your grade

3 Competencies (17%x3)	51%
5 Quizzes (4%x5)	20%
Professionalism (2%)	2%
Lab Final (27%)	27%
	100%

*Students must complete the course with a grade of 77% or higher in each portion, the lecture and the clinic (LAB) to pass this class.

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

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, and Is also negatively impact academic progression and financial aid status.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **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.**

For online and hybrid courses, refer to your Instructor's Course Information Sheet for any required on-site meeting times. In online courses, attendance is fulfilled through the submission of academic work. Please be aware that instructors may

require exams to be proctored either online or at an approved testing site. If you choose to use a testing center other than those provided by HGTC, that center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER – TECH Central:



TECH Central offers all students the following **free** resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the [Tech Central website](#) for more information. Live Chat and Center locations are posted on the website. You may also call (843) 349-5199.

HGTC LIBRARY:



Each campus location has a library where HGTC students, faculty, and staff may

check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown

Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

Student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations and the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 HWY 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of sexual harassment, domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).