INSTRUCTIONAL PACKAGE

DHG 165

Clinical Dental Hygiene I

201820
Spring/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: <u>201820</u>
COURSE PREFIX: DHG 165   COURSE TITLE: Clinical Dental Hygiene I
CONTACT HOURS: 11   CREDIT HOURS: 5

RATIONALE FOR THE COURSE:
This course will help students identify risk factors and potential emergencies in the dental office before they occur. It will also give them skills to manage medical emergencies when they occur. As a continuation of DHG 155, students will learn additional dental hygiene instrumentation to enhance their ability to effectively treat patients in the clinical setting. They will learn how to effectively develop a patient treatment plan using a variety of assessment tools.

COURSE DESCRIPTION:
This is an introductory course to the clinical setting for application of dental hygiene skills for patient care.

PREREQUISITES:
DHG 151 DENTAL HYGIENE PRINCIPLES
DHG 243 TOOTH MORPHOLOGY
AHS 113 HEAD & NECK ANATOMY
CO-REQUISITES:
DHG 141 PERIODONTOLOGY
DHG 121 DENTAL RADIOLOGY
DHG 143 NUTRITION

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.

Part II: Student Learning Outcomes

Upon completion of DHG 165, students will be competent in the following:

1) Continue learning additional dental hygiene instruments.
2) Learn to develop a patient treatment plan.
3) Learn to treat patients with orthodontic appliances, dental prostheses, and dental implants.
4) Gain a better understanding of a patient's medical and dental history to avoid a medical emergency.
5) Learn how to manage a medical emergency.
6) Gaining a better understanding of systemic conditions that affect a patient's treatment and/or oral health.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module 1

Materials Covered: *Wilkins*: Ch. 23 & 24 Indices and Scoring Methods & Planning for Dental Hygiene Care & Review Dental Charting

Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.

Objectives:

1. Identify and define key terms and concepts related to dental indices and scoring methods.
2. Identity and define key terms and concepts related to planning dental hygiene care.
3. Identify and explain assessment findings and individual patient factors that affect patient care.
4. Identify additional factors that can influence planning for dental hygiene care.
5. Apply the evidence-based decision-making process to determine patient care recommendations.
6. Review dental charting.

Module 2

Materials Covered: *Wilkins*: Ch. 31 & 32 & 33 The Patient with Orthodontic Appliances & Care of Dental Prostheses & The Patient with Dental Implants

Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.

Objectives:

1. Recognize key words and terminology used in orthodontic therapy.
2. Develop oral self-care recommendations for the orthodontic patient to address effective biofilm removal and reduce risk for dental caries and periodontal disease.
3. Describe the types and components of fixed and removable oral prostheses
4. Provide a careful evaluation of an oral prostheses to include clinical examination of the prosthesis, related soft tissue, and patient concerns.
5. Describe concepts, technology, and terminology relevant to implant dentistry.
6. Comprehend patient selection factors and education essentials.
7. Understand maintenance of dental implant in the clinical setting.
8. Recognize and manage dental implant problems, complications, and failures.

Module 3

Materials Covered: *Gurenlian & Pickett*: Ch. 1 & 2 Using the Medical History to Prevent Emergencies, Risk Assessment & The American Dental Association Health History Form

Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.

Objectives:

1. Describe strategies for gaining complete medical history information.
2. Use medical history information and functional capacity level to identify risks for medical emergencies during oral health treatment.
3. Identify normal limits of vital sign measurements and their relevance in assessing potential medical risk during dental treatment.
4. Apply the ADA policy on screening for hypertension in the dental office to planning oral health care.
5. Describe the dental management for a client who reports a history of tuberculosis (TB) disease or who demonstrates signs of TB disease.
6. Differentiate between TB infection and TB disease.
7. Describe the criteria used for determining a noninfectious status in clients with a history of active TB.

Module 4

Materials Covered: *Gurenlian & Pickett*: Ch. 3 & 4 The Dental History & Medical Information and Current Drug Therapy

Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.

Objectives:

1. Identify appropriate information needed from the client as it relates to the Dental Information section of the 2007 ADA Health History Form
2. Apply didactic information to determine treatment modifications based on responses provided by the client during the health history interview or from conditions found during the intraoral examination.
3. Describe stress-related emergencies that can occur in treatment and management procedures to prevent or to resolve the emergency situations.
4. Identify the types of information needed to determine the client's physical health status.
5. Discuss the importance of obtaining significant recent health information concerning illnesses and hospitalizations.
6. Discuss the reasons for investigating drug therapy as part of the health history review.
7. Identify the clinical relevance of effects of pharmacologic products to the oral healthcare treatment plan.
8. Identify the side effects of medications that pose a risk for medical emergencies.
9. Identify the five elements that must be considered when evaluating the types of prescription and nonprescription medications or supplements clients are taking.
10. Describe prevention and management procedures for side effects that are likely to result in a medical emergency during oral health care.

Module 5

Materials Covered: *Gurenlian & Pickett*: Ch. 5 & 6 Total Joint Replacement and Potential Effects of Bisphosphonates & Allergies to Drugs, Environmental Substances, Foods, and Metals.

Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.

Objectives:

1. Explain the rationale for requiring clients to wear safety glasses during treatment.

2. Identify elements of professional 2012 joint guidelines related to prescribing antibiotic prophylaxis prior to oral procedures for the client who has received a total joint replacement.
3. Identify information to provide when bisphosphonate medication is planned, currently being administered or in those who received bisphosphonates in the past.
4. Identity precautions during treatment when the client reports a history of allergy.
5. Compare signs of mild with severe allergic reactions.
6. Identify appropriate historical questions to gain appropriate information and apply sound judgment related to preventing emergency situations cause by allergic reactions.
7. Describe management procedures for clients who have symptoms of anaphylactic shock and for those with symptoms of localized skin or mucosal allergic reactions.

Module 6
Materials Covered: *Gurenlian & Pickett*: Ch. 7 & 8 Substance Abuse (Controlled Substances, Tobacco Use, Alcohol) & Women's Issues (Pregnancy, Lactation, Menopause) and Antibiotic Prophylaxis
Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.
Objectives:
1. Describe the clinical relevance associated with clients who abuse controlled substances, alcohol, and other substances.
2. Identify drugs used in oral care procedures that interact with controlled substances or alcohol.
3. Describe a tobacco cessation plan when the client is interested in stopping a tobacco habit.
4. Describe the treatment plan considerations for the pregnant client and for the lactating client.
5. Describe the treatment plan considerations for the client taking birth control pills or hormone replacement therapy.
6. Describe treatment considerations when osteoporosis is reported on the health history.
7. Identify circumstances in which antibiotic prophylaxis is indicated before providing oral healthcare and the regimen for prophylaxis.
8. Discuss management of a client who requires antibiotic prophylaxis for multiple dental hygiene appointments.

Module 7
Materials Covered: *Gurenlian & Pickett* Ch. 9 & 10 Blood-Related Abnormalities and Blood-borne Pathogenic Conditions & Medical conditions Involving Immunosuppression
Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.
Objectives:
1. Identify medical conditions associated with increased bleeding and determine when bleeding is likely to occur during oral health care.
2. Describe prevention and management strategies for the various conditions that may result in increased bleeding
3. Describe treatment modifications associated with bloodborne diseases, including hepatitis, AIDS or HIV infections, and with sexually transmitted diseases.
4. Identify post-exposure prophylaxis (PEP) recommendations for bloodborne infections.
5. Identify oral healthcare treatment modifications for bleeding disorders and anemia.
6. Determine the risks of treating the client reporting a history of blood transfusion.

7. Identify treatment modifications for providing oral health care to clients undergoing cancer, chemotherapy, or radiation treatments.
8. Specify disease conditions or drug therapies that predispose the client to immunosuppression and list treatment modifications for this situation.
9. Describe the signs of uncontrolled diabetes and the treatment plan modifications for the client with diabetes.
10. Describe the treatment modifications for the client with inflammatory autoimmune disease including systemic lupus erythematosus (SLE) and rheumatoid arthritis (RA).
11. Identify disease conditions that involve persistent swollen glands, unexpected weight loss, and oral ulcerative disease and describe treatment modifications for these situations.

Module 8
Materials Covered: Gurenlian & Pickett Ch. 11,12Medical Conditions involving the Cardiovascular System & Medical Conditions Involving Neurologic Disorder
Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.
Objectives:
1. Identify examples of cardiovascular disease and explain the pathophysiology of each condition.
2. Identify the clinical applications of information related to the client with cardiovascular diseases.
3. Describe potential cardiovascular emergency situations, measures to prevent the occurrence of the emergency, and the management of the emergency should it occur.
4. Identify oral healthcare procedures that may precipitate a migraine attack and information that helps prevent precipitation of migraine headache.
5. Identify the types of seizure disorders and determine the risks for medical emergency situation in each types of seizure.
6. Describe the management of seizures during oral health care.
7. Describe the clinical implication of treating the client who reports a history of fainting or blackouts.
8. Determine clinical implications for clients who suffer from sleep disorder and chronic pain.
9. Identify treatment implications, drug effects, and follow-up questioning for a client with a mental health disorder.
10. Describe oral management strategies for clients who present with Parkinson's disease or Alzheimer's disease.

Module 9
Materials Covered: *Gurenlian & Pickett* : Ch. 13,14 & 15 Medical Conditions Involving Gastrointestinal Disorders and Respiratory Disease & Medical Conditions Involving Glaucoma, the Kidneys, and Thyroid Disorders & Analysis of Information with Clinical Applications
Assessments: Quizzes, Test, Competencies, and Clinic Patient Grade.
Objectives:
1. Describe the pathophysiology of various conditions involving the gastrointestinal system and determine the potential emergency situations that can occur in these individuals.
2. Describe the management of the client with a gastrointestinal condition.
3. Identify respiratory disorders that can result in a modification of the oral healthcare treatment plan and describe those modifications.
4. Describe the management of the client with an airway obstruction.

5. Identify the client at risk for an attack of acute glaucoma and describe measures to prevent this during the oral healthcare appointment.
6. List kidney conditions that cause a change in the oral healthcare plan and describe the medical management of the client and the prevention of infection after oral health care.
7. Describe the dental management of the client on hemodialysis.
8. Describe the dental management of the client with an organ transplant.
9. Describe how to prevent thyroid storm in the uncontrolled hyperthyroid client.
10. Identify appropriate clinical recoding information and describe the rational for analyzing clinical data.
11. Describe the advantages of documenting the analysis of the health history.
12. Identify regulations to assure client information is kept private.
13. Describe reasons for establishing emergency management protocols and staff practice session for those protocols.

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	**70% of Final Grade**
Tests	80%
Final Exam	20%
Lab	**30% of the Final Grade**
Patient Clinical Grade	100%

GRADING SYSTEM:
A= 90-100
B= 80-89
C=77-79
D=70-76
F=69 and below
*Students must pass with a 77% or higher in both Lecture and Lab to continue in the Dental Hygiene Program.
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 policies on attendance.

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).

Inquiries regarding the non-discrimination policies:	
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.
Dr. Melissa Batten, AVP Student Affairs *Title IX Coordinator* Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	**Jacquelyne Snyder, AVP Human Resources** *Section 504, Title II, and Title IX Coordinator* Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu