

## Periodontology

DHY 114

Spring/Summer 2021

**Number of Credits:** 3

**Office:** DHY 104C

**Days Class Meets:** Lecture online

**Contact Phone:** 517-250-7003

**Meeting Times:** Big Blue Button/JetNet Thursday 9:00AM-10:00AM

**Location:** JetNet

**Office Hours:** by appointment

**Instructor:** Patricia Guenther, RDH, MA

**Contact Email:** guenthepatricid@jccmi.edu

### Course Description

This course is designed to provide advanced study of the periodontium and its relationship to the pathogenesis of periodontal disease. It focuses on the relationships between periodontal disease, systemic health, prevention, risk assessments, classifications, current modalities of treatment and management strategies.

### Prerequisite(s)

Prerequisites: DHY 101, 102, 103, 105, 113

Co-requisites: DHY 104, 111, 115, 121,

### Course Goals

- Differentiate the stages of periodontal infections and the disease's pathological process.
- Create treatment plans for patients who are at various stages of the periodontal disease process.
- Discuss the role of the dental hygienist in the prevention and treatment of periodontal diseases.

### ASSOCIATED PROGRAM COMPETENCIES WITH EVALUATION METHODS:

- 2.2:** Access and critically evaluate scientific literature to make evidence-based decisions that improve the quality of care to clients. (Literature Review)
- 3.1:** Provide quality, safe and comfortable dental hygiene care for the child, adolescent, adult, geriatric and medically compromised client. (Exams, P&G Modules)
- 3.2:** Provide quality, safe and comfortable dental hygiene care for clients with special needs and those from diverse cultural backgrounds. (Exams, P&G Modules)
- 5.1:** Use critical decision making skills to analyze and interpret the assessment data to formulate an accurate dental hygiene diagnosis. (Exams)
- 7.4:** Provide supportive and preventive dental hygiene services that can be legally performed in any state. (Exam material related to soft tissue curettage)

## Course Objectives

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

### Chapter 1: Periodontium

1. Identify the tissues of the periodontium on an unlabeled drawing depicting the periodontium in cross section.
2. Describe the function that each tissue serves in the periodontium, including the gingiva, periodontal ligament, cementum, and alveolar bone.
3. Identify the alveolar process (alveolar bone) on a human skull.
4. Describe the position and contours of the alveolar crest of the bone in health.
5. Describe the nerve and blood supply to the periodontium.
6. Explain the role of the lymphatic system in the health of the periodontium.

### Chapter 2: Microscopic Anatomy

1. Describe the histology of the tissues and the function that each serves in the human body.
2. List and define the layers that comprise the stratified squamous epithelium of the skin.
3. Define keratin and describe its function in the epithelium.
4. Describe the composition and function of the connective tissue.
5. Describe the epithelium–connective tissue interface found in most tissues of the body, such as the interface between the epithelium and connective tissues of the skin.
6. Define the term cell junction and describe its function in the epithelial tissues.
7. Compare and contrast the terms desmosome and hemidesmosome.
8. Identify the three anatomical areas of the gingival epithelium on an unlabeled drawing depicting the microscopic anatomy of the gingival epithelium.
9. Describe the location and function of the following regions of the gingival epithelium: oral epithelium, sulcular epithelium, and junctional epithelium.
10. State the level of keratinization present in each of the three anatomical areas of the gingival epithelium (keratinized, nonkeratinized, or parakeratinized).
11. State which of the anatomical areas of the gingival epithelium have an uneven, wavy epithelium–connective tissue interface in health and which have a smooth junction in health.
12. Identify the enamel, gingival connective tissue, junctional epithelium, internal basal lamina, external basal lamina, epithelial cells, desmosomes, and hemidesmosomes on an unlabeled drawing depicting the microscopic anatomy of the junctional epithelium and surrounding tissues.
13. Define and describe the function of the supragingival fiber bundles and the periodontal ligament in the periodontium.
14. Identify the principal fiber groups of the periodontal ligament on an unlabeled drawing.
15. Define the terms cementum and Sharpey fibers and describe their function in the periodontium.
16. State the three relationships that the cementum may have in relation to the enamel at the cementoenamel junction.
17. Define the term alveolar bone and describe its function in the periodontium.

### Chapter 3: Overview of Diseases

1. Define the term disease progression.
2. Define the term periodontal disease and contrast it with the term periodontitis.
3. Describe and contrast the (1) position of the junctional epithelium, (2) characteristics of the epithelial–connective tissue junction, and (3) position of the crest of the alveolar bone in health, gingivitis, and periodontitis.
4. Explain why there is a band of intact transseptal fibers even in the presence of severe bone loss.
5. Describe the progressive destruction of alveolar bone loss that occurs in periodontitis.
6. Describe the pathway of inflammation that occurs in horizontal bone loss and contrast it with the pathway of inflammation that occurs in vertical bone loss.
7. Contrast the characteristics of gingival and periodontal pockets.
8. For patients in the clinical setting, identify visible clinical signs of health and periodontal disease for your clinic instructor.

9. For a patient with periodontal disease, measure the probing depth of the sulci or pockets on the facial aspect of one sextant of the mouth. Using the information gathered visually and with the periodontal probe, explain whether this patient's disease is gingivitis or periodontitis.
10. Given a drawing of a periodontal pocket, determine whether the pocket illustrated is a suprabony or infrabony pocket.
11. Describe variables associated with periodontal disease that an epidemiologist might include in a research study.
12. Define prevalence and incidence as measurements of disease within a population.
13. Describe how clinical dental hygiene practice can be affected by epidemiological research.

#### **Chapter 4: Disease Classification**

1. Explain the importance of a classification system for periodontal disease.
2. Name the three major categories of periodontal diseases and conditions.
3. Explain why clinicians need to be familiar with terminology from the 1999 disease classification, such as chronic periodontitis and aggressive periodontitis.
4. Be able to discuss some differences between the 2017 and the 1999 Classification Systems.
5. Name the four subcategories of the Peri-Implant Diseases and Conditions category.

#### **Chapter 6: Gingival Diseases**

1. Define periodontal health and be able to describe the clinical features that are consistent with signs of periodontal health.
2. List the two major subdivisions of gingival disease as established by the American Academy of Periodontology and the European Federation of Periodontology.
3. Compare and contrast the etiologic factors associated with dental biofilm-induced gingivitis and non--biofilm-induced gingival diseases.
4. List the conditions that are classified under the non--plaque-induced gingival diseases category.
5. Describe the differences between an intact periodontium and a reduced periodontium.
6. Differentiate papillary gingivitis, marginal gingivitis, and diffuse gingivitis.
7. Describe the clinical signs of inflammation characteristic of moderate plaque-induced gingivitis.
8. Describe how systemic factors can modify the host response to plaque biofilm and lead to gingival inflammation

#### **Chapter 7: Periodontitis**

1. Define the term clinical attachment loss and explain its significance in the periodontal disease process.
2. Recognize and describe clinical and radiographic features of chronic periodontitis.
3. Contrast the extent of periodontal destruction typically seen in localized chronic periodontitis with that of generalized chronic periodontitis.
4. Describe the change or advancement—disease progression—typically seen in periodontitis.
5. Explain how disease severity and complexity of management play a role in determining staging of periodontitis.
6. List the primary criteria used to determine the grade of periodontitis.

#### **Chapter 8: Other Conditions**

1. Describe the clinical presentation of necrotizing periodontal diseases.
2. Compare and contrast the tissue destruction that occurs in necrotizing gingivitis and necrotizing periodontitis.
3. Compare and contrast the tissue destruction in periodontitis with that seen in necrotizing periodontitis.
4. Explain the Miller and Cairo classification systems used to classify gingival recession.
5. Name several local factors, such as tooth-related or prosthesis-related factors, that may contribute to the initiation and progression of periodontitis.

### **Chapter 9: Peri-Implant Health and Diseases**

1. Describe the components of a conventional dental implant and restoration.
2. Compare and contrast the periodontium of a natural tooth with the peri-implant tissues that surround a dental implant.
3. Define and distinguish the key differences between peri-implant health, peri-implant mucositis, and peri-implantitis.
4. Define the terms osseointegration and biomechanical forces as they apply to dental implants.
5. Describe an appropriate maintenance interval for a patient with dental implants.
6. In the clinical setting, select appropriate self-care aids for a patient with dental implants.

### **Chapter 10: Decision Making**

1. List the three fundamental diagnostic questions used when assigning a periodontal diagnosis.
2. List the three fundamental diagnostic questions used when assigning a peri-implant diagnosis.
3. Explain how to arrive at appropriate answers to each of the fundamental diagnostic questions.
4. Explain the difference between the terms signs of a disease and symptoms of a disease.
5. List several overt and hidden signs of periodontal inflammation.
6. Define the term silent disease.
7. Describe what is meant by the term clinical attachment loss.
8. Describe the elements of a well-written diagnosis for periodontitis.
9. List the phases of treatment.
10. Explain why a patient's diagnosis and treatment plan may require modifications at a later point in time.

### **Chapter 11: Shared Decision Making**

1. Define shared-decision making.
2. Explain key steps for engaging in shared decision-making.
3. Describe how patient decision aids facilitate shared decision-making.
4. Describe the importance of informed consent to successful periodontal care.
5. List guidelines for obtaining informed consent.
6. Describe two formats for documenting informed consent.

### **Chapter 12: Etiologic Factors**

1. Define the term biologic equilibrium and discuss factors that can disrupt the balance between health and disease in the periodontium.
2. Define and give examples of the term "risk factors."
3. Discuss the importance of a periodontal risk assessment in periodontal treatment planning.

### **Chapter 13: Oral Biofilms**

1. Explain the difference in the cell envelope of a gram-positive versus a gram-negative bacterium.
2. Define the term biofilm and explain the advantages of a bacterium living in a biofilm.
3. Describe the life cycle of a biofilm. (The five stages of biofilm formation in the oral cavity.)
4. Explain the significance of the extracellular protective matrix and fluid channels of a biofilm.
5. Define coaggregation and explain its significance in bacterial colonization of the tooth surface.
6. Define quorum sensing and explain its significance in coordinating and regulating microbial behavior and growth.
7. Explain why systemic antibiotics and antimicrobial agents are not effective in eliminating dental plaque biofilms.
8. State the most effective ways to control dental plaque biofilms.
9. Name several reasons why newer microbe detection methods have brought Socransky's microbial complexes and the specific plaque hypothesis model into question.

10. Discuss the evolution of the hypothesis to explain the role of bacterial in periodontal disease and how current hypotheses are distinct from the Nonspecific Plaque Hypothesis and the Specific Plaque Hypothesis.
11. Discuss the hypothesis that plaque biofilm is necessary but not sufficient to cause destruction of the tissues of the periodontium and the implications for the treatment of individuals with periodontitis.

#### **Chapter 14: Immunity/Inflammation**

1. Define the term immune system and describe its function.
2. Describe the role of polymorphonuclear leukocytes, macrophages, B lymphocytes, and T lymphocytes in the immune system.
3. Contrast the terms macrophage and monocyte.
4. Describe the three ways that antibodies participate in the host defense.
5. Define complement system and explain its principle functions in the immune response.
6. Describe the steps in the process of phagocytosis.
7. Give an example of a type of injury or infection that would result in inflammation in an individual's arm.
8. Describe and contrast the symptoms of inflammation that the individual would experience due to acute inflammation versus chronic inflammation.
9. Define the term inflammatory mediator and give several examples of inflammatory mediators of importance in periodontitis.

#### **Chapter 15: Host Response**

1. Define the term host response and explain its primary function.
2. Name factors that can enhance the microbial challenge to the periodontium.
3. Define the term biochemical mediator and name three types of mediators.
4. Describe the role of cytokines in the pathogenesis of periodontitis.
5. Describe the role of prostaglandins in the pathogenesis of periodontitis.
6. Describe the effect of MMPs on periodontal tissues.
7. Explain the phases of the bone remodeling cycle.
8. Describe the link between periodontitis and RANKL-mediated bone resorption.
9. Explain the significance of a balanced OPG-to-RANKL ratio.
10. For each of the histologic stages of gingivitis and periodontitis listed below, name one change in the host immune response likely to be encountered:
  - a. Bacterial Accumulation
  - b. Early Gingivitis
  - c. Established Gingivitis
  - d. Periodontitis

#### **Chapter 16: Systemic Factors**

1. Name several systemic diseases/conditions that may modify the host response to periodontal pathogens.
2. Engage other health professionals---appropriate to the specific care situation---in shared patient-centered problem-solving.
3. Place the interests of patients at the center of interprofessional health care delivery.
4. Recognize the importance of educating patients about the relationship between oral health and systemic diseases, states, or conditions (such as the link between diabetes mellitus and periodontitis). Discuss the potential implications of these systemic diseases on the periodontium:

uncontrolled diabetes, leukemia, and acquired immunodeficiency syndrome.
5. Describe the significance of the AGE--RAGE interactions and its role in amplifying periodontal inflammation.

6. Discuss how hormone alterations may affect the periodontium.
7. Define the term osteoporosis and discuss the link between skeletal osteoporosis and alveolar bone loss in the jaw.
8. Discuss the implications of Down syndrome on the periodontium.
9. Name three medications that can cause gingival enlargement.

### **Chapter 17: Local Factors**

1. Describe local etiologic factors that contribute to the retention and accumulation of plaque biofilm
2. Explain what distinguishes a local contributing factor from a systemic contributing factor.
3. Identify and differentiate the location, composition, modes of attachment, mechanisms of mineralization, and pathologic potential of supra- and subgingival calculus.
4. Describe local contributing factors that can lead to direct damage to the periodontium.
5. Explain the role of trauma from occlusion as a possible contributing factor in periodontal disease.

### **Chapter 20: Periodontal Assessment**

1. Compare and contrast a periodontal screening examination and a comprehensive periodontal assessment.
2. List the components of a comprehensive periodontal assessment.
3. Describe how to evaluate each component of a comprehensive periodontal assessment.
4. Explain how to calculate the width of attached gingiva.
5. Explain how to calculate clinical attachment level given several different clinical scenarios.

### **Chapter 22: Best Practices**

1. Summarize how the explosion of knowledge is impacting practitioners and patients.
2. Identify the three components of evidence-based decision making.
3. Discuss the benefits and limitations of experience.
4. Describe the role of the patient in the evidence-based model.
5. List locations for accessing systematic reviews.
6. Explain the difference between a peer-reviewed journal and trade magazine.
7. State three desired outcomes from attending continuing education courses.
8. Formulate a question using the PICO process.

### **Chapter 24: Nonsurgical Therapy**

1. Explain the term and name four goals for nonsurgical periodontal therapy.
2. Explain the role of interdisciplinary collaborative care in nonsurgical periodontal therapy.
3. Write a typical plan for nonsurgical therapy for (1) a patient with dental biofilm-induced gingivitis and (2) a patient with generalized stage I, grade A periodontitis..
4. Describe the type of healing to be expected following instrumentation of root surfaces.
5. Explain strategies for managing dental hypersensitivity during nonsurgical therapy.
6. Explain why reevaluation is an important step during nonsurgical therapy.
7. List steps in an appointment for reevaluation of the results of nonsurgical therapy.
8. Describe the rationale and list the indications for referring a patient to a periodontist.

### **Chapter 25: Patient's Role**

1. Explain why interdental care is of special importance for a patient with periodontitis.
2. During class discussion, discuss what appropriate interdental aids were dispensed to a patient with type III embrasure spaces.
3. Explain how the presence of exposed root concavities in a dentition would influence your selection of effective self-care aids.
4. State the rationale for tongue cleaning.

## **Chapter 26: Irrigation**

1. Discuss the oral health benefits of a water flosser for the patient with periodontitis.
2. Distinguish the depth of the delivery among the water flosser, a toothbrush, dental floss, and other interdental aids.
3. Name the types of agents that can be used in a water flosser.
4. Summarize research findings that relate to using professional irrigation to deliver chemicals to periodontal pockets.

## **Chapter 27: Chemical Agents**

1. Describe the difference between systemic delivery and topical delivery of chemical agents.
2. Explain the term systemic antibiotic and explain why systemic antibiotics are not used routinely in the treatment of patients with plaque-associated gingivitis and patients with periodontitis.
3. Describe three examples of mouthrinse ingredients that can help reduce the severity of gingivitis.
4. List three antimicrobial agents that can be delivered with controlled-release delivery devices.
5. Explain why toothpastes are nearly ideal delivery mechanisms for chemical agents.
6. List two toothpaste ingredients that can reduce the severity of gingivitis.
7. Be able to explain the current scientific evidence behind charcoal-based dental products and oil pulling.

## **Chapter 28: Host Modulation Therapy**

1. Define the term host modulation therapy.
2. Explain the potential importance of host modulation therapy.
3. Name some anti-inflammatory mediators.
4. Name some proinflammatory mediators.
5. List three types of drugs that have been studied for use as possible host modulating agents.
6. Explain why low-dose doxycyclines are useful as host modulating agents.
7. Explain the term subantibacterial dose.
8. Make a list of treatment strategies for a periodontitis patient that includes host modulation.

## **Chapter 29: Surgical Concepts**

1. List the objectives for periodontal surgery.
2. Explain the term relative contraindications for periodontal surgery.
3. Define the terms repair, reattachment, new attachment, and regeneration.
4. Explain the difference between healing by primary intention and secondary intention.
5. Explain the rationale, indications, and advantages of elevating a periodontal flap.
6. Explain two methods for classification of periodontal flaps.
7. Describe two types of incisions used during periodontal flaps.
8. Describe healing following flap for access and open flap debridement.
9. Describe the typical outcomes for apically positioned flap with osseous surgery.
10. Define the terms ostectomy and osteoplasty.
11. Define the terms osteogenesis, osteoinductive and osteoconductive.
12. Explain the terms autograft, allograft, xenograft, and alloplast.
13. Name two types of materials available for bone replacement grafts.
14. Explain why a barrier material is used during guided tissue regeneration.
15. Explain the term periodontal plastic surgery.
16. List two types of crown lengthening surgery.
17. List some disadvantages of gingivectomy.
18. Describe the technique for a gingival curettage.
19. Explain what is meant by biological enhancement of periodontal surgical outcomes.
20. Name two broad categories of materials used for suturing periodontal wounds.
21. Explain the term interrupted interdental suture.
22. List general guidelines for suture removal.
23. Describe the technique for periodontal dressing placement.

24. List general guidelines for periodontal dressing management.
25. Explain the important topics that should be covered in postsurgical instructions.
26. List steps in a typical postsurgical visit.

### **Chapter 30: Acute Periodontal Conditions**

1. Name and describe the three types of abscesses of the periodontium.
2. List the possible causes of abscesses of the periodontium.
3. Compare and contrast the abscess of the periodontium and the pulpal abscess.
4. Outline the typical treatment steps for a gingival abscess and a periodontal abscess.
5. Describe the clinical situation that can result in a pericoronal abscess.
6. Outline the typical treatment for a pericoronal abscess (pericoronitis).
7. Describe the characteristics of necrotizing ulcerative gingivitis.
8. Outline the typical treatment steps for necrotizing ulcerative gingivitis.
9. Describe the symptoms of primary herpetic gingivostomatitis.

### **Chapter 31: Pediatric Population**

1. Describe the normal clinical appearance of the periodontal anatomy surrounding the primary dentition and be able to explain how these features differ from the clinical appearance of the periodontium surrounding the permanent dentition.
2. Describe the normal radiographic appearance of the periodontal anatomy surrounding the primary dentition and be able to explain how these features differ from the normal radiographic appearance found around the permanent dentition.
3. Explain the difference between a “cold sore” and a “canker sore” and be able to describe treatment strategies for each condition.
4. Explain the importance of educating pediatric patients and their caretakers about the relationship between periodontal health and oral development.
5. Describe the potential implications of untreated periodontal disease in the pediatric patient.
6. Describe the common types of acute periodontal conditions that are seen in the pediatric population.
7. Recognize the common forms of periodontal diseases that affect the pediatric patient and be able to detail the treatment regimens to manage each of these conditions.

### **Chapter 32: Motivational Interviewing**

1. Recognize the role of ambivalence in patient behavior change and explain the goal of motivational interviewing with respect to ambivalence.
2. Describe the primary difference between how hygienists often approach patient education and the motivational interviewing approach.
3. Identify the four key elements of the motivational interviewing philosophy, the five core skills and the four overlapping processes.
4. Give examples of specific motivational interviewing methods and how they are used to enhance patient motivation for change.

### **Chapter 33: Maintenance**

1. List three objectives of periodontal maintenance.
2. Describe how periodontal maintenance relates to other phases of periodontal treatment.
3. List the typical steps performed during an appointment for periodontal maintenance.
4. Explain the term baseline data.
5. Describe guidelines for determining whether the general practice office or the periodontal office should provide periodontal maintenance.
6. Describe how to establish an appropriate interval between maintenance appointments.
7. Define the term recurrence of periodontitis.
8. List clinical signs of recurrence of periodontitis.

9. List reasons for recurrence of periodontitis.
10. Define the term compliance.
11. Explain the role compliance plays in maintaining periodontal health and stability.
12. List reasons for noncompliance with periodontal maintenance recommendations.
13. Explain some strategies that can be used to improve patient compliance.
14. Explain the term root caries and list recommendations for use of fluorides in the prevention of root caries.

#### **Chapter 34: Periodontal—Systemic Associations**

1. Contrast the terms “association” and “cause” between a given factor (A) and a systemic disease (B).
2. Educate patients at risk for cardiovascular diseases about the possible impact of periodontal infection on cardiovascular health and encourage oral disease prevention and treatment services.
3. Educate pregnant women and those planning pregnancy regarding the possible impact of periodontal infection on pregnancy outcomes and encourage preventive oral care and treatment services.
4. Educate patients with diabetes about the probable bidirectional association between periodontal disease and diabetes; encourage oral disease prevention and treatment services.
5. Educate family members and caregivers about the association between periodontal disease and pneumonia in health-compromised seniors in hospitals and long-term care.
6. Establish collaborative relationships with other healthcare providers to insure the highest standard of care for periodontal patients with systemic diseases and conditions.

#### **Chapter 35: Documentation**

1. Explain the foundations of tort law and how it applies to the profession of dentistry.
2. Define the term liability as it applies to provision of periodontal care.
3. Describe situations in the dental office that trigger liability for dental hygienists.
4. Define the terms intentional torts and negligence and give examples of each.
5. In the clinical setting, thoroughly document all periodontal treatment including treatment options, cancellations, patient noncompliance, refusal of treatment, and follow-up telephone calls.
6. Define the terms insurance codes and insurance forms and explain their use in periodontal care.

#### **Chapter 36: Future Directions**

1. Describe some strategies in the management of patients with periodontal diseases that are likely to evolve in the future.

#### **Chapter 37: Comprehensive Patient Cases**

1. Apply the content from the chapters in this book to the decision-making questions for Fictitious Patient Cases 1, 2, 3, 4, and 5.

### **Textbook**

- Foundations of Periodontics for the Dental Hygienist, (2020) 5th ed., Nield-Gehrig, Jill S. and Willmann, Donald E., Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-1-4511-9415-9
- **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](http://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:
May 10, 2021	May 13, 2021
May 24, 2021	May 27, 2021
June 7, 2021	June 10, 2021
June 15, 2021	June 18, 2021
June 21, 2021	June 24, 2021
June 28, 2021	July 1, 2021
July 6, 2021	July 9, 2021

## Extras

N/A

## Exam Process- Respondus

To protect the fairness and integrity of the exams, students **may** be required to take exams using Respondus Lockdown Browser and Monitor. This is an online test proctoring software that requires a download to your computer. Training and practice of Respondus technology will be provided in advance of the first exam. A Mac or PC that has a webcam and microphone is required to use Respondus. If you do not have this technology, please contact your instructor right away. Students are expected to complete the Respondus Practice quiz on time. This is to give our IT department time to help troubleshoot issues **before** an exam begins. Failure to complete the Respondus quiz on time may result in instructor-initiated drop.

## Grading Procedure

### COURSE LEARNING EXPERIENCES:

Unit Exams (4 @ 50 points each)	200
Comprehensive Final Exam	100
Literature Review Analysis	50
P & G Modules	45
Discussion Forums	20
<b>Total</b>	<b>415 points</b>

## Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
<b>*2.0</b>	<b>72-77%</b>
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 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 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](mailto: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 Requirements**

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

### **LECTURE: ONLINE**

This lecture portion of this course is in an online format. Lectures will be pre-recorded and available in JetNet at the beginning of each week. Video links may also be included. It is the student's responsibility to watch each lecture and any videos during the designated week. Do not skip ahead. Instructor and student interaction will take place bi-weekly on BBB (Big Blue Button) and email. Short, weekly discussions will be held every other **Thursday at 9:00AM on Big Blue Button**. Instructor will notify class if any scheduled BBB sessions will not need to take place. Therefore, it is pertinent to check emails and JetNet communications daily. If you have questions, or need help, contact instructor via email.

### **Unit Exams & Comprehensive Final:**

This course will include four (4) unit exams and one comprehensive final exam covering material from the entire semester. Examinations may include case studies, multiple-choice items, true-false, matching, short answer and/or essay items. Students will be informed of the general content and nature of test items prior to each examination.

### **Literature Review Analysis:**

This class provides introductory information regarding the review of evidence-based literature. For this assignment, students will use information provided by the Jackson College library website, a Dentalcare.com assignment and chapter 22 in the textbook. Using the handout provided on JetNet, students will complete the assignment by researching a topic related to Periodontology and finding a suitable literature review to analyze. Specific instructions will be posted on JetNet.

### **P & G Modules:**

Each student will be responsible for completing three (3) select P & G assignments (dentalcare.com). Using a provided code, each student will enter the P & G course and must answer the questions at the end of each selected P & G Module and submit to the course instructor.

### **Discussion Forums:**

There will be two discussion forums that you will need to participate in that involve the subject of periodontal surgery techniques. Please see JetNet for further instructions.

### **Attendance/Professionalism Policy (2 - 10-point deduction from final grade total)**

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. If the online course has mandatory Big Blue Button sessions and the student is not present and ready to begin at class start time 10 points will be deducted from overall course grade. JetNet will always report your current attendance grade in the course. 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.

### **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:

### **Help**

#### **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 (JCNDHE) 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](#)

### **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](mailto:JCCSS@jccmi.edu) or visit the [Accommodations for Students with Disabilities](#) web page

## Student Responsibilities

It is the student's responsibility to utilize and check his/her JC email account and JetNet on a **DAILY** basis.

### Assigned Reading

It is the student's responsibility to check the syllabus for the assigned reading and complete the chapters each week.

### Assignments

It is the student's responsibility to check JetNet for any assignments and turn them in as directed by the posted due date.

### Examinations/Quizzes

It is the student's responsibility to complete the examinations/quizzes in JetNet during the scheduled exam/quiz date and time.

### Video Links

Any video links that are posted in JetNet must be viewed by the student.

## Attendance- Participation Policy

For online sections:

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline. Exams and quizzes are scheduled and must be completed during the scheduled time as posted on JetNet.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate ***within the first couple of days of the term*** to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

## Changes to Course Requirements/Schedule

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

## Jackson College Weather Closings/Cancellations

In case of severe weather conditions, emergencies, and/or other situations, the president of the college or his designee will determine if locations will be closed and/or classes cancelled. The college uses Nixle for notifications. <https://www.jccmi.edu/about/weather-closings-cancellations/>

## Calendar

### Course Schedule for DHY 114 Periodontics

Class Meeting Dates	Topics <i>Periodontology</i>	Reading Assignment Other assignments
<p><b>Week 1:</b> <b>5/13</b> Online only</p>	<p>(STUDENTS WILL REVIEW ON OWN CH 1 - Periodontium: The Tooth-Supporting Structures) (STUDENTS WILL REVIEW ON OWN CH 5 – Clinical Features)</p> <p>Microscopic Anatomy Overview of the Diseases Disease Classification</p>	<p><i>Chapter 1</i> <i>Chapter 2</i> <i>Chapter 3</i> <i>Chapter 4</i> <i>Chapter 5</i></p>
<p><b>Week 2</b> <b>5/20</b> <b>BBB meeting</b></p>	<p>Periodontal Health, Gingival Diseases and Conditions Periodontitis Other Conditions Affecting the Periodontium</p>	<p><i>Chapter 6</i> <i>Chapter 7</i> <i>Chapter 8</i> <b>Exam #1 Chapter 1-8 (take home exam due in drop box Monday, May 24)</b></p>
<p><b>Week 3:</b> <b>5/27</b> Online only</p>	<p>Peri-Implant Health and Diseases Clinical Decision-Making for Periodontal Care Shared Decision-Making for Periodontal Care <b>(Students will review on own – CH 32 Motivational interviewing)</b></p>	<p><i>Chapter 9</i> <i>Chapter 10</i> <i>Chapter 11</i> <i>Chapter 32</i></p>
<p><b>Week 4:</b> <b>6/3</b> <b>BBB meeting</b></p>	<p>Etiologic Factors Oral Biofilms Immunity/Inflammation</p>	<p><i>Chapter 12</i> <i>Chapter 13</i> <i>Chapter 14</i></p>

<p><b>Week 5:</b> <b>6/10</b> Online only</p>	<p>Host Response Systemic Factors Impact on Systemic Health Local Factors</p>	<p>Chapter 15 Chapter 16 Chapter 34 Chapter 17</p> <p><b>Exam #2 Chapter 12-17, 34 (take home exam due in drop box Monday, June 14)</b></p> <p><b>P &amp; G Course #1 Dentalcare.com - Immunological and Inflammatory Aspects of Periodontal Disease (Assignment #1 – due June 24)</b></p>
<p><b>Week 6:</b> <b>6/17</b> BBB meeting</p>	<p>Tobacco, Smoking &amp; Periodontal Assessment Clinical Periodontal Assessment Radiographic Analysis of the Periodontium</p>	<p>Chapter 19 Chapter 20 Chapter 21</p>
<p><b>Week 7:</b> <b>6/24</b> Online only</p>	<p>Best Practices for Periodontal Care (Introduce Literature Review Assignment) Nonsurgical Therapy Patient’s Role in NSPT</p>	<p>Chapter 22 Chapter 24 Chapter 25</p> <p><b>P &amp; G Course #1 due</b></p> <p><b>Exam #3 Chapter 19-22, 24-25 (take home exam due in drop box Monday, June 28)</b></p>
<p><b>Week 8:</b> <b>7/1</b> Zoom Link this week</p>	<p>Linda Parillo, Guest Speaker Glascoe-Kline Dentinal Hypersensitivity</p>	<p><b>P &amp; G Course 2: Dentalcare.com - Using Research for Clinical Decision- Making: Evaluating a Research Report (Assignment #46 – due July 8.</b></p>

<b>Week 9:</b> <b>7/8</b> <b>Online only</b>	Supragingival and Subgingival Irrigation Chemical Agents in Periodontal Care Host Modulation Therapy	<b>P &amp; G Course #2 due</b> Chapter 26 Chapter 27 Chapter 28
<b>Week 10:</b> <b>In Person</b> <b>Friday</b> <b>July 15</b> <b>9:00AM-</b> <b>10:15AM</b>	Dr. Allen Padbury – Jackson Periodontist <u><b>You will need to come to campus today</b></u>	<i>See JetNet for Discussion Forum Assignment</i>
<b>Week 11:</b> <b>7/22</b> <b>Online only</b>	Periodontal Surgical Concepts Acute Periodontal Conditions Pediatric Population	Chapter 29 Chapter 30 Chapter 31 <b>Exam #4 Chapter 26-31, 33 (take home exam due in drop box Monday, June 26)</b>  <b>Literature Reviews DUE in drop box</b>
<b>Week 12:</b> <b>7/29</b> <b>BBB meeting</b>	Periodontal maintenance Documentation and Insurance Reporting of Periodontal Care Future Directions for Management of Periodontal Patients	Chapter 33 Chapter 35 Chapter 36 <b>P &amp; G Course #3</b> <b>Dentalcare.com</b> <b>Oral Health and Wellness I.</b> <b>Understanding Periodontal Health, Recognizing Disease States and Choices in Treatment Strategies</b> <b>(Assignment #50 – due August 5)</b>
<b>Week 13:</b> <b>8/5</b>	<b>Final exam will be posted on Jet Net</b> <b>Please deposit answer sheets in Drop Box</b>	<b>P &amp; G Course #3 due</b>

**Important Dates: Spring/Summer 2021**

<b>DATE</b>	<b>EVENT</b>
MAY 10 – AUGUST 9	SEMESTER DATES
MAY 29-31	MEMORIAL DAY HOLIDAY – NO CLASSES
JULY 3-5	INDEPENDENCE DAY HOLIDAY – NO CLASSES

**DHY 114 – Periodontology: Syllabus Agreement Statement Spring/Summer 2021**

**THIS CAN BE DONE ON JET NET**

By signing this form, I am indicating that I have read the entire syllabus for **DHY 114 – Periodontology**: course for the Spring/Summer 2021 semester. I am aware of the course requirements, professional expectations, policies and procedures, the course 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: \_\_\_\_\_

**THIS CAN BE DONE ON JET NET**