



INSTRUCTIONAL PACKAGE

DHG 165

Clinical Dental Hygiene I

Effective Term
AY 2020/2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202020

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

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

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.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

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.

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*:

Module 1

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 2

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 3

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. Identify 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 4

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 5

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 6

Materials Covered: Gurenlian & Pickett Ch. 11, 12 Medical 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 7

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
4 Patient Clinical Grades	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.

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

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 in order 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.**

For online and hybrid courses, check your Instructor’s Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

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

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



CENTRAL STUDENT INFORMATION CENTER: TECH Central

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

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
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.
5. **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. Or please call (843) 349 – TECH (8324).

STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

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. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in

educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*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/TITLE IX 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 Vice President for Student Affairs.

Dr. Melissa Batten, VP 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

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu