



Pre-Clinical Dental Hygiene

DHY 102

Winter 2021

Number of Credits: 2 credits (8 lab hours)

Days Class Meets: Monday and Wednesday

Meeting Times: Section 1: M/W 8-12; Section 2: M/W 1-5

Location/Venue: Central Campus, DH Clinic JW104G

Instructor: Karen Beckerman, RDH, BS

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Online Office Hours: by appointment

Course Description

The principles, protocols and components learned in DHY 101 will be performed in this clinical setting with an introduction in dental hygiene procedures, basic instrumentation, and development of manual dexterity, dental charting, and preventive education.

Prerequisite(s)

Prerequisite: Acceptance to the Dental Hygiene Program.

Co-requisite: DHY 101, 103, 105, 113

Course Goals

Demonstrate clinical dental hygiene skills and assessment procedures under self-assessment and direct observation conditions.

- Design a dental hygiene plan of action for a student partner, then complete and self-evaluate the oral prophylaxis process.
- Collect clinical patient assessment documents that adhere to legal and ethical standards.

ASSOCIATED PROGRAM COMPETENCIES WITH EVALUATION METHODS:

- 1.1:** The dental hygiene graduate must be able to recognize, manage and adhere to the ethical, legal and regulatory issues related to the practice of dental hygiene. (Infection control skill evaluation)
- 2.1:** The dental hygiene graduate must be competent in the application of self- assessment skills to prepare themselves for life-long learning. (Self-evaluation prior to skill evaluations)
- 4.1:** Accurately collect, record, and interpret a medical/dental history and vital signs recognizing conditions that require consultation, referral, special precautions or consideration prior to or during dental hygiene care. (Pre-clinical skill evaluations)
- 4.2:** Perform an extraoral and intraoral examination of the teeth and periodontium and accurately record and interpret the findings. (Pre-clinical skill evaluations)
- 7.3:** For all types of periodontal cases, apply basic and advanced principles of debridement, scaling and root planing to obtain the appropriate clinical endpoint without causing trauma to hard or soft tissue. (Instrument skill evaluations, OSCE exams)

Course Objectives

The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course objectives addressed in this class include the following:

Upon completion of the reading material and lecture and laboratory experiences, the student will be able to:

The Clinic Unit- Set-Up and Tear Down - Darby Ch. 10

- Wash hands and choose correct glove size.
- Put on and remove personal protective equipment (PPE).
- Place and remove disposable barriers.
- Disinfect a dirty unit.

Module 1 — Ergonomics and Periodontal Instrumentation (Gehrig Instrumentation)

- Define the term ergonomics.
- Define the term musculoskeletal disorder.
- Develop an appreciation of evidence-based knowledge of positioning in the dental environment.
- Understand the relationship between neutral position and the prevention of musculoskeletal problems.
- Identify musculoskeletal disorders (MSDs) commonly experienced by dental health professionals, their causes, and prevention.
- Demonstrate operation of the clinician stool and the patient chair.
- Discuss the elements of the neutral seated position for the clinician.
- Demonstrate correct patient position relative to the clinician.
- State the reason why it is important that the top of the patient's head is even with top edge of the chair headrest.
- Demonstrate how to correctly position a short individual and a child in the dental chair so that (1) the patient is comfortable and (2) the clinician has good vision and access to the oral cavity.

- Position equipment so that it enhances neutral positioning.
- Recognize an incorrect position and describe or demonstrate how to correct the problem.

Module 2 – Clinician Position in Relation to the Treatment Area (Gehrig Instrumentation)

- Demonstrate and maintain neutral seated position for each of the mandibular and maxillary treatment areas.
- Demonstrate correct patient position relative the clinician.
- Demonstrate, from memory, the traditional clock position for each of the mandibular and maxillary treatment areas.
- Demonstrate standing clinician position for the mandibular treatment areas.
- Recognize incorrect position and describe or demonstrate how to correct the problem.

Module 4, 5, 6, and 7 — Use of Dental Mouth Mirror and Finger Rests in Anterior and Posterior Sextants (Gehrig Instrumentation)

- Name and describe three common types of dental mirrors.
- Demonstrate use of the mirror for indirect vision, retraction, indirect illumination, and transillumination.
- Demonstrate an extraoral and intraoral finger rest.
- Position equipment so that it enhances neutral positioning.
- Maintain neutral seated position while using the recommended clock position for each of the mandibular and maxillary treatment areas.
- While seated in the correct clock position for the treatment area, access the anterior and posterior teeth with optimum vision while maintaining neutral positioning.
- Demonstrate correct mirror use, grasp, and finger rest in each of the anterior and posterior sextants while maintaining neutral positioning of your wrist.
- Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument
- Identify the correct wrist position when using an intraoral finger rest in the maxillary and mandibular anterior and posterior treatment areas.
- Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s).
- Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient.
- Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner.
- Demonstrate exercises that lessen muscle imbalances through chairside stretching throughout the workday.

Note: The ODU 11/12 Explorer is used to teach the basics of instrumentation (Modules 3, 8-10 and 12), which are then applied to sickles, the probe, and finally, curettes.

Module 3 — Instrument Grasp (Gehrig Instrumentation)

- Given a variety of periodontal instruments, identify the parts of each instrument.
- Identify the fingers of the hand as thumb, index, middle, ring, and little fingers.
- Understand the relationship among correct finger position in the modified pen grasp, the prevention of musculoskeletal problems, and the control of a periodontal instrument during instrumentation.
- Demonstrate the modified pen grasp precise finger placement on the handle of a periodontal instrument.
- Describe the function each finger serves in the modified pen grasp.
- Define joint hypermobility and describe how hyper-extended joints in the modified pen grasp can affect periodontal instrumentation.
- Recognize incorrect finger position in the modified pen grasp and describe how to correct the problem(s).
- Understand the relationship between proper glove fit and the prevention of musculoskeletal problems in the hands.

Module 9 — Technique Essentials: Movement and Orientation to Tooth Surface (Gehrig Instrumentation)

- Define motion activation as it relates to periodontal instrumentation.
- Name two types of motion activation commonly used in periodontal instrumentation.

- Define and explain the uses of wrist motion activation during periodontal instrumentation.
- Using an explorer, demonstrate the correct technique for wrist motion activation.
- When demonstrating wrist motion activation use correct instrumentation technique such as: using the fulcrum finger as a support beam, maintaining correct grasp, and maintaining neutral wrist position.
- Define and explain the uses of digital motion activation during periodontal instrumentation.
- Using an explorer, demonstrate the correct technique for digital motion activation.
- When demonstrating digital motion activation use correct instrumentation technique such as: using the fulcrum as a support beam, maintaining correct grasp, and maintaining neutral wrist position.
- Define and explain the use of the handle roll during periodontal instrumentation.
- Using an explorer, demonstrate the handle roll using correct technique including: correct modified pen grasp, knuckles-up position, fulcrum finger as a support beam and neutral wrist position.
- Using an explorer demonstrate how to pivot on the fulcrum finger.
- Explain how the teeth are positioned in the dental arches.

Module 10 — Technique Essentials: Adaptation (Gehrig Instrumentation)

- Define the term adaptation as it relates to periodontal instrumentation.
- Identify the leading-, middle-, and heel-third of the working-end of an explorer and a curette.
- Using a typodont and an explorer describe and demonstrate correct adaptation of the working-end to the midline and line angle of a mandibular anterior tooth.
- Explain problems associated with incorrect adaptation during periodontal instrumentation.
- Using an explorer, demonstrate how to maintain adaptation to curved surfaces while using correct modified pen grasp and wrist motion activation.
- Use precise finger placement on the handle of an explorer while demonstrating adaptation and selection of the correct working-end for a treatment area.

Module 11 — Technique Essentials: Instrumentation Strokes (Gehrig Instrumentation)

- Using an explorer and a periodontal typodont, demonstrate the three basic stroke directions: vertical, oblique and horizontal.
- Compare and contrast the functions and characteristics of three types of instrumentation strokes: assessment, calculus removal, and root debridement.
- Demonstrate how to stabilize the hand and instrument to perform an instrumentation stroke by using an appropriate intraoral fulcrum and the ring finger as a “support beam” for the hand.
- Demonstrate the elements of an assessment stroke in a step-by-step manner.
- Use precise finger placement on the handle of a periodontal instrument while demonstrating assessment strokes.

Module 12-- Periodontal Probes and Basic Probing Technique (Gehrig Instrumentation)

- Explain periodontal anatomy and its role in periodontal health/disease.
- Demonstrate a knowledge of the various functions of a probe.
- Demonstrate proper adaptation, pressure, and stroke of the periodontal probe inside of a sulcus.
- Explain and demonstrate how to read a periodontal probe and determine the patient’s health based on the readings obtained.
- Interpret photos depicting correct and incorrect adaptations and probing techniques.
- Correctly record periodontal probing measurements in the patient’s paper and electronic dental record.

Module 13 — Explorers (Gehrig Instrumentation)

- Given a variety of explorer designs, identify the design characteristics and tip of each explorer.
- Identify and describe the advantages and limitations of various explorer designs.
- Describe how the clinician can use visual clues to select the correct working-end of a double-ended explorer.
- Demonstrate correct adaptation of the explorer tip.
- Describe and demonstrate an assessment stroke with an explorer.
- Demonstrate detection of supragingival calculus deposits using compressed air.
- Demonstrate correct use of an 11/12-type explorer in the anterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp.

- Demonstrate correct use of an 11/12-type explorer in the posterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp.
- Name and describe several common types of calculus deposit formations.
- Explain why the forceful application of an explorer tip into a carious pit or fissure could be potentially harmful.

Module 14 — Technique Essentials (Gehrig Instrumentation)

- Given a drawing of the healthy periodontium in cross section (similar to that shown in Fig. 14-1) correctly label all the structures depicted in the illustration.
- Define the term angulation as it relates to the use of a sickle scaler for supragingival periodontal instrumentation.
- Explain the problems associated with using an angulation greater than 90 degrees for calculus removal.
- Explain the problems associated with using an angulation less than 45 degrees for calculus removal.
- Describe the correct approach for removing a large supragingival calculus deposit and differentiate this technique from a different approach that leads to burnishing of the deposit.
 - List from memory the sequence of steps used for supragingival calculus removal as outlined in Fig. 14-9.

Module 15 — Sickle Scalers (Gehrig Instrumentation)

- Given a variety of sickle scaler instruments, identify the design characteristics.
- List the uses and limitations of sickle scalers.
- Select the correct working end of a sickle scaler.
- Demonstrate the correct angulation of the instrument based on the area of use.
- Demonstrate the correct adaption of the instrument based on the area of use.
- Explain and demonstrate the proper amount and application of lateral pressure and the cutting edges of the instrument.
- List characteristics of a calculus removal stroke.
- Demonstrate correct use of a sickle scaler in the anterior and posterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp.

Module 27 - Air Polishing for Biofilm Management and Stain Removal (Gehrig Instrumentation)

- On a typodont, demonstrate the correct angulation and instrumentation stroke with a standard nozzle for stain removal.
- On a typodont, demonstrate correct insertion and use of the specialized plastic perio tip and glycine-based power for subgingival biofilm removal.
- In a preclinical or clinical setting, demonstrate correct technique for use of an air polishing device, including treatment room, clinician and patient preparation; armamentarium selection/set-up and infection control; grasp and finger rest; correct technique; and fluid control.
- Discuss the benefits to the patient when supra- and subgingival air polishing is integrated into the treatment plan.

Coronal Polishing Darby Ch. 29

- Explain the role of motor polishing in stain and plaque removal to peers and patients.
- Explain the difference between therapeutic and cosmetic dental procedures as they relate to polishing.
- Correctly assemble the armamentarium for polishing.
- Select the appropriate grit of prophylaxis paste for each patient based on clinical indications.
- Apply the concept of selective polishing to patient care.
- Demonstrate proper speed and pressure when polishing.
- Demonstrate proper rubber-cup technique to cover all surfaces of the tooth.
- Properly document polishing procedure in the patient's paper and electronic dental record.

Flossing: Darby Chapter 25

- Demonstrate proper flossing technique on a patient.
- Provide patient instructions on proper flossing technique.
- Properly document flossing procedure and patient education in the patient's paper and electronic dental record.

Fluoride: Darby Chapter 19

- Name and describe the professionally applied fluorides for caries management, including product selection and the tray and paint on techniques.
- Correctly apply a neutral sodium fluoride in a tray.
- Correctly apply fluoride vanish.
- Explain post-procedure instructions to the patient.
- Correctly document topical fluoride in the patient's paper or electronic dental record.

Dental Charting

- Chart a dentition accurately in Curve.

Module 17 — Universal Curettes (Gehrig Instrumentation)

- Identify the design characteristics of a universal curette.
- Describe the visual clues used to select the correct working end.
- Explain why the lower shank of the curette should be tilted slightly toward the tooth surface being instrumented.
- Discuss the advantages and limitations of the design characteristics of universal curettes.
- Using a universal curette, demonstrate correct adaptation and use of calculus removal strokes on the anterior and posterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp.
- Using a universal curette, demonstrate horizontal calculus removal strokes at the distofacial line angles of posterior teeth and at the midlines on the facial and lingual surfaces of anterior teeth.

Module 26 Powered Instrument Design and Function (Gehrig Instrumentation)

- In a preclinical setting, demonstrate correct stroke pressure for use with a powered working-end.
- In a preclinical setting, demonstrate correct working-end adaptation in a (1) transverse orientation and (2) vertical orientation in all sextants of the dentition.
- Given a set of paired, curved working -ends, correctly identify the "right" and "left" working- end.
- On a typodont, demonstrate an efficient sequence for use of curved working-ends in a (1) transverse orientation and (2) vertical orientation on the posterior sextants of the dentition.
- Describe an effective strategy for removing tenacious calculus deposits during powered instrumentation.
- On an extracted tooth, demonstrate the use of a diamond-coated working-end for smoothing a defective margin on a restoration.
- On a typodont, demonstrate how to access and enter a furcation area of a multirrooted tooth with a ball-tipped powered working-end.
- Identify pre-treatment considerations before the initiation of powered instrumentation.
- Prepare (set-up) a powered instrumentation device for use.

Textbook (chose appropriate options below)

- Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation 8th Ed. (2016)
Gehrig, J. Philadelphia: Wolters Kluwer. ISBN: 978-1-4963-2020-9
- Darby and Walsh Dental Hygiene Theory and Practice, (2020) 5th ed., Bowen, Denise M., Pieren, Jennifer A., Maryland Heights, Missouri: Elsevier. ISBN: 978-0-323-47719-2

Text Book Zero! This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.

Follett Access

- Please [review the cost of your required materials](#) to determine the best option for you to purchase your materials.
- For more information on the Follett ACCESS Program, you can view the [view the frequently asked questions](#).

If after reviewing the costs, you choose to opt out, you may do so here: www.jccmi.edu/optout. Please note your opt out selection is for your entire semester schedule. You cannot opt out and opt in to individual courses. And you must opt out by the due date for your first class.

Class Starts On:	Opt Out Date:
January 11, 2021	January 14, 2021
February 15, 2021	February 18, 2021
March 15, 2021	March 18, 2021
March 30, 2021	April 2, 2021

If you have questions about materials, please contact the Jackson College Follett bookstore at jackson@bkstr.com. For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu.

Extras

Instrument kit, scrubs, scrub cap

Grading Procedure

COURSE LEARNING EXPERIENCES:

Skills Evaluations (14 @ 25 points each)	350
3 Comprehensive OSCE Exams (50 points each)	150
Simulation Lab Quizzes (6 @ 20 points each)	120
DH2 Student Clinic Observation and Summary	25
Curve Dental Chart Interpretation	20
Clinic/Lab Engagement	25
<u>Attendance</u>	<u>30</u>
Total	720 points

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Failure

***Students must successfully demonstrate skills learned in this course and receive a grade of 75% (2.0) or higher to progress in the Dental Hygiene Program.**

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying

- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Course Management

It is the student's responsibility to officially withdraw from any class that she/he ceases to attend – see the College Calendar for official withdrawal and refund dates. Failure to withdraw will result in the recording of a "0" grade for that course.

Course Requirements

Skills Evaluations (25 points each)

This course will include seventeen (16) skills evaluations on instruments and clinical procedures learned in the simulation lab. The student will have time to practice on a partner and self-assess their skills in clinic before being evaluated by a faculty member.

85% minimum score needed to pass skill evaluations.

Comprehensive OSCE Exams (50 points each)

This course will include three (3) Objective Structured Clinical Evaluations (OSCEs) which evaluate summative progress in clinical instrumentation and hand skills. Students will be given the evaluation

forms prior to the OSCE in order to have time to prepare. Students will be evaluated one-on-one by clinical faculty.

Simulation Lab Quizzes (20 points each)

This course will include six (6) quizzes in the lab setting or via JetNet. Each quiz will be given at the beginning of a skills simulation lab session and will cover the assigned reading material. The course instructor reserves the right to give additional unannounced quizzes. Any additional quizzes given will be added to the total points for the course. **There are no make-up quizzes. If a student is late to class or has an unexcused absence, a quiz score of zero will be recorded for the day.**

DH2 Student Clinic Observation and Summary (25 Points) (SECOND COHORT OF STUDENTS)

In anticipation of treating patients in DHY 111 – Dental Hygiene Clinical I, you will be required to complete 4 hours of observation as a patient in second year clinic. You will be scheduled as a patient on a Thursday with a senior student by the DH faculty and notified of your scheduled appointment date and time. You are expected to be on time for your appointment. After your patient experience, you are to write a one-page, double-spaced summary paper about your observations. Please see the rubric and further instructions for this assignment on the JetNet course page. **Due April 21 in pre-clinic.**

Hard Tissue Dental Chart Interpretation (20 points)

Dental charting is an important assessment tool used in an overall patient treatment care plan. A hard tissue dental chart displays the patient's current restorative, diagnostic, and parafunctional findings. It can also be used to plan future restorative work as recommended by the dentist. For this exercise, you will need to interpret a "patient's" hard tissue dental chart in Dentrix by listing what dental materials and conditions you see for each tooth, if any. Please see the rubric and further instructions for this assignment on the JetNet course page.

Laboratory and Clinic Engagement (25 points)

Students are expected to actively participate in the learning experience each time simulation laboratory and clinic are held. Laboratory and clinic participation may include any or all of the following behaviors: Asking questions pertaining to the topics of the day, answering questions presented by the instructor or a fellow classmate, assisting classmates or instructors as needed and contributing well-intentioned thoughts to group discussions. *Students are also expected to be prepared and well-organized during each clinic and laboratory session.* Three percent (3%) of your total course grade for each class is derived from Clinic Engagement. **Absences and lapses in Clinic Engagement will be reflected in a point deduction from the Clinic Engagement grade portion of the course.** JetNet will always report your current Clinic Engagement grade in the course. Any discrepancies or questions about your Clinic Engagement should be addressed with your instructor as soon as possible. **Note:** Should inclement weather force cancellation of classes, students should be prepared for the possibility of class online in JetNet. Students should plan to take Typodont/instrument kit home when weather is uncertain to maintain clinic engagement.

Attendance/Professionalism Policy (30 points)

You are preparing for a career where punctuality, professionalism and dependability are expected. Therefore, your attendance and participation in all courses are required and necessary for preparing you for future employment. Two percent (2%) of your total course grade for each class is derived from attendance and professionalism. If a student is not present, seated, and ready to begin, 2 points will be deducted. Any discrepancies or questions about your attendance grade should be addressed with your instructor as soon as possible. Infractions related to the professionalism rules and regulations will result in a 2-point deduction. Professionalism deductions include but are not limited to the rules and regulations listed under course policies. All professionalism guidelines are listed in the Jackson College Dental Hygiene Program Manual.

It is the student's responsibility to officially withdraw from any class that she/he ceases to attend – see the College Calendar for official withdrawal and refund dates. Failure to withdraw will result in the recording of a "0" grade for that course.

Makeup Policy

Late Work and Missed Deadlines:

Absence for any reason, including illness or late registration, in no way relieves the student of the responsibility for completing all work in the course. All assignments and projects are due on the dates and times given in the course schedule and syllabus. They are subject to change at the discretion of the course instructor. Each missed due date for class assignments will result in a 5-point deduction, per day, for every day the project is late. Missing a deadline could substantially lower your grade.

****If you foresee difficulty in meeting a deadline for an assignment please meet with your instructor immediately to determine a plan of action to complete your assignment. Assignment completions may be handled on a case by case basis at the discretion of the lead faculty. ****

Incomplete Grade Policy

In order to receive a grade in a Dental Hygiene course, all course learning experiences must be completed by the student. An Incomplete grade may be given by the Lead Faculty when the student has not completed all requirements for the course grade. The Lead Faculty will determine if there is proper cause for giving an "I" rather than a grade. An I/Incomplete grade will be accompanied with a Performance Notice prepared by the Lead Faculty. This form stipulates the reason for the "I" grade and describes the following for changing the "I" to a grade:

- The activities/requirements the student must complete
- The date the requirements must be completed
- The final grade that will be granted if the requirements are completed as stated.
- If the requirements are not fulfilled by the student as stipulated, the student will receive a 0.0/fail grade.

Please refer to Jackson College "Incomplete Grade Policy" for more information:

<https://www.jccmi.edu/wp-content/uploads/2015/11/1003.pdf>

Help

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Mandatory Tutoring:

Students enrolled in the Dental Hygiene Program at Jackson College must attain a 75% or higher to proceed each semester and graduate from the program.

If the student's grade falls below a 75% in any aspect of the course, or if the instructor feels that the student would benefit from additional tutoring, the student will be required to coordinate and attend mandatory tutoring with one of the course instructors. Mandatory tutoring sessions are designed to provide appropriate remediation in courses where the student is earning less than a 75%.

- Mandatory tutoring will continue until the student's cumulative course grade is above 75%, or at the discretion of the lead instructor.
- Failure to attend the mandatory tutoring sessions will result in a 2 point deduction from the attendance/professionalism portion of a student's grade.

- Students must bring and use classroom study materials related to the course (s) in which they are being tutored.

Accommodations for Students with Disabilities:

If a student has a documented learning disability, visual or hearing impairment, psychiatric issue, or other physical or psychological challenge that interferes with learning, the Center for Student Success (CSS) can arrange accommodations for each student's classes in compliance with the American Disabilities Act. Based on the student's particular needs, accommodations may include but are not limited to:

- Extended testing time
- Quiet testing location
- Assistive technology
- Note takers
- Alternative text formats
- Sign language interpreter

It is the student's responsibility to self-disclose a disability. Once documentation has been provided, CSS can arrange accommodations with instructors each semester.

[Center for Student Success | Accommodations for Students with Disabilities](#)

Joint Commission on National Dental Examinations Accommodations for Students with Disabilities

The Joint Commission on National Dental Examinations (JCNDE) provides reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act for individuals with documented disabilities or a medical condition who demonstrate a need for accommodations and request accommodations prior to testing. Accommodations will not be noted on test results or shared with any third party (e.g. dental schools, state licensing agencies, etc.).

[JCNDHE Accommodations Request](#)

Special Accommodations Request for the CDCA examinations (Commission on Dental Competency Assessments)

All requests are reviewed by the CDCA Director of Examinations and are subject to approval. A doctor's note on his/her official letterhead (or with official stamp) that explains the candidate's condition and what accommodations are requested must be uploaded to the candidate's online profile. [Contact us](#) to indicate that you are requesting special accommodations and that you have uploaded the documentation to your profile. Include your full name in your email for faster processing. Without a doctor's request for accommodations, your request will not be reviewed by the Director of Examinations, which means that your request will be automatically denied. You must submit a new request for each exam you register for. Do not contact Prometric to schedule an appointment before you receive a final response from CDCA regarding your accommodation request.

[CDCA Special Accommodations](#)

Student Responsibilities

Rules and regulations:

- Turn off your cell phone when you come to class. Cell phones, pagers and iPods must be turned off during this class. You will be asked to leave class for the remainder of the day if you answer a cell phone or reply to a text message during class.
- If a cell phone goes off during class it will be confiscated by the instructor for the remainder of the class.
- Laptops, tablets and notebooks may ONLY be used for learning purposes during class. Do not e-mail, surf or do work from other classes in this class.
- Be in class, seated, and ready to participate at the beginning of class time. A tardy is defined as missing over 5 minutes of a class period once the instructor has begun the class.
- It is the student's responsibility to notify instructor of an absence.
- Talking between students during class is prohibited. The instructor reserves the right to assign seating for the benefit of the learning experience for the entire class.
- Plan to spend the entire period in class unless you have cleared an exception with the instructor beforehand.
- Expect to attend to bathroom and other needs before class. Students must request permission from the instructor for emergency needs.

- Expect to contribute your share of work toward any teamwork projects and put forth measurable effort to make the teamwork experience a positive one. Teamwork will be evaluated as a part of project grading.
- Should a “pop” quiz be administered during class time, all backpacks, phones, etc. shall be brought to the front of the classroom.
- The student will be responsible for attaining a 75% or higher on exams, case studies, literature review and PowerPoint® presentations.
- The student will be responsible for reading the assigned chapters and other resources BEFORE class each week.
- The student is expected to demonstrate responsible behavior towards peers and faculty.
- It is the student’s responsibility to utilize and check his/her JC email account and JetNet on a DAILY basis.

Attendance- Participation Policy

You are preparing for a career where punctuality, professionalism and dependability are expected. Therefore, your attendance and participation in all courses are required and necessary for preparing you for future employment. Two percent (2%) of your total course grade for each class is derived from attendance and professionalism. If a student is not present, seated, and ready to begin, 2 points will be deducted. Any discrepancies or questions about your attendance grade should be addressed with your instructor as soon as possible. Infractions related to the professionalism rules and regulations will result in a 2-point deduction. Professionalism deductions include but are not limited to the rules and regulations listed under course policies. All professionalism guidelines are listed in the Jackson College Dental Hygiene Program Manual.

It is the student’s responsibility to officially withdraw from any class that she/he ceases to attend – see the College Calendar for official withdrawal and refund dates. Failure to withdraw will result in the recording of a “0” grade for that course.

Caveat

Changes to course requirements or schedule:

The instructor reserves the right to modify course content and/or the evaluation procedures as deemed necessary.

Inclement Weather

Should the college be closed due to inclement weather, classes may be transitioned to an online format.

Calendar

**The calendar timelines and assignments are approximate and could be changed.*

SIM LAB SESSIONS MONDAY	SIM LAB TOPICS	CLINIC SESSIONS WEDNESDAY	CLINIC SKILLS AND COMPETENCY
<p>WEEK 1 JAN. 11</p>	<p>Preparing for Patient Care – Infection: If Saliva were Red video; Control Procedures: Unit Set-Up/Tear-Down/Hand Washing</p> <p>Reading Assignment: Darby Chapter 10/JC Student Manual/CDC Modules 1-6, 8</p>	<p>Week 1 Jan. 13</p> <p><i>Hu-Friedy Instrument Kits (Zoom Meeting w. Dawn at Hu-Friedy)</i></p>	<p>Competency #1 Infection Control Procedures:</p> <p>Set-Up/Tear-Down/Hand Washing</p>
<p>WEEK 2 JAN. 18</p>	<p>No Class- Martin Luther King Day</p>	<p>WEEK 2 JAN. 20</p> <p>Sim Lab: Extraoral/Intraoral Exam (EIOE) and Anatomy Review</p> <p>Reading Assignment: Darby Chs. 16, 17</p> <p>Ergonomic practice</p>	<p>Competency #2 Extraoral/Intraoral Exam (EIOE)</p>
<p>WEEK 3 JAN. 25</p>	<p>Mirror/Clock Seating Positions (competency #2 completion if time needed)</p> <p>Reading Assignment: NG Modules 1, 2, 4, 5</p> <p>Quiz #1</p>	<p>WEEK 3 JAN. 27</p>	<p>Competency #3 Mirror/Seating Positions</p>

SIM LAB SESSIONS MONDAY	SIM LAB TOPICS	CLINIC SESSIONS WEDNESDAY	CLINIC SKILLS AND COMPETENCY
WEEK 4 FEB. 1	Fundamentals of Instrumentation Modified Pen Grasp and Fulcrum, Explorers, Working Stroke Reading Assignment: NG Modules 3,6-13; Darby Ch. 28	WEEK 4 FEB. 3	Competency #4 Grasp/Fulcrum
WEEK 5 FEB. 8	Introduction to Blood Pressure, and the Sterilization Process Reading Assignment: Darby Ch. 14/CDC Modules 7 & 9	WEEK 5 FEB. 10	Competencies: #5 Sterilization process #6 Blood Pressure
WEEK 6 FEB. 15	Probe Reading Assignment: NG Module 12 Quiz #2	WEEK 6 FEB. 17	Competencies: #7 Explorer #8 Probe
WEEK 7 FEB. 22	Perio Charting Create a Perio Chart in Curve	WEEK 7 FEB. 24	OSCE #1 - Explorer and Probe
WEEK 8 MAR. 1	Dental Charting Reading Assignment: Darby Ch. 17	WEEK 8 MAR. 3	Perio Charting with partner in Curve Mid- semester break: March 8-14- no classes
WEEK 9 MAR. 15	Sickle Scalers Reading Assignment: Module 14, 15 Quiz #3	WEEK 9 MAR. 17	Competency #9 Sickle Dental Charting in Curve

SIM LAB SESSIONS MONDAY	SIM LAB TOPICS	CLINIC SESSIONS WEDNESDAY	CLINIC SKILLS AND COMPETENCY
WEEK 10 MAR. 22	Universal Curet Reading Assignment: NG Module 17	WEEK 10 MAR. 24	Competency #10 Universal Curette
WEEK 11 MAR. 29	Air and Coronal Polishing Reading Assignment: Darby Ch. 32 & NG Module 27 Quiz #4	WEEK 11 MAR. 31	OSCE #2 – Sickle, Universal Curette
WEEK 12 APRIL 5	Flossing and Fluoride Dental Charting Assignment Due	WEEK 12 APRIL 7	Competencies: #11 Polishing #12 Flossing #13 Fluoride
WEEK 13 APRIL 12	Powered Instrumentation Reading Assignment: NG Module 26 Quiz #5	WEEK 13 APRIL 14	Competency #14 Powered Instrumentation
WEEK 14 APRIL 19	Introduction to Clinic I Patient Requirements & Paperwork; Health Hx Patient Education Quiz #6	WEEK 14 APRIL 21	OSCE #3 – Air and Coronal polish, floss and fluoride Finish Evaluations DH2 Observation/Summary Due
WEEK 15 APRIL 26	Introduction to Clinic I Progression of Clinic During Patient Care Practice patient care with partner	WEEK 15 APRIL 28	Practice patient care with partner

Important Dates:

DATE	EVENT
JANUARY 11, 2021	DAY AND EVENING CLASSES BEGIN
JAN. 11- MAY 1, 2021	SEMESTER DATES
JAN. 18, 2021	MLK DAY- NO CLASSES
MAR. 8- MAR. 14, 2021	MID-SEMESTER BREAK. NO CLASSES
MAY 1, 2021	END OF WINTER SEMESTER
MAY 4, 2021	GRADES DUE

Student Grievance Procedure, Due Process, and Appeals

A student who has a problem with the course or the course instructor should make every attempt to resolve the problem with the course instructor *first*. If the issue remains unresolved, the student should then discuss their concerns with the Dental Hygiene Program Director. If the response is not adequate to the student, the student should then follow the outlined JC policy for student grievances which can be found at the college website: <https://www.jccmi.edu/ombudsman/student-complaint-process/>

102 Pre-Clinical Syllabus Agreement Statement Winter 2021

By signing this form, I am indicating that I have read the entire syllabus for DHY 102 Pre-Clinical Dental Hygiene course for the Winter 2021 semester. I am aware of the course requirements, professional expectations, Clinic and Sim Lab policies and procedures, the Clinic and Sim Lab schedule and the assignment deadlines. I have asked any questions I have regarding the information contained in the syllabus and my questions have been answered. I understand that I will be expected to follow the policies and procedures outlined in the syllabus and uphold my personal and professional integrity as a dental hygiene student.

Signed: _____ Date: _____

Print Name: _____